



Leading Parent Partnership Award

Reassessment Report

Academy	Outwood Academy Adwick
Address	Windmill Balk Lane Woodlands DONCASTER South Yorkshire DN6 7SF
Telephone:	01302722237
Headteacher	Mrs Carolyn Blundell
Person responsible for parent partnership	Mrs Ann Lambert
Date of Re- Assessment Visit	22 nd January 2015
LPPA Verifier	Andrea Hamshaw

Commentary on the Mini-portfolio of Evidence

The Academy provided an extensive and very well organised range of evidence within the portfolio (that way by no means mini!) to show how the Objectives and KPIs of the LPPA have continued to be met. There was strong evidence to show that:

- The Academy has a strategic vision and direction in terms of planning to carry on effective parental engagement.
- There are a variety of activities evidenced to show how parents are involved in supporting their children's learning and also to develop their own learning both on and off the Academy site.
- The Academy regularly seeks parental, student and community views, acts upon these and provides feedback through various media e.g. website and paper copy evidence.
- Parental tracking takes place to identify parental non-attendance/participation and appropriate follow up action/information is provided accordingly.
- Procedures are in place to support parents throughout their children's learning journey at the

Academy including good information on induction into, transition throughout the setting and also on to other education and employment as they leave.

- A comprehensive Parent Handbook has been developed that includes extensive information about Academy life.
- Links with external agencies are strong and provide needs-led support to parents, pupils and families at the Academy and across the Trust.

Commentary on the tour of the Academy

Since the Final Verification the Academy has moved into a new building. On entry onto the site signage is effective and directs visitors to the Main Entrance and also the Outwood Institute of Education Conference Centre.

Internal signage around the Academy is also effective and produced to a very high and consistent standard. This enhances the engaging and effective learning environment experienced in all classrooms viewed on the tour. Positive relationships and rapport were also evident between staff and pupils throughout the Academy.

Displays around the Academy follow the same professional theme and include work from students at the Academy but also project based work with primary feeder schools.

Questionnaires are present at the main reception to gain feedback from visitors.

The Academy building is very well maintained and still provides a “new building” feel despite the fact that it utilised for 2 years by students. Again, this is a compliment to the pride of staff, pupils and parents in their learning environment.

Commentary on discussions with staff, governors, parents and pupils/students

The Academy is still definitely carrying on the LPPA ethos and using the development tool with its Objectives and Key Performance Indicators to evaluate systems and performance. Putting “Students First” is at the heart of all improvement and development planning that can be seen through delivery across the Academy.

Staff spoken to at the Reassessment recognise the need to work with parents to support their attitudes to learning and in turn support their children’s learning. Parental engagement is very much a whole Academy approach. Deep Support, Deep Experience and Deep Learning are the mechanisms through which planning is delivered across the Academy and enable support for teaching and learning, behaviour and attendance and extensive community provision in relation to the curriculum and extra-curricular activities to take place. Parental engagement is seen as a journey that is supported at varying stages as necessary with interventions from external agencies as required. There is a commitment from staff at the Academy to work in partnership with parents even when this involves working outside of the Academy site and providing home visits in line with Academy policies and procedures. The Senior Leadership Team has a very clear vision that the Academy and parents together with the community need to work in partnership. The systems in place support the Academy to provide a “real commitment to parents”.

Pupils were very knowledgeable about the strategies at the Academy for parental engagement. They felt that communication in general between home and the Academy was good and appreciated by their parents in relation to methods e.g. text, website and paper-based systems. It was apparent that pupils knew how the Academy supported their parents to gain an insight into their learning and also general development. Information was also shared as to how parents were provided with information in relation to praise, rewards, progress, tracking and

achievements. Pupils felt that their parents would have no problem in contacting the Academy to gain information.

Parents receive lots of information from the Academy in relation to the curriculum support available to them. The website provides a host of information and is easy to navigate with a parent/community specific tab. In general there are effective two way communication systems in place to enable parents to contact the Academy, receive information and also to leave messages if required. Learning Managers provide dedicated support in relation to parental communication. The Academy encourages parents to take part in activities to work with their children on Family Focus Days and also to develop their own education as part of Adult Learning provision on offer. There are meetings to gain parental opinion and views e.g. Parent Voice and Community Voice. Other opportunities on site for parents to gain advice, guidance and information in relation to their children's learning and development including (amongst others) Learning Planning Pathway days, Options evenings and careers events. Information is available from the Academy via various media and is provided in a timely and accurate manner together with signposting information.

Governors share the Academy vision of "Students First" and ensure that the Academy has a presence in the community and wider area. They are proud to convey the increasing aspiration and achievement of pupils and parents. Information is shared on a regular basis with Governors and they are supportive that the quality of teaching and learning enables pupils to progress in the right direction. They hold the view that student outcomes cannot happen on their own and have to be in partnership with parents. Community engagement is an area very much supported by Governors and they value the role that all staff across the Academy play in this area.

External Agencies are signposted to in order to provide support where needed. Through the Safer Schools Partnership the Academy has a Police Officer working with Education Welfare and other staff as necessary. Educational Psychology and Careersinc also have a presence within the Academy building to provide support to pupils and parents. Although I have classed these providers as external agency at the Reassessment it was evident that they are a definite part of the Academy ethos in relation to enhancing parental engagement.

Strengths Identified in the Review

- The continued and consistent commitment across the Academy to working in partnership with parents.
- Mechanisms in place for gathering information e.g. student voice, parent voice and community voice.
- Dealing with parents and families on a needs led basis and signposting to services not available on the Academy site.
- Opportunities for parents and pupils to work together and Adult Learning courses.
- Strong systems in place developed collectively across the Outwood Academies Trust.
- Improvements in attendance of parents at events to discuss their child's progress as well as at celebration events.
- External agency provision on the Academy site providing collaborative partnerships normally experienced outside the Academy gates e.g. Police, Educational Psychology and Education Welfare.

Areas For Development

In line with the LPPA Objectives and Key Performance Indicators the Academy has looked at its vision and will use these as a tool to further develop. Information was shared as part of Objective 10 evidence that highlights how this will be achieved. Work will continue in relation to parental attendance at activities in order to enhance the improvements already evidenced. In general the Academy will continue to develop parental engagement practices in the reflective manner currently undertaken with much emphasis placed on student, parental and community voice.

Recommendation by the Adviser

That the Academy be re-awarded the LPPA for a further period of three years.

Principal's Comment

I am thrilled with the findings of the assessor and delighted that our work with parents has received this level of recognition.

May we use your comment for website/marketing purposes? Yes/No