



Assessor's Evaluation for the IQM CoE Award



School Name: Kentmere Academy and Nursery
Rochdale
Lancashire
OL12 9EE

Executive Head/Principal: Sarah Isberg (Deputy COE of the Watergrove Trust)

Head of School: Nicola Howard

IQM Lead: Zoe Horton

Date of Review: 23rd February 2021

Assessor: Stephanie Robinson

IQM Cluster Programme

Cluster Group – Inclusion Pioneers

Ambassador – Stephanie Robinson

Date of Next Meeting - TBA

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

Meetings Held with:

- IQM Lead
- PP Lead
- English Lead
- Children
- Governors
- Parents

Additional Activities:

- A detailed action plan was made available.
- Access to the school website provided a wide range of information. This included the last Ofsted report, performance data, policies and procedures including SEND,



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Behaviour for learning, Equality and Diversity, Anti-Bullying and Safeguarding in addition to details about the Curriculum.

This virtual visit provided me with the opportunity to speak with a range of staff, Governors and children and to gain an understanding of the excellent work undertaken this this year.

Following a review of documentation, it became clear that the SEND Policy's aims were fundamental to the school's success. Within the aims of the policy the team state that they operate a graduated response to meet the needs of children with SEN. They recognise that this will require different strategies and interventions. The SENDCo and school team are committed to ensuring that all children succeed, that interventions are reviewed regularly to assess their impact on the child's progress. The thoughts and the views of the child, their parents and teachers are considered when determining actions. They seek to ensure that all children have equal access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities. By taking this approach, the needs of individuals and groups are addressed and they are inspired to learn. Equally, the school's values underpin the team's work and give insight to the school's vision:

The School's Values

1. We make sure that everyone in our school community is continually learning, valued and respected.
2. We work together to broaden all our horizons and for each of us to explore our opportunities so we make positive life choices.
3. We are forward looking and ambitious and we use our resources for our community today and to make a difference in the future.

The aftermath of the COVID-19 pandemic could have led to uncertainty and insecurity for children . Families had experienced a range of issues relating to COVID-19 and anxieties of parents could have permeated to children. The team at Kentmere Academy and Nursery have shown sensitivity but practicality to the situation and ensured that children, staff and families are assured of the care and support

Summary of Targets from 2019-2020

A discussion was undertaken to review the targets from 2019-2020 to inform the planning for the next academic year.

Target 1 - When designing our new curriculum, in line with the new Ofsted framework: To ensure that children with SEND are offered an enticing and engaging curriculum which allows them to acquire the knowledge and Cultural Capital that they need to succeed in later life.

The team at Kentmere Academy and Nursery have ensured that the curriculum offer is broad and balanced. The team enable all children have equal access to a broad and



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balanced curriculum, which is appropriate in meeting individual needs and abilities. The school team have moved mountains and gone from doing work on topic to providing challenge and appropriate adaptive teaching. A mastery approach is used to enthuse, excite, challenge and help nurture children's confidence revisiting misconceptions on the same day.

The staff are well trained, Subject Leaders and SLT enthuse and have a very good understanding of subject knowledge and approaches to teaching.

The new approach to the curriculum ensures greater clarity of what is expected for different age groups. For each subject in the curriculum, there are units of work linked to national curriculum requirements. Opportunities for extension activities exist and a wide range of clubs are offered.

The Subject Leaders map out the subject areas for the varied age groups and develop enrichment flightpaths which engage children and enhance learning.

The SEND and Inclusion Policy is wide-ranging. Targets are set and key to ensuring that the needs of SEND children are addressed. There is a determination to apply a graduated response to meet these needs. This response involves a variety of different strategies and interventions, which are reviewed regularly to assess their impact, on the child's progress. The views of the child, their parents and teachers are all considered.

In a speech in 2019 Amanda Spielman stated: "By Cultural Capital, we simply mean the essential knowledge, those standard reference points, that we want all children to have... So, for example, it's about being able to learn about and name things that are, for many, outside their daily experience". The school team recognise the significance of this and try to offer a range of experiences to develop the language and understanding of children which would not normally within the children's experience.

Development Point:

- To continue the good work with parents to support them in enriching the language opportunities of youngsters in a range of contexts.
- To continue to embed the new curriculum.

Target 2 - To ensure that children with SEND have additional support with their reading, in order to ensure that they reach their best possible outcome. The already detailed provision maps have been reviewed and used to good effect.

"Even in good schools, disadvantaged pupils underperform; and even when they succeed in education, they achieve poorer career outcomes than their more affluent peers with the same qualifications." In *Unlocking Talent, fulfilling potential* (2017), one target centred on closing the 'word gap' in the Early Years. Good Early Years education is the cornerstone of social mobility. Children with strong foundations will start school in a position to progress, but too many children still fall behind early and it is hard to close the gaps that emerge. We need to tackle these development gaps at the earliest opportunity, particularly focused on the key early language and literacy skills, so that all



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children can begin school ready to thrive.” The team at Kentmere Academy and Nursery recognise this and have been keen to provide appropriate opportunities to develop children’s ability to extend vocabulary and ability to read.

As Ofsted (2018) points out “Kentmere is an outstanding school”, the team have used their subject knowledge to ensure children have made good improvement in reading and Governors are fully aware of this.

There has been a consistent approach to reading. Children participate in daily reading, especially those with SEND, records are maintained and checked by SLT. If reading is not done at home then arrangements are made in school to do this at 8.00am. Equally, a new approach to guided reading has been implemented. Emphasis on reading is reflected in provision maps also.

During lockdown, reading at home has been fostered even more, a strength of the school team is that they use focussed books to support development of the broader curriculum and this enriches opportunities to extend language opportunities.

Reading is emphasised throughout school and a stimulating display on ‘star books’ was shared during the visit. This promoted a love of books, introducing specific books and authors in an inviting way.

Possible Development:

- To perhaps link with ‘Starbucks’, sharing the positive work on books and see if there is any opportunity for them to work in partnership to promote the love and importance of reading. The school feels that this target is an ongoing area of development and work hard to foster a love of books and engagement in reading.

Target 3 - For the SENCo and SEND Team to become familiar with the new SEND Code of Practice and the implications for children with SEND under the new Ofsted framework.

Appropriate training and research will be carried out when a review body has conducted the work on the SEND Code of Practice. Accordingly, this target is carried over 2021-22.

Provision maps are based on data and this enables the identification of flexible interventions.

Zoom could be used to further enhance opportunities for reading or SEND children, as could the use of mp3 players for children with SEND or Non-English-speaking families as recordings of books could support reading and understanding for parents of children reading at home.

Membership of NASEN can provide access to a range of resources to support children with SEND including reading. For example,

<https://www.sendgateway.org.uk/events/whole-class-reading-access-all>



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In addition, a further useful resource is, <https://www.sendgateway.org.uk/resources/send-governance-review-guide>

Target 4 - To continue to embed a recovery curriculum which well supports all children, including those with SEND and the school community during the COVID-19 pandemic period.

The key to a recovery can be varied and include addressing gaps in learning, knowledge of metacognition, knowledge of the individual child and their family circumstances as well as an exciting and stimulating curriculum. It is the structure and content of this curriculum which will enable the children to be back on track. In the way the curriculum is designed at Kentmere Academy and Nursery, the team have clearly developed their expertise and adapted their teaching to reflect the needs of youngsters.

The success is measured in a number of ways such as, by the way in which children in 19-20 had a gap in maths and by spring children were back on track. The Sutton Trust and the Education Endowment Trust have responded to the Government's recovery package and may be of interest, https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=RECOVERY

Agreed Targets for 2020-2021

The planned targets for 2021-2022 are endorsed as they clearly match to needs and strategic plans in the school. Governors, staff and the SENDCO endorse these and the team seek to build on their excellent practice to ensure a secure start back for children on 8th March 2021. Some of the targets reviewed last year are still relevant and ongoing and have been highlighted and agreed.

The Impact of the Cluster Group

The school feels meetings are beneficial. Learning from the last day held at Stubbin Wood enabled learning of new ideas to support speech and language development. This was shared with the staff at Kentmere Academy and Nursery and strategies learned are now being used to support language acquisition.



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Overview

It was pleasing to hear of the work and outcomes of the school's action plan for 2020-2021. It was a well-organised virtual day, highlighting the continued efforts of the school team to be inclusive in its approach and meet the needs of all students. Unfortunately, a face-to-face visit to the school could not take place due to 'lockdown' issues associated with COVID-19. Nevertheless, the assessment was able to go ahead as we agreed that Microsoft Team meetings would be held. I was able to meet with a range of staff, children, Governors and parents. It was extremely pleasing to see how the team valued all families, regularly keeping in contact with them during the current COVID-19 situation. This was endorsed by parents who gave of their time to be interviewed during the assessment day. The care for the academic, personal and social needs of the children are paramount at Kentmere Academy and Nursery. This was consistently reiterated in the discussions held.

Priorities are clearly identified for SEND and inclusion, they are linked to the school strategic planning which indicates that inclusion is embedded throughout the teaching and learning process. The needs of vulnerable children are extremely well considered. Even when children have had their own challenges, the staff have gone the extra mile for them to ensure they have every opportunity to engage.

Impact of the COVID-19 pandemic

The welcome from the IQM Lead and the team was warm and detailed. Even though, this year had been difficult for all schools, the importance of inclusion and SEND was still maintained and I was able to gain an insight into developments and the strengths of the school. The school team have worked tremendously hard to maintain links with the families/parents to ensure support has been offered. Home visits have been undertaken during the COVID-19 crisis to ensure the engagement of families.

Needs of Pupil Premium have been addressed and close watch is kept on attainment. The biggest impact of the COVID-19 pandemic appears to have been in KS1, so when children return to school in March, the team have identified that these children will need to have focussed attention, together with those who need work to achieve greater depth. On return to school, the children's mental health and wellbeing will be a priority. This will be a driver in ensuring that the children make a secure return to school.

Pupil progress reviews are carried out termly and Pupil Premium are highlighted in this context and the data links to provision maps. There is targeted support for those children who need to attain greater depth and flexible interventions are in place to cater for children's needs.

The SLT ensured support was in place for families to enable home-schooling. This has been well-structured; books and work packs have been made available to help with this.

The Inclusion Values and Practice of the School

At the heart of the staff's endeavours has been the desire that children's wellbeing, especially for those vulnerable children has been made as secure as possible.



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The team have ensured welfare calls have been undertaken. Questionnaires have been used to gain feedback on the mental health of children and some aspects of the curriculum offer are used to address needs, for example, identifying individual needs and help needed and how best to offer counselling support. Concern for the 'whole child' has been key.

It has been noted that management of children's behaviour has been well-considered of particular note was the focus when outdoors, the emphasis had been placed on enabling zoned areas are available in the school playground and children encouraged to encouraged to create own games. This is something which could be used to share and develop communication across local schools and perhaps through a link with another school.

The Learning Environment, Resources and ICT

Although a visit could not be undertaken it was very helpful to have the virtual school tour available on the school website. The entrance is welcoming, clean and orderly. Clear evidence of 'signing in' arrangements noted for staff and visitors using electronic means. A TV screen mounted on the wall was in evidence to share information and images of school life. There was evidence of the achievement of awards and the motto 'Soaring to Success' greeting everyone on entry representing high expectations. Some well-presented displays exist in the school corridor, one promoting British Values and another sharing information about the Governing Body indicating that they are seen, as a very important part of the school life. It was great to see evidence of high-quality writing valued, by sharing this in displays based on children's interests and curriculum themes. There is evidence of work on traditional tales, volcanoes and dinosaurs with key vocabulary developed with the children noted.

Understanding of LGBT is clearly promoted and addressed with sensitivity and transparency. It was super to see the notice on classroom doors sharing the book that was being read by the class in each room. As you enter into the library space, the murals on the wall are helping children to be immersed in the world of books, which are equally well displayed, front covers showing and carefully and specifically arranged. As you travel through school, the journey moves on to learning about ancient Greece and then you journey into space, with planets hanging from the ceiling and evidence of children becoming more aware of astronauts and space travel.

Classrooms are planned to include working walls, from which children are reminded about key vocabulary and calculations. Grammar and spelling are emphasised. There is clear evidence of access to IT (Smart boards and laptops). In her video clip, the Headteacher shares her love of working in the school and reinforces the fact that it is an outstanding provider.

Good use has been made of IT and the IT Lead has worked with the team. There is confidence in school demonstrated in the ICT video in which a young girl clearly articulates her understanding in the work she has engaged and understood from her use of IT. Devices are made available for children.

The school has been creative and resourceful. Lots of opportunities exist for



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engagement in a wide and varied curriculum, video clips on the website highlight the range of subjects and clubs taught in the school and children present as happy and focussed.

Next steps in this area would be to build on the learning from remote learning to identify if there are beneficial aspects which could be retained.

Learner Attitudes, Values and Personal Development

The team at Kentmere Academy and Nursery encourage children to be aware of the environment, to respect others, the school and contribute to society.

Leadership is encouraged, Digital Leaders are in place to ensure they promote E-Safety and make suggestions to enhance learning and support other children.

They endeavour to meet youngsters needs throughout the age groups with whom they work, whether in school or working from home.

Pro-Social Ambassadors are in place, they aim to prevent bullying, represent the school and they help to make others aware of various behavioural issues and how actions might affect the feelings of others.

Equally active is the Eco-Council, they raise awareness of the care for their immediate environment and set goals in which all the other children can become involved, for example, to ensure that the outdoor area is clean or to ensure children take pride in their environment.

Personalised opportunities offered by the staff consider children's interests and strengths as highlighted by the Assistant Heads and the Learning Mentor. Personal Development is considered important, children are encouraged to make choices and understand their feelings and emotions.

They continue to tailor the curriculum, offer challenge and support to enable youngsters to be the best they can be.

The school team want the children to share their ideas and have a voice, they provide opportunities for pupils to make a difference to the day to day running of school life.

There is a Prefect Council that enables representative children to contribute their ideas.

These approaches contribute to raising awareness of the importance of developing positive personal attitudes and personal development.

The support for parents is caring and well considered.

Next steps in this area would be to ensure full re-engagement with the work within the Pro-Social, Prefect Council, Eco-Council and Sports Group is continued. The action plans are coherent and easily understood.



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Learner Progress and the Impact on Learning

Staff talk positively about the way in which the curriculum has been organised and delivered. They have been creative in the delivery and embraced the differing blended approaches. The staff have worked hard to secure learner progress and the interventions they have in place at all levels enable the children to have success and maintain momentum. The team know the value of early intervention to ensure best possible outcomes.

The new curriculum is ably presented on the website and staff can articulate the approach they use to deliver this effectively.

The school team aims to offer a broad and balanced curriculum. Each curriculum area has specific units of work for the differing age groups, each of them supplemented by key texts. The school's aim is to provide the children with an empowering, holistic and engaging curriculum that equips them with the skills and knowledge for life. The team indicated that teaching through the topic makes the learning more real and memorable to the children. They teach the foundation subjects on a two-week timetable; this allows for equal coverage and supports 'sticky learning' as children are encouraged to revisit and retrieve information from their previous lesson, two weeks ago.

Following the COVID-19 lockdown, the school has developed a recovery curriculum to enable youngster to progress in key areas.

Staff foster learning in exciting ways and throughout the lockdown period staff ensured interventions were in place.

Books were delivered to children; use was made of videos and a ramped approach to reading implemented.

The staff believes that consistency is important and recognise that there needs to be daily reading. Parents are encouraged to engage in reading with the children and if it is not done at home then time is given at 8am in the morning to support these children. Comments from home in the reading record book are encouraged.

It was wonderful to see the home reading bears, all children have been issued with a Kentmere bear. The team felt that the bears would enable the children to feel more connected with the school as the children were working remotely. In accordance with the children's mental health week, the school staff wanted children to know that they cared about them and they were still a valuable part of the Kentmere Family. The school team asked the parents and children to help them practice reading aloud to their bear to develop their fluency and expression.

Next steps in this area would be to review progress post lockdown and build on current progress of children, targeting support. Also, to consider use of mp3 players or zoom meetings to support reading in the home.



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Teaching and Learning (Monitoring)

Approaches to the delivery of the curriculum have evolved over time and these will be maintained where appropriate. Measures of involvement and tracking are undertaken to ensure children are engaging and learning.

The review of data is thorough and is questioned to ensure identification of need. The settings remote education approach aims to ensure consistency for all pupils and support effective communication.

Staff use a range of approaches including the monitoring of attainment. Governors recognise that this has been difficult to measure precisely given the impact of the COVID-19, but the school is well placed to ensure all children are on track.

During normal term-time, learning walks are undertaken to gain an understanding of quality teaching and learning.

It is good to see the team making use of a number of ready-prepared high quality online materials, for example, use of tapestry for communication and observation of children's learning and progress in the younger age groups and TT Rockstar's enable children to learn times tables.

It was pleasing to see how staff had shared how subjects were being taught and assessed with parents. The presentation of this on the website was clear and the use of videos enabled a good understanding.

Staff endeavour to view and feedback on as much of students' work as they are able, while balancing their workload inside of school.

The team have focussed on closing the word gap and developed the use of language, SALT has delivered sessions and ELKAN trained staff are in place.

Students at home are mostly able to receive written feedback and all work acknowledged.

Very pleasing to hear of the challenge for the more able, the success in gaining the NACE Award.

Targets in this area would be to effectively monitor the strategies which are being implemented to support children's full re-engagement and development within the school using embedded strategies-learning walk and Pupil Progress Meetings.

Parents, Carers and Guardians

Parents recognise the good work of school and mention the way in which the staff have continued to engage.

I had the opportunity to speak with parents and this was an opportunity for me to hear about their perspective on the support given by the school. One parent described how



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supportive the school had been specifically to support the needs of the child. There was clear evidence of partnership working and enabling success.

Parents appreciate it when teachers give of their time, both formally and informally. Even though there has been lockdown the ongoing engagement with parents has been maintained.

Parents appreciate workshops held, guidance for SEND and most importantly the regular meetings/contact they have with staff.

Newsletters are sent regularly and the website is well-populated to enable parents to gain basic information about routines and more complex information, as there is a transparency in terms of sharing policy documentation.

Next steps in this area would be to continue to build on the growing confidence of parents and links that exist, building trust and further engagement.

Governing Body and Management:- External Accountability/Support

The school works in tandem with Governors. The team actively involve LA support including Early Intervention professionals, in order to meet the needs of the children. Governors have gained the Governor Mark; they are deeply committed to the work of the school. They speak with enthusiasm and are well-informed. There is a regular Governor newsletter and a display in school (Governor Board) which raises awareness of the role and significance of the Governing Body.

The Governors are strategic in their approach and fully aware of the school's action planning and they understand the curriculum. The curriculum offer is rich and appropriate for the Cultural Capital needs in the school. They understand that needs are linked into the development plan.

It was lovely to hear their enthusiastic attitude and professional approach.

The School in the Community

The Deputy Head of the Wardle Trust speaks highly of the importance of community, "We have clear values that all of the school community respects and demonstrates." One of the school's aims centres on the school and its role in the community.

Parents speak highly of the work of the school, their children have been really well supported, staff have fostered good working relationships and enabled their children to deal with emotional issues.

The team works industriously to support the local community and the school like a hub of help and advice.

The team continue to embed children's care for the environment in relation to the school and to raise awareness of wider global issues.



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Enthusiasm

Enthusiasm from the staff and Governors shone through in discussions. Staff care for the students both academically and pastorally and are keen to support the needs of children.

My thanks for an excellent and accommodating virtual review.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in 12 months' time.

Assessor: Stephanie Robinson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd