



Report on IQM Inclusive School Award



School Name: De Warenne Academy
Gardens Lane
Conisbrough
Doncaster
DN12 3JY

Head/Principal: Anna Rooney

IQM Lead: Stephanie Benton-Miller

Assessment Dates: 24th & 25th March 2021

Assessor: Steve Gill

Sources of Evidence:

The Academy provided a wealth of documentation to support the assessment. This included an extremely detailed and comprehensive Self-Evaluation Report and a variety of excellent and pertinent documents, videos and photographs from their website and documents provided prior to and during the assessment that allowed a picture of the academy to be built and provided triangulation to ensure that the standards of the Inclusion Quality Mark, were not just established but embedded in their everyday practice.

Meetings Held with:

Online meetings were undertaken with staff, a parent, external partners and Governors to support and discuss De Warenne's inclusive ethos. The schedule for the two days ensured that I spoke to the right people who spoke confidently and passionately about the elements of the award and inclusion and included: Principal, Vice Principals, IQM Lead, Assistant Principals, SENDCO, PLC Manager, Learning Manager, Support Staff, students, parent, Educational Psychologist, SENDCO – Denaby Main Primary Academy and Academic Advisory Board Chair.

Overall Evaluation

De Warenne Academy is a close-knit community that prides itself on knowing its students well and doing their utmost to ensure everyone fulfils their potential. A school that ensures everyone can learn in a safe and supportive environment and where everyone values academic achievement and has a positive attitude to learning. A setting that understands that their students are most successful when they feel happy, valued, challenged and supported to achieve their very best. The Academy serves the ex-mining communities of Conisbrough and Denaby Main, with the majority of students living within walking distance of the school. The Academy is smaller than average and has a PAN of 150 students per year group. However Year 11 is smaller, with 136 on roll. Other year groups are larger; as the Academy has improved, so has the number of applicants. The majority of students live in areas containing significant pockets of



Report on IQM Inclusive School Award



deprivation characterised by high unemployment, an inadequate employment base, low average income levels, poor physical and mental health and a degraded urban environment. It is part of the Delta Academy Trust. It was clear from the two-day online assessment that staff and students, take pride in their school and outstanding learning environment, working exceptionally hard to provide all students with the best possible education to enable them to reach their full potential.

The two-day assessment of De Wrenne Academy was undertaken virtually due to the current pandemic. However, this did not in any way compromise the depth, breadth and integrity of the assessment process. The information from the Self-Evaluation Report, the ADP, website and a plethora of documents and online meetings, were all triangulated to ensure that all elements of the Inclusion Quality Mark, were not just established but were fully embedded in the Academy's everyday practice. The schedule for the two days was very well-organised and ensured that I was able to speak with the staff, parents, students and external partners all of whom spoke confidently and passionately about inclusion and about their involvement with the Academy. What became apparent as the during the assessment is that inclusion, occurs naturally and is a highly pervasive element in the positive culture of the school, as is the dedication and drive of the staff to make a positive difference to everyone they work with. That fits seamlessly with the Trust and Academy vision '*Changing Lives*' and their mission '*to improve educational outcomes in the North of England, creating a sustainable organisation that improves our society and the wider environment.*' Supported by the Academy values, written by students and staff in 2020: *Everyone treated equally and with respect; Keep expectations high and Always be your best.* These are truly inclusive statements that everyone involved with the Academy lives by and models on a daily basis.

As the assessment unfolded in this extremely vibrant, warm and welcoming school, I found a genuine ambition and integrity amongst all stakeholders revealing what really matters most. Students come first and all receive equitable provision and support. Every member of staff spoken to were dedicated, knowledgeable and skilled. Their sense of drive and determination to improve the outcomes for all came through very strongly. The implementation of rigorous structures and processes supports the staff in all areas and at all levels to work strategically and collaboratively together. Inspirational and aspirational leadership coupled with strong teamwork amongst the staff is at the core of relationships. Staff support each other to develop their skills through a strong CPD programme tailored to need. They are motivated to improve and to improve the lives of everyone so that they achieve their potential and goals. Leaders spoken to in numerous meetings were clear about the vision and next steps for the Academy. They have excellent reflective skills in their leadership wanting the best outcome for all students whatever their starting points or individual need.

All staff are included and buy into the vision and values of the Academy and are passionate about their students succeeding, with an unwavering passion and determination to ensure that every student receives the best education possible. It was clear throughout the assessment that staff will not settle for anything but the best.

During the pandemic, the staff have continued to deliver high quality learning experiences for their students and have gone above and beyond what is expected to



Report on IQM Inclusive School Award



ensure they have and continue to be supported and can access appropriate teaching and learning opportunities. Excellent communication with students, the timely provision of teaching materials and technology ensured that students managed to continue working and learning so that gaps in knowledge can be more readily addressed now they are back in school. This included online learning opportunities where students have to accessed normal lessons during the normal school day, with the vast majority being actively engaged and making progress and getting effective feedback in line with the Academy's Teaching and Learning Policy. This is a fantastic achievement and supports the outstanding inclusive practice seen at De Wrenne Academy over the assessment. Scheduled discussions during the assessment allowed an outstanding picture of the Academy's intuitive and natural inclusivity to emerge. It was a privilege to engage in conversations with such enthusiastic, dedicated and professional staff. I spoke at some length to a number of staff with a variety of responsibilities that included the following meetings.

The initial conversation with the Principal to set the scene for the assessment and to discuss the Academy's journey under her outstanding leadership to where they are now and plans for the future. A wide ranging and interesting discussion with both Vice Principals to look at the curriculum, RSE, extra-curricular activities and enrichment offered both prior to and during the pandemic. Key documents were provided prior to and shared during the conversation such as the fully mapped Five-Year RSE curriculum document and PSD booklets, along with the introduction of a 'Tell Us' button on the website that allows students to anonymously if they wish report concerns that is monitored and then acted on swiftly. Discussion also focussed on learning during lockdowns where importantly two staff were assigned to live lessons, so one could focus on teaching the lesson and the second could focus on the chat feature and answering student questions, Personal Development days and the curriculum that drives student ambition and the focus on ensuring all students were able to use appropriate technology to access lessons providing over 50 tablets and devices.

Further meetings were undertaken with the Assistant Principal & DSL and the SENDCO to understand the breadth of SEND provision at the Academy and safeguarding and attendance. The in-depth discussion looked at the excellent deployment of LSAs and the use of and involvement of key workers for students, the Bridge interventions for each year group in key areas across the Academy, the Personalised Learning Centre. It was clear to see from this and other meetings with the PLC Manager, a HLTA, LSA involved in and leading on targeted interventions, the non-teaching Learning Manager for Year 10. We were also able to spend some time discussing safeguarding and Child Protection procedures across the Academy. It is very clear from these discussions that there is a superb level of support for students across the Academy that more than meets need and that the staff and Academy should be highly commended for.

I met with the Vice Principal with responsibility for Pupil Premium and discussed in detail their excellent plan that delivers support for the 47% of students who qualify, it was clear that the work done across the Academy ensures that in the VPs words, *"Nobody gets left behind"*. A superb accolade and truly inclusive ethos.

The conversation with the Assistant Principal who is leading on Parental Engagement was particularly interesting, involving the audit of parental engagement as part of the



Report on IQM Inclusive School Award



process to achieve LPPA, positive parental surveys, their involvement with the charity 'Parentkind' and future plans to develop adult and child learning sessions. I had a phone conversation with a foster parent who was extremely supportive of the school, what it offers her foster children and how they are partners in her children's education and that supported the self-reflective attitude to parental engagement of the Academy and its staff. The parent was keen to say that the Academy is 'Absolutely Brilliant' and that she would 100% recommend the Academy to any prospective parents. Students spoken to were extremely positive about their school and how they had been challenged and supported during the pandemic and felt they were well-educated, cared for, challenged to be better, nurtured and supported given opportunities for leadership roles and that everyone is part of the 'De Warenne Community'.

The Academy has very strong relationships with external partners and I was able to have discussions with the Academy SENDCO, Assistant Principal, the SENDCO from a local Primary School, an Educational Psychologist who works in the school to look at collaborative working, Pyramid Learning and Planning, Transition and targeted Interventions. Transition at the Academy is extremely well thought out and planned, outward looking and begins with work in Year 4 and is continuing to evolve to meet the needs of students in the community and involves close working relationships with the LA and primary schools as exemplified by the conversation with the primary SENDCO and the Educational Psychologist. It was clear from the discussion that the Academy and external partners work closely and innovatively to ensure the needs of all students are met. They felt that the Academy was extremely inclusive and went above and beyond what they experience elsewhere to ensure that their students and their families are safe, looked after and receive the best education possible. This is quite an accolade for the Academy and one that is in my opinion well deserved. This was further supported by the meeting with the Assistant Principal with responsibility for behaviour and rewards and the IQM Lead that focused on how the Behaviour Policy and rewards system currently being used supported student engagement in their learning and has led to reductions in disengagement, more effective management through the reporting app powerbi.com, a multitude of opportunities to reward and celebrate successes with students and the support when necessary, of BOSS – Behaviour Outreach Support Service.

The meeting with the chair of the AAB confirmed that Governors are highly involved in the life of the Academy. They provide appropriate and tangible support and challenge and share its inclusive values and high aspirations for all students. He passionately spoke about the Governors work in the Academy and spoke very highly of the Academy and its staff. It was clear that he and the other Governors are proud of their inclusive values and superb, supportive work with learners and their families.

It was a pleasure and a privilege to visit De Warenne Academy to conduct their assessment, albeit virtually. The assessment underlined their outstanding inclusive ethos, care, nurture and support that is at the very heart of their approach to teaching, learning and supports everyone in their care and was talked about and discussed openly during the assessment.



Report on IQM Inclusive School Award



I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Element 1 - The Inclusion Values and Practice of the School

Inclusion is at the heart of everything that happens at De Warenne Academy and as such they are determined to be at the forefront of outstanding inclusive practice. They have a well-constructed curriculum, tailored to meet the needs of students and address social disadvantage on many levels, successfully offering disadvantaged pupils the range of qualifications necessary to access further education, training or employment, and ensuring they make more progress than 'other' students in the local authority. As a result, the number of students who are NEET has reduced below the national average of 2.8% to 2% (two students) and the number of students progressing to Further Education College and Sixth Form has increased from 83% in 2016 to 90% in 2018. Every Sixth Former who made a UCAS application in 2019 has gone to a university of their choice. The SENCo deploys an effective team of LSAs to support in class and ensure that students with SEND are able to access a full curriculum offer and are successful in school.

Inclusion is central to the academy's vision and purpose and they are committed to become an outstanding centre for inclusive practice, ensuring that all students can be successful. The academy and the trust through the AAB work closely as a team, sharing staff and expertise, giving the school opportunities for training and a shared set of visions and values.

There is a sense of common inclusive purpose amongst staff, who have the students' best interests at heart and who work very hard to meet their diverse needs.

The excellent life curriculum across all year groups covers a variety of topics that allow students to understand discrimination, challenge stereotypes and value individual differences.

The inclusion values of the Academy embrace the needs of parents, carers and all staff members as strongly as it does its students. Parents and staff spoken to felt listened to and their ideas and suggestions were taken seriously and acted upon. Parents speak very highly of the school and they are involved in the life of the school in many ways.

The use of Pupil Premium is extremely effective and targets support to raise attainment, close gaps as well as raise aspirations. The Academy plans in this area are focussed and continue to be highly effective.

The Academy believe that students and families should be at the heart of their work and often go beyond what is expected to ensure they are included and supported.

It was clear during the two days of the assessment, that all adults working in the school are happy, well-motivated and that they feel valued and supported. They demonstrate admirable responsibility for their students' welfare and progress, continuously seeking to improve their practice through high quality CPD provision.

Next Steps:

- The Academy will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the ADP.



Element 2 - The Learning Environment, Resources and ICT

De Warenne Academy is a fairly new building (2012) with impressive facilities that ensure accessibility for all. The learning environment at the Academy is clean, welcoming, friendly and clearly student centred as can be seen from the videos on the website and from a multitude of pictures and discussions with staff and students. Everyone involved with the Academy takes pride in their learning environment. All classrooms are equipped with a projector and desktop computer. During 2020 all classroom projectors were upgraded to enhance pupil learning. There are 3 ICT classrooms and around the Academy laptops can be booked with each department. In the maths and science departments staff can book the use of Ipads, which have software to support programmes specific to these departments. All classrooms have a 'learning wall'. Seating in the vast majority of classrooms is organised into groups of four, this is to allow collaborative learning activities to take place which are evident in lessons. Students are seated according to ability where higher ability students can support less able on all tables.

Staff are aware of the specific individual needs of students and the Academy has invested in appropriate equipment to support them. Each Curriculum Leader is responsible for ensuring that all students can access the curriculum. Displays reinforce key messages about student success in each department. Other displays can be found that celebrate diversity and reinforce key messages about attendance and punctuality. The Bridge area in the main building that supports students with short term medical conditions, newly diagnosed illnesses and phased transition into the Academy for late starters or EAL students who need to access additional intervention and a PLC which is staffed to provide alternative bespoke provision to individuals who need it including mentoring are excellent examples of the academies inclusive practice.

There are excellent shared and specialist facilities throughout the Academy and many opportunities to use them, as the Academy is organised into zones, with departments clustered together. Appropriate learning environments in different areas have been created to allow collaborative working opportunities and offer nurture and support for all students when needed including vulnerable students.

The Academy provides a safe and engaging environment for all staff and students. The school's values, behaviour expectations and achievements of students are understood by all and this ensures that everyone has a very strong sense of belonging and a clear understanding that they are all valued members of the school community.

Staff including Support Staff are effective, well-deployed, well-trained and involved in student planning, target setting and assessments. A wide range of interventions are to support teaching and learning, social, emotional and behavioural needs. Provision is extremely well matched to need.

Next Steps:

- The Academy will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the ADP.



Element 3 - Learner Attitudes, Values and Personal Development

Students at the Academy have a positive and engaging attitude towards learning. The Academy has been through a significant period of change in recent years, with the introduction of a new Trust and the implementation of new policies. Behaviour and attitudes to learning have improved significantly alongside outcomes for students. The HEPPSY program has been well-embedded and has contributed to the significant increase in aspiration in the Academy. This is supported by a rounded careers programme which ensures all students in the Academy receive effective support and guidance. There is an effective CPD programme so that staff are fully able to understand and apply policies and procedures consistently, thereby allowing all stakeholders to have a clear understanding of expectations. The Academy also raises money for established causes such as the Air Ambulance Service and have a calendar of events throughout the year which students take a lead on organising.

A clear transition programme is in place which has been revised and developed that now begins in Y4. In recent years there has been limited pyramid work due significant staffing changes in the local primary Academies. Despite this, a transition group is in place and each primary has a transition lead to allow for the support of vulnerable students. The Transition Lead is in the process of re-forming the pyramid heads group to allow for more open lines of communication and collaborative working with regards to transition. The Academy has a rich extra-curricular programme which includes art, drama, music and sport, contributing significantly to the personal development of students. The RSE curriculum takes a holistic approach and is planned to ensure students receive age-appropriate information and sessions, incorporating outside agencies in the plan when needed to deliver and the Assembly programme is planned to ensure that it is reflective of social context and wider issues.

The Academy's excellent 'LIFE' curriculum explores British Values, citizenship, religious education and provides a forum for pupils to have discussions around sensitive topics. All staff are extremely nurturing and promote highly positive attitudes towards learning. They encourage and support resilience in learning. The Academy is justifiably proud that the relationships across the school between students and staff are respectful and nurturing. Thus, ensuring an effective classroom learning ethos where students have highly positive attitudes to learning.

It was very clear that all staff have an excellent knowledge of and understanding of the individual needs of their students. They understand their medical, academic, social and emotional needs and family histories, as a result of the outstanding inclusive environment students feel safe and well looked after. Care and compassion are embedded within the ethos of the Academy. Tolerance and understanding of others are enhanced through many opportunities to learn about their own and other faiths and cultures.

Next Steps:

- The Academy will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the ADP.



Element 4 - Learner Progress and the Impact on Learning

The IQM Self-Evaluation Report gives very clear support for and evidence of the schools excellent inclusive practice, which I was able to verify during the assessment. Support is deployed appropriately taking into consideration the needs of individual students and identified cohort(s). Teamwork is a highly visible and a palpable strength of the school. Excellent working partnerships between teachers and Support Staff were clearly seen and were evident across the school and actively support the learning needs of all. There is an outstanding quality of provision for all students at all stages of the school, that they should be recognised and highly commended for. Overall, the progress made by students now is better than in any local school, above the Doncaster average and above national average. Over the last three years the overall P8 score has continued to increase. In 2018 the P8 score was +0.07, this increased to +0.27 in 2019 and the most recent P8 score was +0.85 in 2020. The percentage of students achieving grade 4+ in English and maths has continued to improved year on year from 61% in 2019 to 63% in 2020. The percentage of students achieving grade 5+ in English and maths has also continued to improve from 36% in 2019 to 41% in 2020. The achievement of all groups continues to improve year on year. This is a fantastic accolade for the hard work and effort that staff and students put in on a daily basis.

Collaborative learning activities supported by Kagan seating structures allow students to peer review and improve performance, with 'The Drill' ensuring students embed learning through retrieval.

The staff as a whole are passionate about their work and this is extremely effective. All staff are well-trained and able to use a range of strategies to engage students in their learning and are keen to continue to keep expand their knowledge and expertise. Students make good progress in relation to individual targets. Progress is rigorously monitored and individual plans are fine tuned to ensure success. A culture of praise leads to students being more motivated with interventions targeted effectively to ensure that targets are not just met and in some cases exceeded.

The staff as a whole and the Inclusion Team in particular is passionate about its work and extremely effective, they should be commended for the excellent work that they do in supporting students. Adults working in the school are well-trained and able to use a range of strategies to engage pupils in their learning.

Excellent practice in transition work at all points ensures that individual needs are identified early and intervention is effective.

Barriers to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. External support is sought where needed to develop strategies for those who need them so that progress can be made from each student's starting points.

Next Steps:

- The Academy will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within ADP.



Element 5 - Learning and Teaching (Monitoring)

The Academy has the highest aspirations for all students. All members of staff understand that the highest quality teaching and learning is the key to learner success and the biggest factor in determining learner progress and subsequent life chances. The Academy has a comprehensive teaching and learning programme to support and develop all staff which enables continuous improvement. CPD is provided internally where best practice is shared but also at Trust level within subjects and by external providers on occasions. Teaching and learning is an integral part of the appraisal process. SLT and core directors regularly visit lessons and support the learning of students. The Academy have a large cohort of trainee teachers from varying providers as well as a number of NQTs each year who receive a supportive induction process as well as mentoring and coaching. They are currently running the Early Career Framework with five of NQTs.

There is a consistent approach to teaching and learning within the classroom, using 'demonstrate and connect' to facilitate marking and planning as well as the use of 'the drill' to retrieve prior learning and deepen knowledge. Students have a consistent approach to teaching, learning and expectations across the Academy. Clear assessment strategies are used with peer and self-assessment used across the curriculum.

Classroom displays are used effectively to communicate the learning journey of the students and 'demonstrate and connect' ensures that students receive immediate feedback on their current learning and have the opportunity the following lesson to address misconceptions or develop their skills.

Planning is rigorous and focused on students of all abilities through differentiated tasks that provide stretch and challenge. Students are increasingly focussed towards not just meeting but exceeding their targets.

Monitoring takes place continuously across the academic year at all levels. Middle Leaders rigorously quality assure teaching and learning in their departments through formal lesson observations, informal supportive drop-ins, book looks and student voice. These are supported and reinforced at SLT level. Twice yearly departmental reviews of the curriculum involve Senior Leaders working with Department Leads, teachers, students and the work they complete in class. The written report for Department Leads allows them to initiate change and continuously improve and develop their department.

This is a highly skilled staff group that works tirelessly to improve their students' potential and life chances while at the same time being supportive of each other in their drive to maintain excellence in their practice.

Student welfare is both a priority and is a real strength of the Academy. Ensuring everyone feels safe and nurtured and working to achieve their full potential in a happy 21st century learning environment.

Next Steps:

- The Academy will continue to develop actions identified by them as 'Future Plans' for this element in their SER and relevant areas identified within the ADP.



Element 6 - Parents, Carers and Guardians

It was clear from conversations with staff and parents during the assessment that feedback from parents is very important to the Academy, as well as the interaction with parents and the wider community. They have previously worked with the charity Parentkind to evaluate and improve their provision. More recently parental engagement has increased, as has attendance at parents evenings with feedback from parents collated and acted upon, such as the recent parent/carer remote learning survey that was extremely positive. The Academy is continually improving systems for communicating with parents such as through Schools Comms and Twitter. Learning Managers are also an effective first point of call for parents, alongside the recently redesigned website which has led to improved communication.

The parent spoken to during the assessment was full of praise and support for the Academy. She commented very positively on how they are invited to discuss concerns and were very positive about how these were dealt with. She praised the Academy for the support the family had received in helping them understand their children's needs, particularly during the current pandemic. There is a shared aspiration for continued school improvement between staff, parents, students and the wider community.

The Academy is committed to working closely with parents to ensure they are completely satisfied with their child's education and feel that their views and opinions are listened to and acted upon. Staff take time to understand the individual needs of parents and they are given guidance and opportunities to share in supporting their child's progress and their learning journey. The parent spoken to was confident that concerns are addressed and that they have access to relevant staff, allowing early resolution of identified issues and felt confident that staff know and understand their children well, recognise their abilities and needs and cater well for their individuality. This was supported by evidence from parental surveys.

Parents appreciate the level of challenge that staff present to their children so that they can make the best possible progress and value the communication from school enabling them to understand what they can do to help their children succeed at school. They articulated that support in this respect during the pandemic has been exceptional. Concerns are dealt with quickly by staff, both students and parents know who to speak to and that incidents are dealt with swiftly and effectively.

Students and parents feel that staff are approachable and know families and the community very well. Parents are actively encouraged to be part of the learning experience of their child. Excellent communication is based on transparency and trust between home and the Academy.

Next Steps:

- The Academy will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the ADP.



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

The Academy is part of the Delta Academy Trust. The Board of Directors (BoD) set out Delta group strategy and operational policies, which are then applied within and across all Academies through Academy Advisory Bodies (AABs). The Academy Advisory Body plays a key role in the quality assurance of educational standards of the Academy and in conjunction with the Principal is responsible for setting strategic priorities for the Academy, overseeing development planning and evaluating impact against identified priorities. The AAB works with the Academy Senior Leadership Team to improve the whole life of the Academy and its impact on the community.

The AAB are proactive in their approach to the continuous and sustained improvement of the Academy and is highly professional, the majority of whom have experience of working in education across a range of phases (Early Years to Post 16). The AAB effectively uphold the inclusive ethos of De Warenne Academy promoting achievement for all, leaders are held to account on student progress. The AAB regularly review Academy policies around Care, Support, Guidance and Behaviour, SEND, Safeguarding, Accessibility and Inclusion to ensure that policy is put into practice. Minutes from AAB meetings are shared Delta Trust Governance to ensure robust and effective governance is achieved.

The quality of Leadership and Management in my opinion is excellent with a drive and vision to be outstanding in all areas of the Academy. The highly effective Principal and her Senior Leadership Team and supported by Leaders at all levels, have a very clear vision of what makes the Academy exceptionally inclusive and successful. This is clearly seen in the way the Academy works with its partners to ensure that the students have access to the best opportunities no matter their starting point.

Members of AAB are highly involved in the life of the Academy, they provide appropriate support and challenge and share its inclusive values and high aspirations for all students. The Chair of AAB spoke very highly of the Academy and its work, they were very proud of their inclusive values and superb, supportive work with student and their families.

The AAB carry out an annual governance review in the form of a skills audit. Members of AAB undertake training to allow them to effectively challenge the leadership of the Academy. They are able to support the Academy and are capable of challenge and being a *'critical friend'*, when necessary and appropriate, they are fully supportive of the school and the continuing drive to be outstanding. They support high quality monitoring, understand school data and support the Principal and SLT in the inclusion of all students, parents and families in their school community.

They are proactive, skilled and experienced and they serve the Academy very well.

Next Steps:

- The Academy will continue to develop actions identified by them as *'Future Plans'* for this element in their SER and relevant areas identified within the ADP.



Element 8 - The School in the Community

De Warenne Academy sits in a community which is significantly disadvantaged and seeks to ensure that the best possible provision and opportunities are available to their students. The Academy works in partnership with local primary Academies to create transition inclusion opportunities and works in close partnership with Local Authority services such as BOSS, Early help, health service, School Nurses and CAMHs, with me in mind and Active Fusion. There are onsite and offsite Alternative Provision ensuring that all students are given opportunity to access learning at their own level including a bespoke curriculum. Collaborative work with local services such as the police and fire brigade support the LIFE and Assembly programme. The Student Council work tirelessly to fund local charities including the Children's Air Ambulance and Community Charity Events are held by both the Eco Group and the Student Council such as community Litter Picks. There are Strong links with local community sports clubs who provide additional enrichment opportunities such as Conisbrough Cricket Club and St Peters Gym. Alongside support from local business and Enterprise Leaders in delivering assemblies in the careers programme. The HEPPSY programme has generated strong links with Higher and Further Education Providers and Local Education Providers attend parent evenings and Aspiration Evenings and support Careers drop down days led by local business such as PolyPipe and Greencore. The Academy, its staff and all involved are justifiably proud of the fact that they are an inclusive community and this is embodied in their two greatest assets; students and hardworking, enthusiastic and highly motivated professional staff who see their role as a vocation rather than a job. This has a massively positive effect on them and the Academy and its community as a whole and was seen and talked during the assessment.

The Academy sees the community as an important partner in the education of the students and makes good use of its many links to enhance the curriculum and support particular groups of students.

Students participate in a wide variety of enrichment activities and participate in a range of trips to enhance learning. The Academy has good links with other schools across the Trust and including local primary schools that allows for parents' views to be established and acted upon.

The Academy welcomes a range of visitors for enrichment purposes and members of the community provide support for the school at events such as assemblies, concerts and celebration events. Local Business Leaders provide support for the Academy within the LIFE, Careers and Assembly Programme and links with local providers allow for enrichment opportunities in P.E and Dance. The local Police and Fire Brigade support the Assembly and Tutor time programme.

The Trust, the Academy's leadership and staff have an astute understanding of their community and have an unswerving dedication toward it. Staff fully understand and provide for the need to prepare students for being part of the wider world and society

Next Steps:

- The Academy will continue to develop actions identified by them as '*Future Plans*' for this element in their SER and relevant areas identified within the ADP.