



**Parkwood Hall**  
CO-OPERATIVE ACADEMY

**Deputy PRINCIPAL**  
**CANDIDATE INFORMATION PACK**  
**SEPTEMBER 2019**



Parkwood Hall Co-operative Academy, Beechenlea Lane,  
Swanley, Kent, BR8 8DR

[www.parkwoodhall.co.uk](http://www.parkwoodhall.co.uk)

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### Mission statement (centre)



Parkwood Hall School is a residential and day school for students aged 7 to 19 with Moderate to Severe Learning Difficulties and a variety of additional needs, including aspects of the Autistic Spectrum and Speech Language and Communication Needs.

Our approach is highly specialised and holistic, ensuring that all the professionals working with and on behalf of the students (e.g. Teachers, TAs, Residential Education staff, Speech Language & Communication Therapists, OTs and Psychotherapists) do so in a fully integrated manner.

### Ethos – From the Co-operative Values and Principles

The Academy subscribes to the Co-operative Values which are based on the ideas of the Co-operative Movement. Co-operative values are self-help, self-responsibility, democracy, equality, equity and solidarity. Co-operative Members believe in the ethical values of honesty, openness, social responsibility and caring for others.

## Welcome from the Chair of Trustees

Dear Candidate,

Thank you for your interest in the post of Deputy Principal at Parkwood Hall, a Special Needs Co-operative Academy set in beautiful wooded grounds in North West Kent.

The Governors of the Academy are looking for an exceptional, visionary candidate to work alongside the newly appointed Principal Anna Mansaray who takes up her post in September 2019.

The potential of our school is obvious and exciting, with considerable opportunity to develop within the scope of our buildings and grounds. Our co-operative values drive us in a wish to contribute to better meet local requirements for special needs places, affordably and with impact. We believe we can also develop our site to promote outdoor learning environmentally whilst meeting the needs of our students and their families effectively too.

Governors are currently consulting on a five-year vision for the school based on our co-operative values and reaching out to London and the South East from where our students are drawn. We are an active group with a belief in the potential and value of our students and a determination to be an excellent employer, committed to listening to the voice of students, staff and parents and to working in partnerships to deliver outstanding education.

We are currently prioritising the improvement and modernisation of our residential facilities, whilst expanding and developing the talented group of staff we have working in residential and in our extra-curricular activities. We have already delivered eight new bathrooms this year with our students involved in the design and with an emphasis on personalisation which also extends to a budget for other areas of their accommodation. We still have more to do.

Within the school itself Governors have made a considerable investment in the current year to support the accelerated development of outstanding teaching and learning; we are as rigorous with ourselves in improving the way we carry out our governance role in partnership with our senior leaders. We are enormously proud of the commitment and openness of our staff group.

We have recently significantly increased our budget for staff professional development in order to build the skills and confidence of our team and look forward to supporting our successful candidate to achieve their own career aspirations, by encouraging their ongoing training and broadening of expertise as we do for all our staff.

If you are excited by this challenge, subscribe to our values and meet our person specification, then we will be interested in you and keen to receive your application shortly!

Regards



Libby Blake  
Chair of Governors – Parkwood Hall Co-operative Academy

## Our Academy – its history & background

Parkwood Hall was originally built as a convalescent home and opened on 7<sup>th</sup> June 1893 with a Chapel being added 2 years later. The plan was to make the facility self-sufficient, originally including a pig farm and with extra land being bought for fruit orchards: today's sports field was the market garden. During WW1 wounded troops recuperated at Parkwood Hall and it housed a mass evacuation of East End children in 1917.



Changes to the buildings occurred during the 1930s and it was transformed once again during WW2 when 10,000 troops passed through the Military unit for recuperation. The east end of the building comprised children's wards for youngsters suffering from TB, rickets, polio, small pox, etc. but with improvements to 'modern medicine' numbers declined and the home was closed in 1963.

Major alterations were carried out before Parkwood Hall opened as a Fireman's Training Centre in 1964 when the chapel was converted to a gymnasium, but high costs saw them leave in 1968, enabling the conversion to welcome pupils from a Leighton Buzzard school for secondary aged boys, who had special needs and needed more space. They were joined in 1977/8 by the girls from Bradstow School and Junior boys were also admitted. The most significant change is pupils remaining in school until 19 years of age.

The other major impact on the 'school' was the 1987 hurricane which devastated both the school and woodland; since then significant work has brought the buildings into effective educational use and 4000 trees have been planted.

You will gather from this rich history that the buildings and grounds have great potential for use, adaptation and offer many opportunities to facilitate learning, some of which have yet to be realised.

## Our Students

...are very special people, drawn from a wide catchment area covering several London Boroughs and Kent; we are unable to meet the all the demand for places.

Typically, students have moderate to severe learning difficulties and the team of staff, therapists and families work cooperatively to ensure that



the response to learning and communication needs is personalised to enable students to do their best. We accommodate both day and residential students.



Being fantastic young people, their behaviour is exemplary, they collaborate well and genuinely care for each other and build strong friendships. Parental feedback confirms that their children blossom in this family-style environment. Kindness is demonstrable towards all, including visitors.



## Statistical summary and other information

School Statistics as at October census			
Type of School/ Academy:		Special Needs Co-operative Academy Trust	
Location		Swanley, Kent	
Date School established		1970 (Students arrived)	
Transfer to academy status		1/5/15	
Age Range		7-19	
Places		Residential and Day	
Estate size		Approx. 78 acres / 31 hectares	
Total Number of Students		109	
Total in Sixth Form		32	
Gender: Girls / Boys		35/74	
Minority Ethnic Backgrounds		43%	
Residential - Mon-Thurs		16	
Part time boarders		4	
Flexi-boarders		2	
Year group total(s)	KS2	25	
	KS3	29	
	KS4	23	
Average Class Size		7	
Students who qualify to FSM		32	
Nos. Attracting Pupil Premium		44	
Nos. looked after children		12	
Students with EAL		4	
% authorised absence 17/18		6.2%	
% unauthorised absence 17/18		1.8%	
	Current	Vacancies	Current FTE
Teachers	16	2	18
Instructors	4		3.5
Teachers in Training	2		2
Education Support	39	14	38
Therapists	8		6
Business Team	24	3	20
Residential	36	6	25.5
Senior Staff	4	2	6
Turnover	2		

Previously a maintained school under the Royal Borough of Kensington and Chelsea, Academy conversion was prompted to secure the future of the school.

Some boarders are here most of the week (Monday-Thursday) others just board for 2 nights per week and some on a flexible basis when it is requested.

More than half our students are White British, the next largest group being Black Caribbean and a variety of more than 15 ethnicities make up the remainder.

A decision has been taken that all students are given free school meals although only 32 students technically fall into this category.

One of the major (and motivational) tools used for rewarding good behaviour is the scheme known as BEAM (Behaviour + Effort + Attitude = Merit). Students are set individual BEAM targets and gain points for working towards these.

Outside of the academic curriculum, Treetops provides a programme of holiday activities, offering respite care during the breaks, with enjoyable, skill-based activities.

Extended day care also comes under Treetops but is paid for by parents.

## Curriculum and performance measures

The current 'educational' curriculum is designed to deliver a bespoke and individual approach. The curriculum lies at the heart of school and is constantly reviewed to ensure it continues to meet the needs of all students, while at the same time reflecting Academy values. Our current curriculum is designed around a number of different themes that engage and stimulate the learners. Older students follow OCN accredited units. In order to challenge the most able, we are considering what other options might be offered. We feel that our buildings and grounds offer tremendous scope to be used to enhance curriculum provision across the school and Governors are keen to see their potential realised.

The table below gives an idea of current focus and achievement levels, however, different language is used to describe how our students progress, detailed in the image on the following page.

Attainment Overview						
Year 11 July 2018		10 Students			Achievement Profile	
Functional Skills	No Award	EL1	EL2	EL3	L1	L2
Maths	5	2	2	1		
English Full	6	2	1	1		
Reading	4	3	2	1		
Writing	6	1	1	2		
Sp. Lang. Com	6	1	-	3		
OCN Accreditation	No Award	EL1	EL2	EL3	L1	L2
OCN Credits	1	85	45	50		
OCN Awards	3	10	3	4		
Arts Award					L1 Bronze	L2 Silver
	7				4	
Post 16 July 2018		27 Students Across Years 12,13,1			Achievement Profile	
Functional Skills	No Award	EL1	EL2	EL3	L1	L2
Maths	12	4	1	8	2	
English Full	15	2	-	6	4	
Reading	8	4	5	5	5	
Writing	14	2	1	5	5	
Sp. Lang. Com	11	3	2	3	8	
Other Accreditation	No Award	EL1	EL2	EL3	L1	L2
OCN Independent Living Credits	2	230	122	299		
OCN Independent Living Awards	3	23	13	19		
Vocational Awards				EL3	L1	L2
OCN London Voc. Credits				54		
OCN London Voc. Award				3		
Awards via West Kent Col. Yrs13/14				8		
Arts Award					L1 Bronze	L2 Silver
					11	5

## Our Curriculum Model



Currently we are exploring how to use time to better effect to enable students to make better progress across the school. As a result, planning is being reviewed to investigate increased effectiveness resulting in greater consistency in terms of breadth and depth of learning.

Governors are very open to hearing what could be done differently that dovetails into current student needs and to ensure that the programme is both ambitious and enables students to make good progress in their chosen subjects.

## Buildings and Facilities

Based in a Victorian building full of character, albeit with many modifications and updated to be fit for purpose, the school is set in 78 acres of stunning wood and parkland with ample scope for development and outside learning. Currently the school has two Forest School trained staff who use various outside spaces to provide a wide range of inclusive educational activities.



Spacious classrooms allow for creative use of teaching areas. A wide variety of outdoor spaces including enclosed courtyards contribute to exciting and engaging learning.

Parkwood Hall School has long recognised the importance of a healthy diet for all students and especially for those with special educational needs.



The Catering & Nutrition Manager and his team work hard to ensure that meals are balanced and interesting, encouraging those students who tend to have a somewhat restricted diet to be more adventurous. We see meal times as part of the students' education even though it can be restricted. Mealtimes are a very important aspect of social communication and interaction and the Dining Room is carefully organised to facilitate this. Supervision levels in the Dining Room are very high, with 1 to 1 support available to those students who need it.

No students bring packed lunches as the on-site catering is planned carefully to provide for and meet all special dietary needs.



£280k of building works were carried out during the summer holidays, re-fitting the school kitchen and a kitchen in residential accommodation, refurbishing staff toilets and providing eight new bathrooms for residential students. An overflow carpark was built, other external remedial works were carried out and classrooms were renovated to provide modern, purposeful learning spaces.



## Staffing and outline organisational structure



The staff includes a high percentage of specialist therapists which, this ranges from speech and language, through occupational therapist to music – further details are on the website <http://parkwoodhall.co.uk/> under Holistic Approach.

In addition to the School Nurse, significant numbers of staff are pharmacy-trained to administer certain drugs but the emphasis is on helping students to take responsibility for their own medication where appropriate.

A number of staff are residential to promote the social and ongoing learning beyond the school day.



## Finance

Parkwood Hall's finances are in a healthy position for the year 2018/19. The budget for the year of just over £5.5m was built on a prediction of 105 students, whereas numbers on roll are now at 113 in April 2019, generating additional income. School fees are set annually before the Easter break and for the year 2019/20 have been raised by just 1% in recognition of the need to remain competitive in our fee structure. However, demand for places continues to rise.

Governors have decided that staffing costs should be capped at 80% of the budget with a further 2% committed for professional development. In addition, two months' salary (£640k) are held in reserve against any threat to the school's continuation. At the end of the academic year 2017/18 £265k was carried forward as a reserve fund for the improvement of the boarding facilities.

This is a considerable improvement since our transition to an Academy in May 2015 when the budget was in deficit, although with some reserves carried over from Royal Borough of Kensington and Chelsea. The students Number On Roll at that point was 89. Place funding has now been raised by the Education and Schools Funding Agency to cover 96 students, however, the school had 109 students recorded in the October census, which illustrates how our number fluctuates continually. There is the capacity to take further students in future.

There remains work to be done to ensure that the budget is allocated to support the school's priorities effectively and that our procurement activity delivers best value.

The cost of meals is included in the fees recouped from local authorities and we do not allow day students to bring in packed lunches.

## Application Process



For a confidential discussion on any aspect of this vacancy please contact the Interim Principal Jacqui Tovey on 01322618007

[Jacqui.tovey@parkwoodhall.co.uk](mailto:Jacqui.tovey@parkwoodhall.co.uk)

Please complete the school's application form (provided) and return this electronically with the requested supporting documentation to [Julie.calkin@parkwoodhall.co.uk](mailto:Julie.calkin@parkwoodhall.co.uk)

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

Closing date: 12 noon Tuesday 26<sup>th</sup> April 2019

*Invitation to Interview:* by 26<sup>th</sup> April 2019

Interview dates: **Wednesday 8<sup>th</sup> May and Thursday 9<sup>th</sup> May**

***Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Candidate Privacy policy can be found on our website.***

Visits are welcomed, please contact Linda Marsella (Principal's PA) in the first instance.

Visit dates: 23<sup>rd</sup>, 24<sup>th</sup> 25<sup>th</sup> April

### Appendix A – Nov 18 SIP - Priorities

<b>Rationale:</b>	Since converting to a standalone Academy in 2015 school leaders and Governors are aware that they have yet to take full advantage of the opportunities this affords them to develop the school.
<b>Priorities</b>	1. Develop Strategic Vision for the school that Governors and school leaders use to guide the work of the school over the next five years

<b>Rationale:</b>	School leaders and Governors recognise the need for a clear staffing establishment or agreed structure that provides clarity of roles and responsibilities and enables governors and school leaders to be certain that robust and effective performance of all staff can be managed and that the school is providing best value for money.
<b>Priorities</b>	1. Develop a staffing structure that has the capacity to ensure the growth of the school in line with the strategic vision

<b>Rationale:</b>	Analysis of lesson observations conducted in 2017/2018 shows that the quality of teaching is not consistently good throughout the school
<b>Priorities</b>	1. To improve the quality of teaching and learning throughout the school
<b>Success criteria:</b>	The school will have been successful when <ul style="list-style-type: none"> <li>All teaching is consistently good with at least 50% being outstanding.</li> </ul>

<b>Rationale:</b>	Priority three is written taking the school's own self-evaluation alongside the outcomes of the Ofsted inspection (18 <sup>th</sup> April 2018). It is written with the purpose of ensuring that pupil progress at all levels continues to be a focus for improvement.
<b>Priorities</b>	There are 4 areas identified within Priority 3. These are: <ol style="list-style-type: none"> <li>To ensure time within the curriculum is used for better effect.</li> <li>To establish and develop a strategic approach to improve English and Mathematics across the school.</li> <li>To extend the opportunities for training that result in accreditation.</li> <li>To revise and implement a whole school curriculum map to ensure coverage, breadth and depth of learning.</li> </ol>

<b>Rationale:</b>	SLT recognise the need to develop capacity at Treetops so that we can meet the needs of the more complex students more effectively.
<b>Priorities</b>	<ol style="list-style-type: none"> <li>Increase the use of trained, experienced Parkwood Staff and reduce the use of agency staff</li> <li>Offer overnight respite for those students who require it</li> <li>Build capacity to enable Treetops to grow and offer respite to the more complex students</li> </ol>