



23<sup>rd</sup> July 2019

Mrs Mona Taybi  
Headteacher  
Platanos College  
Clapham Road  
London  
SW9 0AL

**Assessment Date: 8<sup>th</sup> & 9<sup>th</sup> July 2019**

## Summary

Platanos College (PC) is a mixed secondary school located in the Stockwell area of the London Borough of Lambeth. The school is part of the Platanos Trust, which is a family of schools with common goals. The aim of the Trust is to raise standards and to prepare pupils for the challenges of the 21st Century. They recognise that society is changing rapidly and believe that schools, colleges indeed all educational institutions need not only to keep up with change but need to be instrumental in leading change. The school converted to Academy status in February 2011.

In many respects Platanos College is a challenging school in fragile circumstances. I use the word 'fragile' to describe the social context in which the school sits. Where the impact of crime, housing and gangs and more, combines to impact on the lives and well-being of a significant number of students and their families. Manifesting as social, emotional and mental health needs. The majority of pupils with these complex needs are overwhelmingly SEND and from BME backgrounds.

Pastoral managers and senior staff are on gate duty at the start and end of each day. They also cover the bus stop nearest to the school. They manage the flow of students on route to school. This builds community relations by making a positive contribution to cohesion. The school writes to local businesses and invites them to contact the school with any issues or questions. Further building positive relationships.

Despite the challenges of context Platanos College is a high-performing school for pupils aged 11-16 The College received its third, successive Outstanding Ofsted rating in 2014/2015. The first and second rating were prior to converting to academy status.

This was the school's first IQM experience to assess the suitability of Platanos College becoming an IQM Centre of Excellence. During my visit I was able to verify information from the self-evaluation by cross-referencing with a range of documentation provided by the SEND lead. Combined with learning walks, conversations with a range of stakeholders including staff, pupils, parents, governors trust members, senior leaders and an educational psychologist. In addition, the college website provided key information prior to my visit.

---

### Award Offices

#### Inclusion Quality Mark Award

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

### Contact

Tel. 028 7127 7857  
Fax. 028 7127 7856  
[info@iqmaward.com](mailto:info@iqmaward.com)  
[www.iqmaward.com](http://www.iqmaward.com)

### Company Registration No.

07748285  
Inclusion Quality Mark (U.K.) Ltd  
Company Registered Address:  
Grove House  
Lutyens Close  
Chineham  
Hampshire  
RG24 8AG

Platanos College is a school at the heart of its community going well beyond the extra mile to identify individual needs in order to provide tailored support for pupils and their families. The school effectively uses the community as a classroom building capacity through external partnerships.

The school publishes its use of the Pupil Premium actions and interventions on the school website. They are committed to narrowing the gap for this group of pupils and carefully monitors the provision and its impact on students.

Pupils of all abilities are well supported through interventions, quality first teaching strategies and resources. Outside agencies work closely with the school to provide a range of effective support. Good examples of this include the work with local colleges, the uniformed services, faith communities and an organisation called 'Roots and Shoots' who offer a vocational course in Landscaping twice weekly for six pupils in year 10.

'First Story' an organisation who place professional writers into secondary schools. Writers work with students and teachers to develop creativity and improve communication skills. They raise aspirations and give students the skills and voice to achieve them. This work is captured in an Anthology of works, which illustrate the life stories, relationships and experiences that some pupils have had.

This is just one example of many external organisations that come into Platanos College to work with students. This partnership approach promotes a sense of cohesion throughout the school and within the wider community setting. Pupils report that they feel safe at school. They are supportive of each other and aware of the school's safeguarding procedures and who to talk to if they need to.

Staff work hard to develop and sustain positive relationships. Vulnerable students, including and possibly especially those with special educational needs, are identified early on in order that the curriculum can be personalised to meet their individual needs. There is a very strong sense of we will find a way to do whatever is needed, despite the far-reaching financial restraints schools are facing today. Platanos is an outward looking school who effectively collaborate with a variety of community and voluntary organisations in an effort to secure the best outcomes for all pupils.

Staff are flexible and creative in their approach. They recognise and value the support they get including CPD. When I asked staff, individually and collectively, for an 'even better if' they genuinely struggled to think of one, telling me that they had many opportunities to feed concerns back to leadership on a regular basis. Similarly, if they had ideas or wanted to try something new they were encouraged, listened to and supported.

The Headteacher Designate told me, "we support children to be independent. We are a large school of 1,016 pupils and we have developed structures for them with inclusion in mind."

Pupil voice is very strong. Those I met were a pleasure to talk to, they are so proud of their school and take their responsibilities very seriously. Pupils told me that they enjoy coming to school they feel safe here and are listened to. I asked pupils what they liked most about their school:

“At Platanos College I enjoy how the teachers push you to strive and achieve your goals. They also challenge you quite a lot which I like because it shows that they believe in you and that you are able.” (Year 8 pupil)

“The PE department is really amazing. There is a huge pitch for football and netball, two extremely popular sports. There are a couple of gyms as well as a large indoor basketball. There are smaller outdoor courts.” (Year 7 pupil)

“They really push us to do better and to work hard. They also give us lectures which motivate us.” (Year 8 pupil)

“I love the art department because we learn a lot about different artists and art styles. It also has good resources and the teachers help you when you get stuck.”

“I like the trips and you make lots of friends.”

“What I find good at this school is the extra clubs like centre of excellence in various subjects for example in maths you are pushed to do more and in science they opened a STEM club to support people who want to go further. Right now they are making a formula one car powered by electricity and each group make them step by step out of cardboard and will race them to see who wins, how fast the car goes and the design.” (Year 8 Pupil)

“The motto Attitude determines Altitude is a very heartwarming motto which keeps the students heads up high.” (Year 7 pupil)

The inaugural issue of the KS4 Newsletter was launched at the end of the Autumn Term 2018 and is now published termly. It was intended as a publication written by KS4 pupils for KS4 pupils. However, I suggest that it is much more than that. It is a valuable school resource which informs, educates and supports all students at the school, their parents as well as the local and wider community.

In particular the magazine enables pupils to take on more roles of responsibility such as interviewing and editing. Gives them opportunities to make positive contributions to the community. Develops reading and writing skills. Provides information advice and guidance. Promotes the school Platanos Trust and the Vision to a much wider audience and so much more.

I thoroughly enjoyed looking through the magazine, I can see how it has improved over time and would suggest that the school considers sharing the magazine with a wider audience, including business, if it does not already.

Platanos College is an inclusive friendly and welcoming school where every child is supported to be the best they can be. Here Attitude really does determine Altitude. The school has much to be proud of.

Over two days I talked to many people and looked at a great deal of information. I have not been able to include everything I saw and heard, but have I hope captured the essence and ethos of your school. Personally, it was a great pleasure for me to visit your school. I thoroughly enjoyed my time with you.

My thanks to the Headteacher Designate, Mona Taybi and the SENCO Angela Henry who led the process from start to finish and who fed and watered me and made me feel very welcome To all the staff, parents, pupils and governors I had the pleasure of talking to. And to the CEO and Trust members. Thank you for your time, pragmatism and honest reflections. I wish you well on your development journey and look forward to seeing your many exciting plans coming to fruition.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying 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. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Mrs Stella Bailey**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



## Element 1: The Inclusion Values and Practice of the School

The vast majority of pupils from PC come from black and ethnic minority backgrounds. 67% of all students speak English as an additional language, that's four times the national average (15.7%) 64% of students are eligible for free school meals, over twice the national average (28.9%) 36.8% receive SEND support compared to 11% nationally.

The inclusive ethos at PC is underpinned by strong positive relationships between staff and pupils. Nothing is left to chance; there is a strong focus on achieving outcomes through child centered planning and effective communication between school and home.

Strategies are in place to assess the needs of pupils from the time that they arrive at PC to the time they leave. Staff are positive role models who do their very best to support a diverse and complex range of individual needs. They receive regular and relevant CPD and know how best to support the pupils in their care.

The inclusion team regularly reviews inclusion and includes the SENCO, Pastoral Managers, who are non-teachers, school counselor, inclusion manager, Assistant Psychologist and interventions team. The team is led by the Acting Head of School. It was clear to me that all stakeholders know and understand and more importantly sign up to the inclusive vision.

PC has clear rules and routines around behavior. Expectations are high, a framework of sanctions and praise is understood by all and implemented consistently and fairly. Students told me that they feel safe, that there is always somebody to talk to, that staff really care about them.

The Safeguarding Governor meets regularly with the Designated Teacher to discuss strategies, progress and any issues that arise. The Safeguarding Policy and procedure is well known by all staff. Students know whom they should talk to if they have concerns. There are a number of designated child protection leads and training is provided at all levels for staff and Governors. Safeguarding is taken very seriously and is clearly a key priority for PC.

Creative use of Pupil Premium funding (PP) is forensically tracked not least because PP students often fall into other targeted groups. Individual tracking keeps pace with the impact on individual students and groups of students. The school works hard to enhance the cultural experiences of all pupils by planning and funding trips and providing suitable resources including staff.

However, the most recent exam results show a significant drop in the progress 8 scores of disadvantaged pupils. It was explained that this was a particularly challenging and 'fragile' group who despite all efforts did not do well in 2018. This has been analysed in great detail and is not a trend.



## Strengths:-

- Platanos College have established a safe and stimulating environment for all learners, rooted in mutual respect and understanding.
- Goals stretch and challenge all students regardless of background and ability.
- Staff consistently mirrors the positive behaviors and attitudes they expect from the pupils.
- Staff has a good understanding of the factors that can inhibit a pupil's ability to learn and are able to use and review a range of strategies to engage and support pupils in line with individual need.
- SEND pupils are identified at the earliest possible opportunity prior to starting school. Early identification of need is conducted by an onsite Assistant Educational Psychologist (AEP).
- Bespoke CEIAG for targeted pupils.
- Focused post 16 support for pupils who need it.
- A creative and appropriately challenging curriculum for all students.

## Areas for Development:-

- Ensure that you have the capacity to fully engage with other schools in your cluster to share good practice, if you successfully achieve IQM Centre of Excellence status.
- Continue to monitor and focus on key groups to ensure they are making progress in line with other groups. In particular the disadvantaged group.
- Monitor attendance at after school clubs by student groupings (for example Pupil Premium students) if you don't already.



## Element 2 – The Learning Environment, Resources and ICT

Platanos work hard to promote a positive and inclusive learning environment for all pupils. Rules and expectations are communicated regularly and effectively. Tracking involves recording pupils attitude and behavior as well as progress in lessons.

PC has developed its own reward system called CHABOP. This stands for Classwork Homework Attendance Behavior Organisation and Punctuality. The system is constantly referred to and understood by all. I was told CHABOP Governs how effectively teachers are able to teach and pupils are able to learn.

CHABOP supports teachers to create a positive learning environment one that is carefully planned to support learning, where effective praise rewards and sanctions drives students' progress and develops potential. One year 9 student said, "I think CHABOP is effective because it makes you want to get more merits." CHABOP points are regularly celebrated in form time and in assemblies. At the end of term students can win a substantial reward from a prize draw as acknowledgement of their achievements.

Students and staff spoke very positively about the behavior system. During my learning walks I witnessed impeccable behavior. The assembly I visited was well ordered and pupils were listening attentively. The topic was Leadership, to illustrate his point the teacher used the footballer Frank Lampard as a great example of independent leadership. Highlighting some of the qualities of leadership such as hard work discipline, self-control persistence and resilience. You can see where this is going. We heard more about Frank's professional life and the difficulties he had to overcome to firstly get selected to play for the West Ham first team. Then later in life he become a successful football manager.

The message was of course that, tenacity, hard work and resilience are just some of the qualities you need to achieve your goals. Students listened attentively throughout. The content of the assembly was topical and relevant and the intended message was certainly delivered. At the end of assembly pupils have one minute of reflection. Before leaving the hall we listened to the piano, played very skillfully by an extremely talented student in KS3. I very much enjoyed my early morning 'cultural' experiences at Platanos College.

I was fortunate to visit at a time when there was exhibition of Year 11 Artwork. Regular Art and Design exhibitions showcase students work. Not only is this very pleasing to look at but more importantly such exhibitions promote creativity amongst the students themselves and to an extended audience of visitors, parents and members of the local community. The Drama department and music department put on shows and performances which parents and families are also invited to attend.

Projects over the last year have included a photography competition where pupils were tasked with producing images for a public exhibition and worked with professionals within the industry. More able pupils were challenged through the Artist in Residence program. More generally these creative works of students art is displayed around the school building.



Leadership was keen to look at how each department could develop creativity in their subject areas. The Director of Creativity, who is also a drama teacher rose to the challenge by examining whether the introduction of Creative Independent Learning Projects (CILP) at KS3 is addressing creativity within each subject. She also supports each curriculum area giving advice and guidance where needed.

CLIPS are set by each department as the connecting homework to creativity fortnight. Pupils who complete the work are rewarded with 10 CHABOP points. Work is then put on display for all to see. The Director of Creativity carried out research with a view to finding out what each subject was doing to promote creativity and capitalise on high order thinking. Additionally, I wanted to find out what they wanted to see regarding creativity in their department.

The English department developed KS3 schemes of work to include additional CILP homework alongside students standard homework. Extra-curricular initiatives such as the KS3 Writing Academy (WA), newspaper team and Debate Mate all promote creativity with pupils from the Writing Academy publishing their own poetry 'A Cacophony of Colors.'

Drama and English organised trips to the theatre to see Romeo and Juliet and the Writing Academy trip to 'Black Voices' at the National Theatre. In History the 'Anne Frank' project added a greater depth of understanding for students. Whilst in Math's pupils there was a focus on developing skills around reasoning, problem solving and the use of manipulatives. These are just a few example of how subjects have used creativity in their lessons to enhance students learning within their subjects.

Pupil leadership is an important part of personal development at Platanos College. Pupils are encouraged to apply for a variety of leadership roles including: Head Boy and Head Girl Prefects Academic Leaders President and Vice Presidents House Scholars Trainee Leaders Lunch monitors and Anti Bullying Ambassadors.

Pupil Leaders are elected during the first half term of the academic year. They are put through a rigorous interview process and once elected given their roles and responsibilities. There is no shortage of applicants.

When asked, pupils told me that to be an Anti-bullying Ambassador you have to be a good listener. Someone who is supportive and friendly is approachable and who can give good advice such as telling pupils who they can talk to if they are being bullied.

Pupils chosen to be Anti-Bullying Ambassadors undertake training to work across the Platanos Trust in both primary and secondary schools. This training involves learning about and discussing different types of bullying such as cyber bullying and play fighting in and around school and in out of school situations. Once trained, the Ambassadors deliver assemblies at the Winterbourne Boys Academy, a partner school for boys aged 7-11 years in Croydon.

The Sports Block is very impressive. Large enough for four badminton courts, basketball netball, indoor football and much more. Physical Education (PE) and sports provision outside of school time is a major strength of PC. The PE department organise





competitive matches against other schools. The school has a Basketball Academy in collaboration with Greenhouse Sports, a charitable trust, with national and international players competing at the highest level.

The premises team look after the buildings very well and students treat the school with great respect. Classrooms are bright and well equipped. Corridors and landings are also bright, with large glass windows letting in lots of light. The ceilings are high ceilings and there are a number of breakout spaces.

Yellow lines remind everybody to walk on the left consequently movement around the building is safe and well-ordered with staff on duty at key points to keep movement flowing and to encourage pupils on to their destination. Behavior around the school was exemplary, partly due to effective modeling by all staff. Throughout my two-day visit movement around the school was calm and purposeful.

The Library is small but books and resources are well organised and well used. Books are clearly marked for students to access easily and are labeled according to accelerated reader levels. ICT resources are well used some may need to be updated. TAs are recognised as an invaluable resource for supporting learning at Platanos. Assistant psychologists provide training for TAs on delivering evidence-based literacy and numeracy interventions e.g. Toe by Toe, Power of 2. TAs work in collaboration with tutors to plan lessons to meet the needs of all the students in the class.

Adaptive technology is available. Similarly overlays, pencil grips and hand writing pens are also available. In addition, differentiated resources and teaching strategies are provided for individuals who require them.

All students have supervised access to laptops in some lessons. There are two IT suites and a mac suite for producing music. Pupils have access to computers at lunch times and after school.

Specific strategies are shared to support a variety of needs through a SEND proforma. The SALT and Educational Psychologist are available for consultations and planning meetings. The Anti-Bullying Committee promote positive peer on peer relations and support in resolving conflict and seeking out support from a member of the inclusion team who could be a counselor, a learning mentor or a member of the school staff.

The SENCO along with others provides training and development for teachers around Quality First Teaching. All staff understand their responsibilities in terms of meeting the needs of SEND students in the classroom. Teaching strategies are shared and teachers feel well equipped to help students overcome the barriers to learning.

### Strengths:-

- Provision for SEND students is exceptional.
- The three levels of pastoral care is planned to meet the different levels of need across the school.



## IQM Assessment Report



- A strong and varied program of activities at lunch time and after school.
- Extracurricular activities are also delivered off site, for example Boxing and Cadets. This widens the experience of pupils and provides social interaction beyond the school.
- The CHABOP policy and system provides clear guidance and alleviates any potential disparity between teacher and pupil.

### Areas for Development:

- Whilst there are displays around the school these are often difficult to see (problem is one of scale) because they are small and lost on the vastness of the walls and wide corridors. Make displays bigger in order to shout out about all the excellent work that takes place in your school.
- Welcome notice in a variety of languages in a prime location on entry to reception and replicated in new reception. Making the inclusive nature of the school obvious from entry.
- Statement regarding inclusive practice all different all equal - the schools vision.
- Update the website. It looks tired, information is hard to read and it doesn't, in my view do you justice (you already have plans for this).
- Regular investment in maintenance of technology.



## Element 3 - Learner Attitudes, Values and Personal Development

Students and staff at Platanos have a clear understanding of rules and expectations in relation to behavior. Staff do a lot to promote positive behaviors and good relationships between staff, pupils and each other “at Platanos College, we model and promote kindness.”

This was evident as I walked around the school building. Staff are aware that by promoting and maintain good pupil teacher relationships a culture of mutual respect and a sense of belonging is cultivated. This in turn promotes a sense of well-being and encourages pupils to focus on learning. Students have the confidence to grow, to make mistakes, build resilience and to be the best they can be.

The aim is that students will be independent, take ownership of their learning and develop a growth mind set. Teachers reward, not just positive behaviors and achievement but also acts of kindness and peer support. This reinforces the importance of the social as well as the academic.

The students I met were very clear about the behavior policy and practice. They explained the CHABOP system and clearly knew what they had to do earn reward points and avoid negative marks. The CHABOP policy is popular with students and they spoke every positively about the motivating affect. The students spoke about those who were less able to control their behavior and what was being done to support them. Students told me that there was “hardly any bullying” but where it does occur it is dealt with quickly.

Students are keen to do well and they told me about the feedback they get from teachers about improving their work and that there are lots of opportunities for additional support.

Many of the students I met attended numerous extra-curricular support sessions to support their learning as well as sporting, drama, art and music activities. They were very proud to tell me about the many opportunities they had to extend their learning. They loved the many performances that are regular events at Platanos College and loved the fact that they were able to participate in these.

Students know that they can approach staff with confidence and speak highly of the lengths to which the school has gone to support the needs of individuals. They enjoy an extensive range of opportunities to develop leadership skills, they know their targets and what they have to do in order to progress to the next level.

When asked what was the best thing about PC students said that staff really cared about them and went out of their way to support them. They told me teachers had ‘authority’ in the classroom but were friendly and approachable. They describe their teachers as ‘experts and spoke about things that were put in place to help them catch-up’ or revise.



# IQM Assessment Report



## Strengths:-

- Student leadership opportunities are many and varied Students take advantage of all that is on offer.
- Student voice is strong.
- The Graduate Teaching Assistant Programme is very popular and a real strength.
- Pupils are very proud of and believe in the school motto that attitude determines altitude. Pupils work hard and are focused on learning.

## Areas for Development:-

- Nothing to add to your SIP.



## Element 4 – Learner Progress and the Impact on Learning

Students at PC are well motivated and there is a culture that promotes learning for everyone. This culture is infectious and the majority of children are keen to achieve their very best. Pupils make good progress from their starting points. Student progress is tracked termly and reports are prepared for each department identifying key groups that need additional support in key areas of the curriculum.

Different learning needs are identified very early on and support is put in place as required. Personal Education Plan (PEP) set specific goals for Looked After Children (LAC) Baseline data such as CAT4 inform teaching and learning of literacy, numeracy and reasoning skill level and pupil progress meetings take place. Raising attainment groups are identified after each data drop these inform interventions for specific groups who are identified as needing additional subject specific support and academic coaching.

Teachers are skilled at using a variety of teaching and learning approaches during lessons. Schemes of Learning are carefully written and planned in departments and involve teachers collaborating together.

SEND students are the subject of structured conversations every term to update information which is circulated to relevant staff. There is SALT support for teacher planning and tasks are differentiated according to need. Visual timetables task lists and working walls are used where appropriate.

In September 2017 the Platanos Trust launched its Graduate Teaching Assistant Programme. With a view to giving graduates the opportunity to experience professional working life in a school setting. In particular for individuals who were thinking of a career in education.

Teaching Assistants (TA) are very well trained on a variety of topics and skills including effective strategies that best support the pupils they work with. They receive in house CPD from a range of professionals including the SENCO, Psychologist, Assistant Psychologist and Speech and Language Therapist. Throughout their time at Platanos Teaching Assistants are effectively deployed.

### Strengths:-

- Student needs are identified very early on. Interventions are planned and targeted.
- Training for TAs ensure high quality support for staff and pupils in the classroom.
- Teachers effectively use data to inform planning for individual pupils.
- The schools CHABOP system creates an environment the supports learning.

### Areas for Development:-

- As identified in your SIP



## Element 5: Learning and Teaching (Monitoring)

Platanos College is part of an ambitious and growing organisation The Platanos Trust. Outstanding practice and expertise is shared across the family of schools to ensure the highest standards. All staff has opportunities to participate in outstanding, bespoke CPD. Platanos firmly believe that good quality professional learning “is the most powerful tool we have to raise standards and improve the quality of learning for our pupils.” (Platanos Trust) “We want to develop successful, confident individuals who are responsible, effective contributors to the school community, their families and wider society.” (Platanos Trust)

Motivating students and encouraging positive behavior is integral to the success of any school. At Platanos staff are trained to use positive language in order to create a positive learning environment, believing that staff who do this are far more likely to create an environment which motivates and encourages pupils not only to learn but to develop a love of learning. I saw this demonstrated on a number of occasions during my two days at Platanos College.

CPD training is offered in the following areas:

- Positive Behavior for Learning.
- Differentiation and challenge to match.
- Embedding Higher Order Thinking Skills.
- Effective Marking and Feedback.
- Evidence Collation.

Teaching at Platanos is predominantly outstanding or good. Where teaching is found not to be good appropriate support is put in place quickly and effectively to improve it. Performance management is used to inform and plan staff training and development as well as to ensure consistently high standards across the school and robust monitoring systems ensure that pupils are supported through identified interventions at the earliest opportunity.

Platanos take every seriously, the need to support children at all stages of their learning regardless of ability hence CPD at Platanos is tailored to the needs of both staff and pupils.

Improving the quality of teaching and learning is central to the academy aims. All middle leaders have been trained to observe colleagues and to provide constructive feedback. The school believes that Rank Orders are informative and a useful way to show pupils how they are doing in relation to their peers and motivates students

Platanos started to publish rank orders in 2016. They are produced after formal examinations and show performance in terms of attainment and progress.



The school believes that Rank Orders are informative and a useful way to show pupils how they are doing in relation to their peers and motivates students who are not doing well to improve their performance.

Departments may choose to provide their own Rank Orders to encourage pupils who lack focus in their behavior to work harder and to ensure that progress in terms of attitude and behavior is monitored and lessons and schemes of learning are adapted accordingly.

Rank Order “is controversial it is a carrot and a stick but should never be used to humiliate students.” (Teacher)

Schemes of Learning are as far as possible adapted to individual needs. In particular the PHSE programme is responsive to local and national and of course global incidents. Teachers are fully aware of individual learning needs and have developed strategies to help students overcome barriers to learning. Staff report that by repeatedly exposing students to success criteria there has been a marked improvement in students confidence, attitudes to learning and attainment. Despite this students report that it is the help, support and kindness they receive from staff that helps them the most.

In all subjects pupils have the opportunity and time to respond to feed back after every assessment. Success criteria are used to allow them to evaluate their own progress and understand how to improve.

Teachers provide high quality feedback to all pupils. This is planned for and scaffolded to support the pupils response and rapid progress. Teachers provide a writing frame and guidance materials with the intention of improving students work. The maths department use learning journeys and templates for pupils to understand and track their own journeys. This means that during reflection time, pupils are working harder than the teachers and therefore taking responsibility for their own learning and progress.

Teachers provide effective feedback through marking and assessments as well as thorough one-to-one feedback and whole class feedback. Evaluating pupil-teacher dialogue to support pupils progress not only involves checking grades but also their responses to teacher marking.

Research carried out at Platanos by teachers found that asking pupils to highlight where they think they have met their target provides an opportunity not only for the pupil to reflect but the teacher too. As a result, teachers may observe that pupils need more support, more time and different questions?

Within GCSE PE pupils are provided with a glossary of key terminology staff are explicit about the importance of using these key words in their responses. This is embedded and becomes the norm when responding to marking or questioning.

## Strengths:-

- High Quality bespoke CPD for all staff.



## IQM Assessment Report



- The Graduate Programme for Teaching Assistants.
- Staff are involved in Maths Mastery projects with the London Thames Valley Maths Hub, which is supported by The National Centre For Excellence in Teaching Maths.
- Graduate Programme for Teaching Assistants.
- Use of positive language to engage and model behavior.
- Using success criteria to support quality responses from pupils.

### Areas for Development:-

- As identified in SIP - Develop relationship with Vauxhall City Farm to give further support to students struggling with the mainstream curriculum.
- Develop the Solihull model for parents.
- Consider that some schools now use the term Performance Development rather than Performance Management. This positive language is appreciated by teachers and in line with your ethos.





## Element 6 – Parents, Carers and Guardians

The school has an excellent reputation for meeting the needs of all children in their care. Parents are invited to the school to participate in any number of meetings that may involve their child. Including Annual Review, PEP, CP, LAC and CIN meetings, as well as CORE group meetings where their voices are sought, valued and heard.

Parents are involved in academic review days and where they meet their children's teachers, view their work and hear how they are progressing in lessons. Each year group has a pastoral manager who is a non-teaching member of staff and a first point of contact for parents should they need it. The school makes regular phone calls home to communicate positive behaviors and improvement and Translators are available to communicate with/for parents where necessary.

Parents' views are surveyed at academic review day and other events. Parents/carers invited to school plays and exhibitions and to critical evening meetings in Key Stage 4 result as and when needed. Here, parents would often receive advice and guidance on how best they can support their child at home.

Pastoral meetings/SEND meetings to discuss behavior management strategies that can be used at home, similar to approaches used in school. Restorative justice meetings are arranged following school incidents. Staff at the gate at the start and end of each day. They are available if parents/carers wish to speak to them.

All staff within the school are encouraged to keep a record, evidence of parental engagement within their performance management folder.

The parents/carers of SEND pupils are fully involved in decisions about the provision for their child. Parent concerns are addressed quickly and without fuss. Parents know their children are valued no matter what their ability or disability.

The parents I spoke with were overwhelmingly happy with the school and all that it does for their children. They reported that they were happy with the school and more importantly that their child enjoyed being here.

### Strengths:-

- The academy values parents/carers in the same way they value students. They care about their welfare and provide support for the most vulnerable families.

### Areas for Development:-

- Provide more opportunities for cultural events for parents and other partners in the community to visit the school.
- Investigate ways to deliver more learning opportunities to parents.
- Identify a parent support group with a view to enabling them to support each other.



## IQM Assessment Report



- Get started with the Solihul Project. A parent coaching programme much needed in your community.
- Consider more ways of involving parents with the school. Fund raising, volunteering at events, to develop the relationship further.



## Element 7 – Governing Body and Management: External Accountability/Support

The governing body take a proactive approach to the development, progression and continuous improvement of the school. Governors are well informed and communicate high expectations of the school leadership and management teams.

Governors are committed to an inclusive ethos that promotes learning and achievement for all and hold senior leaders to account on academic and pastoral outcomes of student progress.

Interviews with Governors demonstrated how the inclusive ethos permeates all aspects of the school. Governors bring a range of experiences to the school and take an active role in both strategic and day today activities. Safeguarding strategies are securely in place.

Leadership of the Platanos Trust is determined and well informed. There are clear plans for future developments these have yet to be approved. The CEO is very well respected by staff at all levels. The advantages of working within such a trust are clear from the creative and imaginative use of specialist staff and other resources as well as opportunities for collaboration and partnership working.

The CEO is an inspirational leader clearly passionate about the Platanos Trust. She is a skilled leader who has managed to get her community and key partners on board with the vision and is impatient to move forward at a pace.

She has an enthusiastic and talented group of senior leaders around her and is now starting to distribute leadership and plan for succession. One gets the feeling that she is on a mission and has no time to waste!

The Headteacher designate, the CEO and Governors work very well together, there is mutual respect and an agreement about the direction of travel.

Platanos Trust has ambitious and exciting plans for the future outlined below “The Trust aims to extend the number of pupils who are able to benefit from and flourish within the Platanos community of schools with its particular ethos and expertise by expanding the chain. The Trust aims to establish a nursery school and to explore the possibility of adding a residential children’s home to its portfolio. Provision for learners aged 16 to 19 will be established via Platanos College.”

### Strengths:-

- A stable and experienced Governing Body who know and serve the academy well.
- A strong vision for the present and the future

### Areas for Development:-

- Future proof Governance through succession planning.



## Element 8 – The School in the Community and how this Supports Inclusion

Platanos College is a school at the heart of its community. The school is open for hire to sports groups and community groups. The Physical Education department at Platanos encourages engagement with the local and wider community through sports activities and tournaments. This gives the school a profile within the community and gives pupils a sense of belonging. Many of the pupils are involved in sports teams, competing at local national and even international level.

The Drama department put on performances for parents and carers to showcase and celebrate the work of students. In addition, they organise cultural trips to theatres including The Southwark Playhouse where some pupils participate in the activities that take place there. The Art department put on exhibitions both within the school and in other areas of the community. As well as extending opportunities for learning this approach builds on community cohesion and develops positive partnerships with the local and wider community.

Platanos College has developed links with community and voluntary organisations such as First Story Roots and Shoots the Anne Frank Foundation. Local colleges support Careers Education by going into the school to give Information advice and guidance to school leavers moving onto the next stage of work or learning. There are also partnerships with schools across the Platanos Trust including Newlands Academy and Park Campus.

Relationships and partnership with the Local Authority, with other schools and with local agencies and organisations are very strong. There is a commitment and a responsibility to the local community that is not always seen in other schools.

### Strengths:-

- Platanos College is highly valued in the community.
- The school makes good use of the locality and all it has to offer. It is highly valued in the community.
- The school provides access for the community to use the sports facilities and other areas

### Areas for Development:-

- Further use of the schools facilities to provide learning opportunities for parents and possibly more local community groups. “The Platanos Trust provides a strong partnership based on shared values, expertise and resources, excellent communications and bespoke services and support”
- Consider how can these skills be used to develop further partnerships.