



Report on IQM Inclusive School Award



School Name: Outwood Primary Academy Lofthouse Gate

School Address: Canal Lane
Lofthouse Gate
Wakefield
WF3 3HU

Head/Principal: Lynsey Hadfield

IQM Lead: Lynsey Hadfield

Assessment Date (s): 15th and 16th July 2021

Assessor: Ian Lowe

Sources of Evidence:

Evidence for the review was gathered from interviews with:

- The Principal.
- Vice Principal.
- SENCO.
- Director Primary SEND for Outwood.
- Learning Mentors.
- Governors.
- Staff.
- Children.
- Parents.

An evaluation of the progress and impact of IQM Action Plans and documentary scrutiny informed the review. The Academy has a thorough Action Plan for the coming year and has accounted for all the actions undertaken evidenced in their IQM self-evaluation.



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Overall Evaluation

Outwood Primary Academy Lofthouse Gate is part of the Outwood Academy Trust. It is located in the Cathedral City of Wakefield. It is a two-form entry Academy with 419 on roll including the Nursery provision. It is situated discreetly in a modernised Victorian building. Pupil Premium within the Academy is below national average at 7.86% with FSM at 5.48%, 0.5% LAC, 3.8%, SEND K, 1.9% SEND EHCP, 5.5% EAL, 0.2%. Overall attendance currently stands at 97.06%. The Academy is 89% White British.

However, there is nothing discreet about the inclusive practice that children and families are experiencing. As a family of Academies, they believe in 'Putting Children First' and both children and parents are falling over themselves to reiterate this. Children and parents got emotional when talking about how the staff and leaders support them in their learning journey. One parent stated...'Nothing is too much for the Academy...children are all treated as individuals.'

The Academy always comes back to the Why? This process focuses the Academy community in delivering high quality teaching and provision that enables children to excel. The support from the Trust is exceptional and it aids leaders and staff to focus on the individual child.

Outwood Primary Academy Lofthouse Gate is an Academy where consistent high expectations of pupils have transferred into good and outstanding outcomes for all. You are greeted by the Principal with a huge smile, who then on the way to her office speaks to a child and comments on his smile. This sets the tone for the day and this care underpins the Academy. It is a very welcoming and supportive Academy, with a relentless determination to provide the very best education for every child both academically and holistically. Children are firmly at the centre of everything for all members of the Academy, with a focus on creating a culture of success and a positive climate for learning.

The Academy is explicit in all that it does and articulates its aims and objectives clearly. The Academy believes that the quality of education a child receives empowers their future choices and life chances and they pride themselves on 'Children First.' The SLT has an unwavering commitment to attaining the highest standards and ambition to provide a 'first-class' educational experience for every child. The leadership's commitment in leading SEND practice and inclusivity is testimony to the importance in her belief that all children can achieve. Systems and practices have been put in place to support the most vulnerable children so that they have a sense of belonging, trust, and are given the skills and attributes to take ownership for their own personal development. This may be behavioural where children are able to self-direct and take themselves off and self-regulate, or academic, where they are given a personalised curriculum so that they are actively involved in their own academic development. The Academy places high importance in the mental health of both staff and children which is intrinsic to how they work within the Academy and not seen as an 'Add on'. This is evidenced in recent awards at the highest 'Gold' standard e.g. Leeds Carnegie Centre of Excellence for Mental Health.



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Lofthouse Gate Academy believes in harnessing children's unique skills across all areas of the curriculum as well as their life skills, tailoring learning to best support their future goals. This is evidenced by the values that children are not only able to articulate, but also displayed in their actions around the Academy. One of the Mental Health Champions stated, 'If we see someone who looks lonely or is down it's our job to support them...Making them happy makes me happy.' The Academy Council and Reading Champions were equally as mature in their outlook on how they are given the independence to support other children and those in the community. For example, they regularly lead assemblies, competitions, provide feedback to the leadership on areas of development, and support local charities. This led one family to take these values on for themselves at home. One child described being visited by the local MP for the litter picking that he and his family had undertaken in their community, after the Academy had initially studied litter in the Diploma course they provide. This Diploma is run within the curriculum and has a huge impact on children and parents, with a programme of study each half-term for year groups. This can be in the form of protecting the environment, to making cards and cakes to take to the local care home. This develops an understanding of their responsibility to the local community. The children and parents openly described how they flourish because they are happy, healthy and safe.

Due to the systems of support built around the Academy, children achieve extremely well from starting points. The Principal and the leadership team, provides infectious and inspirational leadership. The systems, support and training for staff have created an unwavering focus on raising achievement and improving the quality of education for all children. As a result, outcomes are above national averages at Reception 85% (national 72%), Year 1 Phonics 90% (national 82%) Key Stage 1 reading 89% (national 75%) writing 84% (national 69%) maths 90% (national 76%) and Key Stage 2 GDS 42% (national 11%). KS2 combined attainment was above national at 93% (national 65%).

Leaders have an ambitious vision for providing high-quality education to all pupils. Their vision of 'children first, raising standards, transforming lives' is understood by staff, pupils, parents, carers and the wider community. This vision for excellence is central to the shared policies and practices of the Academy and has contributed significantly to the Academy's continuous and sustained improvement. In the view of parents and staff, it is not the systems and processes that makes the Academy, it's the leadership. Their open, transparent and visible leadership has built a team that expects high challenges but with low threat. There is a culture and climate that has been created where the team learns and develops together and supports each other. This attitude has clearly been transferred, explicitly of course, to the children! Parents strongly agreed that the Academy is well led and managed and stated they, 'Don't want anything to change...they are truly amazing and supportive to me and my child.'

The SENCO team is highly effective, inspirational and highly valued throughout the whole Academy community. The communication and relationships that the SENCO has developed with all stakeholders is a key element in why children in her care are able to make progress and achieve. Her contribution to the support and wellbeing of children's families has a direct impact in supporting parents and for them to tangibly see their children attain. She has developed relationships that have enabled parents to challenge



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themselves in believing what their child can do and with the innovative 'Learning for Living Programme' which is supporting children with learning difficulties to develop skills that will support them in life and their transition through education. This is evident when a parent was able to describe their reluctance in their child taking part in the Diploma element of bike-ability. The Academy challenged the parents who felt that this was not possible for their child. The Academy then arranged for an appropriate bike and then contacted the parents to witness the joy of their child taking part.

All leaders ensure that all children are successful and are highly visible and accessible. Through their interactions with children and staff, they communicate and model high expectations of behaviour. They immediately support staff in addressing any behaviours which are not in keeping with the shared expectations of 'be safe, be respectful and be responsible'. Behaviour incidents are rare and children stated that bullying doesn't happen! Difference is accepted by all children and when challenges occur staff explicitly support children in their understanding of need and adaptation to meet needs. The leaders of the Academy have recognised the importance of transitions within the Academy and actively praise children at every opportunity. There is a deep culture of continual self-reflection, development and improvement by understanding that behaviour is a manifestation of unmet needs. The Academy works tirelessly in working to meet this need by having outside agencies support in the training and development of staff. This includes educational psychologists, speech and language, physiotherapy and occupational therapy to name a few. This has led the Academy to work alongside the Trust Director of SEND Primary to develop and trial a SEMH tracker which supports staff in making reasonable adjustments to their classroom practice to meet needs. The Academy will, actively and with rigour, monitor the impact of any interventions and put in support if children are not making the expected progress.

Planning and provision are continuously monitored, adapted and changed to meet the needs of the children. Ongoing assessments scaffold children's learning pathways and are reactive to individual needs. There is a secure culture where staff are not afraid to change the direction of learning and reshape their lessons to ensure that every child has the opportunity to be successful.

Leaders carry out regular learning walks to ensure high expectations and promote inclusive learning for all. Staff praise the open-door policy which allows SLT to provide instant feedback, so staff can act rapidly to improve learner engagement and achievements. Children's assessment using the SEMH tracker, CPP documents and Praising Stars is used during these learning walks to ensure all learners are receiving a quality education, tailored to their individual needs.

There is a culture of continuous professional development and coaching. Leaders provide day-to-day support for developing teachers' subject, pedagogical content knowledge in order to enhance the teaching of the curriculum. There is well-planned and structured programme of continuous professional development, it is focussed and valued by staff. Weekly learning and performance time provides staff with an opportunity to reflect on their practice and develop a shared understanding of effective teaching and learning. As a result, staff feel deeply involved in their own professional development, creating a climate of challenge, support and highly effective and innovative teaching.



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It is clear leadership qualities from the Principal and Senior Leadership Team which have played a major role in creating such a reflective and continually developing Academy. Thank you for a most informative, inspiring and well organised visit.

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: Ian Lowe

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

Strengths

- Inclusion is central to the ethos of Outwood Primary Academy Lofthouse Gate.
- There is a focus on transition throughout the Academy and systems are in place to make each child and family feel part of the Lofthouse community.
- Nursery and Reception transition visits involve the parents so they are able to meet the EYFS team, see the environment and discuss what their child will be learning. During the pandemic, these have been replaced by video tours of the setting, staff stories, interviews, phone calls home and letters to the families. There is also a dedicated website for new parents with videos from staff and children which inform them regarding the Academy.
- Targeted interventions are delivered to individual/groups of focus children in line with their targets taken from our bespoke SEMH tracker and monitored for impact through termly reviews of children's One Page profiles.
- The Learning Manager supports the ever-changing needs of families and children and offers pastoral support to children who are unable to learn in the classroom environment. This is on a temporary basis within a session or day. This approach enables them to keep up with their academic learning and allows them time to reflect and learn to self-regulate before returning to the classroom.
- The Academy has a high focus on high quality wave-1 teacher support to ensure SEND are accessing whole class teaching alongside their peers, but also to ensure that the class teacher has ultimate ownership over the pupil's holistic journey and outcomes. In lessons observed the teachers and TAs all know the children well and are able to articulate the provision made for SEND children.
- Values are lived throughout the Academy by all staff. This is modelled by the Principal and Vice Principal constantly and all stakeholders are able to articulate and model behaviour as a result. The staff are secure in their understanding of what is expected and are a tight team. One member of staff indicated that moving for promotion was ruled out because of how good the leadership is and how much they enjoy being there.
- Through the use of Praising Stars, CPP, Wakefield Progressions Steps Assessments, Pupil Progress meetings, EduKey, and One Page Profiles, staff take a deep professional responsibility to the individual needs of learners within their class. Together with the SLT and Outwood support staff continually review the impact of their tailored support and interventions. This ensures that all staff and stakeholders are fully engaged with the Inclusion agenda.



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- The Academy has a broad and well-planned assembly programme. This is often enhanced by regular visitors from the wider community. The assemblies are planned in line with our new curriculum. Children are exposed to the wide range of communities of which they are part (for example: family, class, Academy group, UK, World) and through developing this understanding of community they talk openly and demonstrated that they are exceptionally thoughtful, caring and active citizens who make worthy contributions and take collective responsibility as a 21st century citizen.

Next steps

- The Academy needs to raise the profile and celebrate their holistic culture and inclusive approach and share the exceptional practice they have with other Academy's and settings.



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Element 2 - Leadership, Management and Accountability

Strengths

- Leaders are inspirational and infectious. They drive an ambitious vision for providing high-quality education to all pupils.
- Leaders are committed to ensuring an inclusive culture within the Academy.
- The Academy has a culture of safeguarding with systems in place and children able to articulate their love of the Academy and the staff which support them in their development.
- Mental Health Ambassadors who have each undertaken a specific training supported by the Academy's Trust, demonstrated by Mental Health First Aid and inclusive and supportive policy and practice that creates consistency via structure and routine.
- Ongoing assessments scaffold children's learning pathways and are reactive to their needs. Staff are not afraid to change the direction of learning and reshape their lessons to ensure that every child has the opportunity to be successful.
- A culture of continuous professional development and coaching permeates the life of the Academy. Leaders provide day-to-day support for developing teacher's subject and pedagogical knowledge in order to enhance the teaching of the curriculum. In addition to this, staff indicated that leaders ensure that a well-planned and structured programme of continuous professional development is focussed and highly effective. This has an immediate and direct impact on the improvement of teaching and use of assessment.
- The practice of reflection regarding subject knowledge of staff, including newly and recently qualified teachers, builds and improves over time. The programme of continuous professional development is focussed and highly effective which leads to raising standards both academically, socially and emotionally.
- SENCO and Learning Manager provide high quality support to families, children and staff and have a direct impact on the culture and standards in the Academy.
- Collaborative and multi-disciplinary working is a strength across the Academy, within the trust and with local external agencies. Parents suggest that these relationships ensure children are supported quickly and in turn anxieties are reduced and outcomes are increased.
- By the time disadvantaged children leave Outwood Primary Academy Lofthouse Gate, they are achieving above with non-disadvantaged children nationally at both the expected standard and greater depth.



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- Collaborative working is a strength across the Academy. The SENDCO has a range of external agencies, which she is in regular contact with for support and advice. The team implement this rapidly into classroom. Staff follow strategies and information detailed in pupils OPP's and EHCPs and this is regularly monitored. As a result, it has a positive impact of Pupil's Progress.
- Parents are signposted to key agencies for support or the SENDCO will support families in the self-referral process where a need has been identified. Parents could not speak highly enough of this aspect of the Academy and it has a huge impact on the Academy's ability to raise standards.

Next Steps

- The SEND rag document to be embedded with the teaching team to be able to drill down and ensure that individual pupil offer is the strongest it can be with staff taking full ownership.



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Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

Strengths

- The Academy has an ambitious and well-designed curriculum. It at least matches, and often goes beyond, that set out in the national curriculum, which was demonstrated in books and in speaking to the children.
- The children develop holistically and achieve as closely as possible to age-related expectations. The Academy has a strong belief in that securing these skills will give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital that they need to secure in their life. The implementation of their curriculum has a direct impact on raising standards.
- The Outwood Diploma is a key part of the curriculum and covers 6 key areas, 'Be a good British and International Citizen', 'Keep Myself and Others Safe', 'Protect and Respect the Environment', 'Have High Aspirations and Skills for Adult Life', 'Actively Contribute to my Local Community' and 'Lead a Healthy Lifestyle'. The weekly 'Time To' sessions allow the pupils to pause, reflect, connect and explore concepts, realms, skills and knowledge that are vital for pupil's holistic development. As an example, The 'Outwood Diploma' is a carefully designed framework of progressive opportunities for children to develop life skills. Children work towards the achievement of 6 annual pledges linked to health, safety, community, citizenship, environmental awareness, and adult life. The cumulative achievement of these leads to the award of the Diploma at the end of each key stage. Both children and parents highly regard this curriculum and see this as critical in the life of the Academy.
- Reading is a high priority within the Academy and was noted as a strength in section 8 of the Ofsted report. The Academy is proud to be one of 33 English national hubs. This has enabled all staff particularly the support staff to feel proud in supporting the development of their Academy.
- The Academy has a team of Reading Ambassadors who ensure that reading has a high profile, they create a termly newsletter, share book reviews, host regular virtual assemblies, share book recommendations and work alongside our Patron of Reading. Children have participated in creating materials for parents describing how the resource of AR has aided them.
- The curriculum frameworks for English and mathematics have been developed as a result of engaging with academic research through collaborative working with the Outwood English Hub and Yorkshire and Humber Maths Hub. These innovative approaches to the curriculum, such as same-day intervention in mathematics, have been designed by leaders to ensure that all children are well supported in rapidly developing their skills in these key areas. There is a constant focus on developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.



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- In response to the pandemic, the team have worked tirelessly to map out any missed learning outcomes in particular subjects to ensure these are addressed and do not allow for long standing gaps in learning.
- Throughout the curriculum, Diploma and enrichment programme, there are opportunities for children across the 5 pillars of effective character education. The wider curriculum offer is well planned to ensure a balance of provision across these aspects: Sport, Creativity, Performing, Volunteering and the World of Work.
- The Academy uses a Learning for Living scheme, that allows pupils to explore their strengths and discover skills and interests which will support their future career and life paths. This scheme can be individually created for each pupil completing it but has strong links to the trust Diploma.

Next Steps

- The Trust wide website allows rapid access to the curriculum coverage for pupils and parents own CPD. Parents can access the website to understand and support their children in curriculum coverage, but also understand the approaches of learning that the Academy is undertaking in each curriculum area, giving parents clarity and consistency of approach at home as well as at the Academy.



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Element 4 - Learner Progress and the Impact on Learning

Strengths

- Children make strong progress from their starting points in writing and maths, and attainment at all key stages in these subjects was above national averages in 2019. The attainment of almost all groups of pupils is above national averages.
- The progress and attainment of children with SEND are strong throughout the Academy. The tracking of this is rigorous and robust.
- Children are enthused and excited by the broad and balanced curriculum with children falling over themselves to show off their work and share the knowledge that they have developed.
- The 12 Principals of Learning are embedded within the Academy day. The staff and children use them to clarify learning strategies and engaged within lessons.
- TAs are deployed to support individual children and groups of children with their learning needs. They are highly skilled, vocal and a strength of the Academy in ensuring interventions are delivered effectively and have an impact on raising standards.
- The EYFS environment is exceptional in its provision for the children in its care. This has been recognised in all previous Ofsted inspections and notes of visits from the director team. The support that children are given within this environment supports their later development.
- The consistency of the KS1 and KS2 environments allow children to use these as teaching aids and support the Academy's approach of 'three before me' securing resilience and independence in learning strategies. This includes them looking at their own previous learning, books/walls and then their buddy before asking the teacher.
- Additional resources are provided by the SENDCO in line with their individual needs for any child who requires additional support. Strategies developed through the use of key resources are consistently embedded.
- ICT is a key strength across the curriculum with plans that support children with their curriculum knowledge but also giving them vital skills in the explicit ICT curriculum.
- Assessment fans are used for children to display their level of understanding and confidence regarding a learning outcome, they are also encouraged to use these throughout the lesson, so they can signal for support subtly.



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- Our Academy reward system of 'Super Swirls' is used with vigour throughout lessons and social times. Children are eager to achieve Super Swirls and climb up the ladder and receive a bronze, silver, gold or platinum award. The Academy also has their super swirl amount visible in the classroom. The children are highly engaged and positive learners in the classroom. Children are also praised on their effort as a learner in class, with E1 being the model student. Having these high expectations, allows the children to know, understand and strive to achieve the highest effort across the curriculum. The Academy also celebrates our 'always' children with the A Team, children actively strive to achieve this. This is recognition for children who always make the right choices. The children are rewarded at the end of each week if they have been able to remain in the A Team. This directly encourages positive behaviour and attitudes, which are continually modelled and celebrated by all staff.

Next Steps

- Develop, expand and enhance ICT provision to support the learning needs of vulnerable children with particular emphasis on communication software.
- To robustly assess progress and attainment in foundation subjects through quality subject leadership.



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Element 5 – Assessment

Strengths

- Teachers and leaders use assessment well. Assessment of children’s progress is regular and accurate. Teachers regularly moderate assessment both within the Academy and with peers within the Academy group.
- The Academy ensures quality time is built into the Academy day to create space for teachers to carry out assessment tasks in a way that is meaningful, effective and does not create a burden. Wellbeing for both students and staff are high on the Academies agenda.
- During half termly pupil progress meetings current data is analysed and gaps in learning are discussed and identified in order to find out which appropriate interventions will be planned for the next half term to support closing this gap in learning. This strategy is highly effective and supported by staff, who take pride in knowing their children and ensuring high expectations.
- The Edu Key System allows SLT to run reports to analyse the outcome of interventions. The progress pupils have made within these and detailed progress information for how well pupils are achieving targets specified on their OPP’s or EHCP’s. This attention to detail is highly efficient and effective in raising standards and monitoring staff understanding.
- The consistent approach to the classroom environments enables children to take support from the displays. The Academy Learner Model is displayed in every classroom and these qualities and skills are entwined in all teaching to make it clear to children the characteristics and values they will be drawing upon.
- Teachers check pupil’s understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Throughout lessons, misconceptions are addressed, and children are challenged by teacher’s high expectations combined with the systematic and effective checking of prior knowledge and understanding.
- Children also progress through silver and gold tasks, with the addition of ‘Same Day Intervention’ if required for further support. The use of assessment fans allows children to signal how they are feeling towards the current work, check their understanding at various points throughout lessons and indicate if they need any further support.
- Teacher’s marking and feedback has an immediate and incisive impact on pupils’ learning. Children respond well to their identified areas for improvement and are proud of their achievements. This is exemplified by our use of Same Day Intervention in mathematics. Children make improvements to their work as a result of teacher and staff marking and feedback.



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- Pupils work across the curriculum is of high quality with children rightly proud of their books and their knowledge.
- The clear marking policy allows communication with all pupils to ensure that they can improve and build upon their learning. It celebrates the children's successes and informs them visually of what they need to do next to further progress.

Next Steps

- To increase confidence and skill set to empower support staff in the use of Edu-key assessment system.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths

- The Academy has high expectations of pupil's behaviour and conduct. These are communicated and applied consistently and fairly by all staff across the Academy as three simple expectations: 'Be Safe, Be Respectful and Be Responsible'. These behaviours underpin the behaviour policy which is used to promote positive conduct throughout the Academy day.
- Children understand these expectations and as a result, their behaviour makes a strong contribution to their learning and progress over time. Children are keen to learn, listen well and follow instructions given by adults.
- Effective work in relation to pastoral support has resulted in a reduction in consequences. The Academy works successfully with parents, carers and external agencies to manage significantly challenging behaviours in order for those pupils to remain in the Academy.
- Children say they feel very safe in the Academy and know how to keep themselves safe. They are confident that if problems arise, they know that staff will help and support them. This view is endorsed by all parents and children.
- Leaders, at all levels, are high-profile throughout the Academy day and interact positively with children across the Academy. They are directly on hand to support all staff in managing pupil behaviour.
- Behaviour is exemplary: it is calm, polite and friendly throughout the Academy, during lessons, during change overs and during break and lunchtimes. These transition times are recognised by the Academy and managed to support all children.
- Children love this Academy and as a result do not wish to leave. This was indicated with children getting emotional about how much they love the Academy and the staff that support them.
- The relationships among pupils and staff reflect a positive and respectful culture. They actively support each other and take joy in making others happy. 'If I can make someone happy, I'm happy.'
- Children clearly demonstrated the skills of working collaboratively. They are mature in their outlook on how supporting others not only makes them feel good about themselves, but also supports and aids them on improving their work. 'We reflect and help each other'.



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- The Academy uses a clear and concise framework for managing any poor behaviour to ensure it is used consistently across the Academy. Incidences of low-level disruption are very rare. Any low-level incidents seen were addressed quickly and in a consistent way by staff. The Principal is always a role model for staff in addressing low level issues and praising and chatting to children continuously.
- Highly effective work of the Safeguarding and Attendance Officer ensures that persistent absenteeism remains low: this is the result of a range of strategies to positively promote high attendance and punctuation including first day calling and weekly meetings with the SLT to address any concerns.
- Where there is individual or group behavioural needs, children have structured behaviour plans to provide them with a range of strategies which allows them to manage their own behaviour positively within the whole Academy framework. These are consistently and applied by staff as communication and support is given to both staff and children in order to ensure that the behaviour does not affect the children's ability to make rapid progress in their learning.
- The Learning Manager and SENDCO provide highly effective support for these children through targeted social and emotional intervention, the impact of which is regularly reviewed. There are a number of case studies which evidence the positive impact of this work overtime along with the Academy achieving the 'gold' standard in the Carnegie Centre of Excellence for Mental Health in Schools, Mental Health Award in July 2020.
- Mental Health and Wellbeing Champions continue to promote positive choices and the benefits of these are seen through the delivery of assemblies and sessions. The Twitter feed and newsletter share these sessions so that our families are aware of the Academy's work and can continue conversations at home. Communication is key and a big factor in supporting children and families.
- Children consistently talked about ways that they appreciate and respect differences. They celebrate the things that we share in common across cultural, religious, ethnic and socio-economic communities. This was clearly demonstrated in displays and conversations with children and staff.
- Through assemblies, the work of our Digital Leaders, Academy Parliament, Peer Mediators and Mental Health and Wellbeing Champions, children take ownership and actively promote and make a positive contribution to the life of the Academy. The children work together to show mutual respect for others, celebrate differences and be open to discuss and ask questions in a safe environment. This is an important part of the curriculum and the SLT's drive to develop 21 Century Citizens that are aware of differences and are tolerant.
- The Academy uses restorative practice approach to feel part of a supportive community, respecting one another and being accountable for their actions. This approach is used to promote an open and honest environment where children feel comfortable and safe to discuss any issues that may have arisen. As a result, children



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are patient, tolerant and understanding of all. Children see the positive in individuals and support the whole class community. They are also very protective and supporting of those who are most vulnerable, which is a joy to witness.

Next Steps

- Further develop the behaviour management and use of restorative practice during social time in response to high staff turnover for team members supervising during times.



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Element 7 - Parents, Carers and Guardians

Strengths

- Parents hold the Academy in high regard, recognising the drive to improve the life chances of all children.
- Leaders also work effectively with community partners such as businesses, the local authority, local charities and education programmes, to enhance curriculum provision and learning opportunities. Such effective partnerships contribute to the high aspirations of pupils (for example careers), the development of their character (charity work) and their safeguarding (for example. NSPCC, LA Safeguarding).
- Having a visible and consistent Principal, has strengthened the relationship between the Academy and parents and a genuine inclusive open-door policy for all is known and appreciated by parents and staff.
- Parents believe communication is excellent and believe the Principal is key to their children succeeding at the Academy. Parents and carers see the Academy as a collaborative partner who they hugely respect and grateful for.
- The transition meetings for parents are deemed to be excellent. Parents feel that the children's needs are being met and that they are involved in any decision making.
- All parents are greeted by a member of the inclusion team at the beginning of the Academy day which supports communication and allows parents a voice when children or the families are struggling. The relationships built by the SLT are exceptional with parents praising the staff for their continual support for them.
- Leader's signpost and support parents with a range of services including bereavement, counselling and transition meetings.
- The Academy has offered support for all families at home during the closure. During the closure of Lofthouse Gate, the Trust and teachers have worked tirelessly to ensure education continues for the children. Children have access to Google Classroom, where they have accessed their learning set by the teacher and the teacher has regular communication with their class and parents.
- Children have had check in phone calls from class teachers to ensure they are all ok and safe.

Next Steps

- Parents understand the whole offer of the Academy in developing the whole child and how this underpins academic achievement.
- Facilitate a Parental Group that can support each other in understanding the needs of their children and the consequential emotions that they may experience – understanding that they are not alone.



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Element 8 - Links with Local, Wider and Global Community

Strengths

- The Academy's work ensures that children develop strength of character. Throughout the curriculum, Diploma and enrichment programme, there are opportunities for children across the 5 pillars of effective character education. The wider curriculum offer is well planned to ensure a balance of provision across these aspects: Sport, Creativity, Performing, Volunteering and the World of Work.
- The Academy has worked closely with Wakefield Council and they have been involved with numerous litter picks in our local area. This extended to families taking on the work in their own time and receiving awards from the local MP.
- The Outwood Diploma is a key part of our curriculum and covers 6 key areas, 'Be a good British and International Citizen', 'Keep Myself and Others Safe', 'Protect and Respect the Environment', 'Have High Aspirations and Skills for Adult Life', 'Actively Contribute to my Local Community' and 'Lead a Healthy Lifestyle'.
- The Academy is recognised by Pearson UK Teaching Awards as Silver Winners of the Impact through Partnership Award. Collaboration has brought opportunities to children, staff and communities including the Year 5 Newsday, in which all Year 5 pupils across the Trust, worked together and become young reporters and editors by interviewing Ben Parker (Former LUFC player) and the astronaut Abigail Harrison and publishing their own newspaper article.
- Visitors regularly lead assemblies to share their experiences including careers by explaining job roles. These include paramedics, police officers and an archaeologist!
- The Diploma has also made use of the skills of local people and businesses in Spring 2 through our Diploma topics 'Have High Aspirations and Skills for Adult Life' and 'Actively Contribute to my Local Community'. These Diploma opportunities provide experiences for the children to interact and enhance awareness of local businesses and organisations including the West Yorkshire Ambulance Service, Ashby Lodge Care Homes.
- Academy Parliament and the focus of the Diploma have linked together to bring the work of the local community into the classroom. This year this has been done remotely. The work of the Ambulance Service and Ashby Lodge Care home was celebrated in our 'Contributing to the Local Community' in Year 2 and EYFS.
- Governors have good knowledge of the Academy and are actively involved in its development. The systems that are in place by Outwood ensure that despite the high-quality offer being given, Governors are still able to challenge and support. They are reflective and recognise that in the last year the pace of improvement has increased significantly.



Report on IQM Inclusive School Award



Next steps

- To continue to develop links with the wider community, with a focus particularly on the global community. Create links with Academy's abroad that will enhance experience and develop the curriculum.
- Sharing the inclusive practice with other Academies and agencies such universities.

Main developments

- Training staff to understand the principles of neuro diversity and what that means for their day-to-day classroom practice in and embracing individual difference.
- Staff to deliver age-appropriate self-regulation strategies and model these to pupils in order to prompt and encourage their use (ELSA training).