



23rd January 2018

Mr Ben Levinson
Headteacher
Kensington Primary School
Kensington Avenue
London
E12 6NN

Assessment Dates: 8th and 9th January 2018

Summary

Kensington Primary School is a truly remarkable place. The school, a large and old Victorian building, stands proudly in the middle of a long street in East Ham, London. Life in all its guises hustles and bustles around it – families of different shapes, sizes and make-ups mix with a people drawn from a multitude of nationalities and ethnic backgrounds. The school, with a pupil roll of around 575, is larger than the average primary school and is set within a diverse community that largely originates from the Indian sub-continent. There is a significant recent arrival of communities from Eastern Europe including a small but significant Roma community. The school draws from families from social housing that is increasingly rented although many more established families own their home.

All of this serves to represent a multicultural and diverse catchment which concentrates as a true and complete unity of happy and engaged pupils and families all coming together as one school community with a common aim: to learn. Or, to phrase it in Kensington terms: to grow futures, leaders, achievement, a desire to exceed and a will to care.

The Headteacher is a visible presence, and this is welcomed by parents, pupils and teachers. Nothing is too much trouble or too trivial for the Headteacher, who is seen to prioritise pupil need over paperwork and admin. This too, is true of the SENDCO and indeed of all school staff. Everything about the staff team says, “**we are a caring school**” and this is recognised readily by Governors and parents.

During the assessment an “unofficial” strapline for the school emerged. Unprompted, the line “*we’re all in it together*” was given many times over to the assessor in various conversations and interviews with staff, parents, governors and children. That the same language has emerged to articulate a philosophy demonstrates how embedded and understood the ethos of inclusivity is felt by all involved with Kensington.

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From the moment one arrives at Kensington it is clear that you are entering an inclusive school. From the warm greeting at the main reception desk to the immediate “family feel” that is sensed as you come through the doors, Kensington shouts “**WELCOME.**” It is an outward facing school that embraces visitors, visits and partnerships. As one parent said, *“our school is a school for everyone – everyone matters because everyone cares.”*

There is a wealth of inclusive practice that touches all aspects of the school community – pupils, staff, parents and partners. These examples include – but are by no means limited to – the following:

- ❖ Universal praise and appreciation for the Headteacher and SENDCO.
- ❖ A strong, cohesive and valued staff team with a good attitude for developing their practice.
- ❖ All staff feel valued and this helps continuing professional development moving forwards in the same direction. Staff buy-in to, agree with and understand CPD priorities, especially those that link in to the wider school priorities.
- ❖ Parent Gym workshops – once something to “avoid” and now a “badge of honour.”
- ❖ Well-developed inclusive learning environment.
- ❖ Pupil attitudes and levels of engagement and behaviour are extremely high.
- ❖ The inclusive feel and ethos that permeates the school – a real “family” feel. The staff know the children and readily share and celebrate their successes.
- ❖ Kensington Leads, Kensington Cares, Kensington Achieves, Kensington Futures, Kensington Exceeds. A forward-thinking programme which sits at the heart of the teaching and learning process in the school.
- ❖ Visionary, forward thinking leadership based on trust, research, inner-belief and purpose.

The 2-day assessment involved lesson observation across a range of classes, observation of playtimes, an interview with members of the Governing Body, meetings with a group of parents, support staff and pupils, a learning walk through the school with the SENDCO, and scrutiny of supporting evidence which included a range of inclusion documentation.

The Inclusion Quality Mark Co-Ordinator, Helen Harris, has been instrumental in coordinating the IQM self-audit process and must be praised for the professional way in which she has led on this programme throughout the school. The documentation was extremely thorough and articulated the school’s inclusion journey accurately, fairly and clearly. Helen had built **A LOT** into the itinerary which was a clear sign of how much Kensington had of which it was proud! Somehow, we managed to get through everything on the schedule! This was, in no small part, down to the fact that the

assessment days were well planned and well managed, a further example, should it have been required, of the diligent and professional approach that Helen brings.

The areas for development suggested in the full report are precisely that: suggestions. I would encourage the school to look at the areas of development, choose those that are most pertinent to it and its own unique inclusion journey and draw up an action plan to show how it will continue to move forwards with regards to inclusion. This would tie in with a further recommendation that the school applies for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. The school has shown a wide range of inclusive practices, and my recommendation is that this school be awarded the Inclusion Quality Mark and be reassessed in three years' time.

Assessor: Max Kelly

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Letter to Children

Thank you for welcoming me into your school, I learned a lot from you and enjoyed my visit very much. I was extremely impressed with those of you I talked to, either in a formal interview or over a bite to eat at lunchtime. Each of you talked about your school with real pride and maturity. Jack – you were so delighted that your school has an OFSTED rating of “Outstanding” and you articulated with a crystal clarity what that meant for the pupils.

I was so pleased to see how well you all care for one another and look out for each other – respect was **EVERYWHERE** – and that comes from **YOU!** You keep your school tidy and treat it – rightly so – as a place for learning.

Your teachers do an incredible job of making sure that each and every one of you is catered for and included in the life of the school and the education of all.

I was most interested to see your work on “growth mindset” and “learning powers” which was very innovative and is beginning to feature in your language and actions for learning. I look forward to finding out how this develops further over time.

Thank you for welcoming me into your school, I learned a lot from you and enjoyed my visit very much.

Max Kelly

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Element 1 – The Inclusion Values and Practice of the School

Summary

The recent story of Kensington Primary School is entirely inspirational and is one of successes – not against the odds, but certainly against a background of challenges brought about through a mix of low expectations, low aspiration and an unclear vision. Through conversation with the school’s Headteacher it becomes evident that fostering a sense of achievement and raising levels of expectation have been key ingredients in establishing and celebrating an inclusive culture that has contributed to the school’s speedy rise through inspection rankings from RI to Outstanding in a matter of years.

The Headteacher has clear vision which resonates through the school and manifests in the values and practices seen. The educational philosophy is one of “learning power” and growth mindset – as the Headteacher remarks *“to predict what kind of world awaits our pupils once they grow-up and go out into it is laughable; the world’s best futurologists can’t make that prediction and I certainly can’t. What we need to do is equip our pupils with the skills to live in that world whatever it may be.”* To that end, Kensington Primary School put great emphasis on developing children as learners.

A whole-school assembly that was observed as part of the assessment focused on Safa the Spider, a character – one of several – devised by the school to bring the idea of resilience to life for the children by contextualising it and giving it purpose, relevance and motivation for the children to want to improve in developing the disposition within themselves. This was just one example of the way the school outwardly values more than just curriculum content and statistical measures of coverage and progress. This is a school that places so much more at the heart of its purpose and *raison d’être*. This is reflected in the model created by the school which celebrates growth mindset and learning power: *Kensington Cares, Kensington Achieves, Kensington Futures, Kensington Leads*. This well-established aspect of the school’s curriculum, enshrined in an impressive display in the main lower corridor of the school, articulates the school’s desire and stated aims of ensuring no child is left behind, developing the skills to tackle the challenges of the 21st century and creating tomorrow’s leaders amongst others. This is an impressive strand to a school that helps mark it out as clearly and identifiably inclusive in nature because it seeks to build character in everyone regardless of age, stage, background, culture or gender. It accepts no excuses in its belief that every child can succeed and deserves to be taught to the very highest standard. That this is accomplished in such a diverse, multicultural and mixed school community is further testament and evidence, should it be needed, that inclusion can and does work when it has strong visionary leadership, buy-in and belief from all staff; engagement from parents and community and a relentless desire to ensure it is working so that no one child is in any way failed. Kensington Primary School has done this. As the SENDCO remarked during the assessment, *“at our nativity we had Eastern European Roma children singing carols alongside non-Roma children in a way that probably wouldn’t have happened in their own country.”* This is a special school where this kind of magic has become the norm.

Behaviour at the school is exemplary and this is recognised by OFSTED. This high level of good behaviour embodies the children’s attitudes to learning which mirror the stated aims



of the school. This ensures quality personal development, and this is augmented further by a range of after-school clubs, trips and visits. As the SENDCO reflects in the self-audit document *“from the moment pupils start school teachers provide excellent support so that they are able to reach their potential.”* ABCC sheets are an established strategy within the school for monitoring and tracking behaviours and for helping staff identify possible strategies for managing and supporting children who display challenging behaviour.

Pastoral and personal support is given high status at Kensington School: nowhere more is this demonstrably evidenced than through the provision offered via the bought-in “Place2Be” service. This service is valued by the children: they feel listened to, they feel consulted. They are taken seriously, and they know it.

There were so many other examples of the inclusion values and practices of the school which were seen during the assessment:

- ❖ Support staff timetables, provision timetables, room management/access.
- ❖ Programme of vulnerable children meetings. (VCM)
- ❖ Kensington “app” available in 50+ languages.
- ❖ Multi-lingual staff, including, crucially, front-of-house staff on reception.
- ❖ Learner of the Week certificates.
- ❖ Symbols system throughout the school.
- ❖ E-system called “Safeguard.”
- ❖ Growth mindset curriculum.
- ❖ Leadership team and senior teachers meet and greet children at the start of each day, children are known by name and receive individual “hellos.”

This list is far from exhaustive but does go a long way in supporting the real, genuine and sincere sense of “inclusiveness” that was felt during the assessment. The ethos is palpably inclusion-focused.

Strengths:-

- ❖ A raft of policies and guidance documents are well-established which underpin staff, parents and Governors commitment to inclusive practices (Inclusion Policy, SEND policy, SEND CPD register, behaviour policy).
- ❖ Learning is personalised where appropriate – personalised learning grids are in place for the ten children who are assessed on B Squared rather than the school’s mainstream assessment system.
- ❖ Focus and emphasis on growth mindset and developing “character” in pupils is a clear strength of the curriculum offer at Kensington Primary School.
- ❖ Strong senior leadership team who work very well together. The SLT play to their strengths and support one another.
- ❖ Genuine sense of warmth and welcome emanates throughout the school. This has been fostered by all partners – staff, parents, governors, pupils and community.



Areas for development:-

To strengthen and further develop inclusive practice at Kensington Primary School, it is suggested that:

- ❖ To investigate the possibility of inclusion-focused lesson observations (at least one per year per class) not as part of performance management, but as part of the SENDCO's role of quality assurance, guiding and developing best practice and sharing ideas across the school.



Element 2 – The Learning Environment, Resources and ICT

Summary

Kensington Primary School serves an area of East London in the borough of Newham. It is situated in a heavily populated urban area close to a main high street. Housed in a Victorian building that stands impressively against a backdrop of houses, back yards, roads and shops.

From the outside one can see that the school is housed across several floors, and there is a careful mix of the old and the new with a redesigned upper extension clearly visible across the building's top. Sympathetic design is part of the appeal, as is the functionality. The easily accessible early years outdoor space is a case-in-point: secure and safe, modern and bright, well-used and of educational benefit. Work has been undertaken to further improve this space since the school's last OFSTED inspection, too.

Despite the fact that this school is housed in a Victorian building, there is clear provision for access for all – including wide doorways and a lift which runs to each floor.

Equipment is well organised and there is a clear line of responsibility attached as to who is expected to manage different parts of the school's resources. A most impressive example is demonstrable in the medical room. This is a purposeful and well-considered space that recognises the importance of *getting it right* for the children in terms of their health and medical requirements. Individual boxes containing medicines, inhalers, paperwork, consent forms and photographs of the children to whom they belong are neatly stored in alphabetical order in secure, lockable cupboards. This sits alongside first-aid supplies, and easy access to the accident books and accompanying documentation. It is not an overstatement to say that this is the **best** example of a system and storage for managing children's health and medical needs seen in schools by this assessor in some time. Huge congratulations are in order: but perhaps more importantly, this was a shining illustration of the inclusive ethos of this school – children here are safe, they are valued and nowhere is this more important than managing their individual health needs. It must be hugely reassuring for parents and pupils alike.

Across the school there is timetabled use of all learning spaces – a difficult job logistically, but one which the SENDCO ably undertakes to ensure that rooms are not wasted, and opportunities for learning are maximised. Additionally, arrangements for extra activities, such as visits to Almore Children's Centre for soft play are made and adapted for pupils on the Inclusion Register.

It is also important to draw attention to the widespread adoption and use of the WIDGIT symbol system throughout the school. These symbols illustrate concepts such as directions and labels in a clear and consistent way: something which is very powerful in a school of such diverse make-up and language. Yet another "small" detail which Kensington Primary School gets absolutely right for the benefit of its pupils.



Strengths:-

- ❖ WIDGET symbol signage where appropriate.
- ❖ Classrooms house individual workstations and accompanying working walls for ASD pupils. This is a consistent approach through the school. The high quality of support offered by the support staff was noted as being first-rate: in one classroom a support worker was sat between a workstation and the rest of the classroom, gently encouraging a pupil with their learning and bridging the “gap” between the individual space required by the pupil and the communal learning space of which they were a valued part.
- ❖ Growth mindset displays throughout the school and in the lower-corridor introduce learning dispositions and characteristics of good learning.
- ❖ A well-developed library was evident: this was in an easily accessible part of the school and was bright, warm and welcoming. The SENDCO described the widespread use of the library and the system for managing it which includes a named person with overall responsibility.
- ❖ There is good use of ICT to support learning and inclusion.
- ❖ The Early Years setting is an improving learning environment and this was evidenced further by engaged, focused young learners actively participating in high quality learning.

Areas for development:-

To strengthen and further develop inclusive practice at Kensington Primary School, it is suggested that:

- ❖ Further develop the use of the WIDGET symbols system to further embed this practice and extend its reach to classrooms and the external environment.
- ❖ Is the cladding across the top extension fire-retardant?
- ❖ Maintain and continue to develop the learning environment carefully and in a considered way.



Element 3 - Learning Attitudes, Values and Personal Development

Summary

Kensington is a school where ALL children demonstrate excellence in attitude, values and personal development. The school must take huge credit for this, particularly the forward-thinking Headteacher and management team which place growth mindset and the development of “learning power” at the heart of the school’s teaching and learning philosophy.

A set of well worked out and clear policies for behaviour, equality, inclusion and anti-bullying help hone the expectations of learners in terms of their respect for others and appreciation of different needs. The culture throughout the school is one of mutual respect.

Relationships between pupils are very positive in classrooms, around the school and in the playground. They are sensitive to the needs of others and are very patient and thoughtful towards children with additional needs. In lessons, pupils are well focused and engaged with their learning. They show genuine respect for each other and a real enthusiasm for learning.

Conversations with the SENDCO confirmed that the school offers a healthy range of extra-curricular activities to the children in the school which contribute towards the sense of self-development and growth mindset. In-house monitoring suggests a 41% take-up of club attendance by children with SEND compared to an overall take-up rate of 58%. Clearly the school is doing something right to encourage such an inclusive feel to its extra-curricular offer.

As in all inclusive schools, at Kensington it is the pupils who are the best advocates of the attitudes and values that are nurtured and developed. Asked whether Kensington is an inclusive school and how do you know, the answer given to the assessor by all pupils spoken to was an overwhelming “YES.” The reasons were as varied as they were inspiring:

“It’s inclusive because we always take part in EVERYTHING.” Gvidas.

“We give a chance to ALL kids by giving them adults to get them up to the next level.” Jack.

Leadership is developed across all ages and stages – “Kensington Leads” is a prominent feature of the work of the school. The pupils articulate with clarity how leadership translates into their day-to-day life at school:

“The school council will look at your ideas if you want to change play equipment or lunches. We have democracy and leadership in our school.” Mayesha.

“We have leadership. We have assemblies where we talk about things that can be made better.” Tafia.

Children’s positive attitudes towards one another are further supported through initiatives such as the “Sports Leaders” programme which encourage the older children to develop



sports skills and play skills in the younger pupils. The impact of this inclusive practice was reported, anecdotally, as increasing self-confidence, self-esteem and leadership in students.

“On our playground we have sports leaders - I’m one - they help us to do games like football. Teachers ask us to become sports leaders and we help other pupils with the things they want to do at lunchtimes.” Gvidas.

Strengths:-

- ❖ A raft of policies and guidance documents are well—established which create a culture of mutual respect (Inclusion Policy, SEND policy, SEND CPD register, behaviour policy.)
- ❖ “Learning Powers” visible in classrooms.
- ❖ Learners are regularly consulted about school issues, with outcomes considered and addressed. Pupils can make these links themselves and can see the power that their participation and voice have, in terms of changing things for the better.
- ❖ The school aims to teach subjects in a stimulating and exciting way; that matches the curriculum to individual pupil’s needs and provides the optimum environment to allow children to reach their learning potential. Part of this is the consistent approach developed across the school in terms of individual workstations and working walls for ASD pupils.
- ❖ Behaviour of pupils is good; engagement in lessons is high.
- ❖ Pupils are given leadership roles and expectations are for leadership to be developed at all levels.

Areas for development:-

To strengthen and further develop inclusive practice at Kensington School, it is suggested that:

- ❖ How are the Kensington school values and learning powers recognised and celebrated when they are used or demonstrated by the children? There is evidence that this happens within assemblies (Learner of the Week certificate etc..) but is it an intrinsic part of lessons, developmental marking in books, ongoing verbal feedback on learning etc.?



Element 4 - Learner Progress and Impact on Learning

Summary

Kensington Primary is a data rich school, especially so for SEN pupils. The powerful part of this is not in the collection of the data, but in the use of it. The SENDCO oversees this aspect of work and produces detailed reports. The school runs a system of “blue files” which are **PERSONALISED** Learning Grids. The SENDCO monitors these on an ongoing basis. The documents are very thorough and bespoke for individual children assessed with B Squared.

Support plans are managed by the SENDCO on self-devised Excel spreadsheets. The electronic system can be accessed by **EVERYONE** who needs to be able to.

The impact of interventions and practice on specific groups of children is thoroughly monitored and is effectively evaluated. The tracking of outcomes is precise and leads to informed decisions about future practice and resource allocation as well as demonstrating impact. This is evidenced through reviews (e.g. VCM meetings, termly HN children reviews and annual reviews.)

There is a wealth of documentation which demonstrates the value ascribed by Kensington Primary School on learner progress and the impact on learning. The documentation is not only thorough, but it is evident that it is collaboratively constructed and is helping to inform future provision. This was shared with the assessor during the two-day assessment.

Strengths:-

- ❖ The percentages of SEN pupils in receipt of HN funding who are on track to meet their personalised target in July are high: 80% projected in reading, 87% projected in writing and 87% projected in maths. This compares favourably to the previous academic year which indicates 60% met their target in reading, 79% met in writing and 64% met in maths.
- ❖ In July 2017 OFSTED reported “pupils with special educational needs and/or disabilities, the most able and less able pupils, including disadvantaged pupils, all make very strong progress considering their starting points and needs. Pupils’ work in their books confirms that progress is outstanding. The large numbers of pupils who join the school at different times of year, often with very little English, make rapid progress.
- ❖ Pupil progress is checked thoroughly by teachers and leaders. Staff are confident in using the assessment system to ensure that pupils are making sufficient progress.
- ❖ Impact evaluation is clearly linked to attainment and progress data.
- ❖ Comprehensive pupil outcomes and target setting overviews and analysis.
- ❖ This is a data rich school.



- ❖ Lots of supporting evidence of evaluation of outcomes and adapted practices for all groups (support plans, minutes, provision maps, SEN information reports etc.)
- ❖ Appraisal process links to impact on learning progress and impact on learning.

Areas for development:-

To strengthen and further develop inclusive practice at Kensington School, it is suggested that:

- ❖ Continue to focus on raising attainment in all subjects and by all groups of pupils.
- ❖ Focus on developing transition between year groups for SEN children. This recommendation is borne out through conversations with the SENDCO and the data which shows some patterns/issues in Autumn 1 occurring traditionally.
- ❖ Can pupil voice develop to include pupils in the setting of their own targets, both academic and personal?



Element 5 - Learning and Teaching (Monitoring)

Summary

During the assessment a rich variety of lessons across a range of ages, stages and subjects were observed. All sessions evidenced engaged children who were connected to their learning in a meaningful way. This was helped, of course, by the skilled school staff who worked hard to provide a curriculum that was accessible to all and delivered with a high level of expertise.

In the lessons observed, and during the whole-school learning walk, very high levels of engagement were visible from the vast majority of children.

During the learning walks across various year groups and key stages, an appropriate mix of whole-class, group work and intervention withdrawal was observed: each strategy designed to meet the exact needs of the individual learner.

A clear strength of the school is its commitment to developing learning powers and growth mindset in its pupils as part of the curriculum offer. Conversations with the senior leadership team revealed the huge element of pupil voice that had gone into designing this aspect of the curriculum so that there was universal “buy-in” from the learner community as well as from staff, ensuring ownership and a clarity of understanding. This involved inviting the children to design a character logo and back-story for each learning power (e.g. Safa the Spider etc.) The learning power curriculum, from this starting point, has bubbled into a strong element of the USP of Kensington and has clear links to “Kensington Futures” - a programme that the school says develops skills for the 21st century: skills needed to succeed in an ever-changing world such as confidence, resilience, problem solving and communication.

Beyond this, the school keeps a careful watch over teaching and learning – as one member of the SLT put it *“EVERYTHING is under CONSTANT review!”* This has led to tweaks and refinements to the VCMs and provides a stream of evidence and information which enables the staff team to use with ever-increasing confidence and clarity to identify those pupils falling behind so that they can intervene rapidly and effectively to provide work focused precisely on what they need to learn.

Innovation sits at the heart of the senior leadership team and the working practices of the wider staff team. One example of this is cited in the “Buddy System” for reading. An SLT colleague described a programme of Year 5 children reading to Year 2 pupils which improved reading, built nurturing skills within the children and increased self-esteem. The impact could be clearly evidenced by the sight of children **ENGROSSED** in reading.

Kensington Primary School is clearly a highly inclusive school – nowhere was this more thoroughly borne out than where it is most important and makes its biggest impact: in the teaching and learning of the school.



Strengths:-

- ❖ Kensington Leads, Kensington Cares, Kensington Achieves, Kensington Futures, Kensington Exceeds. A forward-thinking programme which sits at the heart of the teaching and learning process in the school.
- ❖ Growth mindset philosophy and a learning power approach.
- ❖ The focus and emphasis on growth mindset and developing “character” in pupils is a clear strength of the curriculum offer at Kensington School.
- ❖ The school makes a wide provision for needs, including specific interventions.
- ❖ Regular monitoring of lessons through focused learning walks.
- ❖ An effective, well-established, and familiar senior leadership team.

Areas for development:-

To strengthen and further develop inclusive practice at Kensington School, it is suggested that:

- ❖ Produce a matrix or similar such document to show how learning powers are developed and grown in a differentiated way across the school.
- ❖ At the moment “dispositions” are covered in specific year groups (e.g. resilience is covered in Years 3 and 4; Independence in Years 5 and 6). Is it worth exploring a model where all dispositions are taught across all year groups, drawing out the interconnecting links between the dispositions and how they apply to specific aspects of learning in the mainstream curriculum?
- ❖ Consider how to establish behaviour for learning/growth mindset/learning dispositions in all lessons, perhaps through “split-screen objectives” where alongside the subject objective there is a “learning” learning objective (e.g. I am learning to multiply a two-digit number by a three-digit number AND I am learning to stay focused and remain resilient even when the work is hard). This is a big undertaking but would shift inclusive practice onwards and would certainly impact positively on teaching and learning. Schools in the Isle of Man would be worth investigating to see how this can be done at whole-school level.
- ❖ Use Jaffar’s questionnaire to begin to track/measure impact and development of these learning powers/dispositions in children over time.

Element 6 – Parents, Carers and Guardians

Summary

During the assessment the IQM Assessor met with a group of parents to discuss their views around inclusion at Kensington. The parent group was universally supportive of the school and clearly held it in very high regard. A significant reason for this unanimous view lies with the way in which parents have come to view the Headteacher who was described as being highly visible, very approachable and completely respectful. One parent went so far as to call him *“the BEST man there is – he is very friendly and is always around.”* As is so often the case it is the small detail that impresses the most and is valued substantially. The Headteacher knows everyone’s name – children and adults – and that gives to the sense of a trusted, invested and strong leader. One child’s mother remarked *“he is ALWAYS around in the school and this has given a sense of teamwork.”* The parents of pupils at the school are proud and supportive of Kensington. Those spoken to were keen to emphasize a long list of “Kensington Bests” which included, and were not limited to, the following:

- ❖ Opportunities for parents to work at the school as volunteers.
- ❖ Parent courses in subjects like maths and phonics, are worthwhile, valued and well-attended.
- ❖ Parent Gym – a six-week course to support “parenting” issues such as diet, behaviour, routines etc. “There is ALWAYS a parenting tip in the newsletter and parenting is an ACTIVE conversation between school and parents so there is no stigma attached to the Parent Gym course.”
- ❖ Parents speak so positively about the school, and that is the real test to pass. The sincerity of the regard in which parents hold the school is neatly summed up in the enthusiastic words of one father who said *“This school is just THE BEST. Communication is very good. Letters let us know with good notice so that we can participate in any events. On a daily basis teachers are approachable. Communication is often about the children’s learning and sometimes extra support like leaflets are given to help our children. The school always tries to help everyone.”*

Strengths:-

- ❖ Parents view the progress that pupils make as being very positive.
- ❖ Parents regard the school as having an excellent reputation. School questionnaires show high levels of parental satisfaction with large elements of the school.
- ❖ Recent OFSTED inspection found that “parents are extremely positive about the school and say that their children are happy, safe and taught well.”



Areas for development:-

To strengthen and further develop inclusive practice at Kensington School, it is suggested that:

- ❖ Continue to develop parental partnerships and parental engagement. How does the school engage with the “non-attending” parents at review meetings it has made reference to in the contextual introduction of Element 6 in its IQM self-audit?



Element 7 - Governing Body and Management: External Accountability/Support

Summary

The Governing Body of Kensington Primary School is the Local Advisory Board (LAB) which is part of a wider structure of governance within the Tapscott Learning Trust.

Kensington's Local Advisory Board acts as a critical friend to the school, providing strategic governance to ensure that all children receive the best possible education. The LAB meets as a whole group each term and delegates its business to a range of committees, where appropriate. The LAB is drawn from the staff of the school, the Local Education Authority, parents and the wider community that the school serves. During the assessment the assessor met with three members: Rashmi Makwana (Vice Chair), Sarah Hope and Lyn Cooke.

Link governors are appointed from within the LAB to be responsible for specific aspects like a subject or school initiative such as the Resources Committee or Standards Committee. Governors are expected to provide a level of scrutiny and challenge and this is fed back as reports at LAB meetings.

Inclusion fits under "safeguarding" in the Governorship now. It's very new - this is the very start of the second term of the school being an academy in the MAT and roles etc are still to be formally designated.

All governors spoke with pride about the school and its recent journey. The theme of faith in the clarity and visions of the CEO and Headteacher echoed throughout the conversations between assessor and governors.

"The new Headteacher and CEO have been systematic about how to move the school forward - with a total clarity. Paul Harris gave extremely strong leadership - vision, leadership is part of it, but he also had an innate "ability" to do the job."

"The school is the whole package – it's not just about learning, it's about developing confidence and preparing children for the next part of their life. The opportunities they are given here are excellent."

Strengths:-

- ❖ There is a named Governor linked to inclusion – the Vice Chair, Rashmi Makwana.
- ❖ Governing Body make regular visits to the school; Governors are frequently invited to things like assemblies, presentations.
- ❖ Empowerment and trust of the SLT by the Headteacher has really strengthened and developed the existing team whilst retaining a continuity of personnel.



Areas for development:-

- ❖ To strengthen and further develop inclusive practice at Kensington School, it is suggested:
- ❖ Continue to develop and evolve the relatively new LAB within the MAT structure.



Element 8 - The School in the Community – How this supports Inclusion

Summary

The school's IQM self-audit also points to many other ways in which Kensington plays a role in the community, including (but not limited to!):

- ❖ Cumberland's School sports events e.g. tri-golf, disability access events etc.
- ❖ East Ham Leisure Centre links.
- ❖ Links with local charities and businesses.
- ❖ Inter-generational initiatives e.g. Kensington Care has worked on a knitting project with elderly residents.
- ❖ Links with other schools including opportunities for student collaboration and teacher CPD.

Everyone at the school is valued; and there are excellent mechanisms to listen to and value staff voice, pupil voice, parent voice and community voice.

Strengths:-

- ❖ Teacher presence at times of entry and exit, ensure a listening voice and intervention that is pre-emptive rather than reactive.
- ❖ Good practice is shared with other schools e.g. person-centred reviews (John F Kennedy Special School); assessment practice (SENDSCO network).
- ❖ Feedback from events demonstrates that the school is valued by the local community.
- ❖ Summer fair was a diverse event with participants from every part of the school community.
- ❖ Parents value the regular newsletters and ongoing communication from school.
- ❖ A range of visitors to the school enhance the educational provision e.g. a "Celtic Warrior" was seen working with pupils during the assessment to bring history, drama, and speaking & listening to life for the children.

Areas for development:-

To strengthen and further develop inclusive practice at the school, it is suggested that:

- ❖ The SENDSCO has identified that she would like to explore the avenues for increasing/enhancing opportunities for parental engagement for HNF/SEN pupils.
- ❖ Develop an action plan to show how you will connect with your "harder to reach" parents.
- ❖ Continue to grow participation in community events making use of any new opportunities that come about through membership of the Tapscott Learning Trust.