



Report on IQM Inclusive School Award



School Name: Outwood Academy Hemsworth

School Address: Wakefield Road, Hemsworth, Pontefract, WF9 4AB

Head/Principal: Toby Rutter

IQM Lead: Caroline Langley

Assessment Date (s): 7th and 8th February 2022

Assessor: Sarah Linari

Sources of Evidence:

- IQM Self Evaluation Report Document
- National data and performance tables
- Academy Website
- Academy Policies
- Trust Website and Policies
- Academy inclusion and progress data
- Academy Self Evaluation and Development Plans
- Students' exercise books
- Learning Walks (assembly, tutor time, lesson transitions and lessons)
- Observation of unstructured times
- Observation of Bridge and Reflections provisions
- Learning Environment audit

Meetings Held with:

- Principal



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- IQM Coordinator/Vice Principal (Deep Support)
- SMSC Lead
- Vice Principal (Deep Experience)
- Vice Principal (Deep Teaching and Learning)
- iSpace Therapist
- Educational Psychologists
- Wakefield Local Authority SEND Advisory Teacher
- Associate Assistant Principal – Mental Health/LGBTQ+ and Peer Mentors
- Life Curriculum Lead
- Police Constable Caddick - Safer Schools Officer
- Lead Learning Manager
- Head of MFL/Staff Governor
- Chair of Governors
- Parents and Carers
- Assistant Principal (Deep Support)
- Education Welfare Officer
- SENDCo
- Students
- SEND Officer
- Inclusion Officer
- Safeguarding Officer



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Overall Evaluation

The central aims at Outwood Grange Academies Trust (OGAT) are to “raise standards and transform lives.” The Principal at Outwood Academy Hemsworth (OAH) believes that this mission is particularly pertinent given the community the Academy serves. The local area falls within the top 1% of most deprived localities in the country. The ex-mining communities in the surrounding villages have suffered from years of unemployment and poverty. Outwood Academy Hemsworth is an 11-18 comprehensive Academy with 1089 students currently on roll. 36% of the student population are in receipt of Pupil Premium (PP) catch-up funding, a figure which is above the national average.

The predecessor school, Hemsworth Arts and Community College, was part of the Wakefield City Academy Trust. Following the closure of this Trust, Outwood Grange Academies Trust took it over in 2018. The predecessor school’s results were significantly below floor targets and attendance was poor, with 52% of students persistently absent from school. The Principal and Vice Principal describe how “poor academic performance was compounded by a negative learning culture and extremely poor behaviour in the school, poorly maintained and unsafe estates and financial challenges that were not being addressed. Staff morale and expectations were low.”

OGAT are “a high-performing multi-academy trust” whose vision is to “embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education.” With this unwavering mission in mind, there has been a swift transformation in the Academy’s culture since OGAT’s take over, despite the continued disruption incurred over the past two years due to the ongoing Covid-19 pandemic. Students’ academic outcomes have improved and the gaps between the progress of the vulnerable groups are closing. Attendance is also improving and the number of students who are persistently absent has reduced significantly. High standards and expectations are now the norm, alongside clear inclusive structures to support the young people. The Principal believes that OAH is a school which “needs inclusivity” and they provide “high standards with the appropriate support to meet those standards”. The Leaders are passionate about “not lowering the standards as that would disadvantage them” in the future. There is a strong capacity within the Leadership Team to continue this positive improvement trajectory to truly “transform lives.”

The Academy’s reputation as a successful school is growing. The number of students in the younger year groups is now close to the Published Admission Number (PAN) and September 2022’s cohort will be at PAN, as the families’ first-choice school. The excellent communication via social media keeps families and the wider community well-informed about the wide array of opportunities and the enriching educational experiences OAH offers its student body.

The Trust’s commitment to inclusive education is evidenced through the resources and funding allocated to the leadership and staffing of inclusive practice. The Vice Principal and Associate Principal for Deep Support are joined by a Special Educational Needs and Disabilities (SEND) Coordinator, two Educational Welfare Officers (EWO), an Attendance Team, Lead Learning Manager, Regional Learning Manager, five non-



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teaching Learning Managers, Consequences Manager, Inclusion Officer, SEND Officer, Inclusion Administrator, Personal Learning Centre Manager, Bridge Manager, Teaching Assistants (TAs), Safeguarding Officer and a Healthcare and Wellbeing Assistant. The Academy also buys in to the services of an Educational Psychologist for three days per week. All staff have clearly defined roles and take responsibility for all the students. They communicate effectively with each other to provide comprehensive support packages which ensure each young person is best supported to be successful.

Additionally, to help the young people in school whilst improving behaviour in the local community, the Academy employs a fulltime Safer Schools Police Officer. The Police Constable provides bespoke educational, preventative interventions to encourage the students to make positive choices and reduce anti-social behaviour when they are out in the community. Historically, local residents have poor relationships with the Police, so the idea is to change perceptions and create positive relationships with the young people and their families. The Police Constable was successful in gaining £150,000 funding to support the 'Innovation Project'. The Innovation Project is co-funded by West Yorkshire Police and the Home Office to reduce the number of students being excluded from school and improve attendance. Alongside the Police Constable, students are supported by the iSpace counselling service, an Innovation Teacher, a boxing coach, a therapy dog, and an additional Educational Psychologist.

Before OGAT's involvement, the Academy's building was in a state of disrepair. The building was not fit for purpose and was deemed unsafe. The Principal's priority has been to tackle the infrastructure issues to be able to provide a safe, purposeful learning environment. A substantial amount of money has been spent on improving the facilities. The Academy has just opened a new £6.5 million building with dining facilities, purposefully designed drama spaces, music classrooms, assembly hall and additional classrooms. The Trust has also spent £1 million to refurbish the Sports Centre and £400 thousand on new boilers. The building and site remain an area for development as there are still challenges but the Principal is determined to provide the highest quality learning environment for their students.

When staff were asked to describe the inclusive ethos at OAH in one word, they selected words such as "comprehensive, supportive, proactive, kindness and care". Every member of staff who contributed to the assessment process demonstrates a genuine commitment to the inclusion agenda. Senior Leaders have a shared understanding of the importance of forging positive relationships with students to create a positive behaviour for learning culture. The Senior Leaders role-model the desired approaches and all interactions observed between the Senior Team and students were friendly and supportive.

The IQM Coordinator and Senior Leadership Team provided wide-ranging documentation to support the assessment process. I was welcomed into the Academy with warmth and an honest approach. Staff welcomed the process and demonstrated an open culture of self-evaluation. I believe that Outwood Academy Hemsworth fully meets the standard required by the Inclusion Quality Mark. I am confident that the continued reinforcement of the Outwood routines and systems will lead to excellent outcomes and outstanding inclusive practice. The Leaders now need time to continue to embed the routines and gain consistency across all aspects of provision.



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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.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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



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Element 1 - The Inclusion Values of the School

Outwood Grange Academies Trust has developed a clear, aspirational vision, which is shared by all staff at Hemsworth; “students first: raising standards, transforming lives.” It is communicated clearly through the Academy website and is included in all policies and planning documentation. There is a culture of high aspiration which defines all aspects of school development planning.

The Trust is renowned for its high aspirations for students’ behaviour. Behaviour in the predecessor school was poor due to the lack of consistency and effective routines. Since its inception in 2018, the Outwood Academy Hemsworth Leadership Team has worked relentlessly to change the culture and implement a positive behaviour ethos of high standards. Although the quantity of exclusions remains high, the number has reduced significantly over the past three years. There has been a 5% reduction in the number of students in receipt of fixed term exclusions for Autumn Term this academic year when compared to the same term the previous year. To counteract this, there has been an increase in the number of praise points awarded during Autumn Term compared to the previous year, with 17% more points being awarded.

Improving the attendance of students has remained a significant priority for all staff over the past few years. Last academic year, each staff member had a performance management target linked to improving attendance to ensure significant impact in this area. Despite the ongoing global pandemic which has affected nearly two years of schooling to date, overall attendance has increased by around 6% compared to the overall percentage three years ago. There has been a dramatic reduction in the number of students who are persistently absent from school which, if you take the Covid-related absence out of the equation, would equate to around a 30% reduction. The Academy’s attendance figures are now significantly above Local Authority’s averages.

There is a weekly Inclusion Meeting which ensures an effective, cohesive approach to make sure each young person has appropriate support in place. All procedures and systems have been streamlined and the recording of information has been improved so that accurate and effective interventions can be put in place. The Inclusion Team work closely with the Local Authority’s SEND Advisory Teacher and the Educational Psychologist to ensure all interventions are appropriate and find creative solutions if previous intervention has not been effective.

Young people’s mental health and wellbeing is a priority at OAH. The i-space Lead is based in school four days a week to provide 1:1 and group emotional wellbeing and behavioural support. She feels that the communication from OAH staff is “fantastic” and that there is a “clear referral route in place.” Students usually access a six-week programme with an exit plan put into place which identifies check-in points to help the young people after they’ve accessed support. Each year, the Academy appoints student Mental Health and Wellbeing Champions who lead focussed student voice activities to influence and improve provision in this area.

Looking after staff’s wellbeing is also important to the Leaders. There is an Employee Assistance Programme to provide confidential mental health and citizens advice



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support to those who need it. In continuing professional development (CPD) sessions, staff are given reminders about “looking after yourself” and self-help strategies. The Wellbeing Officer is first aid trained. She manages all health care plans and refers students to the School Nurse if required. The Academy will be offering a mindfulness course for staff and students after school to further support mental health and wellbeing.

An example of OAH’s proactive inclusive ethos is the support for people who identify as Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+). To raise whole school awareness, the Associate Assistant Principal leads a student voice group who meet weekly. There are regular assemblies and tutor time activities to promote tolerance and understanding of this often-marginalised group. They are currently developing a pledge in support of Stonewall’s ‘No Bystanders’ campaign. Staff monitor and record any incidences of derogatory language closely. There is waived intervention in place for any student who uses a derogatory term which, depending on the circumstances, involves an educational programme with the Safer Schools Officer or interventions with consequences.

Support for students with SEND is good. Since the SEND Coordinator took up role last academic year, there has been an increased focus on raising awareness across all staff to support these vulnerable students on a day-to-day basis. Through the role of the SEND Officer, the communication with students and parents is highly effective and all students who are supported by Education, Health and Care Plans are monitored closely with regular reviews of their provision and progress towards their targets.

The safeguarding practices at OAH are excellent. There is a large team of level-three-trained Safeguarding Leads who work efficiently together to keep the young people safe. They have built a strong reputation within the Local Authority for the Safeguarding provision and are piloting the ‘Team Around the School’ scheme. With a collegiate attitude, they often share their practice with colleagues from schools across the Authority. To ensure the safeguarding procedures are robust, there are regular audits including external audits from the Local Authority and Trust.

Data which verifies the inclusive nature of OAH is the Fair Access Panel data. Despite being a school on a rapid improvement journey due to the previous poor standards, including poor behaviour, OAH receives more Fair Access students than any other school in the Local Authority. They also regularly receive students from other schools on ‘Managed Move’ placements to support their behaviour. The Senior Leaders care about reducing exclusions for all young people, not just their students.

Next Steps:

- Behaviour – the standards of behaviour are better in the older year groups, once the Outwood routines have been established and relationships have been built. Look at introducing an ACE programme for in-year transfers to align them to the ethos.
- Behaviour – tackle issues of inconsistency through revisiting the rationale of the behaviour policy and the importance of interventions between the consequences.



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Look at other schools where they combine high expectations with a fully inclusive approach successfully.

- Reflection – look at other successful Outwood models of how ‘reflection’ can be used to affect long-term behavioural change.
- Alternative Provision – explore the potential uses of the Cherry Tree House building onsite to provide an inhouse alternative provision offer to reduce the number of exclusions.
- Alternative Provision – look at potential collaborations with the plans for the local community centre as an option for reducing fixed-term exclusions.



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Element 2 - Learning Environment, Resources, and ICT

The Academy's building and site provide an ongoing challenge for the Senior Leaders and Trust Directors. When they first took over the predecessor school, the building was in a poor state. To improve the learning environment for all learners, the Academy has just opened a new £6.5 million building with dining facilities, purposefully designed drama spaces, music classrooms, assembly hall and additional classrooms. The Trust has also spent £1 million to refurbish the Sports Centre and £400 thousand on new boilers.

The newer areas of school are vibrant with the Outwood displays giving messages about future aspirations and tackling issues such as tolerance and diversity. Displays in classrooms are used to help with learning strategies and each classroom has a board for praise. The Trust's motto is visible externally and internally across the building. There are inspirational quotes on the walls to inspire and encourage all staff, students, and visitors.

OAH is well-resourced in terms of its Information and Communications Technology (ICT) provision and benefits from the Trust's financial support and expertise with regards technology. Students regularly have the opportunity to use the Chrome Books. The 'Reflection' room has Chrome Books for every student so that they can access their lesson whilst completing the 'consequence,' reducing the amount of learning time they miss.

The Academy uses Google Drive to share resources and information with staff effectively. Google Classroom is used in lessons, and to set home learning tasks. These platforms are also utilised to maximise support for learning when students have to self-isolate or during periods of lockdown. Teachers also upload revision materials and additional resources to the shared drive. Before the first national lockdown, the Academy ensured all students had access to devices with internet at home. Where they did not, they provided Chrome Books. Staff are increasingly using the online platforms to deliver live lessons to year group bubbles who are isolating or for any student who is working from a different area such as the Bridge provision.

To further improve SEND provision through a quality first teaching (QFT) approach, the Academy has purchased the Edukey provision mapping tool to record interventions and evaluate impact. The online tool allows for easy access to information about SEND students. It also allows the SEND Coordinator to evaluate the impact of interventions and the overall quality of provision.

Next Steps:

- Litter – during the assessment visit, there was a significant amount of litter in the outdoor areas and corridors however the dining hall and classrooms were kept tidy. Students show respect for their environment when under the supervision of adults but are yet to regulate themselves to care for their environment during lesson transitions. In addition to the cultural change work already happening, look at creating an educational programme to reduce the amount of litter around the school



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site. Maybe look at appointing Sixth Form students to supervise lesson changes in addition to teachers being ready at their classroom door to greet students.

- Edukey – further develop the use of Edukey to support SEND students across the curriculum.



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Element 3 - Learner Attitudes, Values and Personal Development

It was a delight to speak with many OAH students from Years 7-13 over the course of the two days during the assessment visit. The Student Panel representatives were knowledgeable and informed. They spoke positively about their school. Each has a future aspiration in mind ranging from a Human Rights Politician to Zoo Keeper. When asked about the teachers, they said they feel that most teachers are friendly and “you can always go to talk to them if you are feeling upset.” The lessons they most enjoy are the subject areas where they feel they have positive relationships with the teachers and there is an environment of “mutual respect.” They feel that although the majority of staff are consistent with the application of the consequences system, some are “too quick to use it with children who are regularly in trouble”.

The all-encompassing vision to develop students as a whole is evident through the well-planned ‘Life’ and Form Time curricula. The Life Curriculum has been rewritten this academic year to ensure it responds to current issues at all levels: in school, in the community and globally. The Assistant Principal responsible for leading the Life Curriculum looked at national requirements for Personal, Social, Health and Economic (PSHE) education, British Values, Spiritual Moral Social and Cultural themes as well as issues which are relevant to their specific student demographic. The curriculum is fundamental to teaching students how to behave and communicate effectively. The IQM Coordinator commented that they “believe we need to teach behaviour explicitly to students as unfortunately this education doesn't always take place in the home. Our personal development curriculum is mapped so that it exceeds the ambitions of the national curriculum. As a result of a well thought out curriculum, learner attitudes are improving.”

There is a fortnightly mental health focus during Form Time to provide universal support and promote healthy mental health habits. During the assessment days, a virtual assembly was observed. The assembly was shown on the same day to all years but in their Form Groups. The assembly’s focus was sleep habits, encouraging students to adopt healthier bedtime routines. In Form Time on Fridays, students partake in debates to discuss current affairs whilst developing students’ oracy skills.

The Bridge and Progress Learning Centre (PLC) provisions provide interventions for vulnerable students with SEND, behavioural, social, emotional, or mental health needs or those students who require additional academic support due to extended periods of absence. The Bridge offers a safe and calm environment for students who may need time to deescalate during the school day. Specific students have ‘Bridge’ passes to allow them to attend the provision if they feel they need some time to calm down or if they feel they are going to make a poor behaviour choice.

The weekly average number of fixed-term exclusions has reduced by 57% this year compared to the 2018/19 academic year. Although the overall number of exclusions is falling, the percentage of Pupil Premium (PP) students who are excluded has increased by 12% and remains disproportionate to the percentage of PP students on roll (62% of the weekly average exclusions are PP students).



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Next Steps:

- Bullying – develop a system for reporting any incidents of peer conflict in a confidential way. Students feel that if they have to go to speak to their Learning Managers during break time, and that it is obvious to their peers that they are doing so.
- Social interactions – look at whole school approaches to developing positive social interactions amongst students and preventing bullying incidents.
- Assemblies – once safe to do so, reintroduce year group assemblies (face to face) to have a bigger impact through a consistent delivery of the powerful messages you are sharing.
- Exclusions – reduce the number of PP student who receive fixed-term exclusions.



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Element 4 - Learner Progress and the Impact on Learning

Every learner's progress is important to the staff at OAH. The Vice Principal explains that "one of best things is we know our children" which leads to improved outcomes. There are rigorous systems in place for monitoring progress and tailoring detailed support plans for any student who is not progressing as they could. The Trust's data platform 'Praising Stars' enables staff to track, monitor and analyse data regularly. Weekly Red Amber Green (RAG) rating meetings ensure that every Year 10 and 11 student's progress is scrutinised by Senior Leaders, the Inclusion Team and Heads of Core Subjects. If a young person is not progressing as they should be, interventions are planned and implemented swiftly. This process means that staff can identify if students have any particular barriers to learning which have not previously been identified or if they are struggling in a particular subject. It is also an additional layer of quality assurance to make sure all students are on-track to achieve their target grades. Due to the success of the Key Stage 4 progress RAG meetings, the Academy has introduced literacy and numeracy RAG meetings for students in Years 7-9.

Students' outcomes are improving. The 2021 Year 11 results (using the Teacher Assessed Grades) showed a significant improvement on 2019 data. The Senior Leaders are particularly pleased that the gaps in progress of the vulnerable groups are closing. The gap between the attainment of PP students and non-PP is now negligible.

OGAT's 'Praising Stars' system generates a half termly report for parents and carers. A report for Senior and Middle Leaders is also produced to allow them to effectively evaluate the quality of provision within the areas they lead. There is a reflective culture in the Academy and the staff describe how they are always identifying new ways to improve their practice.

Next Steps:

- EBACC – continue to increase the number of students entered for EBACC subjects at GCSE to improve their future prospects.
- Outcomes – continue to raise attainment across all curriculum areas so that students leave school with results which can truly 'transform lives.'



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Element 5 - Teaching and Learning

The teaching and learning approach at OAH is based upon the inclusive principle of every student being valued within a nurturing environment. The extensive levels of pastoral support on offer mean that the focus can be on the learning in lessons. During the review, there were high levels of Covid-related staff absence which meant that there were lots of cover lessons. However, the attitudes towards learning in lessons where the students were taught by their regular class teacher were good. The Outwood 'Five Pillars' are embedded into the lesson structure. Each lesson begins with a recall activity to consolidate prior knowledge and skills. Students are encouraged to actively listen. There are opportunities for collaborative and independent thinking. Support is provided using visual aids, modelling, guided practice and differentiated learning outcomes. The quality of teaching and learning is most consistent in English, maths, and humanities, with science being a current area of focus for improvement.

Exercise books show a reasonable amount of work covered to date. The quality of marking and feedback is effective, with clear targets and opportunities for students to edit their own work. Key vocabulary is highlighted, and the recall starters are evident across all subjects. There is a learning journey outline in the front of exercise books to demonstrate to students where the learning fits in to the bigger picture. Standards of presentation were varied across the different subjects which could illustrate inconsistent expectations from the staff in terms of the application of Outwood's PROUD system.

To support those students with literacy and numeracy levels which are below age-related expectations, the Academy has employed specialist tutors to deliver targeted intervention sessions. The Teaching Assistants use the Fresh Start phonics programme to develop students' literacy skills and the Numicon intervention for numeracy. Students spoken to during the numeracy intervention session were very positive about the impact attending the sessions has had. They feel more confident in maths lessons and have seen their progress data improve.

Next Steps:

- Science- continue to develop the teaching practice in science so that learning is effective and leads to improved progress.
- Intervention – provide training to the Teaching Assistants who deliver the intervention sessions with a focus on challenging all learners and supporting students who speak English as an Additional Language (EAL).



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Element 6 - Parents, Carers and Guardians

The Academy is proactive in seeking parents' and carers' views. Their views are not only valued but they feed directly into development planning decisions. Regular surveys are sent to parents and carers to gain feedback on all aspects of Academy life. As well as the formal communication channels in place, such as the Praising Stars report system, the Academy maximises social media use to celebrate the students' successes and share the exciting activities which have taken place throughout the school day.

OAH staff were quick to respond to providing a home learning package during periods of lockdown. In a parent/carer feedback survey about learning during school closures, one parent commented that "the teachers engaged the children well and the work set was doable." Another parent felt that "the live lessons were better than just having work set to complete and do on their own." They provided electronic devices and resource to those families who needed it. One parent said that "OAH diligently kept in touch." They also commented that "the standard of teaching was second to none and wellbeing seemed paramount in all areas." 85% parents and carers agreed that the live lessons ensured their children did not fall behind in their learning.

Parents and carers who were spoken to during the IQM assessment were all positive about the staff and provision at OAH, particularly the support for students with SEND. A parent of a Year 8 child with SEND said the school is "supportive for students with additional needs" and that she attends "lots of meetings". The transition programme is effective, and the children settle well into Year 7. A foster parent praised the Academy's "nurturing" ethos and said the "communication is excellent." Her child receives "lots of certificates" and thrives at school. The parents and carers were also positive about how the staff look after their children's mental health and wellbeing. One said that the Safeguarding Officer had been instrumental in supporting her child to attend school. The staff "have done everything they can" and she "couldn't thank them enough." Her daughter has had a referral to the inhouse 'Bridge' provision, which supports students with social, emotional, and mental health needs, and a referral to the i-space counselling service.

Another form of communication with home and external partners is via the Outlook Magazine. The termly publication showcases all the positive aspects of Academy life. Individual students are praised as well as specific groups of students and staff. There is a Mental Wellbeing section which offers useful tips and signposts students and families to further support. It also provides updates, such as the appointment of the new Head Students and useful information and guides at specific times, such as careers advice.

Next Steps:

- Parental support – to impact lifelong changes to habits and the cyclical societal issues which affect your students, provide further support to the parents through workshops or courses. Research the Emotional Coaching model with parents or the Thrive parenting course.



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Element 7 - Governing Body and Management: - External Accountability/Support

The Governors are fully supportive of OAH's inclusive ethos. They meet with the Senior Leaders each half term and receive a detailed report from the Principal with updates on all areas of the school development plan. When reflecting on inclusive practice, the Staff Governor said he is proud of OAH's curriculum and how it "models inclusive practice." Another aspect of provision which the Governors commend is the fact that the majority of teachers teach within their specialist subject. The Chair of Governors believes that the staff at OAH "lift the children above the level of deprivation" through "teaching them a different way" to "make a different future for themselves".

Governors feel that the staff are well-supported by the Senior Leadership Team. They consider staff wellbeing at Governors' meetings. Following discussions at meetings, tangible actions such as fewer after school meetings and termly team-building sessions have been introduced.

Staff feel held to account but supported by Line-Managers and Trust Directors. Weekly line-management meetings focus on student progress. Specific training is offered to any staff where an area for development has been identified through the monitoring activities. Governors and Trust Directors visit the Academy on a regular basis. All visits are recorded with evaluative reports produced. There are clear channels of communication between the Leaders and external stakeholders with a robust quality assurance system to ensure the standards remain high.

Next Steps:

- Support – provide further support for the Governors to help them interpret the data and reports better. Avoid using acronyms and provide further information to clarify meaning of specific educational initiatives.



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Element 8 - The School in the Community

The staff at OAH are proactive in forging links within the local community to best support their students and families. The Local Authority SEND Advisory teacher finds OAH staff “really proactive and they take onboard advice”.

When designing the curriculum, Senior Leaders look at local labour market information (LMI) to determine where the need is. As a result of this research, OAH now offers a Business and Technology Education Council (BTEC) qualification in construction to match the skills and qualifications with the area of need within the local labour market.

Progress Careers are contracted by the Academy to deliver independent Information Advice and Guidance (IAG) to students from when they choose their options in Year 9 through to when they are deciding on Post-18 choices. The Academy is part of a community leadership programme led by one of the large local employers, Wakefield District Housing (WDH). The programme targets children who live in social housing and provides them with future careers support with a wraparound care scheme.

Staff at OAH continue to prioritise enrichment and providing students with a holistic educational experience. As well as the leadership opportunities on offer through the peer mentoring schemes, the School promotes the Duke of Edinburgh award and National Citizenship Service (NCS) challenge to allow the students to develop new skills and gain new experiences, beyond the classroom. The staff across school have responded swiftly to getting enrichment clubs and activities up and running following the Covid-19 disruptions. There are a plethora of enrichment activities, academic, social, and cultural, on offer throughout the week.

Next Steps:

- There are no significant areas to develop in this area.