



# Inclusion Quality Mark (UK) Ltd

3<sup>rd</sup> July 2017

Mr Steven Miles  
Daubeney Academy  
Orchard Street  
Kempston  
Bedford MK42 7PS

**Date of Assessment: 27<sup>th</sup> & 28<sup>th</sup> June 2017**

## Summary

Thank you so much for allowing me to visit your school on 27<sup>th</sup> and 28<sup>th</sup> June and to carry out your IQM Assessment. Thank you also to Mrs Tessa Cliff-Reid who prepared all the documentation and arrangements for my visit. I know how much time and effort this takes and it was really impressive, because I know that Tessa has only been in post since September. Her knowledge of all aspects of the school was evident in the self-evaluation document and in the information she gathered for me to peruse. She has a very good overview of the school and was able to answer all my questions about every possible aspect of the school. Furthermore, she ensured I met with the relevant staff and pupils who could give me even more information.

Everybody I met was very welcoming and were happy to tell me all about the school. Pupils were especially keen to tell me about their experiences and about the progress they are making.

Daubeney Academy is an inclusive community that values every child. Everything is done to ensure that children are supported and challenged in equal measure. Although academic achievement and attainment is a priority, the school takes great pride in its work around developing the whole child and helping them to become active, caring and responsible citizens. The children are a real credit to the school and they are well able to articulate the school's values and principles. They feel very safe and secure and have great respect for the teachers and support staff who care for them and who help them to learn and achieve.

I was able to meet with many members of staff who left me in no doubt about their commitment to inclusion which resulted in direct action to make this happen.

Daubeney Middle School converted to an Academy on 1<sup>st</sup> April 2012 and currently caters for students aged 9-13 years of mixed ability. However, this is all changing and this is its last year as a middle school and Daubeney Academy will change its age-range for the next three years until it has completed its transition to a secondary school in 2019/2020.

Furthermore, Daubeney Academy is now part of The Challenger Multi-Academy Trust (CMAT) and will join their family of schools. Daubeney Academy had a full OFSTED (Section 5) inspection in May 2016 and was described as 'Good'.

The Academy faces many challenges in the year ahead and I know that things are in a state of flux as you move towards secondary school status and as you find your place within the multi-academy trust. I know you are excited by the changes ahead and I know staff and children and parents are also excited, but are also a bit nervous about what the changes might mean to them as individuals. However, their trust in you and in the staff to do the right thing is to be commended.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these.

**Assessor: Kenny Frederick**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



## **Evidence to support the assessment:**

- A variety of folders containing year progress data and Key Stage 2 SATs analysis.
- A teacher planner with all relevant information that teachers are given to help them operate effectively in the classroom.
- A folder with key policies for my perusal.
- Access to the School website where you could see other school policy.
- A detailed self-evaluation document.

In addition, I met with a wide range of school staff and pupils including:

- The headteacher.
- The Achievement Leader and SENCO.
- A Governor.
- A mid-day supervisor.
- A Teaching Assistant.
- Four parents.
- Three groups of pupils.
- The Challenge Contour worker.
- A group of teachers.
- I was also given a tour of the school and was able to go on a learning walk with the Achievement Leader.



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

The school is committed to inclusion. This commitment comes directly from the leadership of the head teacher and is fully supported by Governors and staff. There is a good understanding of what inclusion means in its widest sense and all policies and practices and future plans are designed to ensure it is tangible and effective.

The school is open to its community, in that it rarely turns children away because of their particular learning or behavioural needs. Instead, they welcome all and make sure they identify specific needs and put things in place to meet those needs. Individual differences are valued and this is a school where tolerance and respect are the norm. The school is increasingly diverse and there are more than 28 languages spoken although the majority of students are white British. Many nationalities and ethnic groups are represented.

There is effective leadership, management and organisation of inclusive practice. Although areas such as SEND are well organised, there is an understanding that inclusion means all pupils, no matter what the barriers to learning are. There is also an understanding that inclusion is about staff as well as pupils and all need to be included if they are to support children appropriately.

Provision for pupils with SEN needs is well planned and organised. Similarly, pastoral care and support for vulnerable children and families is a priority. The Academy motto is “Work hard and be kind to each other” is very apt. Staff roles and responsibilities reflect the fact that particular children and families need to be supported.

Transition arrangements currently involve children from Year 5 transferring to Daubeney and again when they leave the school at the end of Year 8. However, this is all changing this year as the Academy is about to become an 11 – 16 Secondary in September. Permission from the Department for this was only received in January and the school has been busy preparing for this huge change ever since. Transition arrangements (with four or five lower schools) have been very effective up to now, but will now need to change to attract Year 7 pupils in the future. The middle school system in the Borough is changing and so Daubeney will not be the only school to undergo this change.

Staffing at the Academy is generally stable. However, there have been a number of long-term and short-term supply teachers who find it difficult to be accepted by pupils and to be effective in their role. Good induction processes for this group of teachers and indeed for other staff who are new to the school are thorough.

Safeguarding procedures and processes are well known by staff and another motto for the school is for staff to “know pupils well” so they can easily spot children who are at risk. Regular staff training in this area is provided so that staff at all levels know what they need to do if they have concerns or queries about specific children. The Deputy Head (Pastoral) has responsibility for safeguarding, but she is also supported by the Headteacher, along with a member of the senior leadership team, in this role. A new Family Worker has been appointed and will start work in September and will provide administrative as well as practical support in this area.



Pupils come first at Daubeney Academy. Staff go above and beyond the line of duty to support pupils and to ensure they are well cared for and are well educated. Staff treat each other well and model expectations and as a result there are very good relationships with all stakeholders.

The Behaviour Policy is well understood and implemented by all staff. The emphasis is on encouraging and rewarding good behaviour. The word punishment is never used, but there are consequences for unacceptable behaviour. A restorative approach is employed and the children I spoke to were very supportive of all the measures taken to ensure good behaviour for learning.

The Academy is very competent and experienced in identifying barriers to learning and measures are taken to address them.

Achievement is celebrated at every opportunity and pupils spoke very positively about different events and celebrations they had participated in. Examples of this celebration include Assemblies, Personal Development Boards around the school, Daubeney Colours, Showcase evenings, sports teams and attendance certificates. In addition, the Top 10 Club helps to motivate youngsters across the school to achieve their best.

Pupil Premium funds are well planned, but have not yet resulted in a narrowing of the achievement gap. Information about the spending and provision is available on the school website. Pupil Premium pupils may fall into a range of categories and the Academy is trying to personalise their provision as much as possible rather than treat them as a homogenous group.

### Areas of Strength:-

- Commitment of the head teacher, SLT and Governors to inclusion.
- Commitment of all staff at all levels to do the right thing for the children.
- Citizenship Curriculum to ensure children know and understand what is happening in the world.
- The Daubeney Colours and Celebrations of Achievement.
- Safeguarding.

### Areas for development:-

- In preparation for the changing population, it's becoming even more diverse, the expectations of stakeholders in terms of respect and tolerance for all groups of people might be restated and revisited.
- Involving children in this work would help to ensure that pupils, parents, staff and governors are on board and are, as they are already, welcoming to all new comers and are able to meet their individual needs. We discussed ways this might be achieved.



## Element 2 - Learning Environment, Resources and ICT

The Academy is in good repair and is fit for purpose. It is welcoming and displays around the school indicate that this is a school where children are the priority. However, it has been designed as a middle school and some of the rooms or classrooms are small and furniture is designed for younger children. There will have to be major works and redesign to accommodate the growing population and indeed the change in the age groups of pupils attending the school starting in September.

The outside spaces are very impressive and are well used by the school. There are lots of corners and hot spots that could easily be places where bullying takes place. However, pupils told me the playground was well supervised and they felt safe in all areas of the school.

Currently classrooms are arranged mostly in Year Groups, but this may change in the future. Often there are no connecting corridors to classrooms so the outside doors are used. The building is well known by staff and they make best use of it. They are very good at getting over every possible barrier to inclusion. Classrooms are bright and welcoming. Children travel from room to room for specialised subjects although, teachers at Daubeney often teach more than one subject. They need to be flexible.

The library is in the centre of the school and is a welcoming and well-resourced area. There are two Librarians who carry out a range of roles and responsibilities and the area is a thriving part of the school. There are two specialised ICT rooms and these are being upgraded during the summer holidays. There are two Science laboratories and specialist Food Technology and DT rooms. The art room is the only room in the school that is on the second floor, but the school move rooms if children with mobility problems require access. There is a Drama studio and good PE facilities. Furthermore, there are numerous small group rooms where one-to-one or small group interventions can take place. The Oasis is the SEN and vulnerable pupil base and is well used. Specialist and adaptive technology is available for pupils with particular needs.

Teachers provide differentiated materials for students at different levels and on-going CPD is provided for teachers and TA's to help them personalise their teaching. Classes are set, but teachers still need to make sure they differentiate within these sets. Higher Achievers are a priority for the school and teachers across the school need to make sure they have high expectations that result in real challenge for more able pupils in the classroom.

Teaching Assistants are carefully deployed to provide the best possible support for individual and occasionally groups of pupils. The Achievement Leader organises the deployment and training of this group and she is also responsible for their performance management.

Resources are purchased for individual pupils according to need. Adaptive technology and additional resources are developed and used as appropriate. School visits always include children with a range of needs. Whatever is needed to include a particular child in a trip or visit is provided to ensure there is equal access.



## IQM Self-Evaluation Report



The children told me that they loved the additional trips and visits this year. I met with the Contour/Challenge worker who organises the trips and arranges for specialist visitors to come in and talk to children.

### Areas of Strength:-

- The building is welcoming and is easily accessible and well maintained. (I did not notice litter!)
- The Library is the centre of the school and seems to be a thriving part of it.
- Provision for SEN pupils.
- Trips and visits – all included.

### Areas for development:-

- The Academy will be looking at the building to see what adaptations and changes are needed to make it fit for purpose as the school grows and develops.



## Element 3 - Learners Attitudes, Values and Personal Development

I was able to meet with three different group of pupils who were very happy to tell me all about their experience at the Academy. The school motto “Work Hard and be Kind” is reflected across the school and pupils were very proud of the values promoted. The “Daubeney Colours”, a reward system, helped to bring these to life and to reward the demonstration of these values. There are clear policies on behavior, anti-bullying, harassment and inclusion and the children I spoke to were able to tell me how these were implemented. They said that any bullying or harassment is quickly spotted and dealt with swiftly. They felt that there was always someone they could go to if the needed help or support.

Pupils said that their transition into the school (often at different stages and different years), was very effective and they quickly made friends and felt at home. One young man who had arrived as a refugee was very complementary about the welcome and support he received when he arrived at the school. Transition from lower school (primary) to Daubeney is carefully planned and thought through. School staff visit the primary schools and meet class teachers and individual pupils and gather relevant information about individuals. Visits to Daubeney are organised before children start in September. A buddy system is put in place for those who arrive midterm. Transition can occur at different times, not just at the end of Year 4, but then at the end of Year 8 when children move onto High School. Alongside this, there are a number of casual entries and leavers, who join and leave the school throughout the year.

The school population is becoming increasingly diverse and the Academy has made great efforts to ensure that new pupils settle quickly, particularly if they are new to the country, if they are refugees and if they have SEN needs or are vulnerable in some way. Respect and tolerance are cornerstones of the Academy and there is a real appreciation of different needs amongst the pupils. This is not left to chance, as teachers and support staff work hard to make sure pupils understand and appreciate each other’s difference and similarities.

The pupils I met were able to tell me how they knew they were making progress and talked about the feedback they received from staff on an on-going basis. Most had a clear view of how to improve their learning and they appreciated all that teachers and support staff did for them.

The Academy values are well known by pupils who were able to tell me all about them. They are demonstrated in a variety of ways including support for charities, contributing to the Food Bank in the school foyer and through involvement in a range of activities designed to enable them to take up their personal and community responsibilities. Demonstration of these values is a high priority for the school and the reward system is designed to capture these achievements. Personal Development Boards recognise the achievements in and out of school and of academic, social and personal attributes and activities.

Classroom and corridor behaviour is managed effectively and is supportive of learning. The restorative approach is designed to encourage pupils to take responsibility for their own behaviour and the focus is on the positive, rather than the negative. Staff and



pupils are clear about the policy and its implementation. The pupils say the Head Teacher is strict, but not too strict and they would go directly to him if they felt they needed to talk to him. It was agreed he was very approachable and was someone who would listen to their views.

There is a range of extra-curricular activities, which are taken up by pupils across the school. At the moment, attendance at these clubs/activities is not analysed to check that all the different groups (especially disadvantaged pupils) attend clubs, but this would be important, especially if some of these are funded from Pupil Premium.

There are many trips and visits and all children are encouraged to participate. Pupil Premium funds are used to support children who can't afford to go on these trips. One girl told me that she is not allowed to go away on trips because her parents worry about her, but she says she is trying to persuade them to 'let go a bit'!

There are some work-related activities that happen in Year 8, but the students I spoke to felt that these should be brought further down the school so that those with high ambitions could prepare themselves for the future. After all, if you want to be a doctor, they said, you had to be getting high grades now. Ambition and aspiration amongst the pupil population seems on one level to be something the school struggles with. Work related learning and careers education and guidance can never start early enough. The Academy does arrange 'drop days' where the normal curriculum is dropped and there is a focus on the future and other broad but important topics. I know that as the Academy moves forward to become a full secondary school it will make appropriate provision in this area.

I met with two members of the school council and they were able to tell me all about the way they were elected by their peers and about the role they take on in the Academy. They said they had had some complaints from their classmates because they were not reporting back often enough, but they explained this was because they did not have a clear idea about what had been agreed, due to costs or permission from the head or Governors. The pupils took their role seriously and we talked about how training for their role in terms of how to chair meetings and participate in meeting would help them. We also talked about ways that they might be more involved in discussions about teaching and learning. All the pupils I met felt that they were consulted about lots of things that happen in the Academy.

### Areas of Strength:-

- The pupils are very friendly and open and speak honestly.
- They want to learn and succeed.
- Pupils are consulted on a range of things and this helps them take ownership and feel pride in their school.
- Daubeney Colours help to reward achievement and to motivate children.



## IQM Self-Evaluation Report



### Areas for development:-

- Provide specific training for the Year and School Council on how to participate in and on how to chair School Council meetings and how to feedback to their peers.
- More involvement of pupils in developing the learning and teaching policy.
- Involve pupils more in the marketing strategy for the school – identifying what is good about the school and consulting them on how that message might get across to the community.



## Element 4 - Learner Progress and the Impact on Learning

As a middle school, the Academy's only formal public examination data are the KS2 SATS results. Other data is generated by the school, through regular assessments and data capture periods. Pupil progress is carefully tracked and is analyzed so that it can be used to inform planning. Teachers use this individual data, together with their personal knowledge of the children to plan lessons and to set appropriate targets. A strength of the Academy is that they know their pupils very well and they use this knowledge and the data provided to meet their needs in the classroom.

The Key Stage 2 SATs were very disappointing last year for a variety of reasons and results this year are unlikely to be dramatically improved due to the cohort effect and new expectations for KS2. Up until 2015 results at KS2 were very good. Progress across the school however is good and continues to be good. Data collected by the Academy is moderated carefully to ensure it is accurate and reliable. Regular pupil progress meetings are held and there is a great emphasis on understanding which groups and which individuals are not making expected progress. I was given a huge folder of data, which was evidence of the work that goes into the schools attempts to understand what is happening.

In a school with a small population of white British pupils form the largest group and unusually girls outnumber boys. There are large numbers of disadvantaged pupils who receive Pupil Premium funding and a great deal of thought and attention is given to their achievement. Despite good use of funding the achievement gap is not yet narrowing. The school is well aware of this problem and have prioritised raising achievement in their school development plan. There are many different ethnic groups, but they exist in very small numbers, so it is difficult to make sense of the achievement gaps for these group. The data dashboard and other data indicate that SEN pupils make expected progress.

The pupils I spoke to were very aware of their own learning targets and they spoke positively about the feedback they get from their teachers. They were able to articulate what this looked and felt like and say how teachers supported their learning. They said they were not afraid to ask questions or to say when they did not understand things. The Academy marking policy is well used and is understood by the children who say it helps them take the next steps to improve their work.

The SEN department is well led and ensures that children with particular needs are met. They work closely with the children concerned and their parents, as well as with teachers and Teaching Assistants. There have been huge improvements in the provision for SEN pupils since the arrival of the Achievement Leader in September. She has overhauled the department and the way it works and this has been very effective. Pupils' with English as a Second Language are an increasingly large cohort in the Academy and although only small numbers are new to the country and arrive with little or no English, there are bigger numbers who are fluent speakers. Although this group make good progress, as they do nationally, there is a need for staff training and development to understand what happens in terms of their writing, which can have a negative effect on their achievement as they go through the school. Any work and lessons learned would also benefit all pupils' as it would address academic literacy.



The achievement of higher achievers is a school priority and there is a lot of staff development on how this might be achieved. The Brilliant Club provides additional support for a small number of these pupils, but the main responsibility lies with classroom teachers. Two of the children I spoke to were more able pupils and they spoke about the way their needs were being met. They had some concerns about not being stretched and being asked to think deeply enough in some lessons. The Academy has prioritised the achievement of these pupils and are working with all teachers to make sure their needs are met.

I attended a Brilliant Club workshop during my visit where six targeted students were looking at Art History with a PhD student. Large numbers of pupils are learning to play a musical instrument and pupil premium is used to help fund these lessons which are important in helping pupils to achieve across the curriculum as well as enjoying playing!

### Areas of Strength:-

- A very strong SEN department and provision.
- The importance of music and drama is well understood and is properly funded.
- The introduction of the Brilliant Club for higher achievers.
- Feedback to children in terms of marking and assessment is very thorough and is very helpful.
- The care and love for children who attend Daubeney Academy.

### Areas for development:-

- Raise achievement of all pupils, but particularly Pupil Premium pupils.
- More able students/high attainers.
- Look more closely at the academic writing skills of EAL pupils and put training in place to remove any barriers.



## Element 5 - Learning and Teaching (Monitoring)

I met with three members of the teaching staff who have been at the school for a number of years. They were all teachers who had curriculum or pastoral responsibilities and two of them taught two or more subjects. The teachers were excited (if a little nervous) about the changes to come, but felt that these changes would be good for the school and good for them personally and would provide additional opportunities for development. They felt they had been consulted on the changes, but were as yet unsure what the changes would mean for them. However, they trusted the head and senior leadership team to make the right decisions on their behalf. They said that unions had been consulted and involved and they were assured that their salary and conditions of employment would not change.

We spoke about arrangements for Performance Management. They described the system for this and said it was quite useful. They spoke about the accountability processes, which included a formal observation once a year and regular focused learning walks. There are also a number of work scrutiny's that take place throughout the year. Most of these, are carried out by the Senior Leadership Team, but middle leaders are increasingly playing a role in the learning walks and in work scrutiny. As the school grows and develops these middle leaders will need to take on more of the leadership roles, particularly within a departmental/faculty structure. However, this is a developing situation and training and development is being planned to ensure colleagues have the appropriate skills and knowledge to carry out these roles. Teachers said they mostly found feedback from observations fairly useful, but it depended on who had done the observation and what they knew about that particular subject. We also spoke about grading lessons – which thankfully is dying out now, but they said teachers are still obsessed about grades!

There is currently no teaching and learning policy, although the new Achievement Leader has been working on guidance on Quality First Teaching, which she will present to and work with teachers in the new academic year. Although some teachers are vaguely aware of what this entails, there is a need to immerse them in the pedagogy so that they can develop their teaching accordingly. Teachers do understand that they have responsibility for every child's progress and cannot hand over to Teaching Assistants and expect them to prepare all differentiated work. It was clear that teachers appreciated the work that TA's do and ensured that they had the right information to support children in their lessons. I met with one TA who told me about her work and her training and how she works alongside teachers in order to get the best outcome for children.

Information about individual pupils' needs is shared and is used well by most teachers to plan their lessons. Pupil Passports help to give pupils some ownership of what they might expect from teachers in the classroom. They are fully consulted on what goes into these and how they are presented. Teachers and Teaching Assistants have also had training on how to use these to plan lessons.

Currently there is no whole school Learning and Teaching policy although there are several documents and associated policies (e.g. Assessment and Marking) as well as guidelines for teachers in planners. This is something that will be addressed next year



as the curriculum develops and teachers get to grips with new challenges. However, this is a key issue as learning and teaching is the core of what the Academy is trying to achieve and teachers need to be given opportunities to develop their skills and so engage pupils and help them to reach the highest possible standards. I suggest that the Deputy Head (Curriculum) and Achievement Leader start developing this policy together and involve a group of teachers in this. They could form a small teaching and learning team who then could inform policy and practice and plan (with SLT) future professional learning opportunities for teachers.

Teachers matter and are really important and the Academy needs to recruit, develop and retain them by really involving them in developing a learning and teaching policy that will carry the school forward into the future.

Schemes of Learning are in transition and often teachers are working by themselves to produce them. Whilst they have had advice and guidance from colleagues across the MAT, they still bear the responsibility for these important living documents that will be utilised by many teachers, many of whom will teach outside their subject specialism. As the Academy grows there will be more teachers to share this responsibility. I am unsure of the quality of schemes of learning and I am unsure how and if these are monitored. However, I understand that moderation between schools within the Trust does take place. This will help to ensure quality.

Teachers are aware of children's individual needs and they have a good grasp of the expectations. However, the water has been sullied by the fact that there are no longer agreed levels and they have had to come up with their own school wide version. This takes time to embed and be understood by all.

There is an Academy lesson plan, but teachers tell me they are allowed to adapt them as they see fit. They don't feel constrained by these. Teachers use a range of approaches in the classroom including group and paired work. Seating plans are an expectation for every teacher, but I am unsure what guidance is given about these. Pupils told me that they like group and paired work, but it very much depends on who they are working with and they would like teachers to be aware of this and think carefully about the make-up of groups and who they put together in a group or a pair.

The marking and feedback policy is used by all teachers and is well understood by pupils who say it is helpful in getting them back on track and pointing out next steps. Teachers told me it is not too onerous and marking is useful and manageable.

Peer and self-assessment are used at varying degrees across the school. Clear records are kept about pupil progress and there are a great many assessments and data capturing periods. Pupils don't appear to be too worried about these, but are keen to do well and to pass their tests. When asked if it's ok to make mistakes I got a variety of answers. Some pupils felt they would be shamed by other pupils if they got something wrong whilst others felt it was ok – it depended on the class and the teacher. They told me that sometimes teachers got impatient if they got something wrong, but others were very supportive. We talked about the fact that there is not always a right or wrong answer and that they had to make mistakes in order to get to the deeper thinking and learning. We did not reach any conclusion other than it depended on the teacher!



## IQM Self-Evaluation Report



Teachers spoke briefly about the professional learning opportunities available to them, but these appeared to be mostly staff meetings or meetings with subject leaders. They mention Mini-Bites, which is where good practice is shared, which they said was very useful. They would like opportunities to see each other teach and to learn from each other. There does not appear to be a coherent Professional Development/Learning Plan, but I understand this will be in place for the start of the new Academic year.

### Areas of Strength:-

- Teachers and support staff feel well supported.
- Staff well-being is carefully considered and decisions are made to make teachers lives manageable.
- Senior staff are emotionally intelligent and are able to spot when members of staff need additional support.

### Areas for Development:-

- Develop a learning and teaching policy – involving a group of teachers from across the school (Include Quality First Teaching, Teaching HA, EAL and SEN pupils).
- Develop a Professional Development/Learning Plan in line with the school development plan. Consult teachers especially and involve them in the planning and delivery for this.



## Element 6 - Parents, Carers and Guardians

I was able to meet with four parents as a focus group whose children were each in different year groups. Most of these were parents of children who had particular special needs and faced particular barriers to their learning. They were all very complementary about the provision made for their children especially since the arrival of the current Achievement Leader who heads up the SEND Department and has responsibility for inclusion. They felt that concerns about their children were listened to and acted upon very quickly. They said their children were very happy at school and they felt that teachers cared about them and wanted them to achieve their very best. Parents told me about the identification process whereby their children's special needs had previously (in other schools) had not been recognised, but were now identified and acknowledged and things had been put into place to support them. They were deeply grateful for this as it helped ensure their children were now safe and happy at school. Furthermore, they were all making progress.

Communication with parents had been mentioned as a key issue in the Ofsted Report (2016) as a result of comments on Parent View. The parents I met felt that communication to do with their own child was generally good, but they would like more communication and information about the major changes that are taking place currently and in the near future. This did not mean that they disapproved of the changes, but felt they did not know very much about them and how they would affect their child and their relationship with the Academy. They acknowledged that there had been some meetings about this and they had received an information letter, but they did not feel as if they had been 'asked' or necessarily consulted on the changes. Having said this they were not particularly opposed to what was about to happen, but did not feel very involved. Parents receive regular reports and feedback about their children's progress and there was some controversy when reports went out earlier in the year that indicated that all children were failing. This was to do with the new system of levelling pupils. However, once the Academy was alerted to the fact that there was a problem they sent out reassuring messages and made things right very quickly. Parents appreciated this. Except in this case parents are very happy with the reports they receive and the meetings they have with teachers and the fact that they can contact and talk to a teacher whenever they need to do so.

### Areas of Strength:-

- Increased confidence that the needs of pupils with SEN are well met.
- Parents feel their children are well known and well cared for.
- Parents feel that their children are making good progress.
- Parents are happy that their children feel safe and secure when at school.

### Areas for development:-

- Communication about the big changes that are happening needs to reach a wider audience. Parents don't understand how this might benefit their children (or otherwise).



## Element 7 - Governing Body and Management

I met with one member of the Governor who has been in post since September when the Governing Body was reconstituted as part of the move to the Multi-Academy Trust. This Governor works for the Trust and is based in Daubeney Academy for part of the week. He has particular responsibility for IT resources and for Health & Safety and Premises Management part. As a paid worker (self-employed but paid for by the Trust) this Governor was invited to join the Governing Body because of his particular skill-set. There are about nine Governors including the Head who is ex-officio and representative parents and staff. The size of the Governing Body is small, but is well equipped to carry out their role. They pay for an independent Clerk to Governors and buy into Borough Governor Services to access training.

The Chair of Governors is the Inclusion Governor and he is often in the Academy and meeting with relevant members of staff. He is also the named safeguarding governor. I was assured that the Governing Body is fully committed to the inclusion agenda and they make sure that all policies reflect this ethos. Similarly funding for inclusion is carefully considered and is targeted towards inclusive policy and practice.

Governors have gone through a range of training programmes according to their experience and interests. Training is provided by Governor Services in Bedford. Governors have had basic safeguarding training and are very aware of their responsibilities and work closely with the designated officers to ensure everything is in place as it should be.

The Governor agenda is a large one as they work in partnership with the Academy to implement major changes over the next two and three years. They are well organised and have the necessary skills and experience to get this done. They have the support and backing of the Trust who have been through all of these processes before. I did not see any minutes or agendas, but I am assured that these are produced in a timely fashion and are a true record of what happens at meetings.

The Governors and the Academy work with a range of external agencies and partners to gather information and gather expertise that they may not already have in the school. For instance, Challenge Partners come in and carry our Peer Reviews around the quality of teaching and learning and feedback is used to help move the school forward. Other consultants are used to advise the school.

The accountability structures and systems within the Academy and CMAT are robust and rigorous. There are systems in place to evaluate the effectiveness of the Governing Body (through the Trust). The CMAT Director attends Governor meetings and he provides additional challenge for Governors and the Headteacher and senior staff.

Governors are presented with a range of data about the pupil progress and they are appropriately skilled in analysing this and using it to ask questions and to encourage staff to explain what the data is saying. Governors scrutinise this data along with financial data with great expertise. They also oversee building and IT procurement processes and are very much involved in recruitment.



# IQM Self-Evaluation Report



## Areas of Strength:-

- The newly reconstituted Governing Body is functioning well and providing appropriate support and challenge for the Academy.

## Areas for development:-

- There are no areas for development.



## **Element 8 - The School in the Community**

The school is well known in the community and it is a popular first choice school. It has been oversubscribed for many years and it is proud of the fact that its inclusive ethos means that if a child in the community wants to go to Daubeney Academy they will be made welcome no matter what their needs are.

Although it is not a community school as such, the school is very much involved in a range of community projects and charity work. There are close links with lower schools, upper schools, Food Bank, Kempston East Bowling Club and Milton Keynes Dons. They take part in many sporting events in school and in the local area. In addition, every effort is made to involve parents (as participants) along with members of the community in school events such as the summer and Christmas fetes, Bingo nights, Quiz nights and BBQs. Furthermore, the school has close links with a range of community organisations, which means they make good use of the community as a resource.

I was able to meet with the Contour Worker who is employed through the Trust to organise trips and visits and to gather local (and further afield) contacts who might support the school in some way, such as work experience, supporting work related learning, speaking at assemblies etc.

The Academy is well used by the community in the evenings.

### Areas of Strength:-

- The Academy is an integral part of the community.
- The Contour Worker is a great asset to the school.

### Areas for development:-

- There are no areas for development.