



IQM Self Evaluation Report



School/College Name: Wakefield City Academy

School Address: Warmfield View, Wakefield, WF1 4SF

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School Website: www.wakefieldcityacademy.com

Number of students on roll: 662



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Guidance for successful completion of the IQM award

The coordinator role is to ensure that a clear picture of the school approach to inclusive practice is captured within the self-evaluation document. To demonstrate that **Inclusion has a school wide impact and is sustainable**, the school would be advised to devolve the responsibility for information gathering to a broad group, with the IQM coordinator organising and collating the evidence. A good example from a successful school was a post-it wall in the staff room to which any staff member could contribute.

Please complete this document which includes all 8 elements of the assessment framework. This should not be an unduly onerous task. It is sufficient to use bullet points under “organisation evidence” and “evidence location”. It is suggested that the school narrative and tabular aspects should be completed simultaneously, to support coherence.

Evidence can be drawn from a wide range of sources, including Ofsted reports, LA or Academy reports, but should draw widely from school self-evaluation exercises and monitoring activities. **It should demonstrate what can be seen in practice.**

Where asked to include a numeric judgement:-

- 1=high level practice**
- 2=good level practice**
- 3=developing practice**

The first page allows the school an opportunity to support the IQM Assessor in creating a clear view of the school, context, the reasoning behind the IQM award application and sustainability, as well as a guide to Inclusion organisation within the school.

The elements may be completed in any order and some evidence may be used to support two or more criteria. At any point, but certainly when three elements are complete, coordinators are asked to forward these to IQM for an overview and guidance, before completion of the whole scheme. Email support is available, please contact us using elements@inclusionmark.co.uk. Feedback is generally within 4 –5 days.

For telephone support, please use: 01256 316536. This will reduce the possibility of wasting any unnecessary time and give you the confidence to complete the remaining elements as you work towards achieving this award.

By the time you have completed **3** elements you should set a date for assessment. This gives IQM the time to organise for an assessor to be assigned to your school. The assessor will be in contact approximately 2 weeks before the assessment with regards to the actual requirements for the visit.

Please note - all sections of this document must be completed

School context description: Raise-online, Ofsted Data Dashboard, performance tables etc.

1. Wakefield City Academy is an 11-16 inner city school with 662 students on roll.
 - We have had 3 consecutive outstanding Ofsted Inspections 2005, 2007 & 2013
 - As a DfES approved academy sponsor led by Executive Head teacher, and CEO of Wakefield City Academies Trust, Alan Yellup OBE, we are involved in supporting schools within the academy chain
 - We were awarded National Teaching School Status in Summer 2011 and became operational from April 2012
 - The proportion of SEND students is 24%
 - 44% of students are from Ethnic Minority Groups
 - The proportion of students who are known to be eligible for pupil premium is 42% (national average 26.9%)
 - The Academy was designated a Specialist Maths and Computing College
 - In 2014, 58% of all students achieved 5A*-C (English and Maths) against an expected 48% (percentage based on government targets for the top performing 25% of schools)
 - The Best 8 value added was 1021.2 (against national norm of 1000)
 - The gap between percentage of disadvantaged students against others was 10% compared to the national average of 28%
 - The Best 8 value added score for disadvantaged students was 1026.7 compared to 1017.2 for other students nationally

Rationale for undertaking the IQM assessment

We currently hold the Inclusion Quality Mark and feel that this is a prestigious and important award which recognises the Inclusive practices of our academy and one on which we place great value.

Wakefield City Academy is an inclusive academy which encourages all partners to become involved ranging from parents, governors, businesses and the local community.

As an Outstanding Academy we are constantly striving to go that bit further to adopt and change in an ever changing world, in order to enhance the life chances of our students.

We believe the process of undertaking the IQM assessment gives us the opportunity to self-evaluate and reconsider our ethos, culture, structures, and practices.

As the lead academy in a Multi Academy Trust we feel it incumbent upon us to take the initiative in 'inclusivity' and then model and share across the academies.

Overview of Leadership and Management of Inclusion (an organisation chart and short summary would suffice)

Inclusion is at the centre of our ethos believing in ‘giving the best education and start in life for ALL students. It is part of the role of every member of staff including those on the strategic leadership team and others with specific responsibilities

Co-Head teacher (Behaviour and Inclusion)
Co-Head teacher (Pastoral – Attendance)
Deputy Head teacher (Teaching and Learning)
Assistant Head teacher (Behaviour and Pastoral Care)
Assistant Head teacher (Data and Student Tracking Assessment)
Assistant Head teacher (Teaching and Learning)
Professional lead for Behaviour and Pastoral Care
5 Heads of year
Head of Student Engagement
EAL
SENCO, Assistant SENCO, HLTAs/Teaching Assistants (deployed to departments and individual students)
Pastoral Care Manager
Pastoral Care Assistant
Inclusion (ARC) Leader
Inclusion (ARC) Assistant
Academy Liaison Officer
PSCHE Coordinator
CEIAG Coordinator
NEETS Champion
2 NEETS mentors
Students Services Team
Educational Psychologist (1 day per week)

All of the above support student welfare on a daily basis.

An intervention team comprising of Strategic Leadership Team, Head of Year, Head of Department, Achievement Manager, meet fortnightly to track and monitor the attainment of all students, including any vulnerable or disadvantaged students to put interventions and support packages in place (with assistance from the large Pastoral Support Team).



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Interest in Centre of Excellence status	No
Interest in Flagship status	No
If yes to either, please append relevant paperwork	

Element 1:- The Inclusion Values and Practice of the School

School overview commentary

The Academy prides itself on being “a school that cares” (Ofsted) and as such, we believe that all of our stakeholders are supported and valued.

We provide a student centred curriculum in which the learning is engaging and has a positive impact on all students. Students’ views are valued and are sought through student voice meetings and questionnaires as well as more informally.

Members of the SLT have an ‘open door policy’ and are actively encouraged to enter into dialogue about shaping developments of many aspects of the academy, such as CPD sessions. Staff views are also sought through questionnaires, which can be completed anonymously.

We are always seeking ways in which to engage with parents and improve communications between them and the academy, the most recent of which is ‘Leading Parents Partnership Award’

We believe that it is important to celebrate all achievements from Student Rewards in assemblies to Year 11 Presentations Evenings.

Policy Yes	Practice 1
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Future plans in this area

The Academy has held the IQM for the last three years. Future plans for further development include:

- An emphasis on ‘quality first’ teaching for all students. An ongoing programme of CPD to enable staff to meet the needs of SEND students
- Ongoing training and CPD for support staff
- Embed the New Code of Practice for SEND in the Academy: working with SENCOs and governors across the Academy Trust to ensure consistency and share resources in key areas: accessibility planning and medicine policy, provision mapping, one page profiles, using data to assess and track progress and inter agency working to support the transition to EHC Plans
- Transfer current statements to EHC Plans over a period of 3 years: Year 6-7 transition and Year 11 transition
- Setting up support groups, ‘drop ins’ and courses for parents and carers
- Creating a nurture group to support complex needs and vulnerable students
- Ongoing development of interventions to support wave 2 and 3 SEN support

Criteria	Organisation Evidence	Evidence Location.
<p>1.1 All staff, parents and Governors are committed to Inclusive practices.</p>	<p>Staff, parents and governors were fully involved in the SEND audit which led to the publication of the SEND information report which is on the academy website. This took into account their views and opinions on SEND.</p> <p>SEND policies are discussed with governors from across the trust for consistency.</p> <p>Staff CPD sessions focus on key issues around inclusive practice: differentiation, effective assessment and feedback, homework, safeguarding etc.</p> <p>Parents are fully involved in the support for their child and informed regularly of their progress.</p>	<p>School website</p> <p>School website</p> <p>CPD programme</p>
<p>1.2 Individual difference is valued</p>	<p>All students are valued and nurtured at the Academy and individual difference is celebrated in a number of different ways.</p> <p>These include: year group assemblies where awards are given for attendance, effort and behaviour and reading progress. These awards range from certificates to rewards, prizes and letters home. The assemblies also focus on issues affecting young people and emphasise the importance of supporting and recognising differences e.g. young carers, disability, religious and cultural differences</p> <p>Celebrations for different religious festivals e.g. Eid party and Christmas assemblies.</p>	<p>Year group assemblies</p> <p>Whole school displays</p> <p>EAL department</p>

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	<p>Support for students with EAL- the Academy has a high percentage of EAL students with different languages and cultures. These students are given additional English support and teaching from two specialist EAL teachers, translation for parents at Parents' Evenings and meetings and celebration of different cultures and countries in displays around the academy.</p> <p>The Academy has a very strong transition programme for our Primary feeder schools which highlights students who need additional support at an early stage.</p>	<p>Transition programme</p>
<p>1.3 There is effective management and organisation of inclusive practice throughout the school.</p>	<p>The support and provision for SEND is managed on a day to day basis by the SENCO. The SENCO meets regularly with SLT to discuss key SEND priorities e.g. whole school literacy, SEND tracking, CPD sessions. The SENCO also works closely with the WCAT SEND coordinator and attends networking meetings with the other WCAT SENCOs and also SENCOs within the authority.</p> <p>A team of TAs and HLTAs support students in class, working closely with teachers and also run additional intervention groups e.g. Paired reading, handwriting and social skills groups. Their timetables are created by the SENCO at the start of the year and have moved into being linked to subject departments to ensure consistency and effectiveness in that area. The department has a weekly meeting to discuss key areas and inclusive practice.</p> <p>The SENCO has a reduced teaching timetable to enable meetings to take place for individual students and also to work with colleagues in class or individually.</p> <p>The SENCO has additional admin support to assist in the operational management of the department and facilitate communication across the Academy.</p>	<p>SENCO Office</p> <p>TA timetables/Provision maps</p> <p>JCM minutes</p>

	<p>The pastoral support staff are line managed by the Assistant Head who ensures that the Academy’s behaviour policy is consistently applied by all staff. The pastoral support staff support students both in the short term withdrawal base and the ARC area as well as supporting staff in the classroom in a preventative and restorative way.</p> <p>Termly JCM meetings are held to review actions and strategies for vulnerable students.</p> <p>(ARC Academy Reintegration Centre.)</p>	
<p>1.4 There is effective induction and transition.</p>	<p>Induction for new staff includes training sessions on SEND. Safeguarding and social and emotional health needs, run by the SENCO and Assistant head. New staff are also fully involved in whole staff CPD sessions every Monday after school.</p> <p>The transition programme for Y6-Y7 is coordinated by Mr Butterfield. This includes working closely with Primary colleagues on teaching projects throughout Y6, transition visits during the Easter and Summer terms with organised activities, separate transition visits for more complex SEN and vulnerable students and a full induction day in July for all students.</p> <p>The full induction day also includes students completing CATs tests and reading tests to enable the Academy to look at appropriate setting and support needed for students in addition to the SATs results.</p> <p>There is a 2 week Summer school run by Academy staff in the Summer holidays for Year 6 students. Older students also help run the Summer school.</p>	<p>CPD programme</p> <p>Transition programme</p>

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<p>1.5 There is effective personal support or mentoring available to individuals.</p>	<p>The intervention group meet on a regular basis to identify students who would benefit from a learning mentor. e.g. students needing support with coursework. Students are assigned staff mentors and meet weekly.</p> <p>The SEN support team of TAs work with students in class to support students learning or behavioural needs. Students with more complex medical needs e.g. type 1 diabetes are given 1 to 1 support where appropriate from a trained adult.</p> <p>The pastoral support team work with students to support them with any issues at home or school.</p> <p>The Academy funds an Educational psychologist one day per week meeting individual students who are referred and works with them to support their needs.</p> <p>External groups support students in the academy e.g. The Cross Project, St Swithins Community Centre.</p>	<p>Mentoring list</p> <p>SENCO office</p> <p>Student services office</p> <p>Pastoral staff timetables</p> <p>EP caseload notes and impact of work</p> <p>Academy liaison office/HOY</p>
<p>1.6 Effective safeguarding processes.</p>	<p>All staff undergo regular safeguarding training to ensure they are fully aware of safeguarding responsibilities in school.</p> <p>There is a designated senior person for safeguarding on SLT. The SENCO and Academy liaison officer are also trained as senior safeguarding staff.</p> <p>There is a clear referral process for staff who have safeguarding concerns about students.</p> <p>There is a designated CAF Coordinator in the academy.</p> <p>There are termly multi agency JCM meetings to update student concerns and support for vulnerable students.</p>	<p>Staff certificates for completing online course</p> <p>Referral forms</p> <p>JCM minutes</p> <p>CAF Plans and minutes</p> <p>CP plans and minutes</p>

<p>1.7 The staff model school expectations and develop good relationships with learners.</p>	<p>Year group assemblies run by HOY or outside agencies attended by all students and form tutors.</p> <p>Consistent approaches to behaviour through form periods, lesson expectations and staff duty rota.</p> <p>Departmental trips and reward trips.</p> <p>Excellent behaviour in lessons and at break and lunchtimes.</p>	<p>Ofsted report (2013)</p>
<p>1.8 Behaviour policies are well understood and implemented by all staff.</p>	<p>The Academy behaviour policy is on the website for staff to read and follow.</p> <p>Each classroom has the code of conduct displayed.</p> <p>SLT clearly communicate messages about behaviour to staff at briefings and reinforced through email.</p> <p>CPD sessions on behaviour management run each year for new staff and refreshers for existing staff.</p> <p>Restorative practice is a key feature of the behaviour policy and training for all staff made available including non-teaching staff.</p>	<p>Academy website</p> <p>Classroom display</p> <p>Staff briefing minutes</p> <p>CPD programme</p>
<p>1.9 Barriers to learning are identified and addressed.</p>	<p>Early identification of barriers through attendance by SENCO at Primary annual reviews.</p>	<p>Annual review paperwork</p> <p>Transition programme/timetable</p>

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	<p>Transition meetings for primary students and their parents/carers arranged to address any potential barriers and plan appropriate provision.</p> <p>Transition Programme from Year 5 onwards.</p> <p>Early planning meeting with EP and LSS service to plan support for individual students.</p> <p>CATs tests, reading and spelling tests carried out in Summer term.</p> <p>Induction day for Y6 students.</p> <p>Reading and spelling tests carried out termly for students receiving additional interventions.</p> <p>A range of Interventions for different needs are planned and delivered for individual students or small groups.</p> <p>The SENCO plans the provision and support timetable which includes TA support and intervention support.</p> <p>Individual students are referred to the EP or LSS teacher using their referral form with parental consent.</p>	<p>EP/LSS planning minutes – SENCO</p> <p>Progress and achievement records – SENCO office</p> <p>TA timetables</p> <p>Provision maps</p> <p>One page profiles</p>
<p>1.10 Achievement by all is celebrated in a variety of forms.</p>	<p>Form period: letters, merits, certificates, verbal praise e.g. positive comments on e- portal discussed with students.</p> <p>Class lessons: merits, mini merits awarded for effort and behaviour. Department letters home, post cards for exceptional effort and head teachers' commendation.</p> <p>Academy Rewards shop: students can convert their merits to points and purchase items of their choice to the value of their points.</p>	<p>Academy rewards website</p> <p>Eportal</p> <p>Year group assemblies</p>

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	Weekly year group assemblies include presentation of certificates, showcasing of skills and talents e.g. music performance, and attendance awards for individuals and forms.	Departments
1.11. There is a clear (individual, governor, whole school) plan for CPD in inclusion, supported by external expertise where relevant and inclusion has been the subject of staff CPD within the past 12 months.	<p>CPD sessions for whole staff in last 12 months on: Differentiation, The new SEND reforms and the New Code of Practice for SEND, Effective use of teaching assistants, Literacy strategies for ASD students, safeguarding (online training course),</p> <p>Outside speakers: Hywel Roberts, Andy Cope.</p> <p>Training for Governors on the New Code of Practice, access plans and administering medicines.</p> <p>Medical training: diabetes, changing a feeding tube.</p> <p>Access arrangements training for support staff.</p>	<p>CPD programme</p> <p>Resources from CPD available on staff shared area on computer and staff room noticeboard</p>
1.12 Pupil premium has an identifiable and measurable impact on pupil progress.	The gap between disadvantaged pupil premium is 10% (less than the national average.)	<p>See Raise on Line</p> <p>Educational Outcomes</p> <p>Raise on a Page (attached)</p>
1.13 Pupil premium use is communicated via school website.	The policy is displayed on the website along with a breakdown of spending. A separate statement shows the impact.	Academy website

Assessor's Comments: Element 1 - The Inclusion Values and Practices of the School

Wakefield City Academy has an Inclusion policy; it is overarching and links to many other policy statements in the school. In the 'School SEND offer', it is clear that Wakefield City Academy intends to be a "supportive and inclusive 11-16 school". All students are welcome into the Academy regardless of their individual needs and staff strive to fully meet their needs in order that each child achieves their full potential, not only intellectually, but also physically, creatively, emotionally and socially.

In the school's last Ofsted report an inclusive approach was recognised, "Behaviour in lessons and around the school is excellent. Students have a sense of belonging to the Wakefield City Academy 'family'. They watch out for each other and respect each other's' differences and beliefs" (Ofsted 2013). British Values have been appropriately considered and a statement has been published on the Wakefield City Academy website; "Wakefield City Academy is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it provides and reinforces British Values to all its students."

Induction procedures are secure enabling the welcome of new students and families, aiding transitions. Staff teach sessions in feeder primaries building positive relationships.

Parents and governors describe the 'open door' policy of the school. One parent of a child was very appreciative of the school's approach to management of behaviour and talked about how she felt fully supported.

Systems ensure effective Pastoral Support and appropriate interventions. Explicit differentiation and appropriate intervention noted in classroom observation of Maths lesson.

The SLT monitors classroom teaching including the management of behaviour using learning walks. There is a clearly defined behaviour management policy that is understood by all staff.

The school has published use of Pupil premium on the website and has had success with the implementation over the last year. A wide range of activities have been funded including: Homework club, after hours clubs and extracurricular activities, NEETS mentoring, Advice, guidance and support for students by additional external agencies, Academy police officer support and Intervention groups for students at KS4 (English and maths)

Those governors who were present were clearly proactive in their support for the school.

Strengths:

- **A clear inclusion policy is in place. Children talk about how they feel welcome and supported in school. One child talked with pride in the way the school had enabled her to speak English fluently after arriving from another country.**
- **Restorative practice is clearly embedded; children and staff are able to talk about this approach.**
- **Pupils new to the school feel that transition meetings enabled smooth integration and boosted their confidence.**
- **A well-defined SEN policy is established, all staff are aware of pupils' needs and provision maps are in place.**
- **Teaching assistants and support staff are effectively timetabled.**
- **Provision for SEND is effectively managed; thought has been given to implications of staff changes (succession planning). Early identification of needs is seen as important using KS2 data, CATs testing, reading and spelling tests.**
- **Intervention groups are well considered, enable children to excel and be offered appropriate challenge.**
- **Languages other than English are valued. French and Urdu are offered in school.**
- **The Pastoral team shows strength in their understanding of a wide range of needs, link up with other agencies e.g. Support for Young Men and Women. This is valued by pupils who feel that they can speak to someone in confidence at any time.**
- **Some pupils openly share own personal issues and how these have been effectively managed and supported by the school.**
- **Use of Pupil premium is made available on the school website.**

Element 2 - The Learning Environment, Resources and ICT

School overview commentary.
 Although the academy is an old building there has been an investment of £3.4 million in improving the facilities (through external bids) to ensure the best possible learning environment for the students.

There are serious budget cuts but this has enabled the academy still to focus on providing appropriate resources for students including a rolling programme of investment in the ICT infrastructure and devices to support learning for certain students.

A Learning Environment audit has been conducted across the academy to inform the writing of a Learning Environment Policy.

Policy No	Practice 2
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- Future plans in this area
- Improve facilities in Drama, Art and Music by building a new ‘Arts’ block
 - Releasing rooms to move an ICT suite from science to build further capacity in science
 - Improve access facilities through bids (i.e. CIF) to the WCAT

Criteria	Organisation Evidence	Evidence Location
<p>2.1 The learning environment is well planned to support learning and teaching.</p>	<p>The Academy is committed to ensuring we give value for money. The Academy is committed to ensuring all students have access to an appropriate curriculum including off-site provision and training (Elite Training, Fisheries, Bumpy, Fire station, Dimensions) so that all groups of vulnerable students can learn and achieve. Additional resources allocated i.e. laptops, tablets etc. Access to Alphasmart word processors for students with short and long term disabilities. Support staff in classrooms supporting students with SEN or with EAL. Timetabled literacy lessons for Year 7 and also small literacy groups operate for students with Specific Learning Difficulties.</p>	<p>Classrooms Learning Support Base Library English department</p>
<p>2.2 Resources, the library and accessible ICT are arranged to support learning.</p>	<p>Alphasmarts with Co-writer available to loan out to students requiring support in recording. Additional staff deployed to support learning in and out of the classroom. A range of hardware is widely available to enhance access to the curriculum, such as Smartboards, visualizers etc. Specific areas of the Academy are used explicitly for vulnerable students so that they can access the curriculum with and without support The ICT department have a range of cameras and video equipment for use in lessons to record non paper based evidence.</p>	<p>Classrooms Curriculum plan ICT department</p>

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<p>2.4 Differential resources for individual, including specialised, needs e.g. more able learners and/or learners requiring additional support.</p>	<p>Extra-large pictures of a range of our students and staff displayed in corridors and public areas of the Academy.</p> <p>Positive messages displayed around the school. Newsletters are sent home celebrating success. The website also celebrates success.</p> <p>A TV screen in the entrance hall displays messages of success.</p> <p>Differentiated materials and resources are identified in Schemes of Learning.</p>	<p>Displays – corridors, hall, library</p> <p>Entrance</p> <p>Departments</p>
<p>2.5 Communication, oral and written, is effective in supporting learning and teaching including parent needs for translation and interpretation.</p>	<p>3 members of staff and MFL department can communicate in 7 different languages.</p> <p>If necessary, additional interpreters are employed.</p> <p>Exclusion information is provided in the appropriate language where necessary.</p>	<p>Copies of letters</p> <p>Minutes of meeting</p> <p>Log of visitors</p>
<p>2.6 Classroom arrangements, including TA deployment and use, support good learning.</p>	<p>HLTAs, TAs, pastoral support team are all deployed to support learning</p> <p>Electronic seating plans are used by all staff to promote good behaviour and learning (MAs, LAs, SEN, EAL, AMa, PP, CLA)</p>	<p>Timetables</p> <p>Seating Planner</p>
<p>2.7 Positive images of Inclusive practice, displays and photographs, newsletters are evident.</p>	<p>There is a huge congratulatory banner in the assembly hall, extensive display in the foyer celebrating OFSTED success, there is information on the website. Glossy newsletters are sent home termly and student work is on display in subject areas.</p>	<p>Newsletters</p> <p>Displays around academy</p> <p>Website</p>
<p>2.8 Celebrations of achievements at different levels and a variety of means.</p>	<p>Celebration assemblies – attendance, rewards, end of term subject awards, sporting achievements.</p> <p>Year 11 Presentation Evening – trophies and certificates.</p>	<p>Newsletters</p> <p>Photographs Programme</p>

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	<p>Year 11 Record of Achievement assembly.</p> <p>Postcards home – curriculum subjects.</p>	Records
2.9 Use of ICT to enhance learning across abilities.	<p>New resources discussed at network meetings, Leading Edge etc. discussed in school at SLT and departmental level.</p> <p>CPD is given when new resources become available, e.g. Smartboards, Visualizers, software such as E-Portal, 4Matrix etc.</p> <p>Social media and Personal Learning Networks (PLN) are used by staff to access new resources and these are shared with staff where appropriate.</p>	<p>Minutes</p> <p>Classrooms</p>
2.10 Adaptive ICT for individual needs.	<p>Staff receive detailed information about the needs of individual students, with suggestions of ways to remove barriers to learning.</p> <p>Pastoral meetings with students, parents, outside agencies and staff identify specific and individual needs of students.</p> <p>Updates of needs circulated as further information becomes available.</p> <p>Alphasmarts are available for students to use in any lesson to record notes quickly and easily.</p> <p>Laptop trollies are available as well as dedicated ICT suites.</p> <p>A range of sophisticated hardware (visualizers, Smartboards etc.) is in classrooms/departments to enhance access to the curriculum.</p> <p>A group of nine experienced Learning Support Assistants plus HLTAs are timetabled to enable individuals and groups to access the curriculum</p>	<p>Minutes from briefings</p> <p>Emails</p> <p>HTG</p> <p>Departments</p>

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<p>2.11 Additional resources and adaptations for disabled (differently abled) students.</p>	<p>The normal way of recording work and exam provision is circulated to all staff.</p> <p>Support staff are briefed about individual students to target and support within groups.</p> <p>Parents discuss individual short/medium term barriers to learning with Home/School Liaison Officer, which is then circulated to staff.</p> <p>A range of professionals discuss provision for individual students and circulate specific needs to staff.</p> <p>Assessment is used to identify weaknesses in individual students and identifiable groups and these needs are used to inform future teaching and Learning.</p> <p>Students are encouraged to log into the VE from home and show their parents the work they are doing and the feedback they receive.</p>	<p>Minutes, memos</p> <p>Staff briefings</p> <p>Parental meetings</p>
<p>2.12 Resources are purchased to identified need.</p>	<p>CATS, Suffolk Reading tests Salford Reading tests 4 Matrix</p>	<p>Learning support</p>

Assessor's Comments: Element 2 - The Learning Environment, Resources and ICT

Wakefield City Academy is a well organised school, reflecting creative use of space available: thought has been given to appropriate resources to service learning and teaching needs. The school is welcoming with entrance and corridor displays many of which are informative and interesting.

Interactive whiteboards are available in most teaching spaces and are used by students and staff. I pads, word pads, computers and cameras are also accessible. Other resources are stored for ease of access; adults support is well focused and makes a significant contribution to the quality of learning as identified in discussion with TAs and Pastoral support staff.

The Library is well used and resourced; students understand its purpose and books are readily available. These reflect a range of genre, fiction and non –fiction are represented.

Resources for youngsters with specific needs are readily available and advice is sought from specialist staff EAL and teams. A room (ARC) has been set up for children to work quietly and with support.

**Resource needs of children are met through support of internal staff and outside agencies. Teaching Assistants acknowledge that they receive regular training; the outdoor environment has been developed but further development would be of benefit.
The school has a well-used sports hall.**

Strengths:

- **Key resources are allocated to support needs e.g. alpha smart**
- **Classrooms are appropriately organised. Some spaces are allocated to intervention work including student services to meet a range of needs.**
- **IT equipment has had investment, up to date equipment is in evidence and used to good effect e.g. word pads.**
- **Effective use of interactive activities in some classes e.g. word puzzles in French**
- **Teaching spaces are well planned and include interactive whiteboards. Display boards share useful information and celebrate good work.**
- **A well-resourced library is in evidence; it is used in a variety of ways and often as a 'drop in' centre for children in the morning.**
- **A mobile classroom is effectively used as a drama/ music studio to enable productions to be presented.**
- **Specific areas have been identified to support the needs of youngsters; ARC, Library, Student Services.**
- **A multi-use sports facility is available and extensive grounds.**

Areas for development:

- **To continue to further enhance corridor displays by developing working walls and celebration boards as planned, with some to show the 'process' not just product.**



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- **Plans to establish an Arts Centre are endorsed for multi – purpose use, benefitting school and local community.**
- **To consider how best to enable access to upper floors/ levels as and when funding is available. (Wheelchair and disabled access) and to ensure this is written into an updated accessibility plan.**
- **To reflect on the use of the outdoor space and how this can be enhanced in tandem with perhaps bringing YR11 on site over lunch. Consider development of the outdoor area alongside new canteen to create sheltered area and seating, perhaps facilitating YR 11 to remain on site more readily (links to H&S and safeguarding).**
- **To develop enterprise project to reinstate and develop garden area so that it is a useful and welcoming space.**

Element 3 - Learner Attitudes, Values and Personal Development

School overview commentary

An inclusive ethos has been an embedded strength of the school for many years. 42% of the students have EAL, but are fully integrated into all aspects of school life.

Students are well behaved and have a very positive attitude towards their learning. Compared to nationally and locally, exclusions, permanent and fixed term, are low. Given the demographics and socio economic backgrounds, attendance is high. All students have high aspirations and progress into further education or employment, which is exceptional in comparison locally and nationally.

Policy Yes	Practice 1
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Future plans in this area

- Changes to the transition plans to meet the changing needs of the students and the primary schools
- Changes to PHSCE, Trics and ASK curriculum to ensure coverage of British Values and character building
- Development of the CEIAG provision to meet the needs of RPA:C apprenticeships, changes in A Levels
- Restructuring Pastoral team

Criteria	Organisation Evidence	Evidence Location
3.1 Clear understanding of policies on behaviour, bullying, harassment and inclusion.	<p>E-safety message before log-on.</p> <p>Cyber bullying, anti-bullying and behaviour policies.</p> <p>Racial incidents recorded and dealt with.</p>	<p>Inclusion Policy</p> <p>Cyber Mentor Training Records</p> <p>Website</p>
3.2 Effective induction and transition	<p>KS2 → KS3</p> <p>Induction process begins in Y5 with Taster mornings for 4 main feeder schools during Autumn/Spring term. Y5 students complete activities with Academy staff and have opportunity to ask questions and tour the buildings.</p> <p>Induction Programme for Y6 includes taster mornings prior to Open Evening late September/early October.</p> <p>Induction Day in July takes place with Y6 pupils, working with their Y7 tutor and Y7 form group specially designed team – building and “getting to know you” activities used to facilitate familiarisation. “New” Parents evening takes place at the end of the day.</p> <p>Vulnerable students are invited to attend up to 6 additional transition visits with specific foci e.g. independent travel, using school canteen.</p> <p>Visits to Y6 students by Academy staff in their own Primary School (inc. DHT, HOY, SENCO) for transition meetings and ‘Circle Time’/assemblies.</p> <p>Weekly ICT/, Literacy, Science and French lessons for Y6 students run throughout the year in the Academy.</p>	<p>Timetables of:</p> <p>Andrew Hill, Rachael Teal , Stuart Webb and Jenny Griffiths</p>

	<p>Regular contact between Academy and Primary staff through ½ - termly Pyramid meetings and planning meetings with Y6 staff in July.</p> <p>Static staff team with dedicated time to enable effective inductions includes:</p> <ul style="list-style-type: none"> DHT – Susan Harrison ICT – Stuart Webb Induction Tutor – Phil Butterfield Librarian – Sam Kitson <p>Induction programme continues into Y7 with dedicated Y7 tutor team and timetabled ASK lessons – a bespoke curriculum subject designed to enable smooth transition.</p> <p>KS3 → KS4</p> <p>Form tutors activities and ‘Stop the Clock’ (Decisions Day), assemblies and parents’ evenings to help students decide on KS4 option</p> <p>KS4 – KS5</p> <ul style="list-style-type: none"> • Careers Interviews • College Taster Days • Assemblies from Colleges • Form Activities, ‘Stop the Clock’ days • Assistance in writing letters of application, CVs, applying for college courses and employment • Mock interview • On line applications 	<p>Pyramid minutes</p> <p>Timetables</p> <p>Timetable ASK Curriculum/SOW</p> <p>Option Booklet</p> <p>Careers Programme Overview</p> <p>Investors in Careers Award</p> <p>STC – planning and programme</p> <p>Trics - programme</p>
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<p>3.3 Respect for others and appreciation of different needs</p>	<p>Students are actively taught respect for others across the curriculum as an integral part of the classroom code resulting in good behaviour in lessons e.g. to listen respectfully to other people's answers.</p> <p>Students show high levels of respect for each other and are very quick to report isolated pockets of disrespect (e.g. name-calling, damage to others, property of members of staff).</p> <p>Teaching and non-teaching staff act as good role models and students feel able to approach staff to discuss any issues they may have.</p> <p>Visitors (to school) comments e.g. students' use of "Sir" and holding doors open.</p>	<p>Classroom code in classrooms and student planners. TRICs curriculum. e.g. TRICs contract negotiated by students displayed in form rooms. ASK curriculum. Lesson observations Pastoral records Low incidences</p> <p>Ofsted</p> <p>Verbal comments.</p>
<p>3.4 Know how to access school support for individual needs.</p>	<p>Clarity of staffing structures e.g. form tutor, Head of Year, Students Services from Induction process introducing key staff. High profile of student services particular SLO and SENCO</p>	<p>SEND information on website. Prospectus, planner, displays and signage around school.</p>
<p>3.5 Have a clear view of how to improve their learning.</p>	<p>Marking and feedback, target setting, flight paths, reviews, reports. Students are involved in self and peer assessments where appropriate. Students are involved in Parents' Evenings.</p> <p>Identified students take part in discussions with mentors e.g. Business mentors/NEET champion.</p>	<p>e.g. Flight Paths HTG manager. Student books/folders.</p> <p>Parents' Evenings Letters/Appointment cards NEET Tracker Record of Potential NEETs</p>

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<p>3.6 Demonstrate personal and community responsibility.</p>	<p>Students come correctly equipped, organise themselves for Homework, behaviours and attitudes. Visits to elderly e.g. music/choir performance at Residential homes PHSCE, TRICS. Stop the Clock Days. Academy visits.</p>	<p>Ofsted. Academy network Code of Conduct. Planners. Compliments letters and Behaviour Records and Rewards record Eportal.</p>
<p>3.7 There is visible evidence of inclusive behaviour – from staff and/or children.</p>	<p>Observations in lessons, on corridors, at lunch times e.g. vulnerable student provision. Low incidence levels of confrontational behaviour. Peer Mentors.</p>	<p>HTG manager. Ofsted. Racist Incidents log. Eportal Behaviour log.</p>
<p>3.8 There is a culture of mutual respect.</p>	<p>Established within ethos of school, in lessons, break and lunchtime. Student Voice.</p>	<p>Lesson observations. Ofsted. Informal tour of school, duties, feedback from visitors</p>
<p>3.9 Classroom behaviour managed effectively; supporting learning.</p>	<p>Lesson observations/learning Walks. CPD training for behaviour, restorative practice. Behaviour Support staff team. ARC and withdrawal room.</p>	<p>HTG Manager Rewards CPD Record Behaviour Policy Eportal behaviour logs</p>
<p>3.10 Take on responsibility to support school aims.</p>	<p>Classroom code, cyber mentors, peer mentors, Literacy leaders, Y7 luggage for life leaders. Reading buddies. Prefects.</p>	<p>Classroom display Website Literacy Co-ordinator log Activities and materials</p>
<p>3.11 Out of class activities take up.</p>	<p>School visits, extra-curricular activities, Drama production, Music productions, instrumental lessons.</p>	<p>Evolve, clubs timetable, website, staff records</p>
<p>3.12 Range of out of class activities offered.</p>	<p>Wide range of clubs: Sport, music, technology, Drama, STEM, ICT, Film, Chinese, Homework, Duke of Edinburgh. Trips e.g. to France, Greenmoor, Malham, London, Parliament, Theatres</p>	<p>Clubs Timetables Staff Records Photographs Newsletter</p>

<p>3.13 Learners have aspirations for the future.</p>	<p>Destination data. Careers interviews, work experience for all. Widening participation. Specialist Academically most able tutor.</p>	<p>Destination Data 0% Needs Work Experience Records UCAS applications</p>
<p>3.14 Learners are regularly consulted about school issues, with outcomes considered and addressed.</p>	<p>Student Surveys Student Voice, Prefects and students meetings with HTs. Prefects meetings with Head of Student Engagement.</p>	<p>Survey results summary Student Voice meetings area VLE</p>

Assessor’s Comments: Element 3 - Learning Attitudes, Values and Personal Development

Students in the school are welcoming and polite. A group of children talked confidently highlighting aspects of their work. They were articulate and understanding. Clear policies exist in the school including: Anti-bullying, SEN and Inclusion. Student voice is deemed important and children can ably describe happenings within the school.

All students have a good understanding of their induction arrangements for new starters into class and are able to recall information shared. Transitions are well planned and primary school visits are organised before a child starts Wakefield City Academy, school staff have some teaching commitment in Yr. 5 to support the curriculum and begin to get to know the children.

Behaviour is well managed and staff ensure students benefit from rewards. Merits are issued to children who have behaved well or produced good work; these can be exchanged for rewards.

Students are increasingly aware of their personal targets. Time is given for understanding of the marking and feedback. A common approach to feedback and marking has been adopted and is beginning to be evident in most students’ books. The school still seeks consistency of approach.

The school offers a range of extended services in the form of clubs, take up is good.

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There is strong evidence of personal and community responsibility. The TRICs curriculum is covered during Tutor time and a TRICs contract negotiated by students is displayed in form rooms. Personal Learning and Thinking Skills has led to the development of TRICs

Strengths:

- **All pupils and staff have a positive approach to school life and speak highly of the school.**
- **Opportunities are taken to establish respect, understanding of positive behaviour, anti-bullying, British values and inclusion within policy and practice.**
- **A clearly articulated approach to transition enables pupils to settle quickly into school and gain confidence e.g. Taster Days, Staff teaching in KS2, Induction Days.**
- **One parent talks of their high regard for the school and the way in which children have been supported in terms of behaviour and with their learning/ understanding.**
- **There is a clear code of conduct, behaviour and effort are rewarded and issues tracked.**
- **Students, parents and staff know how to seek support for individual needs: e.g. EAL, Student Services and NEET.**
- **There is visible evidence of inclusive behaviour; Staff supporting over lunch, throughout the day in corridors and in class.**
- **Student voice is valued and personnel take time to listen to pupils' views.**
- **A good range of 'out of school' activities are offered and Duke of Edinburgh award programmes are undertaken.**
- **A positive approach is taken to NEETs (seeking to establish data from KS2) and enabling career choice support.**

Areas for development

- **To continue to monitor and track performance and behaviour. Use Learning walks to review approaches in specific Yr. group classes to take informed steps; learning from good practice observed and transferring this across the Form/ year group e.g. Music during 'tidy up' time, interactive activities-offering consistency of approach where needed.**

Element 4:- Learner Progress and the Impact on Learning

School overview commentary - based on interpretation of school data (both current data as well as previous years' outcomes)

Learning and progress is outstanding across all groups of students. Detailed and bespoke packages of assessment and tracking mean that all outcomes are rigorously scrutinised and where discrepancy occurs appropriate actions and interventions can be effectively planned and carried out. Impact is readily measured through a holistic approach to monitoring individuals and groups. Staff are well supported and encouraged to monitor, using data informed processes, the progress of any students for whom they have a shared responsibility. Assessment and data tracking is used as a guide to where practice is most effective and where alternative approaches should be considered. Significant time is invested in helping to make leaders at all levels confident in the process of monitoring behaviours, attitudes and academic performance.

Policy No	Practice 1
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Future plans in this area

Continue to develop: a more rigorous and meaningful tracking of all areas of school life, especially throughout KS3 in response to assessing without levels, reporting procedures that allow us to measure all that we value in our students and not just the academic output, KS3 reporting will look to help students to be recognised for their efforts and behaviours, their attitude and contribution to the school ethos, their resilience and independent work as well as their academic level and learning journey.

Criteria	Organisation Evidence	Evidence Location
4.1 Analysis - evidence that data informs teaching and learning at an individual level.	Student flight paths Department trackers Seating planner with individual student data for all teaching groups Marking and feedback 4 Matrix – data tracking system	Student folders/books ‘My Seating Planner’ HTG – 4 Matrix
4.2 Different learning needs are identified and acted upon.	Testing: CATS, Reading Ages, Spelling Ages, SATS Primary liaison programme and meetings, Gifted and Talented – tutor and programme IEPs Intervention meetings and department meetings	Records on HTG Memos to start Gifted and Talented wall in staffroom HTG Provision Mapping
4.3 Variety of teaching and learning approaches evident.	CPD sessions on Teaching and Learning – differentiation <ul style="list-style-type: none"> - Marking and feedback - Assessment - Using technology - ‘MIND SETS’ Teaching and Learning model ‘TOTAL’ Use of Teaching Assistants/HLTAs	Displays Lesson observations – HTG Learning walks Work scrutiny IRIS CPD records

<p>4.4 Learning plans are adapted to developing needs.</p>	<p>IEPS, 1 page profiles EHEP Lesson plans Teaching Assistants</p>	<p>Lesson observations, Learning Walks Work scrutinies</p>
<p>4.5 Learner attainment is regularly tracked</p>	<p>Departmental trackers are in place to monitor learning and progress at a classroom teacher level. Heads of department monitor and evaluate the outcomes of these.</p> <p>CPD programmes have been put in place to support departments with assessment tools/strategies, assessing literacy within subjects</p> <p>Whole school data captures are carefully mapped through consultation with department leaders to record and evaluate progress of cohorts and individuals at three separate points in the academic year (one per term). Data captures focus on each year group separately to ensure accuracy of data and allow scrutiny of outcomes in a systematic way.</p> <p>Progress is analysed rigorously using many data evaluation tools such as in house trackers and EPIC, HTG manager and 4 matrix.</p> <p>Individual outcomes are reported to parents after each data capture through a written report that is sent home. This reports on effort, attainment and homework. One of these reports each year has additional information in the form of written comment for each individual subject.</p>	<p>HTG 4Matrix EPIC Student reviews on staff shared area CPD record EPIC HTG 4 Matrix</p>

<p>4.6 Learning targets are known to learners and staff, supporting progress.</p>	<p>Targets are explicit within the reports. Current attainment, targets and progress are made visible to staff through shared data sets, data analysis software and reports and visible on academy wide seating planners. Staff are encouraged to explore and share ideas on differentiating based on level of attainment, reading age or SEN needs through established teaching and learning groups and whole school CPD.</p> <p>Marking policy encourages all staff to give specific SMART and personalised targets to students and shows progress through responses to the teacher written feedback. Students actively encouraged to enquire about attainment but more importantly what they would need to do to progress within each subject and topic.</p> <p>Whole school assessment audit completed and shared across all staff to ensure balance of workload is clear and apparent.</p>	<p>4 Matrix</p> <p>HTG – Attainment, Behaviour, Effort and QA summary</p> <p>RAISE online/report</p> <p>FFT aspire</p> <p>Colour coded marking and feedback policy</p> <p>Assessment audit</p>
<p>4.7 Feedback from teachers, oral and written, and self-evaluation makes a positive contribution to learning.</p>	<p>Within the Quality Assurance cycle specific focus and judgements are made on the quality of the feedback both verbal (through lesson observations/learning walks) and written (through work sample/scrutiny). All feedback focusses on enhancing the learning i.e. the frequency, quality and impact of feedback.</p>	<p>Lesson observation summary and reports</p> <p>Work Scrutiny/Sampling summary and reports</p>

<p>4.8 Evidence of good achievement across all identifiable groups.</p>	<p>Raise indicated progress measures that were significantly above (sig+) from national for all identifiable groups. They were also sig+ from national (all groups) for all identifiable groups bar one. This group was school action plus, who were in line with all students nationally. This group SA+ is no longer a recognised group.</p> <p>FFT Aspire confirms progress far in excess of expected for all groups of students.</p> <p>Current indicators show this trend to continue and increase with the current Y11 cohort where we predict a Value added score of 1027 for all students and 1036 for disadvantaged students.</p> <p>Staff are encouraged to observe their own lessons using ‘IRIS connect’, and follow this with a self-reflection sheet.</p> <p>All staff complete a Self-Reflection of their lesson observation prior to formal feedback.</p>	<p>RAISE report</p> <p>FFT aspire</p> <p>4 matrix for live in year academy tracking</p> <p>EPIC</p>
<p>4.9 Evidence of evaluation of outcomes and adapted practices, for all groups.</p>	<p>Adapted practices include targeted reading groups for students where reading ages are lowest. Specific focussed literacy strategies for all students in year 7, literacy groups formed on needs basis and different programs used on a needs basis for each group (accelerated reader, Lexia, SPAG etc.).</p> <p>Innovative curriculum design to allocate teaching time according to the needs of the groups of individuals. KS4 pathways to allow for differentiated curriculum but remain</p>	<p>Curriculum plan</p> <p>Schemes of Work/programmes of study.</p> <p>Departmental planning.</p>



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	inclusive ethos of the year group. Differing examination entry patterns to ease the exam burden on some of the weaker and more vulnerable students.	I am learning/It's learning homework and activities.
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Assessor's Comments: Element 4 - Learner Progress and the Impact on Learning

There is clear evidence that data informs teaching and learning at an individual and group level. Summative and formative assessment enables interventions to be determined for students.

The School seeks to build on its success in raising attainment and is showing year on year progress in most areas (see data docs). There is a clear and positive impact in terms of the use of Pupil premium. Reading has been targeted across the curriculum.

The Strategic Leadership Team (inc. Ass H/T) together with Heads of Year review each set of data and plan interventions as a result. The team have increasingly enabled and developed the middle leaders in the school. The school feel that upward trends will continue and tracking of progress is now a developing strength in the school.

As acknowledged by the school, 'Raise on line' indicates progress measures are significantly above (sig+) from national for all identifiable groups. They are also sig+ from national (all groups) for all identifiable groups bar one. The group was identified as school action plus, who were in line with all students nationally.

Progress meetings are held regularly and outcomes of assessment feed into appraisal processes to ensure pupils develop at an appropriate rate. In lessons viewed it was clear that needs of pupils were specifically addressed. In the best teaching, challenge was offered, interactive approaches were used and praise given.

The marking and feedback policy is in place in the school; a common system has been established and SLT seek to ensure this is consistently applied.

Strengths:

- **Data clearly informs teaching and learning at an individual level (Use of Matrix and HG1).**
- **A range of assessment methodologies are in place.**
- **A range of teaching and learning approaches and activities in evidence: paired, individual, whole group and some interactive in nature.**
- **Detailed plans in place for children with SEN.**
- **Departmental trackers are in place. Plans to review and implement interventions PSE in lower school are endorsed.**
- **A Marking and Feedback policy is in place.**
- **Teachers offer praise and clear instruction to pupils.**



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- **Attainment is significantly above National (ref: RAISE) in English and Maths.**

Areas for development:

- **To continue to build on developments in Science as planned.**
- **To ensure consistent use of and embed the Marking and Feedback Policy to be certain children are clear about next steps.**
- **The review of children's planners for next academic year as planned is endorsed. In the interim, to ensure there are ongoing homework checks and consistency of usage according to policy.**

Element 5 - Learning and Teaching (monitoring)

School overview commentary (Evidence supplied from in-school monitoring visits. Comment on the breadth of opportunities available to support specific needs.)

Learning and teaching is at the centre of our ethos. All opportunities are sought out and used to engage learners and improve our own practices. The Academy has changed its CPD procedures to ensure that there are regular meetings with a focus of improving Teaching and Learning and sharing good practice. A thorough and rigorous process supports staff to develop their own practice.

Percentage of lessons at good or better = 84% (as at 23/11/15)

Policy Yes	Practice 1
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Future plans in this area

- Embedding consistent use of new marking and feedback policy.

Criteria	Organisation Evidence	Evidence Location
5.1 Performance management targets have an impact on learning and teaching	<ul style="list-style-type: none"> • QA procedures including lesson observations, learning walks and work scrutiny. • Appraisal review meetings twice a year for all teaching and non-teaching staff 	<ul style="list-style-type: none"> • Appraisal documents for individual staff • Appraisal review documents by Department for HTs and Governors
5.2 The school Learning and Teaching policy is well implemented and monitored.	<ul style="list-style-type: none"> • Regular CPD with specific Teaching and Learning focus • Lesson observations, learning walks, work scrutiny • Policy approved by Governors 	<ul style="list-style-type: none"> • Academy calendar • CPD register • Teaching & Learning on Academy system and HTG
5.3 L&T plans and schemes of work are adapted to local (individual) needs.	<ul style="list-style-type: none"> • All staff have information about vulnerable students, students with SEN, EAL and disabilities • The whole school has undertaken CPD on inclusion • The academy has worked on CPD in literacy for a day and has literacy ‘tweaks’ which staff pass on to students regularly • The Academy has a lesson observation pro-forma which covers interventions, literacy and numeracy • Core subjects use HLTAs in intervention groups. • Information about individual and group needs is made available on memos and provision maps • Lesson observation pro-formas show provision and interventions for students 	<ul style="list-style-type: none"> • Guide for Support for Learning • Calendar • Literacy group minutes on HTG • HTG records on lesson observations • Intervention timetables • Guide to support for learning • Collated in HTG • Seating Planner • Literacy profiles in Departments on network, FFT data etc., on HTG

	<ul style="list-style-type: none"> • A wealth of data is available for effective planning and target setting for individuals • Regular intervention review meetings held • Schemes of Learning map outcomes expected from lessons • Teachers' target setting for students (Going Green, Flight-paths etc.) encourage progress towards outcome • Lesson plans, supported by information about vulnerable students, ensure clear expectations for learning outcomes. 	<ul style="list-style-type: none"> • Calendar and meetings minutes • SOL • Target setting • Lesson plans and lesson observations
<p>5.4 Awareness of, and provision for, individual learning needs.</p>	<ul style="list-style-type: none"> • Work is differentiated according to students' needs. • Seating planner tool is populated with information e.g. EAL, SEN • Discrete groups, individuals or pairs are selected and withdrawn for interventions in a variety of subject areas. HLTAs, LSAs, FLAs are effective in supporting learning. • A variety of teaching methods are used to ensure learning is accessible by all students. • Use of ICT to make more accessible e.g. EMASS translation tool for EAL students • Use of ICT to adapt previously “dry” resource materials e.g. through the addition of image/DVD clips/animation in power points. 	<p>Lesson plans</p> <p>Seating Planner</p> <p>Timetables.</p> <p>Lesson Plans</p> <p>EMASS website</p> <p>Resource materials saved in “Departments”</p>
<p>5.5 Awareness of expected outcomes at year end.</p>	<p>Teachers teach in their area of specialism. Subject knowledge of teachers is outstanding.</p>	<p>Personal qualifications.</p>

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	<p>Target setting by all layers of staff leads to effective prediction of outcomes.</p> <p>Assessment criteria planned effectively to enable predictions.</p> <p>Use of white folder to identify and plan strategies to remove barriers to learning.</p>	<p>Minimum expected grades set on HTG.</p> <p>AFL planning in departments.</p> <p>Guide for Support for Learning.</p>
<p>5.6 Lessons have clearly articulated purpose, including clear differential expectation and engaging contexts for learning are developed where appropriate. A range of L&T approaches used.</p>	<p>CPD has taken place to ensure staff understand the expectation that all lessons are purposeful and active learning takes place.</p> <p>Cross curricular T&L group meetings</p> <p>TOTAL Model</p> <p>TOTAL Board for sharing T&L practice</p>	<p>CPD Calendar</p> <p>Minutes</p> <p>TOTAL Board</p> <p>Resources on Departments</p>
<p>5.7 All resources, including TA and ICT are used appropriately and effectively to enhance learning.</p>	<p>The Academy has subject specific areas, where clusters have an ICT suite or access to mobile trolleys stocked with laptops or tablets. These include drama studio, music suite, AIME building (Achievement in Maths and English), library and the labs. There is a well-equipped and refurbished gym and community sports hall.</p> <p>Offsite venues are used regularly, such as St. Swithun's.</p> <p>WRL and YAP make use of a variety placements, and the Young Fire-fighters in years ten and eleven visit the fire station weekly.</p>	<p>Plan of the Academy in the staff handbook.</p> <p>Rooming indicated on the timetable.</p> <p>Coursework/revision days on calendar.</p> <p>Timetables.</p>

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	<p>Stop The Clock days offer the opportunity for all students to access a variety of different teaching settings, including taster day at college, visits to other sites and working in a flexible way within school.</p> <p>There are dedicated ICT suites and subject related ICT rooms. Interactive whiteboards and projectors are located in all classrooms and teaching areas.</p> <p>Homework and classwork can be done via the VLE/I am Learning/GCSE pods.</p> <p>Re-modelled website accessible by all stakeholders.</p> <p>E-mail addresses for all students and staff, also accessible from home.</p> <p>There is an intervention category on lesson observations which includes specific criteria.</p> <p>Support staff work alongside students in lessons.</p> <p>Up to date information passed promptly to all staff via e-mail.</p> <p>Guidance on most effective use of LSAs in the classroom based on individual/group needs provided by SENCo.</p>	<p>Stop the Clock timetable.</p> <p>Map of academy, Inventories.</p> <p>Laptop trollies + tablets are available to a number of departments.</p> <p>Schemes of work and departmental resources.</p> <p>Academy network. ‘It’s learning’ VLE I am Learning</p> <p>www.wakefieldcityacademy.com</p> <p>list of e-mail addresses.</p> <p>HTG lesson observations.</p> <p>Timetables in LSU.</p> <p>Memos filed in Guide to Support for Learning.</p> <p>Verbal, E-mail, memos, guidance in white folder.</p>
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	<p>CPD has taken place to ensure effective deployment of TAs</p> <p>CPD for TAs takes place on a regular basis.</p>	
<p>5.8 Communication within classroom effectively supports learning.</p>	<p>Academy posters for every classroom e.g. Marking Policy, Classroom Code</p> <p>Classroom display e.g. word walls, VCOPs keys and learning mats.</p> <p>Clear instructions and explanations from staff and appropriate interventions.</p>	<p>Classrooms</p> <p>Lesson observations</p>
<p>5.9 Effective engagement with learning and oral feedback and guidance supports learning.</p> <p>Self and peer assessment supports learning.</p> <p>Written feedback offers guidance for future learning.</p> <p>Lesson outcomes inform developing planning.</p> <p>Teacher records monitor progress and identify interventions.</p>	<p>AFL used by departments.</p> <p>Target setting and achievement used throughout school. Assemblies share success in a wide variety of achievement.</p> <p>Merits system rewards consistency in working and achievement for students with prizes and rewards.</p> <p>Year 11 achievements celebrated at awards evening, with guest speakers and all staff attend the event.</p> <p>Target driven comments used for marking work.</p> <p>System of reviews and reports for all year groups.</p>	<p>Department records.</p> <p>Going green, flight-paths.</p> <p>E-portal merit system.</p> <p>Calendar, programme produced for the event.</p> <p>Marking policy, work scrutiny by HODs.</p> <p>E-portal and calendar.</p>



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<p>5.10 Reports to parents are detailed, informative and support future learning.</p>	<p>3 reports per year to parents. Colour coded grades for ease of access.</p> <p>Supported by annual parents evenings. Regular contact by telephone as appropriate.</p>	<p>HTG Manager</p>
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Assessor's Comments: Element 5 - Learning and Teaching (Monitoring)

The appraisal policy is clearly in place and well used, targets are determined, focusing on progress of pupils and development needs. Policies and reviews openly discussed to exemplify this.

Differentiation of work is also evident in taught lessons. Assessment for learning is deemed as important by the Strategic Leadership team and this is cascaded to all staff; this continues to be modelled.

Positive monitoring procedures are in place including learning walks, support programmes, review of marking and feedback and data analysis.

Communication with children is effective; concerns can be shared with pastoral support staff. Attendance is monitored at all levels.

Deployment of TAs is effective. Each has a clear focus for work in the classroom and they understand their role.

Strengths:

- **A clear observation policy is in place.**
- **An appraisal process is well defined and actioned for teaching and support staff**
- **Schemes of work provide the structure for delivery of the curriculum and are regularly reviewed at department team meetings**
- **Staff recognise the importance of identifying individual's' needs. An electronic seating plan helps to ensure good working arrangements in class to support management of these needs.**
- **Children are encouraged to have high expectations. Specific groups are identified for higher level challenge.**
- **Appropriate CPD for staff is in evidence and links to Appraisals.**
- **Vocational courses are considered and offered to youngsters to ensure motivation and match to needs whenever possible.**
- **Assessment for learning is recognised as important.**
- **Merits encourage children to work toward goals-e.g. end of term trip.**

Areas for development:

- **To ensure developments/action plans in science are incorporated into the revised SDP and to ensure the SEF fully reflect all such steps.**
- **Work on 'Assessment after Levels' in conjunction with Primary schools is endorsed.**
- **Ongoing work to update and train middle leaders, reviewing and analysing data is supported.**



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Element 6:- Parents, Carers and Guardians (referred to as parents in document)

School overview commentary (please include results of surveys/questionnaires)

We have changed how we conduct parental surveys to increase participation, these are now conducted online during Parents' Evenings. This provides an immediate analysis so that we can implement any changes in a shorter period of time. The following have been addressed in some form: homework, uniform, timing of the day, facilities, school meals. GCSE Options choices are now conducted online mainly in the academy, but with the facility to complete at home, encouraging more parental engagement and higher rates of student satisfaction. The academy continues to adopt an open door policy where parents can have access to a member of staff on the same day either by telephone or in person.

Policy No	Practice 2
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Future plans in this area

- Through Leading Parent Partnership formation of a focus group to gain more parental feedback and widen parental involvement
- Improvement in communication with parents through a variety of means e.g. parent portal for reports. 'parent pay' (allowing parents to view what their children are consuming during the day)

Criteria	Organisation Evidence	Evidence Location
<p>6.1 Parents have opportunities to be involved in their child’s education.</p>	<p>Individual meetings with teachers/tutors/Heads of Year. Invitations to careers interviews and transition interviews LPPA Parents’ Evenings are well attended and give the community the opportunity to meet staff and discuss issues at length. Parents are requested to complete parental satisfaction surveys during these evenings.</p> <p>The VLE has a section where parents can post comments.</p> <p>The academy has an open door policy, where parents will be seen by a member of staff as soon as possible.</p> <p>There are regular reporting procedures, and meetings with selected students and parents on a regular basis.</p>	<p>Calendar HTG – reports Diary, staff logs Parents’ Evenings attendance figures. Reports and reviews on e-portal.</p> <p>VLE</p> <p>Signing in book.</p> <p>Individual diaries</p>
<p>6.2 Two-way communication, by a variety of means, is easy and effective, supporting inclusion.</p>	<p>Parent call, emails, letters home, phone calls, open door policy. Academy liaison officer/EWO available Engagement of interpreters Parent Surveys LPPA Communication between home and school is good, but we are continuing to develop this further. Parents are fully aware of the inclusion values of the academy.</p>	<p>Survey Results Email trails Letters file on shared area</p> <p>Parental satisfaction questionnaires.</p>

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	<p>Attendance at annual review meetings by parents is good with almost all parents returning written reports to the review.</p> <p>The home/school liaison officer and EWO speak to parents about inclusion issues in meetings, by phone or during home visits.</p> <p>A number of meetings take place with parents/carers in order to include specific individuals in the academy community, such as Pastoral Support Plans, Looked After Children, Child Protection and CAF meetings.</p>	<p>Annual review paperwork.</p> <p>Notes from meetings.</p> <p>Minutes from meetings.</p>
<p>6.3 Parents are confident that their children are valued and included.</p>	<p>Parental questionnaires</p> <p>As a school, we work towards close links with home and give regular updates as to how individual children are progressing. Feedback given to parents, both verbal and written.</p> <p>Students' work is displayed in classrooms and corridors.</p> <p>Rewards trips and prizes for high merit earners and 100% attendance.</p> <p>Awards Ceremony held in November for Year 11.</p> <p>Parental satisfaction surveys are taken regularly to gain feedback from parents.</p>	<p>HTs' PA – records</p> <p>Parental satisfaction questionnaires, verbal feedback.</p> <p>Displays in classrooms and corridors.</p> <p>Rewards awarded and attendance on e-potal.</p> <p>Invitation letters to parents.</p>
<p>6.4 Parent-teacher discussions and reports are productive and supportive of learning progress.</p>	<p>Student reports to parents</p>	<p>HTG</p>

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<p>6.5 Parent concerns are addressed.</p>	<p>Uniform issues, toilets, school dinners changed due to feedback, questionnaires, emails e.g. Year group information evening implemented due to feedback.</p> <p>There is close community cohesion so parents feel that any issues they make us aware of will be dealt with appropriately.</p> <p>The academy operates an open door policy for parents who have urgent issues they wish to discuss, either in person or by phone.</p>	<p>Verbal feedback/response evidence Office files.</p> <p>Meetings/phone calls with parents/carers, Parental satisfaction questionnaires, feedback at Parents' Evenings, Academy website.</p> <p>Academy brochure.</p>
<p>6.6 Parents are involved in decisions about their child.</p>	<p>LPPA Parental questionnaires/surveys Invitation to careers and Transition interviews KS4-KS5. Parental involvement – Transition Y6-Y7</p> <p>Discussion and feedback from parents during Open Evening, Parents' Evenings, Careers and college interviews.</p> <p>Attendance at Parents' Evenings and other inclusion meetings are very good e.g. SEN Reviews, Y9 Options.</p> <p>Parents are supportive of our inclusion aspirations, as can be seen both through attendance at meetings, but also through the low incidence of complaints.</p>	<p>Meetings, discussions with parents, Parental satisfaction questionnaire.</p> <p>Statistics kept by Heads of Year.</p> <p>Record of complaints.</p>



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6.7 Parents value the school.	Parental questionnaires/surveys Parent view – low number of complaints Compliments letters/thank you cards. Report back from Governors.	Survey results Letters file
6.8 The school regularly seeks parents' views on a range of school issues.	Parent questionnaires/surveys Information letters home.	Shared area folder of letters to parents.

Assessor's Comments: Element 6 - Parents, Carers and Guardians

Parents are positive about the school's 'open door' policy. This is clearly understood and exemplified in a number of ways namely:

- **willingness of staff to show support for parents who are having issues with their children**
- **provision of opportunity to consult with staff about children's progress**
- **informal discussion and support as and when required**

The school seeks to provide opportunities for parents and carers to be involved in the life of the school. They are invited to attend termly pupil progress, transition and curriculum meetings.

Planners are provided for children so parents know where to look to find information about homework.

The school is proactive in seeking out the opinions of parents and carers, using questionnaires and analysing results to inform practice and gain ideas. Email is used to aid communication as is the school website. Parents value communication. They see this as strength. One parent felt that relevant interventions were made available and felt that they were well informed.

Parent focus groups are implemented and the school seeks ideas and support from this team.

One parent spoke positively about the school and the approaches taken to engage her in her child's learning.

Strengths:

- **The school seeks to actively engage with parents offering Parents evenings, Curriculum evenings and Transition events.**
- **Questionnaires are used to gain feedback from parents.**
- **There is a developing use of the website to share information and a VLE in place.**
- **Letters, texts and emails home have positive impact and effect useful communication.**
- **One parent spoke very highly of the support offered by the school, of the respect she had for the teachers and acknowledged the care that had been shown for the children.**
- **The school has an 'open door' policy.**

Areas for development:

- **To consider classes in school e.g. teaching English to parents (or IT) to gain interest and involvement in the life of the school and support the community.**
- **To consider the use of MP3 players for sharing stories/ books taken home so that reading in English is less of a barrier for families. Similarly this is a useful strategy for families who have difficulties with reading for whatever reason. Where adults have difficulty in reading to their children, for whatever reason, recorded books as MP3 CDs can be usefully loaned so that parents and children can enjoy them together. Sources of supply include Listening Books, also known as The National Listening Library (www.listening-books.org.uk).**
- **To continue to seek to involve parents in the life of the school-further development of focus groups, governors attending events and meeting teachers and parents.**

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

(LA, Academy Trust, external validation)

School overview commentary

Wakefield City Academy Chair of Governors has been recognised as outstanding and has been appointed as a National Leader of Governance, to disseminate and share good practice with other governing bodies. He also helps to develop the skills and expertise of our own Governing Body. Whilst the Governing Body is strong, they recognise the need for continual self-improvement and are therefore supporting future plans to enhance their skills and expertise.

Policy Yes	Practice 1
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Future plans in this area

- Redefining the format of local Governing Body meetings to ensure the Governors are fully conversant with all aspects of Wakefield City Academy
- Additional training with more specific foci for Governors
- Promotion of the role of governors within the local community

Criteria	Organisation Evidence	Evidence Location
7.1 The Governing Body is committed to the Inclusion ethos of the school and related policies.	The Governing Body has been fully involved in defining the ethos of the academy and all policies have been endorsed prior to implementation	Governor meetings minutes, list of policies
7.2 The Governing Body has undertaken training across a range of needs and has a plan for future identified needs.	<p>The lead governor for equality also advises the governing body with respect to CPD available.</p> <p>The governors have received training about finance, safeguarding and the Inclusion Development Programme.</p> <p>Head teacher produces a report for every full governors' meeting.</p> <p>Governors are usually invited to functions in the academy.</p>	<p>Minutes of Governors meetings.</p> <p>Notes from training sessions.</p> <p>Minutes of meeting.</p> <p>Records of events.</p>
7.3 There is a named Governor linked to SEND, inclusion, safeguarding.	<p>Named governors for SEND – Freda Williamson</p> <p>Safeguarding – Jane Robinson and Teresa Croxall</p> <p>Leading Parent Partnership and Careers – Teresa Croxall</p>	Governors Reports/Minutes
7.4 Governors are clear in their support and challenge roles.	<p>Attendance at Governors' meetings, committee meetings, including behaviour and disciplinary.</p> <p>Supported through policy implementation and policy discussion.</p> <p>Governors frequently undertake training in specific areas to support the academy.</p>	<p>Attendance records.</p> <p>Minutes governors meetings</p>

	<p>Chair of governors visits the academy at least weekly. Governors are invited to all events and frequently support productions, galas etc.</p> <p>Chair of governors is a 'National Leader of Governance' (NLG)</p>	<p>Visitors' book.</p>
<p>7.5 Governor committee agendas and minutes show evidence of Inclusion discussions.</p>	<p>Behaviour and disciplinary committee monitors exclusions.</p> <p>Endorsement and support of the schools inclusion policy and practice</p> <p>Curriculum and students' committee reviews policies, including behaviour, SEN and equality.</p>	<p>Minutes</p> <p>Policies, HTG</p>
<p>7.6 Governors make regular visits to the school in connection with their roles and responsibilities</p>	<p>Regular visits from the Chair, and all the governors.</p> <p>Governors are involved in all external appointments, review meetings and on exclusion panel</p>	<p>Signing in sheets</p> <p>Records of meetings/interviews</p>
<p>7.7 External views are sought to validate and support school development.</p>	<p>Whole Education external review</p> <p>LA careers, Work Related Review</p> <p>Ofsted. Learning Walks conducted by external visitors (SSAT, Leading Edge)</p> <p>Leading Edge Review</p> <p>WCAT Scorecard</p>	<p>Reports</p> <p>Signing in sheets</p> <p>Feedback sheets</p>
<p>7.8 There is partnership with and support for local and other linked schools.</p>	<p>We broker school to school support and have close working relationships with the Leading Edge partnerships, Network meetings, etc.</p> <p>The academy also mounts collaborative events for a wide range of schools (locally and nationally) including the Central Learning Community.</p>	<p>Dates of support, calendar, list of schools.</p> <p>Letter, e-mail.</p> <p>CLC minutes.</p>

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	<p>Lead member of the Teaching School Alliance.</p> <p>The academy also has close partnerships with local pyramid schools.</p> <p>WCAT NLE and NLG Work.</p>	<p>Letter, e-mail.</p> <p>Pyramid minutes.</p> <p>NLE records.</p>
<p>7.9 There are systems to evaluate the effectiveness of the Governing Body and management of the school in inclusive practice.</p>	<p>Ofsted Inspection Raise online WCAT monitoring</p>	<p>Ofsted Report Raise online Scorecard</p>

Assessor's Comments: Element 7 - Governing Body and Management

Governors have clear areas of responsibility and are keen to be involved in the life of the school. They attend training as required. Some have a long standing association with the school and feel a valued part of the school community.

Some governors are linked to specific aspects of school. This approach can further develop usefully into teaching and learning and enabling them to understand more fully aspects of the curriculum, making formalised reports when visiting.

Governors and managers appear to have a clear shared vision; this is a strength of the school. This is endorsed in the last Ofsted report, "The governors are ambitious for the students. Many of them have a long-standing relationship with the school and they know the students as individuals. They challenge senior leaders, using data effectively to do so. They have links to departments, and participate in lesson observations so they have first-hand experience of the quality of teaching provided for the students. They have access to professional development. They have a thorough understanding of the pupil premium funding and what it is being spent on and the difference it is making to those students."

The school seeks to work collaboratively with other schools and supports curriculum areas as well as transition. The headteacher is an Executive Headteacher for the Academy trust and the Co-headteachers work cohesively with him and the staff team to ensure the best possible outcomes for the children in their care.

Strengths:

- **Governing body members are keen to support the school.**
- **Governors are clear about their role and willing to undertake training.**
- **There is a named governor for Safeguarding and Inclusion.**
- **Governors recognise their role is to support and challenge.**
- **The school makes governors feel welcome in school and they make visits into school.**
- **Governors are aware of the Pupil Premium Funding.**

Areas for development:

- **To consider attaching governors to subjects, e.g. Science, History to help maintain their understanding and knowledge of progress. (SEF)**

Element 8:- The School in the Community - How this supports inclusion

School overview commentary

Our geographical location places us in the heart of the Eastmoor community. As an open site, our outdoor facilities are well used. We try to foster links with as wide a range of local businesses and service providers as possible. Through the curriculum and the support offered, the academy has the capacity to include students from around the world, (14 different languages are currently spoken as the first language by students within the Academy).

Policy No	Practice 2
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Future plans in this area

- Strengthen the transition from Y6 to Y7
- Closer collaboration with the local college to have joint provision for post 16
- Form links with Wakefield District Housing for the benefit of students to provide leadership mentoring, offer apprenticeships, mock interviews and work experience

Criteria	Organisation Evidence	Evidence Location
<p>8.1 The school has audited the local and wider community as a resource.</p>	<p>The Academy works with the local community as much as possible.</p> <p>We use the community as a resource e.g.: local businesses on Stop the Clock Days, for mock interviews, for workshops and for mentoring.</p> <p>We support the community: Through the home/academy liaison officer,</p> <p>Use of interpreters for meetings, links to primaries in maths, ICT and literacy projects.</p> <p>Combining use and support of the community: St Swithun's projects, Eastmoor gardens project.</p> <p>We also work with a number of local agencies who come into the academy to work with groups and individuals. E.g. Targeted Youth Support, Child and Adolescent Mental Health, St Swithun's, the Cross Project, Police Angels.</p> <p>Groundwork have worked with whole year groups on stop the clock days to encourage community participation e.g. in the new Kirkgate Train station renovation (the worst train station in the UK)</p>	<p>Stop the Clock planning. Mentor lists. Mock interviews lists.</p> <p>Notes and records kept by home/academy liaison officer.</p> <p>Diary of appointments.</p> <p>Provision planning for primary schools. Photographs. Record of bookings.</p> <p>PSP minutes, CAFs,CWB and CIN minutes.</p> <p>Calendar, photos</p>

	<p>Engaging Education continue to deliver the TRICs programme for Year 7s by encouraging more community relevance in the TRICs curriculum.</p> <p>BCTV Working closely with 2 students to prepare them for the transition into post 16 education</p> <p>Wakefield Wildcats – local rugby team involvement in activities</p> <p>Literacy group regular use of main library</p> <p>Luggage for Life working with Young People’s Service</p>	<p>Calendar, photos.</p> <p>Notes on NEETS</p>
<p>8.2 There are links with local and wider clubs and organisations.</p>	<p>The Academy provides a wide range of extra-curricular activities which are open to all students.</p> <p>The Academy provides extra-curricular activities and off- site activities during academy time to enhance learning e.g. ICT animation / Game-maker clubs run every Tuesday.</p> <p>Wakefield Wildcats delivering rugby for girls. Work Experience placements</p>	
<p>8.3 Expertise and resources are shared to advantage pupils.</p>	<p>The maths and ICT departments work in the primary schools giving enhanced provision. Pyramid meetings with primaries allow us to plan further collaboration.</p> <p>Paired reading is timetabled, so that older students can mentor the reading skills of younger students.</p>	<p>Timetables. Minutes.</p> <p>Timetable.</p>

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	<p>Central Learning Community meetings and Leading Edge Conferences give us the opportunity to share skills, expertise and good practice.</p> <p>Academy sponsorship, WCAT, WRTSA, SSAT conferences, and other visits are offered to schools across the country.</p> <p>Outreach work is on-going with local schools, where outstanding subject teachers and managers support progression.</p> <p>The academy has delivered CPD/Training, and supported the schools through the Teaching School.</p> <p>The ‘allotments project’ work with our students, as do members based at St Swithun’s community centre. We use Elite Training services with KS4 students. The Cross Project works weekly in the academy on self-esteem with vulnerable students.</p> <p>‘Prison Me No Way’ has worked for a full day with two year groups at KS3.</p> <p>The Fire Service works on a BTEC qualification with students in years10/11.</p>	<p>Calendar.</p> <p>Programme of events.</p> <p>Programme of support for Featherstone and Ossett.</p> <p>Programme of work and PowerPoint.</p> <p>Calendar. Photographs. Website. E-mails. Visitors’ book.</p> <p>Stop the Clock timetable.</p>
<p>8.4 The school is valued by the local community.</p>	<p>Strong links evidence the value placed on; the academy e.g. compliments letters. We have a strong Pyramid and a lack of vandalism.</p>	<p>STC Feedback. Pyramid meeting minutes.</p>

	<p>Use of academy premises out of academy hours without permission.</p> <p>Community invites us to be involved in events and activities e.g. ‘luggage for life’, Leading Parent Partnership; and Prospects asked us to trial a website for information for parents and students.</p>	
<p>8.5 The school is involved in community life.</p>	<p>Use of the academy for Community events, e.g. Weddings, parties etc.</p> <p>Use of the academy for community events, e.g. Weddings, parties, Spots Centre, fields for community use.</p> <p>Community Sports Hall available to everyone outside academy hours.</p> <p>Academy choir visits local retirement care-home.</p> <p>The academy regularly puts on musical and dramatic productions, which are well attended by the community.</p> <p>The academy has recently become a centre for students to take national music exams using the grand piano.</p>	<p>Fliers/posters of events. Calendar of events.</p> <p>Bookings.</p> <p>Calendar.</p> <p>Posters.</p> <p>List of entrants</p>
<p>8.6 The community is involved in the life of the school.</p>	<p>We have a number of mentors from local businesses and Connexions who work with individual students and who provide transition interviews.</p> <p>Additional Connexions advisers are employed by the academy.</p>	<p>Visitors’ book.</p>

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	<p>Members of the targeted Youth support work with individuals and also attend JCMs.</p> <p>We have an educational psychologist who works one day a week within the academy.</p> <p>Engaging Education has worked in the academy visiting assemblies and taking part in our literacy focus day.</p> <p>Wakefield College work on NEETS transition with our students in the academy.</p>	<p>Signing in book.</p> <p>JCM minutes.</p> <p>Timetable.</p> <p>Programme of events.</p> <p>Signing in book.</p>
<p>8.7 The school has systems to canvas local opinion, evaluate outcomes and act on findings.</p>	<p>Opinions are canvased on Stop the Clock days, at mock interviews and Pyramid meetings.</p> <p>All of our Governors are local residents and give us constant feedback and advice.</p>	<p>STC feedback</p> <p>Pyramid meetings</p>

Assessor's Comments: Element 8 - The School in the Community

The School has links with the immediate community, has established a parent and primary school links to support transitions. Specialist staff (e.g. EAL and Psychologist and outside groups) is used to good effect to benefit the children. This approach motivates pupils because it takes into account their interests and needs.

The school shares staff expertise and gives primary school support where feasible. There is evidence to support the fact that the school uses the community as a resource as described including: local businesses on Stop the Clock Days, practice interviews, workshops and mentoring. The school makes use of interpreters for meetings if needed. The school has been involved in St Swithun's projects and the Eastmoor gardens project.

Students are given the opportunity to go on a range of exciting and educational external visits to extend their experience and enhance the curriculum, inc. Duke of Edinburgh awards.

Links with local colleges and the work of the careers team ensure vocational needs are addressed including work experience in year 10.

Strengths:

- **Strong links with local schools, colleges and community groups exist e.g. St. Swithun's, Fire Brigade and Wakefield and Pontefract colleges.**
- **The business manager enables local groups to access facilities within the school.**
- **Wild Cats and other groups are encouraged to work with the school widening children's experience.**
- **The whole school team are willing to share expertise and strengths with partner schools.**
- **The choir reaches out to the local community with performances for the local care home.**
- **Business mentors are used to support students and raise the profile of the world of work.**

Areas for development:

- **To continue to develop business links e.g. Enterprise activity to further develop the garden space.**