



Assessor's Evaluation for the IQM Flagship Project



School Kenmore Park Infant and Nursery School
Moorhouse Road
Kenton
Harrow
HA3 9JA

Head/Principal Mrs Rutinderjit Mahil-Pooni

IQM Lead Mr James Snowden

Date of Review 18th June 2025

Assessor Ms Siân Morris

IQM Cluster Programme

Cluster Group Inclusion London

Ambassador Dr Kenny Frederick

Next Meeting Fri 14th November 2025 Kings Cross Primary Academy

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	13 th October 2023	No
Spring 2024	5 th March 2024	Yes
Summer 2024	14 th June 2024	Yes
Autumn 2024	22 nd November 2024	Yes
Spring 2025	5 th May 2025	No
Summer 2025	13 th June 2025	Yes

The Impact of the Cluster Group

The school has attended four out of the five previous IQM cluster meetings. One was missed due to a clash with a Child Protection Conference on the same day. As a result of the visit to Willow Brook School, which champions the use of IT, Kenmore Park have arranged for their IT lead to come and demonstrate robotics at the school.

Most recently the IQM lead / Deputy Headteacher attended the cluster meeting at The Hyde School, where attendees heard how the school had gone about setting up their



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informal provision. This has enabled Kenmore Park to reflect on their own additional provision, which is useful as they are considering whether there will be a need for expansion next year.

Evidence

- IQM review and planning documentation
- Pupil data
- Parent feedback and analysis
- Case studies / annual review paperwork

Additional Activities

- Observation of soft start in playground
- Review of targets and discussion of future plans with Headteacher and Deputy Headteacher / IQM lead
- Meetings with parents
- Meeting with teachers and support staff representatives
- Observation of Bucket Time session in additionally resourced provision
- Observation of WellComm group (Nursery and Y1)
- Meeting with play-based therapist
- Tour of school
- Informal interactions with children throughout the day
- Online meeting with SEN governor and Deputy Headteacher prior to IQM visit



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Evaluation of Annual Progress towards the Flagship Project

As a longstanding Flagship School, Kenmore Park is working on a longer-term project focused on early intervention, with a particular emphasis on communication and language needs in Early Years. The school has already done a substantial amount of work around skilling up staff and putting in place strategies to support the development of children's language skills; for example, the use of sentence stems in lessons is now well-embedded across the school.

Over the past year the focus has been on improving the identification of speech, language, and communication needs, particularly for children joining the school in Nursery. The school has then explored a variety of ways to address the needs identified. This particular focus arose from staff's concerns that the number of children with speech and language difficulties seemed to be increasing year on year. This is in line with the experience of schools nationally, partly due to the impact of the Covid pandemic. There is also anecdotal evidence to suggest it may also be due to the rise in the use of electronic devices by both parents and children, reducing children's exposure to language models and limiting their experience of sustained conversations.

Having identified this as a need, the school has explored and trialled a number of possible evidence-based interventions to support children's language and communication skills. In spring 2024 the decision was made to use the WellComm programme, as staff felt it was the best fit for the way the school operates, and the time commitment was manageable. The WellComm programme is a well-known and established programme containing all the elements expected of a good quality language intervention programme. Initially the programme was trialled with eight Nursery children in spring 2024, who all made pleasing progress as a result.

In September 2024, the programme was expanded. A total of thirteen Nursery children were identified as potential participants and assessed using the WellComm tool. This provides an approximate age range at which each child is operating in terms of their communication skills. The results were truly shocking, with seven children showing skills equivalent to that of five to eleven months, more than two years behind their chronological age of 3. A further four were working at the equivalent of twelve to seventeen months and the others at a level between eighteen months and two years.

Notably one of the children identified as operating within eighteen months to two years was already known to the speech and language therapy service, as staff then discovered. Her report, shared by the parent with the school, provided a diagnosis of severe expressive and receptive language difficulties. This suggests strongly that the remainder of the children assessed have even more significant difficulties than she does, which will obviously have a massive impact on their ability to access learning and make the expected rate of progress.

Once the children started on the programme, their progress was carefully tracked. The school expected those with the lowest scores to make the most accelerated progress; however, this was not the case. The children with initial skills equivalent to between one and two years made better progress than those with the lowest skills. During my visit, I discussed this with the IQM lead, and we felt that perhaps the WellComm programme



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assumes a certain level of underlying skill, for example, basic listening and attention skills and conversational turn taking. In other words, this group of children lacked the prerequisite skills that babies and toddlers are exposed to in home environments where communication and conversation is typically valued and modelled by adults and other caregivers. This suggests that they may have additional learning difficulties as well as their identified speech, language, and communication needs.

The use of the programme has enabled the school to make fourteen detailed referrals to the NHS speech and language therapy service so far. Of the NHS assessments carried out so far, six children have been diagnosed with severe expressive and receptive language difficulties and a further two with selective mutism. One is now on the social communication pathway, and one has been discharged as he has EAL and the therapist felt he needed longer to develop English.

So many children have been identified that the therapists have questioned the numbers, and whether the school is an outlier in terms of need. Whilst there may be a possibility of demographic differences, it is also possible that some of the other local schools may not necessarily be working so diligently to identify children who may have difficulties.

This level of need, both short term and long term, clearly has significant ramifications for the school as children need strong language and communication skills to access learning, especially as they progress into Key Stage 1 and beyond.



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Agreed Actions for the Next Steps in the Flagship Project

Project Title: Continuing to address deficiencies in Communication and Language and Self-Care Skills

The school is planning to continue to further develop the work around communication and language next year and are also looking at ways of helping children to develop their self-care skills, as this has been identified as another area of concern.

With regards to speech and language support, local services are limited, and there are increasing expectations on schools to put support in place for a period of time, twelve weeks, before referring. With this in mind, the school is exploring all possible ways of supporting these children within school, both prior to and after NHS assessment.

Staff have also seen an increase in the number of children joining Nursery without basic self-care skills in place. For example, there has been a steady increase in the number of children starting Nursery who have not been toilet trained or who are not able to dress themselves. The school is addressing this in a number of ways.

A series of stay and play sessions are running for children who will be joining Nursery in September. Children attend in small groups with their parents, enabling them to become familiar with the environment and to start to build relationships with school staff. This also enables staff to get to know the children and families and identify any that may need additional support when starting. These sessions complement the home visits that staff also do and help reassure both children and parents. Early Years staff also run a number of workshops across the year, designed to help parents support their children's early development and give them the skills to support the work of the school. Kenmore Park also liaises with other nurseries for children that are joining Reception.

The work on WellComm is planned to continue, with an expansion of staff training and the further involvement of parents. It is hoped that the data collected can be used as evidence of impact to secure further funding and allow the project to continue.

The school will also be participating in the PINS project (Partnership and Inclusion of Neurodiversity in Schools). This is a free programme which offers a menu of different support from which schools can choose and will enable staff to further develop their knowledge and skills around supporting children who are neurodiverse.

The planned actions for 2025-26 clearly build on the previous work of the school, and the emphasis on involving parents more fully can only have a positive impact. Indeed, the Early Years staff have already seen the impact for some families as younger siblings enter Nursery; families who already have a child within the school understand the expectations and so their younger children tend to arrive better prepared to start their Early Years journey.



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Overview

Kenmore Park Infant and Nursery School is a three-form entry school situated in the London Borough of Harrow within a housing estate. It is unusual in that it shares a building with the Junior School, but the two are completely separate and have different Headteachers; the two schools are the last remaining separate Infant and Junior Schools within Harrow.

Many of the children at the school live in rented accommodation and a large number come from multi-occupancy homes. There are a significant number of families that are much larger than average. The vast majority of Kenmore Park's children have English as an additional language, with around 50% speaking Romanian as their first language. The remaining half of the school speak around thirty other languages, although the number of families speaking Gujarati is increasing.

The school continues to face a number of challenges, some specific to the local area, and others reflective of the national picture in education at the current time. There is a relatively transient community; recently a number of families have been subject to no fault evictions, which has meant they have been rehoused in other areas and so the children need to change schools. This has included several children with EHCPs, causing even more disruption to their education and support, and impacting on funding for the school. A number of other families are travelling on public transport from central Harrow where they have been rehoused.

In the past few years, Kenmore Park has had to reduce the number of pupils on roll as a result of falling numbers, and this also impacts on the school budget. In addition, like the majority of schools, Kenmore Park has seen a significant increase in the number of children with very complex needs joining the school. This is reflected in the number of Education and Health Care Plans, which has risen from five to eighteen in the past two years. The lack of special school placements means that more of these children are staying with the school for longer when they previously would have transferred to special school in Reception.

As with any Infant School, there are advantages and disadvantages to being separate from the Junior School. The removal of statutory Year 2 SATs means that the Year 1 phonics check is now the only statutory assessment test that the school is required to do. This makes it even more important for the school to demonstrate that children are making good progress from their starting points; this year in Early Years, for example, the majority of children are making accelerated progress to achieve a Good Level of Development at the end of their Reception year. Close liaison with the Junior School is essential to ensure a smooth transition for all children, and particularly those with additional needs.

Kenmore Park Infant and Nursery School continues to be a very welcoming school with very much of a community feel. Relationships are a key aspect of the ethos at the school. Even whilst waiting at the office on arrival, I was struck by the strong connections between the staff and the way they greeted each other. This feeling was very much in evidence in the playground at the start of the school day as parents dropped their children, and throughout the day of my visit. The long serving Headteacher and Deputy



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Headteacher know the community very well and have strong and established relationships with families. This also means that they can have difficult conversations with parents when needed, as families know that the school has the best interests of their children at heart.

There is a calm and purposeful atmosphere across the school. Classrooms are bright and engaging, with plenty of natural light. Corridor displays are a mixture of celebrations of children's work and information for the children, such as photos of the visiting adults who work within the school. As a UNICEF Rights Respecting school, posters remind children of their key rights, and staff link these to the taught curriculum and the behavioural expectations within the school. One particularly nice touch were the copies of an anti-bullying poem positioned around the school at the children's eye level. There are also numerous photos of the children at work across the school which are lovely to see. In Early Years, there is a display of photos taken at parent workshops, with parents learning alongside their children, and quotes from the children themselves.

Expectations of the children at Kenmore Park are high, both in terms of their attitude to learning and their general behaviour. Children and adults walk around the school with "tidy hands", hands clasped behind their backs, and children move from place to place calmly and sensibly. Adults frequently notice and comment on positive behaviours, and staff model the expectations for the children. The children I met were polite and friendly, with many keen to show off their achievements. In Early Years, the staff work extremely hard to try to make sure the children have the necessary skills in place as they move to Key Stage 1.

The school is proactive in developing the prime areas of learning and continues to develop more ways of supporting families to do the same. One great example of this is the weekly talk homework that the Nursery set, so that parents and their children can have conversations together. Almost all families complete this and share the videos with staff. School staff have seen the children's ability to communicate grow as a result; the majority of Nursery children are now speaking in full sentences and are using a much wider range of vocabulary. This, alongside very clear consistent boundaries, routines, and expectations, has reduced the number of behavioural issues and the Nursery children are now calm and settled in a way that they were not at the start of the year. Parental expectations have also increased dramatically as they can now see what their children are capable of and better understand the importance of play in learning.

The school also works with the nearby Family Hub, and Nursery staff have been trained to carry out the three-year-old developmental check as so many pupils have missed it. Initiatives such as daily toothbrushing in conjunction with the Whittington Health Trust are used to educate children and families about health and hygiene. Staff are also planning further training for new Reception parents in the autumn term, and the school regularly invites parents in to visit lessons and work alongside their children in classes. Parental events this year have been very well attended and feedback from parents is overwhelmingly positive.

As expected of a Flagship School, inclusion is very much at the heart of the school ethos. There is a Romanian parent ambassador to support families, and many staff have learnt basic Romanian words and phrases to use with the children. Staff speak a variety of



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community languages and utilise these skills where possible. The school sees each child as an individual and goes to great lengths to accommodate learning differences and ensure appropriate support is in place. There are a small number of children with particularly complex needs; of these, several have now been offered places at special schools for September.

In order to meet the needs of these children, the school has further developed their additional learning space which they established last year. This is designed to be a lower arousal space for children who are finding it harder to manage within the mainstream class. There is a high ratio of staff to children, with a mix of adult led activities, such as Bucket Time, and individual input. The emphasis is on supporting children to develop communication and social interaction skills as well as helping them develop strategies to manage their emotional regulation with adult support. Some children are being supported to reintegrate into their mainstream classes for those elements of the curriculum that they are able to access. Part of the work for next year is to look more closely at the curriculum for these children and further develop the provision to meet their specific needs more fully.

The majority of children with Special Educational Needs are educated within their mainstream classes where possible; some benefit from small group or individual interventions which take place in quieter parts of the school. These are delivered by well-trained support staff and overseen by the Deputy Headteacher. Supports such as visuals and visual timetables are used effectively and consistently across the school to support children's understanding. This helps the many children who are at an early stage of acquiring English, as well as those who may have additional learning needs. Other children who may find less structured times difficult to manage are supported by having lunch in a quieter setting with the deputy head. The school welfare officer also has an apparently encyclopaedic knowledge of the families and will check in on children she knows may be feeling unwell or who may need a bit of reassurance.

Additional interventions are used to boost children's skills and address the low starting points that many children have on arrival in the school. As well as speech and language sessions, there are regular phonics boosters and specific reading support for individuals who need it. The interventions I observed had a very clear structure with which the children were obviously familiar. The speech and language sessions practised a number of different skills, consisting of short motivating activities which the children enjoyed. The member of staff leading the interventions was extremely skilled, making her expectations of the children very clear, and managing their behaviour in an extremely positive and supportive way. The positive impact of these interventions is evident both in the tracking data kept by the school, and in the growing confidence of the children involved.

The school places a high value on positive mental health for both children and staff. They have a play-based therapist via the Harrow Schools Counselling Partnership who runs sessions within the school for targeted children and families; this is a mix of individual work and family focused support. The children often stop and hug the photo of the therapist that is on display as they love her so much! One example she gave was of supporting two siblings to learn to play together and providing the parent with some strategies to support and encourage this. Another was of a child with very low self-



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esteem and anger issues who had made remarkable progress as a result of therapeutic input, together with positive input from other staff. She is supported by another worker who works more holistically around the child's environment and provides some support for parents. As the therapist said, much of the work is about helping parents to "see things can be different," again with the recognition that "early intervention can be life changing."

Parents speak very highly of the school. The parents I spoke to talked about the quality of the support that the school has provided for their children, and the way they have been helped to support their children at home; one said, "You see the benefit and the child developing". They spoke about the significant improvements their children had made in terms of communication, behaviour and learning since joining the school; one said that the progress her child had made was "very exciting and unbelievable." Parents very much valued the open-door policy and appreciated the fact that the Headteacher and welfare officer are always on hand in the playground at the start of the day.

Again, early identification and intervention was a key theme of these conversations. One parent I spoke to talked about her previous children who had been through the school, and how pleased she was that her youngest child had a place; she said of the staff, "I'm family with them." All the parents I spoke to said that the staff were approachable and that there was an open-door policy within the school. They felt staff took any concerns seriously and dealt with them in a timely manner.

The staff that I met, feel very much valued by Senior Leaders; they feel well supported by the leadership team and by each other. There is a staff well-being committee that organises various staff events, and many staff socialise outside school, with a trip to The Devil Wears Prada theatre show planned for the near future. Other simple initiatives include a staff "jacket potato" lunch, which gives the staff the opportunity to get together, and a yoga session on an INSET day.

The commitment that the staff have to each other and to the school is particularly well illustrated by the efforts of the Deputy Headteacher, who ran the London Marathon earlier this year to raise money for the school's counselling service. Several staff started as parents and have since joined the school staff; one talked about how volunteering at the school had ignited her curiosity about education, to the extent that she completed her level 2 training and secured a role as a teaching assistant. The school is now supporting her to complete her level 3 qualification.

The school works closely with other local schools and agencies. For example, the Deputy Head has supported the SENCo of another local school for a period of time. A relatively new Governor has taken over SEN and has proved a useful ally in pursuing therapies for children in need. A number of families have Early Help involvement, and the school has led Team Around the Family meetings as part of this model.

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



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Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Siân Morris

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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