



Assessor's Evaluation for the IQM CoE Award



School Name Finham Park School
Green Lane
Coventry
West Midlands
CV3 6EA

Head/Principal Mr Chris Bishop

IQM Lead Mr Rob Morey

Date of Review 16th May 2023

Assessor Ms Jane Flynn

IQM Cluster Programme

Cluster Group Inclusion Fusion

Ambassador Ms Alison Merrills

Next Meeting 21st June 2023

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Spring 2022		N/A
Summer 2022	5 th July 2022	Yes
Autumn 2022	15 th November 2022	Yes
Spring 2023	7 th February 2023	Yes

The Impact of the Cluster Group

July 2022

Lea Forest Primary School

- First Cluster Meeting for the school.
- Clarity of Vision and Values, particularly for Special Educational Needs and Disability (SEND) students.
- The sharing of good practice between schools enabled Finham Park staff to see how the criteria which they addressed in their IQM Self-Evaluation Process is addressed in a range of practical contexts.
- Interesting to see how schools are responding to raising achievement post Covid.



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November 2022 Babington Academy

Importance of ethos and moral drive, making it explicit for all throughout the school

EAL Ideas and strategies to consider:

- Immersion
- Vertical nurture and Personal Development Curriculum
- Cognitive Abilities Test (CATS) non-verbal testing
- Babington Citizenship Test
- Relentless focus on reading
- Celebration of bilingualism
- PPT option to translate useful for staff
- Flag Wall
- Book Stairs
- Cultural Day with all students in cultural dress
- Pre learning uploaded to Google Classroom
- English as an Additional Language (EAL) proficiency code in register
- Identification of 'Hidden Gems' (EAL students who are high performing but for whom language is a barrier)
- Rigorous baseline assessments
- Pre teach vocabulary
- Importance of desk layout with resources to help learning in lessons
- Multisensory teaching

February 2023 Edgewick Primary School

Focus on Reading

- Presentation of a wide range of strategies used at Edgewick and Lea Forest Primary schools. Some not strictly applicable in Finham's context but emphasis on pre teaching vocabulary and encouraging pupils to write like academic experts e.g., a historian, scientist, journalist etc is motivating, encourages interest in non-fiction texts and all ideas to be considered.
- Finham staff shared their 'Finham Reads' Programme and their development of Audio books.



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Evidence

- Tour of school including lesson visits
- Multi-Academy Trust (MAT) and Teaching & Learning publication

Meetings with:

- Deputy Chair of Governors and Staff Governor
- Headteacher
- Deputy Head Teacher (IQM Coordinator)
- Assistant Head Teacher (Data & Outcomes)
- Pupil Premium (PP) Lead, Learning Mentor for Pupil Premium Students
- Deputy Head (Inclusion)
- Special Educational Needs and Disability Co-ordinator (SENDCo)
- Child Protection Officer
- Higher Level Teaching Assistants (HLTA), (SEND), (EAL)
- Members of Year 12 Student Leadership Team
- Group of students with a range of barriers and needs
- Parent



Summary of Targets from 2022-2023

Finham Park's targets were based on the over-riding targets of the academy action plan to ensure that those pertaining to 'Inclusion' are fully integrated into the practice and development of the school.

Target 1:

Quality of Education

Develop instructional coaching and educational research.

TALK groups of staff have been established. Each focus on researching and developing a particular aspect of pedagogy to enhance learning for all. Within these groups, peer coaching trios have been established to facilitate supportive development of personal practice through discussion, planning, observation, and review. An example of an interesting outcome of a group which has researched various feedback strategies, is the piloting of a 'Fast Feedback Machine.' This enables teachers to give instant oral feedback to students which is simultaneously dictated into a machine. This provides an instant sticker of the teacher's words, which can be given to the student to stick on work in order to remind and consolidate learning. This strategy has been received positively by the research group as it provides, instant, sharp feedback for students and supports teachers' wellbeing in focussing on the quality, rather than quantity of marking and is based upon academic research into the most effective forms of feedback.

Staff from Finham Park are now supporting other local schools with their development of staff coaching strategies.

Develop a knowledge rich curriculum.

The academy is restructuring curriculum content between Key Stage 3 (KS3) and Key Stage 4 (KS4) to maximise students' knowledge and understanding, enhancing breadth, depth, and diversity, whilst also facilitating and promoting timely and relevant cross curricular links. I saw some very overt impressive examples of this whilst touring the school: in the food technology room there were informative displays on the subject of water as a global commodity – the effects of floods and drought, global warming, water for health and food poverty and security, demonstrating clear cross curricular links and deepening learning. Similarly, the importance of inclusive language was clearly acknowledged and promoted within the Modern Foreign Languages (MFL) department through displays which clarified the accurate use of non-binary pronouns in three foreign languages, alongside references to oppression of LGBTQ+ people in parts of the world.

Ensure literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM) skills are developed within departments and across the curriculum.

Curriculum Maps will continue to be reviewed for breadth, depth, relevance, and engagement, in view of the new KS3/KS4 balance and displayed within departments. Maths is now delivered in mixed ability groupings at KS3. The extension



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of drama as a discrete subject into Year 9, provides an opportunity for students to develop their formal presentation skills and 'Talk for Work'.

Finham Park has employed a Phonics Lead within its English department and is also supporting local schools with the development of reading with SEND students and within the English curriculum. In Years 7 and 8 targeted Pupil Premium (PP) and SEND students access the Accelerated Reader Programme.

Ensure the Lion Alliance impacts on staff development, improving student experience across Alliance schools.

Teaching is inclusive and maximises the progress made through COVID - 19 recovery strategies.

Much of the curriculum development work is supported by a wide range of Continuous Professional Development (CPD) opportunities provided by the Lion Alliance, of which Finham Park is a key member. A collaboration grid facilitates appropriate matching of schools to maximise effective support. Staff voice plays a significant part in the evaluation of programmes in order that needs can be effectively met on an ongoing basis. Staff spoke warmly about how important they considered the alliance to be in supporting individual, departmental and school developments and how there has been an emphasis on developing inclusive strategies in teaching and supporting students. This was endorsed in conversations with a range of students who felt that teachers 'really care' about them and their achievements, having provided 'lots of extra help to catch up.'

Next Steps:

- Continue to work on 'Training Suites' to promote positive behaviour and attitudes.
- Continue to support an increasing number of schools to facilitate incremental improvement over time.
- Prepare for national changes in initial teacher training in 2024.



Target 2:

Student Experience

Ensure all parents feel engaged and are able to support students' learning at home.

Curriculum Maps have been explained to parents and are now available on the academy's website. Furthermore, significant effort has been made to engage with families, particularly with those of 'disadvantaged' and/or SEND students: it is now requested that departments contact parents of PP and SEND students as priority when organising trips and enrichment activities to encourage participation and give details of financial support available and/or negotiated payment schedule.

Wellbeing Officers know parents well and an HLT was able to describe the holistic approach taken in ensuring that parents are fully involved in working together with the school and other agencies to inform and implement the support plans of special needs students. Administrative support frees up time for other staff to make direct contact with parents. This was evidenced in a discussion I had with a parent of a child with SEND who could not speak more highly of her experience with school staff, who regularly 'check in' with her to ensure that she feels well informed and that her son is well supported.

Establish diverse curriculum pathways that enhance the learning of all students and ensure their access to a broad and balanced experience.

Finham Park continues to provide curriculum opportunities which will meet the needs of certain students. For example, a recent development has been the introduction of an animal care course which has proved to be engaging and therapeutic.

The new curriculum structure will ensure that students have as much exposure to a broad curriculum experience as possible, whilst not sacrificing depth, because of the rigour of new curriculum mapping. The school's philosophy is that students should only drop subjects as a last resort or due to a medical need.

Investment in a new, large, Performance Arts building is testament to the Senior Team's commitment to ensuring that all students have the opportunity to have an arts educational experience throughout a 3-year KS3 period, whilst also developing their specific talents and interests in these areas. All PP students are provided with free music tuition for two terms and are funded to continue learning to play an instrument if they so wish.

Ensure use of disadvantaged and catch-up funding is strategic in addressing the needs of learners.

One of Finham Park's major developments this year has been in its strategic support for PP students. An audit has taken place to ensure that all PP students have access to a practical IT device at home. A TALK group focussing on PP pedagogy research, pilots, and shares effective practice. Departmental training in effective strategies for teaching



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disadvantaged students has taken place and staff record how they plan to support PP students in their classes, and they are clearly highlighted in seating plans, along with an indication of their needs. Departments now have a PP 'Champion'/Lead who liaises with the Heads of Department to evaluate impact during Learning Walks. PP progress is built into all Department Development Plans and staff are able to bid for funding to enable them to facilitate this. Pro-formas are used to record teachers' discussions with specific, targeted students and to review and inform progress in regular meetings with members of the Senior Leadership Team (SLT). A Learning Mentor, who works specifically with PP students, supports with personal and pastoral needs in order to check and improve their fitness for learning. The Link Governor for PP is regularly informed regarding impact of strategies.

Students whose attendance has dipped below 90% post Covid experience, are targeted with differentiated approaches, matching certain staff to different groups of students. This is proving to be effective in encouraging more children to attend more regularly.

Senior staff have found the use of National Catch-Up Training to employ former Finham pupils who are currently or recently graduated from university motivating and engaging for many students.

'Positive Fridays' enable staff to share their successes with individual/groups of students in staff briefings, helping to drive the achievement and progress agenda and finishing the week on an uplifting note.

Provide a programme of enrichment and extension activities that ensures that all students are able to enjoy 'the time of their lives.'

In addition to the ongoing provision of a wide range of enrichment activities, there has been an emphasis on engaging PP and SEND students in these by supporting access to opportunity. Experiences solely for PP students to extend their life experiences have taken place. One such notable, very popular event was a visit to a Michelin Starred restaurant in Birmingham to sample a Tasting Menu, thus supporting the academy's intention that all students should have 'out of comfort zone' experiences and 'the time of their lives.'

Commitment to equality of opportunity is evident in the decision of the Debating Club to enter a team in which all students had SEND into a Debating Competition. In a similar vein, a 'Wheelchair Basketball for All' activity was extremely popular and well received by both physically able and disabled students and their families, whilst a Cycle Race at Sports Day continues to ensure that all students can compete, irrespective of their ability to participate in track and field athletics.

When the Year 11 boys football team played in the City Final, held at Coventry City's Stadium, the PE staff took a large squad and fielded every member, with the pre-game intention of giving every boy the experience of playing in a final at a prestigious venue. The team won but nobody went away disappointed because they had not had the opportunity to play a part in the success. A younger student, who had attended the



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game to support, was keen to tell me that “there were so many teachers there watching... it was great... they must really care about us!”

An African Cultural Heritage Day provided the opportunity for students to have discussions around the concepts of cultural appropriation and cultural appreciation. This complemented the history curriculum and further developed students' knowledge of African Heritage and cultures. Some students will be visiting a Ugandan school, which Finham Park has a link, in Autumn 2023.

Individual talent is identified and supported in order that students can fully develop this at the highest possible level and have wonderful experiences. A parent described how her son was fully encouraged and supported by school staff to facilitate his participation in Para Swimming at international level and also to perform in the school choir at Coventry Cathedral.

Next Step:

- Review of Curriculum Maps in view of change in KS3 and KS4 structure of delivery, discussion with parents and publication on Website.



Target 3:

Student Outcomes

Have structures and systems in place to facilitate responsive intervention to support student progress, including effective assessment practice, recording, and reporting of accurate data to be used to inform teaching and other forms of support.

In 2021-22 the academy's focus was upon improving the outcomes of all students, but particularly those who are identified as being 'disadvantaged'. These students are clearly identified, and progress evaluated at each assessment point. A refined and robust system of support including individual action plans by teachers and departments, target 20 and focus 10 students supported by SLT and extensive monitoring by PP Leads has been implemented. Outcomes, including those of 'disadvantaged' students, is a standing item on the agendas of line management meetings. Parental questionnaires have also informed the nature of support given. The PP progress 8 differential reduced from -0.8 to -0.5 in 2022.

Deliver the highest standards of education and support for SEND students at the school.

The SENDCo is now part of the academy Leadership Team informing the commitment to improving outcomes and provision for SEND students. A TALK group focussed upon SEND researches best practice, pilots, and shares with SEND staff and all teachers to inform best possible teaching. CPD has included Autism, Pathological Demand Avoidance (PDA), Attention-Deficit Hyperactivity Disorder (ADHD) and specific up to date training on SEND paperwork requirements. A specialist Autism 'Champion' engages with both students and staff whilst a Senior Learning Mentor also supports with Social, Emotional and Mental Health (SEMH) of students. Frequent review of progress of SEND students in departmental and line management meetings, alongside close liaison of staff and parents/carers, has resulted in a 'Bank' of support plans for students. Impact is assessed at formal data points and during focussed Learning Walks.

Next Steps:

- Review KS3 assessment, progress, and target setting.
- Review impact against targets.
- Measure impact of target 20/focus 10 strategy.
- Extend use of 4Matrix to all teachers.
- Track actions agreed at line management meetings through Learning Walks.
- 'You said...We did ...' feedback for parents.
- Continued focus on SEND via TALK group.



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Target 4:

Student Support

Develop and articulate a set of 'Core Values' that students aim to demonstrate based upon 'World Class' principles.

A range of student, staff and parental voice strategies have been used to formulate and agree values which are articulated in commitments of students to each other and to staff and of staff to students.

Behaviour Management Systems promote positive behaviours that show a readiness to learn and respect for others.

Engage in Restorative Justice (RJ) Programmes through Student Welfare Officers

A TALK group researches and pilots approaches to positive behaviour management. Analysis of stickers shows a year-on-year increase in use of rewards by staff. Students are positive about behaviour within the academy and have welcomed the use of the RJ System. One student cited how the member of staff dealing with her issue gave her the option of when she would like to engage in an RJ meeting with another student, ensuring that she was ready and comfortable to do so. Another student reported how grateful she was when a few weeks after the RJ process had been completed, a member of staff still 'checked-in' on her to ensure that there had been no further problems.

A re-rooming rota within departments has been introduced to reduce any disruption from specific students, should the need arise. Departmental sanctions are monitored half termly in a SLT Behaviour Review and data shows a significant in year reduction of sanctions in the PP/non-PP subgroups and in the gap analysis.

Following a necessary exclusion of a student, leaders have introduced a 2-week process of monitoring and reporting upon their return, alongside any extra support required. The SENDCo is also included in any exclusion discussions regarding a student with SEND. It is clear that staff fervently want to deter, educate, and prevent repetition of the need to exclude.

Next Steps:

- Core Values to be in the School Development Plan.
- Review aspects of Personal, Social, Health and Economic Education (PSHE) programme.
- Follow up actions from College Leaders Conference re Behaviour.
- Action Rewards Working Group.
- Evaluate the impact of instructional coaching on responsive teaching through Learning Walks.



Agreed Targets for 2022-2023

Target 1:

Personal Development, Behaviour and Welfare

Application of Core Values

- Staff training on mentor programme.
- Induction process.
- Assemblies and mentor programme.
- Embedding of rewards programme.
- Student Leadership Team assemblies focussed on core value behaviour.
- College Zones.
- Include safeguarding and personal development in the PD learning journey.
- Adapt the PD journey to fit the vertical College system.
- Provide support to MAT/IQM schools as appropriate.

Comments:

This will involve some significant change and development as Finham Park is returning to a vertical college structure post Covid and the challenge is to provide an age-appropriate mentoring programme for **all** students covering all aspects of safeguarding and personal development.

Target 2:

Quality of Education:

- Progress check analysis of subgroups over time.
- Identification of when gaps start to occur.
- More strategies to close gaps for PP, SEND and male students.
- Improve quality and, if appropriate, quantity of data used for progress checks to ensure its relevant and easy to use.
- Review of calendar to provide information to parents in a timely manner.

Comments:

Rationalisation of data in order that it can be used simply but forensically and responded to with effective teaching and learning strategies for focus cohorts of students should drive their achievement.



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Target 3:

Leadership

Ensure that the wellbeing of students and staff is at the heart of every decision made.

Consolidate the current wellbeing structures.

- Finalisation of student and staff wellbeing charters.
- Wellbeing to be a standing item on all meeting agendas and to include reference to core values.
- Review structure of Pastoral Team.
- Regular wellbeing bulletin for students and staff.
- Staff training for leaders on impact of decisions on staff wellbeing.
- Student leadership and student voice to drive wellbeing.

Comments:

If the wellbeing of staff is good, they are able to support students' wellbeing. Morale is generally positive, and staff appreciate that leaders at all levels are placing importance on their wellbeing.



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Overview

Finham Park is an extremely popular, oversubscribed secondary academy with a large 6th form with students joining from other local schools, and continues to be an environment in which students can thrive. It is led by staff who are driving provision of equality of opportunity and access to the academy curriculum and enhanced life experience for all. Every student is important and as one student informed me, 'teachers really value us.'

The school's drive to constantly improve pedagogy through research, coaching, piloting, sharing, and embedding is impressive and a strategy which lends itself well to addressing issues pertaining to certain subgroups of the student cohort, notably 'disadvantaged,' SEND and boys. The targeting of these groups and individuals to encourage and promote engagement, participation, achievement, and attainment is now supported by a whole-school strategy and ethos, very much led by staff who 'champion' these students and who communicate with colleagues to ensure that students' needs are recognised and addressed. Link Governors are supportive in monitoring the impact of the new staffing structures and strategies.

The demographic of Finham Park's cohort has evolved to become more multicultural with an increased number of English as an Additional Language (EAL) students: of a total of 335 on the register, 72 of those students are in Year 7. The academy invests much time into CPD, and this has included training for staff in how to support EAL students. An inspirational HLTA lead for EAL ensures that there is a holistic approach to supporting students. A consequence is that the Progress 8 measure for EAL students in 2022 was +0.91. The profile of EAL in the school is being raised by an application to become an MFL Hub. Published strategies to support students in learning EAL have been shared across the MAT.

Similarly, there has been an increase in the number of SEND students on roll and Finham continues to evaluate and evolve its systems, structures, and pedagogical practice to address the increasing needs of students. Much work is taking place to ensure that parents are as fully involved in support for their children as possible. The sensitive, calm, and carefully organised approach and systems of support for students with a wide range of diverse needs, who were about to take a science GCSE on the morning of my visit, were impressive. The fact that there was such a substantial number is testament to the academy's approach to identifying individuals' barriers and ensuring that they are supported in the most appropriate ways.

An example of the school's ability and willingness to react promptly to need was its rapid response in addressing the 'Andrew Tate effect' on boys. The RAP Project was engaged by the school and its staff worked closely with students in discussing and analysing attitudes and behaviour towards females.

Finham's planned structural changes in curriculum delivery provide exciting opportunities to ensure that global diversity is embedded within content of Learning Journeys and overtly demonstrated around the school.



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The new Performance Arts Building facilitates the deepening of the curriculum and increased opportunities for all students to explore and develop their individual talents, resulting in fulfilment and fun for themselves and others, as was the case when a group of Year 12 students took it upon themselves to mount their own informal performance. It is also not unusual for students to perform and present to staff at briefing time, demonstrating their skills and creativity.

The attitudes, confidence, and articulate nature of students in Years 12 and 13 is testament to the ways in which the school encourages independent thinking, learning and leadership through its curriculum, values in responding to student voice. In discussion with a quite eclectic group of students, it was clear that an inclusive society and support for others are very much at the heart of their values. This is largely as a result of their school experience. They were able to describe how communication between staff and students is excellent and how they are encouraged to run activities and clubs for themselves and younger students but are well supported and advised in doing so. A Diversity Council meets weekly to discuss issues and plan activities. These have included charity events and the organisation of a shared celebratory 'breaking of fast' meal during Ramadan, which was attended by a hundred students, many non-Muslim, alongside their Muslim peers. The young people spoke fondly of the experience, saying how much it was appreciated by all.

There have been notable developments in recognising and acknowledging potential 'difficulties' for LGBT+ students and celebrating diversity through the PRIDE Alliance. A small group told me how well supported and comfortable they feel. They are leading in extending support into the lower school with the provision of PRIDE Safe Spaces, initially.

Students felt that should any bullying occur, it is dealt with promptly, sensitively, and thoroughly by staff. Some students are now being trained in anti-bullying strategies through the Diana Award Scheme, empowering them as leaders and embedding the academy's values of inclusion and kindness.

Finham Park is a happy, constantly evolving school and the vision of the Headteacher and Senior Team continues to be shared and embedded amongst the staff. I was told on more than one occasion during my visit that 'There's no them and us, we all work together as a team.' Staff feel that consideration is given to their wellbeing, and they are confident in raising any issues or concerns with the Headteacher. There is an aura of 'the swan' at Finham, in that staff and students are working hard but there is also a complementary calm and recognition that the 'whole' is important in terms of achievement, positive health – physically and mentally and enjoyment of learning and life. This is reflected in the approach taken towards the curriculum, pedagogy, support of a range of students' needs and personal development. In conclusion, I recommend that Finham Park School retains its status as an IQM Centre of Excellence.

I continue to be firmly of the opinion that the academy fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has



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interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Jane Flynn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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