



## Report on IQM Inclusive School Award



**School Name:** Finham Park School

**School Address:** Green Lane, Coventry, West Midlands, CV3 6EA

**Head/Principal:** Mr Chris Bishop

**IQM Lead:** Mr Rob Morey

**Assessment Date (s):** 5th and 6th May 2022

**Assessor:** Jane Flynn

### Sources of Evidence:

- School Self Evaluation Document
- Website
- Tour of School and Learning Walk with Senior Leader of Teaching and Learning
- Viewing sample of students' work
- Attendance at Assembly

### Meetings Held with:

- Headteacher and Deputy Headteacher (IQM Co-ordinator)
- Heads of Dept: PE; Religious Studies
- College Leader
- Deputy Headteacher (Inclusion oversight); SENDCo; HLTA SEND; Child Protection Officer
- HLTAs: PLC support; in class support; EAL Support
- Representatives from Student Leadership Team
- Assistant Headteacher (Pastoral); Assistant Headteacher (Head of Sixth Form); Head of MFL
- A group of Parents
- Curriculum Enhancement Leader; Teacher of Drama; Data Manager; Head of Spanish
- Pupil Premium Champion; PP Learning Mentor; Wellbeing Officer
- A group of students with identified SEND
- Vice Chair of Governing Body



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### Overall Evaluation

Finham Park School is located in the south-west of the city of Coventry. It has a cohort of 1547 students, including a large Sixth Form, and its PAN will increase to three hundred in Year 7 in September 2022. Fifty percent of students are White British, the remaining fifty percent made up of a range of ethnic backgrounds. Eleven percent are allocated 'Disadvantaged/Pupil Premium' funding, below national average, and eighteen percent are identified as having SEND, including one percent with assigned Education and Health Care Plans. The school is the lead school within the Finham Park Multi-Academy Trust, having previously converted to an Academy as an Ofsted rated 'Outstanding' School.

Leadership of Finham Park has recently invested heavily in developing its Inclusion Agenda and Provision with commitment and care, thus creating an ethos of respect, opportunity, support, and achievement for all. The Vice Chair of the Governing Body, who has had connections with the school since 2009, remarked on the journey she has witnessed and 'the buzz' evident in the increased diversity of the cohort and the provision available in attempts to address the broader education of individual young people and to acknowledge and celebrate diversity. Students of all ages and abilities agreed that the 'togetherness' of Finham Park is extremely positive in promoting wellbeing and learning, that 'teachers genuinely care about individuals' and that 'teaching is well targeted to students 'needs' as 'teachers use lots of different ways to help people understand'. Consequently, there is a strong sense of the school living its values in an environment where all stakeholders feel unique, respected, valued, and consulted with.

The sense of positivity at Finham Park is almost palpable. Energy is overt, yet focussed, and drives an ongoing desire to constantly review and develop practice pastorally, to ensure that students are 'fit to learn' and can, therefore, access an ongoing evolving, broad and deep curriculum offer, which is delivered using an increasing range of pedagogical techniques.

A redesigned Senior Leadership Team has facilitated distributed leadership and systems and structures, enabling a rigorous strategic approach to identifying and addressing the needs of students and to review impact in order to inform practice. This is underpinned by a commitment to developing the quality of teaching by ensuring that educators have a wide range of techniques in their 'pedagogical toolboxes.' Hence, Finham Park has introduced a programme of instructional coaching, rooted in educational research, in order to improve learning for all. As the founder of The Lion Alliance, comprising a group of skilled, experienced, and expert National, Local and Specialist Leaders in Education, Finham Park is able to draw upon high quality CPD and support for all staff. This is in addition to the co-constructive approach taken to developing practice within the Multi Academy Trust, including schools with different social and economic demographic to that of Finham Park.

A key strength of the school is its rich, challenging curriculum which is continuously being developed and adapted to meet the needs of all students. The school has



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successfully created a culture of celebrating knowledge and learning as having a lifelong value, in addition to creating more personal pathways to apprenticeships and universities. A formal, timetabled curriculum enhancement programme, based on 'World Class Studies' ensures that students gain basic knowledge and experience of a wide range of subjects, in addition to those studied at examination level. This builds cultural capital, whilst fostering curiosity, appreciation and understanding of knowledge, skills, and various cultures. Leadership is looking to further expand the diversity of curriculum content in learning journeys, subject by subject, as well as matching topics within a cross curricular framework, to help consolidate and enhance students' understanding, in its action planning for further development.

Enrichment and extension activities provide opportunities for students to have 'the time of their lives.' Students and parents reported on the range of experiences which they have been able to access. Despite limitations imposed during the pandemic restrictions of the last two years, the school has been quick to plan for the reintroduction of activities and trips. Funding allocated for 'Memorable Experiences' ensures that no child is financially excluded.

Finham Park's successful embedding of WAGOLL (What A Good One Looks Like) practice for all stakeholders facilitates frequent sharing of teaching and learning strategies and general good, broader educational practice. This encourages ongoing refinement of pedagogy in striving to meet the needs of all students and promote achievement. The school's use of 'Google Classroom' prior to lockdowns, enabled online teaching to take place as soon as possible. Staff and students were familiar with the practice and the school has continued to develop a blended approach to learning which supports students of all abilities and backgrounds. Consequently, students enjoy learning and continue to make good progress. A 'glass ceiling' is put on no-one as described to me by Year 12 Student Leaders, one of whom, from a non-White British, PP background, when asked what her plans were Post 18, was justifiably proud to tell me that she intends to apply to Imperial College, London to study Aerospace Engineering. Another student expressed his appreciation for how well he has been encouraged and supported in his wish to apply to Oxbridge. Meetings with students identified as having SEND were equally positive as they explained that they feel very well supported academically, socially, and emotionally, both in the Personal Learning Centre and in main classrooms and are positively enabled and encouraged to play a full and equal part in student leadership opportunities, in addition to all other aspects of school life. Commitment to high quality support of appropriate transition pathways for all individuals is demonstrated by Finham Park's work in developing strong external links in order that students can embark upon prestigious and high-quality Apprenticeship programmes at the end of KS4 and KS5.

The progress of students is clearly monitored using a range of formative and summative methods to identify gaps in learning and implement appropriate interventions. Pastoral, academic, and integrated structures are in place to ensure that the wellbeing and learning of students are regularly reviewed to identify and address any potential barriers to the progress of individuals or identifiable cohorts. Leadership is continuing to develop robust approaches to ensuring that the progress of less able students is carefully monitored and well supported in all mixed ability groups.



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Engagement, mutual respect, personal responsibility, and positive relationships facilitate good behaviour for learning at Finham Park. The atmosphere is calm and purposeful. A culture of 'connection before correction' has been established and staff understand that engagement of students and a mutually respectful relationship with each individual student are important in maximising learning. This is underpinned with a clear and comprehensive Rewards and Sanctions policy, which is appreciated and understood by students.

The school fosters the personal development of all students via its full and discrete PSHSRE curriculum, assemblies, and the wealth of opportunities to practice leadership, to work with outside agencies and institutions and to have a voice in the development of Finham Park. There is a comprehensive and integrated approach to promoting and supporting the holistic development of students, according to their personal needs, experience, interests, talents and aspirations and all stakeholders spoken with understood their roles in 'developing the whole child.' The example of the establishment of a school 'PRIDE' group for students is testament to Finham Park's commitment to promoting support and a voice for all students, including those identifying as LGBTQ+. Presentations to staff and governors by some of those students involved are driving understanding of issues and inclusivity, thus informing further developments for the whole school and across the Multi-Academy Trust.

Parents with whom I met could not speak more highly of the support they and their children had received from staff at Finham Park. There was agreement that communication with parents in order to genuinely work in partnership with them in the best interest of the child is excellent. There was much appreciation for the manner in which both practical and pedagogical adjustments are made to provide access to a full curriculum and include their children in all aspects of school life. Engagement with parents begins before children start at Finham Park in order that transition can be as smooth and comfortable as possible. They feel well consulted and stated that response is swift whenever they contact the school. Another parent endorsed that 'staff are exceptionally good at listening, and they always follow up with action. Nothing is ever too much.' All spoke of how confident and happy their children have become. Parental surveys are generally positive, confirming that they feel involved in their children's school and also have trust that it is doing its very best for all students.

As an accredited 'World Class School' Finham Park students have access to a wealth of opportunities to engage with groups and organisations. Although there have been some restrictions during the pandemic, every effort has been made to maintain and rekindle links as much as possible. These enrich the classroom curriculum, provide specialist professional expertise, create aspiration, develop students' global perspective, support personal development and employment skills whilst fueling curiosity and enriching and enhancing the holistic educational experience for all.

As a consequence of all the above, it is not surprising that there is an inherent 'joy' in all stakeholders at Finham Park School and that it is oversubscribed. Students cannot help but be inspired by and engaged in their formal and informal learning experiences. They feel secure, supported in their learning, and appreciate the opportunities provided for them to have fun! This is driven and underpinned by the humble, ambitious, determined approach of leadership to ensuring that its inclusion agenda continues to evolve



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through careful review of its own systems and structures and an ongoing desire to learn from others. Senior Staff are aware of actions they wish to take in further developing inclusive practice.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award 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: Jane Flynn**

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

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



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### Element 1 - The Inclusion Values of the School

Finham Park demonstrates that it 'lives' its values of honesty, teamwork, leadership, enjoyment, excitement, and challenge, through its organisation of students into learning groups, its rich PSHRSE programme and the emphasis placed on provision and opportunity for all. Students with physical disabilities have automatically been included in a choir which will be performing at The Royal Albert Hall, as part of the Queen's Platinum Jubilee Celebrations. Parents described how full arrangements were made 'without a fuss' for their children to participate fully in the whole trip to London, including some sightseeing and a restaurant visit, demonstrating the embedding of habitual inclusion.

Diversity is acknowledged, supported, and celebrated, through displays and events. Learning for learning's sake is lauded and personal responsibility, alongside an understanding of how to build resilience, are promoted through the Curriculum Enhancement Programme, leadership roles and an awareness of the importance of positive mental health and how to seek support when necessary.

An assembly which I attended addressed 'Earth Day' and took a global view of responsibility for the future health and security of the planet. The effects of global warming upon various parts of the world and specific nations were shown and described and the actions of governments of various countries, historically and currently, explained. The idea of cumulative and individual responsibility was very evident: it is *everyone's* problem, and *everyone* should help with a solution was a clear message.

The demographic of the Student Leadership Team, its remit, and the conversations I had with its members confirmed the appreciation and understanding which students have of diversity, and inclusion. An increasing number of students joining Finham Park in the Sixth Form from a local Muslim school has been welcomed and adaptations have been made, including allocation of a Prayer Room. Plans are also afoot for an Ablution Station. The collaborative approach taken by all stakeholders in sharing experience and working together to deepen and enhance understanding of the inclusion agenda in relation to cognition, ethnicity, race, and gender identification is creditable.

#### Next Steps:

- *Develop a set of Core Values for students, based on 'World Class principles.'*
- *Develop ways of ensuring that 'values in practice,' particularly demonstrating national and global diversity, are overt in displays, notices in communal areas and classrooms.*





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### Element 2 - Leadership and Management and Accountability

The Vice Chair of Governors has a clear understanding of the breadth and depth of inclusion in the context of addressing barriers to learning and described the diverse Governing Body as being 'extremely challenging' of School Leaders in holding them to account for ongoing progress and development in order to secure achievement for all.

Senior Leadership is committed to inclusion in all areas and is keen to continuously address issues, to empower staff and students. It has introduced systems and structures within its review and assessment protocol to identify needs and staff have been employed and deployed to support students both academically and emotionally. The responsibility of class teachers to deliver quality first teaching *for all* is clear. Aspects of Inclusion are included in Quality Assurance Reviews and inform personal, departmental, and school development plans.

A Collegiate structure, led by individual Heads of College, facilitates good, ongoing knowledge of families, whilst students of all ages are placed in diverse groups, replicating real life.

A Staff Wellbeing Charter commits the school to ensuring that staff are 'Equipped, Valued, Loved and Encouraged' to carry out their roles to the very best of their abilities, by providing strong induction and ongoing training ( both in house, within the MAT and across The Lion Alliance,) appropriate systems, individual and team support and by always having a staff focus, in recognising the staff body as the main and most important resource for all students.

Staff stated their confidence in Leadership and in a recent survey, eighty six percent felt morale was good whilst ninety percent believed that their contribution to the school was welcomed and valued. They are able to share positive news and events every 'Feel Good Friday' and are thanked with a 'Staff Breakfast' at the end of every month. The sharing of WAGOLs (What a Good One Looks Like) as an example of good practice is much appreciated and valued as a means of building skills and methodology at the same time as decreasing individual workload.

Leadership is at the core of Finham Park's ethos, and it was clear that everyone, adult, and child/young person is considered, encouraged, and supported to be a 'leader' - of themselves, of a class of students, of an initiative, of a team etc.

#### Next Steps:

- *Continue to develop further individual pedagogical skills of staff to enable them to fully support and challenge all students, particularly the less able in mainstream classrooms within a mixed ability context.*
- *Ensure that Disadvantaged/PP funding is targeted strategically to maximise impact on identified students.*





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### Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The breadth and depth of the curriculum provided at Finham Park is a significant strength in its being able to engage and provide for all students.

Finham Park School is relatively rare, as a state, non-selective school, in offering Mandarin as a compulsory subject for all students in Year 7 as part of the Mandarin Excellence Programme, this includes a ‘Taster Session’ for parents. Some students are then able to continue to ‘A’ Level if they wish to do so. Currently, 30 students are following a GCSE course (2 of whom are identified as PP and 2 have SEND) and a small number of students are studying Post 16. Mandarin is offered in addition to French, Spanish and German. Ninety percent of students take at least one Modern Foreign Language at GCSE Level and those who don’t follow a tightly structured Language and Culture Course in French or Spanish. Studies have been supported with trips abroad, including to China, pre-pandemic. There is every intention that these should recommence as soon as conditions and Government advice permits. The department reflects the school’s efforts to increase cultural capital for all. Sixth Formers have created an ‘Interpreters Group’ comprising students who speak various languages. At school functions and parental events, they wear T-shirts, identifying themselves and their available language. A register is also kept in order that they can offer their services if required within school. As a result of their initiative, the group won the Coventry City of Languages Interpreters’ Award. It is notable that the MFL department is researching gender approaches to foreign languages within the LGBTQ+ context.

Finham Park students begin to choose an ‘Option Route’ at the end of Year 8. A fortnightly timetable facilitates a Year 7 enhanced programme of subjects, delivered cyclically and including: Games Design; Discovering Science and Technology; Media and Making a Film; Drama; Psychology as Science and Thinking, Philosophy for Children. This enables all students to discover and develop their talents and interests. In all years, the careers element of the PSHSRE and mentor programmes helps to inform, and guide students, to inspire them to aspire and prepare for their choices of subjects. This is supplemented with the support of a specialist Careers Advisor three days per week and Work Experience Placements for *all* students in Years 10 and 12.

Some students follow ASDAN Short Courses in Football, Animal Care, Construction, Hair and Beauty and Personal Finance. Nineteen percent of these are PP students. The school works in partnership with Jaguar Landrover in further developing its Motor Vehicle Course. The curriculum of these students also includes boxing lessons and landscape gardening. Furthermore, Finham Park has forged links with ‘Amazing Apprenticeships,’ a partnership with HomeServe, and is one of only twelve schools in the Midlands to be accepted for a pilot programme, which links students to prestigious companies in domestic trades of their choice and eases transition into high quality apprenticeships in these areas.

Finham Park is able to offer 30 Courses at GCSE, including Psychology and Engineering, whilst an impressive 32 courses are available in the Sixth Form including all STEM subjects, Arts, Languages, Humanities and the Extended Project Qualification. In



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addition, Criminology is shortly to be introduced at KS5 in response to the interests of students.

Although students will not continue with some subjects formally, all subjects offer extra-curricular enhanced learning, enabling them to continue with or adopt new interests.

A dynamic Head of Physical Education ensures that his subject is a comprehensive driver of inclusion at Finham Park through a pyramid of team representation, core foundation participation in all areas and an enrichment programme for all students. Boys and girls play all of a wide range of sports, with the exception of netball, which is not played by boys. Sports from other cultures are incorporated into the curriculum, such as Kabaddi, Frisbee, and Korfbal. Fencing, Archery and Taekwondo are also included in the enrichment programme across the school. The SOW at KS4 includes Fitness and Health Education, Leadership and First Aid. Year 11 students can choose their activity within a context of the importance of exercise for health and wellbeing. PP students are funded to participate in any activities for which there is a charge, including watersports, skiing, and cycling trips. Students with physical disabilities access ninety five percent of lessons and also work with a physiotherapist in the Fitness Suite when appropriate. One such student has represented Coventry at swimming in the International Youth Games which has been supported and celebrated by the school. A student with EAL, who transferred from another school and has demonstrated exceptional skill at Long Jump, has also been encouraged to trial for international representation. Excellence is honoured with Sports Colours for individuals, whilst Sports Day involves the whole school.

All students follow a Religious Studies programme for the entire duration of their time at Finham Park, including the Sixth Form. Sixty-two percent of students have a faith background of either Christianity, Islam or Hinduism and the curriculum includes the six major global religions but also includes Humanism, Atheism and Paganism. Critical thinking, a philosophical, world view and inclusive approach underpin the work of the department which extends into other areas of the school. The PRIDE group has worked with the Head of Department on lesson design to incorporate LGBTQ+ issues and the curriculum has been adapted to include non-traditional families. Work is also being done on the breaking down stereotypical perceptions of boys. Celebrations of festivals are shared by all in assemblies, parents visit school to talk about faith and help with Mehndi Club and a range of visits and external speakers facilitate appreciation and understanding of the local Coventry, British and global communities. Students are able to debate around these issues and the Debating Team, led by Student Leaders but open to students from Year 7 onwards, came 2nd in the International Global Debating Competition run via the TES on line.

Some curriculum review has taken place in response to 'Black Lives Matter' to 'de-colonise' and re-contextualise history. For example, students now study 'Africa before colonisation' in Year 8. The school has also developed flexible schemes of work to include blended learning, enabling lessons to be adaptable to needs of students.

### Next Steps:



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- *Develop and embed the Curriculum Enhancement Programme.*
- *Continue to review the curriculum of each department with regard to diversity.*
- *Review Post 16 provision in house and across the MAT*



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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Finham Park's Personal Learning Centre provides a safe space for students who experience barriers to their learning. Students on the SEMH register have RAG rated lessons. If they are green, they attend with support, if not, departments provide relevant work to be completed in the PLC. This helps students to continue learning. The PLC also provides a space for students with specific cognitive needs. They work on individual/small group programmes led by the SENDCo and delivered by HLTAs.

An Autism Champion supports students with ASD. The intention is to enable students to be in mainstream classrooms with support, as much as possible, but it is recognised that for a very small number of students the PLC is their major centre of learning within school and ensures their attendance. The SENDCo attends reintegration of students following any form of exclusion or difficult absence to discuss needs of students. Detailed Support Plans are created and shared with all teachers. In addition, WAGOLLS are demonstrated to staff to help them meet the needs of students with SEND. If a child needs pre-teaching of certain curriculum content, it is facilitated by withdrawal from curriculum enhancement but not core lessons. There is an ethos of ultimately enabling children to manage their learning by supporting them in acquiring the necessary strategies to do so successfully. In 2020, Year 11 SEND students made the same progress as other students. The PLC is line managed by a Deputy Headteacher and there is a commitment to its further development.

There is a holistic approach to supporting students who are EAL speakers and have little English. Their language skills are rigorously tested in both English and their native language, if possible. The EAL Co-ordinator provides training and support for staff in the range of barriers and needs experienced by students with EAL as well as specific teaching strategies. The Progress 8 scores of EAL students at KS4 are consistently high: +0.84 in 2019 (pre-pandemic); +1.02 in 2020; and +1.14 in 2021.

Finham Park draws upon a range of external agencies to work with staff and students, including counsellors and an SEMH specialist teacher etc. and convenes a 'team around the child' when the needs of a student require. Investment in raising awareness of and addressing mental health is evident in Primary Mental Health Team speaking to staff, parents and students, engagement with Social Care and Early Help, purchase of Educational Psychology Services and involvement of Positive Choices. This is further endorsed by the Deputy Headteacher's following of a Mental Health Leader Course.

Provision for Disadvantaged/PP students is led by a non-teaching Pupil Premium Champion, supported by a PP Learning Mentor and the Wellbeing Officer. Before the end of Year 6, prospective PP Finham students receive a shoebox of essential equipment: stationery items and a specific welcoming letter, in addition to a free uniform. Upon entry to Yr 7, Student Voice and PASS Surveys enable staff to gain some idea of each student's home life and experiences, allowing them to identify gaps and possible barriers to learning. Individual Profiles for each PP student are created to help



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staff use hooks and strategies to maximise learning. Approximately fifty percent of Yr 11 PP students continue to follow 'A' Level Courses in the Sixth Form.

A large library is well used by students during lesson time and is accessible until 5pm for students to study, do homework or read for pleasure.

In addition to separate toilets for boys and girls and disabled facilities, Finham has introduced gender neutral toilets, alleviating anxieties of some students.

The school's commitment to the importance of a broad and rich curriculum is demonstrated by its current building project of a specialist block to house Performing Arts as a key resource to drive and address diversity and inclusion even further.

In addition to weekly WAGOLLS, staff meet half termly in TALK groups to reflect upon practice, discuss potential improvements and up skill in techniques and the use of resources. Subsequently, coaching pairs observe each other during 'Walkthrus,' provide feedback and create action plans to improve pedagogy to meet the needs of all students.

### Next Steps:

- *Develop Autism Support.*
- *Ensure that pedagogy supports maximum progress of less able students, particularly in mixed ability classes and that feedback promotes ongoing progress.*
- *Continue to develop PLC provision to accommodate the projected increase in pupil numbers.*
- *Share inclusive practice across the MAT.*



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### Element 5 - Assessment

All students are assessed upon entry to Finham Park School and summative data reports on all students take place three times per year. These are discussed at Senior Leadership and Departmental Head levels and inform targeted group and individual intervention strategies.

The use of SEND Pupil Profiles is an expectation of all teachers and this is monitored during Learning Walks. Teachers use questioning to formatively assess during their teaching of all students and have been trained in responsive teaching techniques. This is being developed through the school's coaching programme. Students I met feel that their work is marked positively and that teachers 'know what to do to help.' Most feedback is oral, as research states that it is the most effective form; written feedback varied between departments in quantity and style in the books which I viewed.

All departments have detailed 'Learning Journeys' which they share with students, enabling them to map their learning against objectives.

The progress of PP students is specifically monitored and supported by Departmental PP Champions in English and Languages to build confidence and cultural capital. Every individual PP student is discussed termly by the Pastoral Team to assess wellbeing and progress and, where necessary, they are timetabled to meet with the PP Mentor.

Members of the Senior Leadership Team mentor underachieving PP students in Year 11. There are gaps between the Progress 8 of PP and non-PP students in some departments but the overall P8 gap is expected to be small this year, as it is hoped that post Covid strategies will have had some impact. In some subjects, PP students achieve very well - in Drama, for example - exceeding FFT estimates by 2 grades.

#### Next Steps:

- *Continue to develop responsive teaching techniques and monitor the use and impact of feedback.*
- *Use Pupil Premium Profiles to maximise engagement and progress.*
- *Personalise interventions for identified white boys, PP and SEND students in response to summative and formative data.*



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The values of Courage, Humility, Integrity, Kindness, and Perseverance drive the social, moral, spiritual, and cultural development of students at Finham Park. They are highly visible around the site. The atmosphere is unpressured but lively and focussed on lessons and students appeared relaxed and content in conversations had with them. All were extremely courteous and forthcoming. Behaviour for learning is very good and is promoted in practice via the expectations of respecting everyone's right to learn, listening to staff and students, following instructions, being equipped with the correct equipment to learn and caring for the school environment.

Assemblies and the discrete PSHSRE programme, along with the Mentoring Programme delivered within colleges, promote inclusion through the range of topics covered.

The fostering of leadership and the support of others is strong at Finham Park. In discussions with students about the range and extent of their responsibilities and opportunities, both as Sixth Form students and Student Leaders, it is clear that great effort is made to encourage young people to take on initiatives and for older students to support younger ones in a variety of ways, be it through organising and running clubs or academic/pastoral support. Student Voice is strong and continues to increase. As a consequence, all students I met feel 'listened to' and that they have a stake in the success and development of their school. Students who had joined the school in the Sixth Form feel very welcomed and form a substantial number of the Student Leadership Team.

The range of activities and opportunities for students encourages them to understand the importance of positive involvement, inclusion, contribution to community and socialisation - all helping wellbeing. However, the increased SEMH need, in the wake of the pandemic and lockdowns, is being addressed, in addition to 5 College Wellbeing Officers, 2 more have been employed to have a focus on transition. The school is using the services of the Warrior Schools Programme to coach all students in KS3 over 3 terms in social and emotional learning, in order to increase awareness, confidence, resilience and motivation.

A strong culture of rewards promotes positive attitudes towards the school and learning. In addition to presentations of awards in assemblies, pupils appreciate the 'Star Studded Celebration of Success Event,' a celebration day on the school field, college activity days at the end of the school year and that staff provide opportunities for them to have fun! The Sanctions Policy is clear, and students understand that it supports positive behaviour. They consider restorative justice approaches to be generally helpful and fair for all.

#### Next Steps:

- *Develop the mentor programme as part of the review of the college structure in an increasingly large school.*





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- *Increase the number of staff undergoing Restorative Justice training.*
- *Develop a personal devices policy.*
- *Evaluate the impact of the Warrior Schools Programme.*



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### Element 7 - Parents, Carers, Guardians

Finham Park is using the experience of COVID restrictions to review its communication with parents and is consulting on preferred means of communication, hoping to provide a balance to maximise the most efficient available for all parents and to ensure that all parents know when to contact in school and how to do so.

Translation Services are bought in to facilitate clear communication with parents with little or no English to ensure that they have full opportunity to express themselves as they wish. Furthermore, Sixth Form students offer interpreting and translation in 17 languages, if required and appropriate.

The parents of SEND students with whom I had conversations felt very well consulted and supported regarding the needs of their children, stating that preparation for necessary adjustments had been swift and efficient. They feel fully involved and confident that Finham Park provides an appropriate balance of support and independence for students. In a parental questionnaire in March 2022, seventy-nine percent of parents either strongly agreed, agreed, or had a neutral response when asked if they felt valued as a partner with the school.

The Pupil Premium Team is working hard to encourage closer links with parents of disadvantaged/PP students. There is an appreciation of the difficulties in communications because of time constraints due to working patterns and other responsibilities and commitments. The importance of, and often preference for, phone calls instead of emails for some parents has been recognised, along with the use of social media. A programme of structured conversations enables parents to understand how they can best support the academic needs of their children. Regular bulletins remind them of the kinds of support available. Workshops for parents in how they can support the curriculum regarding Literacy, Numeracy and SEMH have taken place. The local Coventry and Warwickshire MIND group was engaged last year to deliver workshops around self-esteem, resilience, and anxiety; in view of the positive response to these, the school is hoping to replicate the programme.

Finham Park uses parental expertise in various businesses and industries to support with work experience placements for students and parents are also involved in more traditional ways, such as fundraising via the PTA.

#### Next Steps:

- *Consult with parents regarding how they feel communication and engagement can be improved.*
- *Embed an appropriate blend of communication techniques in order that no parent feels excluded or that communication is a challenge for them, and they are willing and able to engage as partners in their children's education.*



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### Element 8 - Links with Local, Wider and Global Community

Finham Park has developed strong links with other schools, institutions, and organisations, locally, nationally, and internationally to deepen and enhance the holistic education of students.

The Sixth Form programme is particularly impressive in its Period 6, designed to build cultural capital and a love of knowledge and learning for its own sake. Guest Speakers have included an employee of 'LEGO'; a detective from the National Crime Agency, various academic Professors and a parent who works for Microsoft. Students are required to attend at least four of these sessions in Year 12, although many attend more, including 100% of Disadvantaged/PP students and 84% with SEND. Sessions are also open to Year 13 students, should they wish to attend.

The school has various links with Warwick University, including participation in its 'Adopt a Class' programme, linking with a university student abroad, thus enhancing cultural understanding.

In addition to the links forged through the Mandarin Excellence Programme, Finham is also involved in the Coventry, City of Languages Initiative, acknowledging and celebrating the linguistic richness of the community.

Penpal links exist not only with European countries but also with a school in Burundi.

Visits to the theatre and cinema are encouraged to enhance various aspects of the curriculum and to broaden general knowledge and understanding. On the day of my visit, The Media and Film group were working with staff from the BBC to 'professionalise' their studies.

The school is working to restart the hosting of students from other countries as exchange students, enabling them to sample school life and undertake work experience.

Students have the opportunity to talk to peers in China, building language skills and cultural knowledge. This is an example of a link facilitated through the school's work with the MEP, British Council, and International Schools Award. Other opportunities have included international debating.

Staff in other curriculum areas are able to enhance students' learning experience through a wide range of industrial links, including with: Severn Trent Water Authority, National Grid, Amazing Apprenticeships, Jaguar Land Rover, and ARUP.

Involvement in various academic and professional development networks, such as The Lion Alliance, the Chartered College of Teaching, SSAT activities among others, enables staff to explore and adopt the findings of current educational research.

When the support of external professional/expert bodies is considered to be beneficial to a child, then staff draw on a wide range of local groups and organisations, from those



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dealing with academic study and specific skills to those working with disaffection and SEMH to secure that support.

Finham Park's standing and reputation in the community are rated highly, with over 300 first choice applications for admission in Year 7 and 380 into its Sixth Form. The number of SEND students is on an upward trajectory, as is its ethnic, cultural, and religious diversity. Parents have become more aware of the school's inclusive practice and its popularity is reflected in comparatively high house prices within the catchment area.

### Next Steps:

- *Re-cement and continue to develop those links which became 'less live' during COVID restrictions.*