



Assessor's Evaluation for the IQM Flagship Project



School	Holland Park School Airlie Gardens Campden Hill Road London W8 7AF
Head/Principal	Mr Samson Olusanya
IQM Lead	Ms Catherine Hill
Date of Review	25th November 2024
Assessor	Ms Tracey Hemming

IQM Cluster Programme

Cluster Group	Quality First Network
Ambassador	Ms Debbie Shirley
Next Meeting	TBC
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	8th Nov 2023	No
Spring 2024	28th Feb 2024	Yes
Summer 2024	22nd May 2024	Yes
Autumn 2024	5th Nov 2024	Yes
Spring 2025	TBC	
Summer 2025	TBC	

The Impact of the Cluster Group

Attendance at the Cluster Group meeting has been spread across the team, targeting the key participants for the area of focus. The SENDCo/Assistant Headteacher has been to 1 meeting. The SEND Manager/ELSA has attended 2 meetings, accompanied by an Assistant Head of Year. The first Cluster Group meeting was not attended because of an administration glitch with email addresses, but once this was fixed, the team embraced the Group and attended fully.

The Cluster Group is primary focussed, and this has proven a very helpful cross-phase forum. In particular, there have been elements in the formulation of the WAVE Flagship behaviour project for this year, which came from the primary links. For example, the school used several primary established de-escalation techniques to support the WAVE project after their visit to The Willows School.



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The Cluster group has provided pedagogical ideas from primary practice which have deepened the school's inclusive focus. These include speech and language techniques and an investment in widgets. An example of a language board for the teaching of Macbeth using widgets was outlined.

The school has also held a conference at the school with a group of 6 IQM secondary schools. Here they gave presentations on their inclusive journey and the increased use of the SEND Team in the support of the Attendance Team. SEND students can now drop into the ELSA – rather than line up at their form rooms and then go to lessons when ready. This has helped with self-regulation for anxious pupils.

Evidence

Meetings with:

- Principal.
- SENDCo/Assistant Principal.
- Deputy SENDCo.
- Operational Safeguarding Lead.
- Safeguarding Manager/Head of Year 10.
- A Learning Walk: Assistant Principal KS3.
- Staff Panel x 2.
- Student Panel x 2.
- Website.

Evaluation of Annual Progress towards the Flagship Project

When I was first met at reception by the SENDCo/Assistant Principal in the morning, I was taken straight to the SEND area next to the entrance of the school. I could not but be impressed by the high-profile location of the area, the space, the calmness and the atmosphere. It is cheery, well-resourced and light-filled. I was told that the previous SEND area had been up on the 4th floor and had only ever been open to SEND pupils.

This area is inclusive; SEND students can bring their friends into the area during breaks to chat and play in a very safe space. I got the immediate impression that here was a school that had Inclusion at its heart and could see that the first task of the Flagship Project had been achieved.

In fact, for each of the tasks the school had set itself in the Flagship Project, there was evidence to support its success, from leaders, staff and pupils. It was a joy to listen to individuals who were proud of what their school had achieved in such a short period of time, particularly against a background of some turbulence. It became very evident that the SENDCo had led the project with great skill and was much admired for her knowledge, drive and compassion.



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The structure of the Learning Support Team has been adjusted to support the new approach to SEND, and there have been additional appointments, including a very capable Deputy SENDCo who has led on the development of TAs into Learning Coaches. The Learning Coaches are seen as a part of the teaching staff team and are well respected. They have had extensive training as 'scaffolders' of knowledge and take on tasks for learning in the classroom, such as the creation of widget boards and United Learning glossaries, helping to provide specific support for SEND students. There is an air of confidence and authority about those that I observed during my learning walk, which added to the calmness of classes. I also saw the evidence of them assisting with the WAVE behaviour plan, calmly working with students who needed time to regulate their behaviour outside of the classroom.

The Learning Coaches and teachers wanted more time to plan for the individual needs of the pupils, so 6 Focused Learning coach sessions a year are timetabled to go into depth with plans for the teaching of SEND students, e.g. Year 11 post-mock plans. Staff wanted to plan for the individual needs of the pupils.

The Learning Coach will leave Post-it notes for the teacher after each lesson, indicating the concerns or successes of students in the classroom. TAs use glossaries from UL and then make widget-based packs for the teachers.

I was glad to have an opportunity to speak to some of the Learning Coaches in the teaching panel, and they told me more about their areas of specialisation outside the classroom. They are trained to be experts in areas such as neurodiversity, ELSA and autism. They said they felt their training was respected and that the changes had led to a more fulfilling career path.

A key next step of this initiative is to continue to implement the training for SEND identified in the MITA recommendations, ensuring that SEND is always a focus in the half-termly CPD carousel. This approach has led to increased retention of staff and progression into teaching for 2 TAs who have begun their teacher training.

The teachers have also enjoyed an improved diet of training upon the needs of SEND pupils. It was felt that teachers wanted to support students with their needs but had not been given the relevant information about specific special needs, nor trained in the techniques or practises to support the children.

To this end, the SENCo and her team wrote over 200 pupil profiles for SEND students, allowing staff to be informed on making reasonable adjustments. They have also provided SEND folders with detailed strategies and information for conditions, to allow teachers to become more knowledgeable, confident and compassionate in their handling of SEND students.

A teacher said in the panel discussion that, "the SENCo has done an amazing amount of work to show what to do etc, annual reviews done on time and to a high standard. The universal strategies provided are at the core of everything that we do."



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Another member of staff went on to say, "SEND is the central point of everything. In CPD, we think about how you would scaffold this for a SEND pupil. Passports are not passively looked over, but you always highlight the 3 key strategies you are going to use."

The school has also been trained in the inclusive teacher checklist of SCERTS. This creates the right climate for an inclusive classroom and, through its transactional support, leads to improved behaviour. It reduces dysregulated behaviour using appreciative enquiry.

The school has also supported this approach through its new Holland Park Framework for teaching. It is based upon Rosenshine's principles with great use of visuals, including timers on the board and sand timers for those who need physical indications. Other simple transactional supports recently introduced are the ready/not ready green and red cards and doodling notepads.

Essentially, the Flagship Project and its sharp focus on SEND has led to a culture shift in staff. It is now natural for staff to look for adaptations for students, and the Head of Year role has extended from its previously behaviour-bound perspective to that of an inclusive, needs-based approach.

The SEND students I met at the school were full of praise for the school. An older student said that he felt teachers were now more 'open-minded' to SEND students and their needs. All of them were able to give me examples of where they had seen or experienced an adaptation made by a teacher for a pupil. A student with hypermobility issues had recently been allowed to use a laptop rather than bringing in all her books to school. Another said that she had moved from another school once she was diagnosed with autism. She felt that the teachers went out of their way to explain topics in different ways, and several students liked the RoPE activity at the start of the lesson. Maths was particularly mentioned in this regard. Another pupil said, "In maths, they explain it really well, makes me feel like I understand it and that makes me feel good." Another pupil took advantage of mindfulness sessions held in the morning, which he felt helped him with control of his emotions.

The pupils agreed that they enjoyed the SEND trips. They felt that it was a real privilege and appreciated the effort by their teachers in organising them.

It was clear that these trips had created a strong sense of community amongst the students I interviewed. They were from a mixture of year groups, but there was clearly a bond between them. They were very friendly and respectful of each other.

Finally, 1 SEND student has excelled in his commitment to support the SEND Department. This is a sixth-form student who now runs the Sensory Room. His academic work, having been given this responsibility, has excelled, and he is now training other students to assist him.

The Flagship Project addressed parental involvement through organised coffee mornings for parents with SEND pupils. The idea was to create a sense of community whilst also delivering positive inclusion practices.



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This has been a great success, with 50 parents attending the last meeting. Many of the teachers I spoke to on the panels made comments about how positive and 'buzzy' the coffee morning was. The next meeting may well have to be held in a bigger space. It was felt that the focus on SEND practice gave a welcome focus for parents, who were keen to learn.

Agreed Actions for the Next Steps in the Flagship Project

Overview of the next steps

The new project takes on the ambitious target of bringing the school together, through a new inclusive behaviour WAVE support Policy. Through this vehicle, the school aims to co-ordinate and integrate the different areas of Inclusion, fully, into a different way of approaching behaviour across the whole school.

When talking to the principal about this new approach he summed it up by the statement, "We will use behaviour as an indicator of need and then we will be best able to support our pupils."

The key next steps for the project which has been in place now for almost a term are focused upon a broad range of well-planned, inter-connected and evidenced tasks. These combine to make the initiative highly strategic, with a good chance of success, there is certainly much buy-in from staff.

The areas of focus are the launch of the Wave Support Policy, with regular built-in termly reviews of its efficacy, with provisions in place to make adaptations as needed. The policy is supported by a new weekly meeting schedule of the key members of staff involved in inclusive care. At these meetings, individual students are monitored and discussed, and the staff look at trends.

The school has introduced the CPOMS system to assist with the tracking of student safeguarding concerns and has its own methodology for tracking the progress of students discussed at the meeting. The Safeguarding Team are led well and are a key part of the Inclusion Team. I met with the Safeguarding Manager and The Operational Safeguarding Manager who have done a lot of work on building relationships with the LA and with the 'Place2Be' Therapeutic team. This meeting also facilitates the team's earlier identification of SEND/Safeguarding needs and will accelerate referrals.

This meeting is followed up by a weekly meeting with the Assistant Principal responsible for Behaviour; SENDCo and Heads of Year, to ensure that information is cascaded, and actions are recorded.

The school wishes to set up partnerships with identified schools to support with managed collaboration around interventions, leading to a reduction in suspensions. Total suspensions last year were 215.

This approach again focuses on the recognition of need for students and best opportunities to develop self-regulation, rather than punishment.



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SEND students consist of 54 EHCP students and 219 pupils on the SEND register, approximately 20% of the school population.

Comment on areas of best practice

In my discussions with pupils and staff, it was evident that there was much support for the drive to deal with behaviour in a different way. They agreed that the narrative needed to be shifted from the previous behaviour policy, which meant that students were escalated quickly through to punishments including suspension.

They could see that the WAVE policy was not just about the pastoral lead taking responsibility for poor behaviour but saw how the broader inclusion team were working together, proactively and regularly, to look at the pupil in the round. Behaviours are not to be dealt with in isolation but in the context of the whole pupil and seeing the dysregulation of behaviour as an indication of need. They were clear that early intervention will prevent escalation.

The team are now able to provide much more informed evidence around a child.

Together with the use of a provision mapper, their own tracking system, Wider CPOMS inclusion and the refocus room, there have been no internal exclusions. Staff felt that this was a good early indication of a transformation to more supportive provision. The practice of having a maximum withdrawal time limit with a planned programme for regulation was welcomed.

There is still provision for internal exclusion if it does become necessary. Students would then receive regulation work and reflection time; the ELSA is dedicated to this. This member of staff was very positive and wedded to the idea that her role is to set students up for success.



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Overview

The school has experienced much turbulence over the last few years but has turned this into an opportunity to dramatically transform the vision and ethos of the school. The school is well on its way to being a school driven by inclusivity, professional practice, exemplary strategic planning and a determination to serve the entire school community.

The Headteacher has been in post since September 2024 and is committed to the development of the school as a beacon of inclusivity and excellence.

The Headteacher is supported by a strong leadership team. Much of my time was spent with the SENCo/Assistant Head and her team, which has spearheaded the transformation of SEND provision in the school. Together they have achieved a common understanding of the breadth and depth of inclusion and the development of specific strategies to support students, which was not previously evident. The SENCo/Assistant Principal has a very clear vision and broad knowledge of what components are needed to make a highly effective inclusive school. She has provided exceptional leadership and has gained the confidence of the school community. The progress of the Flagship project for 2022-24 is overwhelmingly clear and has supported the goals of the school for further inclusion.

There is certainly more than lip service paid in the case of Holland Park, to the concept of a truly inclusive school. Perhaps the most visible indicator is that the SEND department, including a sensory room, has been moved from the 4th floor to bright and spacious accommodation on the ground floor. This was previously the SLT corridor, which was rarely visited by staff or students. It is now a welcoming area, with many specialist spaces for the students and meeting spaces which are regularly used by staff. The Head teacher's office is also situated within this space, signalling, support at the highest level for the changes taking place.

The most recent Flagship project embarked upon in September 2024, is again wide-ranging in its scope and continues the drive to embed inclusive practice through a behaviour programme which "uses behaviour as an indicator of need, to support and not penalise students."

According to staff, its careful and thoughtful implementation has transformed their thinking about how to support SEND students and has encouraged understanding of the whole child through thoughtful and expert training, both from internal and external staff.

The school is outward facing in the Local Authority and United Learning Trust. It has facilitated training for the Academy Trust and IQM.

The Leadership and Management of the School are fully committed to the new ethos of the school, and it is evident through the ambitious Flagship Project that this is a major plank of the School Development Plan. The narrative is being shifted from behaviour dealt with in a traditional, punitive, and rapidly escalating system to one which radically looks at the cause of dysregulation and aims to provide a solution.



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The new WAVE policy is designed to extend the remit for behaviour beyond the pastoral leads and behaviour-focused SLT, extending this to a much broader and deeper inclusion team.

This team meets regularly and uses their collective talents and information to identify needs and intervene as early as possible, to prevent escalation. This approach will also give the school a more detailed evidence-based picture, through the rigorous recording of actions, than had been possible in the past.

It is clear that high-quality staff training has been at the core of the SEND transformation.

The SENDCo recognised a need to support teachers to understand the needs of their SEND students. She saw that needs were not being addressed because staff had not been given the tools to achieve them. An early action was the writing of 200 Pupil Profiles to close this knowledge gap. The CPD for last year focused heavily on delivering SEND-focused training for both teachers and support staff. It has resulted in a powerful team in the classroom of well-trained teachers with supportive Learning Coaches expert in scaffolding for students and with the skills and training to support dysregulated pupils professionally.

It is good to see that the training for SEND continues this year within the half-termly carousels and that staff requests for training in ADHD and Autism have been facilitated. CPD has also been provided to the Office Team. They are the first point of First Aid contact and as such have had one-to-one sessions with the school nurse. These have focussed on the support of students with diabetes and EpiPen training. This has helped the reception staff to deal smoothly and confidently with affected students.

The Curriculum is an area that the school will focus on over the next few years. In particular, the provision for SEND pupils. The United Learning Curriculum has been put in place and will be adapted to the Holland Park context over time.

Teaching and Learning in the school lead to very strong outcomes, and it was evident in my learning walk that teachers are skilled in delivering their subjects and have enthusiastically adopted the Holland Park Framework.

Classes are very calm and ordered. I saw the new RoPE starter in action, which seemed to create a purposeful start to the lesson. I also saw a widget board created for a RE lesson. Pupils were actively using them as a prompt. Students were very engaged and focused on their work. There were good relationships in evidence between staff and students. Learning Coaches were very clear on their roles and added a sense of supportive authority to the classroom, supporting the work of a number of SEND pupils with confidence. I am not surprised that 2 of the TAs have successfully made the transition to teacher training courses.

Behaviour and attitudes to learning are a big part of the new Flagship Project which is covered in the above. Personal Development takes place through the Holland Park Character Curriculum. This takes place in the tutor period. It is in addition to PSHE, and its core values of Aspiration, Integrity and Respect are displayed in all classrooms and feature in leadership assemblies. There are tangible targets for each of the values.



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Safeguarding is well led by highly trained professionals and is well integrated within the school, and of late, the Local Authority. One member of staff said, "Students now feel that they are seen and that they have staff that they trust." Safeguarding is part of the Inclusion Team Meeting and is an integral part of the WAVE Project.

The school has links with the local community, including a flourishing PTA. They have organised events including a Summer Fayre and work with a soup kitchen in Kensington. The school has also held a silent walk for Grenfell residents.

The school also runs a Duke of Edinburgh programme, which was appreciated by the students on the pupil panel. They explained that in Year 8 and Year 9 they were expected to do voluntary work, which the school helped them to find. They were also grateful for the Girls Football Beyond Borders (FBB), which provides personal mentors for students as well as football training. The school also has links with 'Man Cave', an organisation which gives emotional support to young men. The success of the SEND coffee mornings has been addressed above and shows the increasing openness of the school to the community.

As a final comment, I wanted to use an example of the power of a well-run SEND Department. A new initiative in the SEND area was a display board celebrating who you are. An autistic Year 9 pupil, who previously had been very difficult to reach and who didn't make eye contact, took a picture of himself in front of the board when he saw a range of positive words for autism. He then spoke to his speech therapist about his autism for the first time. The SENDCo said, "The pupils can be their authentic selves in the area; they can bring in their friends at break and lunchtime and be happy."

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Tracey Hemming

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd