



Assessor's Evaluation for the IQM CoE Award



School Name: City of Peterborough Academy
Reeves Way
Peterborough
Cambridgeshire
PE1 5LQ

Head/Principal: Ben Pearce

IQM Lead: Amanda Brown

Date of Review: 24th February 2021

Assessor: Carol Morris

IQM Cluster Programme

Cluster Group: Anglian Inclusion Group

Ambassador: Roger Leeke

Date of Next Meeting: 27th April 2021

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

The school submitted extensive documentation using email and PowerPoint presentations. This included COVID-19 guidance for parents, examples of IPGs (Inclusion Planning Grids), 'Think for the Future' behaviour and resilience mentoring booklet, a PowerPoint project brief for moving to Flagship School status, examples of SEND newsletters, class charts and an Intervention Menu that all staff can access to see the sort of support available to them for all children with additional needs.

On the day there was a PowerPoint presentation from the Partnership Director for 'Think for the Future' (TFTF), which is an outside provider the school has brought in to tackle disengagement from education. The package includes the presence of a mentor in school for one day per week who works with student group numbers from 5-15 as well as some one-to-one work. TFTF has worked with approximately 30-40 pupils this year and have been coming into school throughout lockdown for consistency of support with these vulnerable pupils.

Meetings held with the following:

- The Principal
- IQM Coordinator
- Senior Assistant Principal for Behaviour and Inclusion



Assessor's Evaluation for the IQM CoE Award



- (Think for the Future) Partnership Director
- SENDCo
- DSL
- Digital Champions

Summary of Targets from 2019-2020

The School's targets from the previous year were based on the school developments focus of embedding inclusion throughout the school including CPD, planning and further parental engagement.

Target 1 - The set up and delivery of a bespoke intervention programme within a newly developed Inclusion Provision.

An Inclusion Coordinator post was created to support the bespoke intervention programme. This meant a more active role in whole school CPD to support inclusion and behaviour and also to prepare for taking the school forward to Flagship status and build on all areas of inclusion. A Deputy Principal for Behaviour has also been appointed.

The Senior Assistant Principal for Inclusion and Behaviour also works with the Local Authority and alternative provision. He also line manages the Pastoral Team, sits on the LA Behaviour Panel and works closely with the Richard Barnes Academy, which was the old PRU.

Targeted pupils have been offered individual mentoring and support or group work, focussing on boys aged 11-14 yrs. old. CoPA has brought in 'Think for the Future' external providers, a bespoke mentoring service. This was founded in Nottingham and equips pupils with social skills to enable them to make the right choices. The mentoring service works with over 70 schools in the UK from high profile gangs and county lines to pupils with low self esteem and confidence. The targets of this mentoring are to improve behaviour in the classroom, reduce exclusions and improve self-esteem. Pupils are identified from their social and emotional profiles and changes are tracked for behaviour and self-esteem. Written daily reports are given to the Inclusion Coordinator. It is a social enterprise curriculum closely aligned to the new Ofsted framework. It is set up for constant data analysis so that progress and impact can be immediately brought the next session.

The Inclusion Coordinator works across the Trust presenting CPD and is also on some of the various boards across the Trust such as Equality and Diversity.

Provision is expanding into supporting pupils new to the school from external providers and also from Behaviour Panel and managed moves.



Assessor's Evaluation for the IQM CoE Award



Target 2 - Inclusion Provision to support whole school CPD.

Staff are invited to Teach Meets to support pupil reintegration back into lessons. This helps to embed and engage teaching staff so that SEN children have raised priority in any classroom. This is fully supported by all SLT. During the past year most CPD has been offered remotely. For example, online learning support includes information of how to use break-out room. The SEND information area has a library of videos covering a variety of areas of SEND; causes and triggers and how to prevent or respond to triggers in individuals.

The school has 17 pupils with an EHCP but many others have a K code, which indicates a need and SEN profile that staff are able to access in order to plan their lessons and work for individuals. There is a weekly bulletin on selected pupils.

The Inclusion Coordinator meets with the school attached Educational Psychologist, the ASD Outreach Team, CAMH and other outside agencies then feeds back to staff through Teach Meets in order to share and implement strategies for the children discussed.

Provision map software, class charts identifying pupils with SEN and all pupil profiles are uploaded as an information sharing platform. There are seating plans on class charts with links to pop-up menus for individual pupils, pupils identified with EHCPs etc. CPOMS is also used for Child Protection issues, recording mentoring notes and any other confidential information. All of this creates a complete paper trail for a child. The Individual Planning Grids are a whole class tool with a seating plan that can be used to identify who may need additional support. A newly developed Intervention Menu set out like a takeaway service is a way of empowering teachers to have more input into the child and ask for help from the 'menu' of support.

Obviously, all of this data requires constant CPD and training which has been provided by the Digital Champions. They had their own training with the Trust starting in September 2019, before disseminating to staff. Staff had to be confidently accessing MS Teams as a support and communications hub, in order to be able to use MS Teams as a communication platform with the pupils. Some of the digital CPD has included Dual Coding, a tool for inclusive teaching. Teachers have had to learn to use clear instructions and low cognitive overload.

Laptops have been provided where requested. Almost 50% of all Year 11s now have school laptops. There is a shared chat on Teams to check on pupils needing devices and a tailored ICT curriculum to ensure that pupils could access such areas as 'word' for their assignments. ICT had been used to encourage engagement and reduce threat by showing teachers how to use different ways to interact with a pupil if they are not a competent typist in a chat room, by using strategies such as 'wait questions' which may use a two-minute time frame. Also, the promotion of using subtitles and translation for EAL and SEND pupils. CPD for ICT software and learning platforms has therefore been robust and extensive over the year.

All lessons are technically one hour long but end after 45 minutes online to ensure that the pupils have a break from screen time to encourage wellbeing. Also there has to be a



Assessor's Evaluation for the IQM CoE Award



mixture of independent lessons whereby the pupils come online for a few minutes to receive the task and then independently complete the task in their own time.

Target 3 - The development of a Pastoral Assurance Board

Previously the school had a Pupil Needs Group, this has been successfully grown and improved to the target of establishing the PAB. It is now a massive team who pastorally support the pupils with regular whole team discussion and decision as to what support the individual or groups of pupils need. In theory, the team meets weekly but are in contact most days to discuss incidents and needs. The PAB provides the opportunity to identify behaviour spikes for example and using the data bases, triangulate the information so that all staff are working together. The team reports to the Inclusion Coordinator.

Children are tracked for indicators such as parental mental health, poverty, domestic violence and bereavement so there is a constant moving picture of the child's needs and mental health. Once a child has been identified in needing support, an action plan is created with each member of the board having a responsibility to put in the required support from their area. If, on data analysis and discussion, it is decided that no impact is evident then alternative support is tried until there is a positive impact. This is obviously a reactive approach as all indicators cannot be predicted in advance. The Trust want to see the impact of the recording. Line management meetings and feedback via class charts make information available to all staff. Staff are briefed before CPD sessions. External agencies can be used where families are struggling and the new Provision Maps software is available to all staff so information can be shared. The Inclusion Coordinator shares the strategies that have worked via bulletins and the Senior Assistant Principal for Inclusion and Behaviour meets weekly with the Heads of Year to discuss progress against behaviour and attendance.

The PAB makes the team more cohesive with a clearer pathway for the children discussed. They are more strategic with support, tools more readily available and communication has become more streamlined. All within the team have others to turn to for help and support when necessary.

Some home visits have taken place over lockdown, in order to check on pupils for whom parental engagement is not always positive. The school is clear that they will do what they say they will do; this could be for further support through outside agencies to support the parents or child or both.

Target 4 - The continued development of parental engagement and support.

This target is obviously the one that has been hit mostly by the lockdown as there had been many plans last year for increased parental visibility in the school. Therefore, the plans to open up the current Celebration Days for all pupils has not taken place. Heads of Years are still going ahead with the Student of the Week announced on Academy social media and some Year 11 assemblies have taken place remotely.



Assessor's Evaluation for the IQM CoE Award



The development of extra curricula activities to be supported by parents alongside staff, parent led cultural events and home language events will all be included in the Flagship criteria.

The school had widened the remote learning offer considerably as a positive side effect of the lockdowns with laptops and Wi-Fi dongles provided to all pupils who needed them. Some parents have preferred the virtual parent evenings as oppose to coming into the school for a variety of reasons.

Activities that have taken place virtually included EHCP children being called weekly or contacted by email. SEND newsletters have gone home to parents, online resources have been provided for Numeracy Workout and Literacy Planet with all logins provided. Lexia is another online programme accessible at home and online mentoring has taken place, as well as help with life lessons. Practical lessons include outdoor activities and cooking; there are also paper based packs for parents struggling to get their children to engage with school online.

Social chats take place on Teams and one Year 10 girl has been particularly proactive in promoting this. Staff have taken part in podcasts including the Principal and this has helped to break down barriers between school and those parents who have found a school environment intimidating, especially if their own experience of school was not positive. Lockdown has resulted in the school having to think out of the box in using alternative resources to reach parents. Some of these may continue after lockdown.

Agreed Targets for 2020-2021

City of Peterborough Academy are now working towards Flagship status with a project title of *Inclusion: Everyone's Business*.

The following targets from the Flagship brief for Year 1 are working towards CoPA becoming to an inclusive virtual school, opening up more committees and parent involvement via online platforms. Also, to hear every voice, have a school community where everyone is always involved in planning and outcomes, develop pupils' characters and individuality and ensure every classroom has the facilities to offer a truly inclusive community. These targets are all virtually based in order to pre-empt any future lockdown situations that may affect curriculum and access to curriculum over the coming year.

Year 1

Target 1 - Ensure in a virtual age that every pupil can access the curriculum, pastoral support and peer support.

Actions include maintaining a database of all pupils and their access to IT and regular on-going staff CPD to ensure staff are confident in interacting with pupils virtually.



Assessor's Evaluation for the IQM CoE Award



Target 2 - All pupils to have regular and updated training in the use of MS Teams and accessing Class Charts for weekly tasks and virtual lessons.

This will increase pupil confidence as well as develop essential IT skills in a digital age.

Target 3 - Extra curricula activities and mentoring to run virtually wherever possible, maintaining meaningful contact with school/key staff and other pupils.

Actions will include meaningful contact with parents in a way that they are more comfortable with, thus increasing positive interaction with the school. Key staff will monitor chat facilities.

The Impact of the Cluster Group

Cluster Groups attended physically or virtually over the year 2019-2020 were as follows:

- 28th January 2020 hosted by William Bellamy Primary School with a focus of managing Inclusion in a large primary school, inclusion expectations and nurture.
- 7th October through Teams was hosted by CoPA with a focus on pupil needs at CoPA - Be Kind, Work Hard, Equality, Respect.
- 19th October (via Teams) the cluster group discussed the re-opening of schools and strategies implemented to ensure continuing inclusion.

Feedback from the other schools for the Cluster Group delivered by CoPA was positive and supportive of what the school does well with suggestions of further developments for the following year. Particularly useful was the virtual meeting on 19th October with excellent ideas for embedding wellbeing throughout the curriculum. There were also useful strategies for engaging parents and pupils in the light of the pandemic and resistance to new COVID-19 measures. All felt that this session was both supportive and informative.



Assessor's Evaluation for the IQM CoE Award



Overview

City of Peterborough Academy (CoPA) is a mixed main stream, part of the Greenwood Academies Trust. Collaboration between other schools in the Trust ensures training can be shared and also allows the school a degree of high profile; the Inclusion Coordinator for example, presenting across the Trust schools. The Principal meets weekly with the Senior Education Advisor and works with other Academies also. The Senior Assistant Principal for Behaviour and Inclusion sits on the Local Authority Behaviour Panel, works closely with The Richard Barnes Academy which was the old PRU and works with the Local Authority with managed moves. The school has expanded considerably over the year in supporting pupils new to the school via the Behaviour Panel and managed moves. Despite this, fixed term exclusions were down almost 50% from the previous year because of the enormous amount of preventative work that takes place within the school including tracking and data analysis. There was only one permanent exclusion in the last academic year. All staff are involved in the Return to Lessons discussions and are therefore more involved in the whole process of reintegration with a pupil exhibiting negative behaviours.

The Leadership structure was looked at again in January 2020 and a new Deputy Principal for Behaviour was appointed. The school has come a long way in meeting the areas of improvement from the last Ofsted inspection; this of course included the new Leadership structure which continues to develop. An Inclusion Assistant will also be an addition to the school this year.

The school is in an area of high deprivation and also has a significant number of pupils for whom English is second language. Parental involvement through assemblies, cooking activities etc. has not been able to take place as planned but this will be a priority to encourage parents of various cultures to come into school.

The challenge for the last academic year has been to maintain the excellent inclusion provision that was evident last year with mentoring and support continued either in school, as with the Mentor from Think for The Future which is an outside provider but also with home visits where needed and mentoring and support online. Support staff have been in school on a rota working in 'bubbles' with identified pupils with a ratio of approximately 1:6. The more informal meetings have helped to build good relationships between staff and pupils. All parents get at least 2-3 weekly contact.

After the previous lockdown and the subsequent return to school, the priority was a safe transition using friendship groups, for example. The identified nurture group pupils in Year 7 will be taught as a distinct group on return to school. Pupils emotional, social and mental health needs remain a priority for eventual transition to school.

The AQA Awards went from strength to strength. Some of the Year 11 pupils now have over 20 awards across the board and the SENDCo has many plans for further development of the awards using parents, staff and some outside providers to assist with the delivery of more practical areas such as bricklaying skills. A Practical Learning Assistant will prevent many of the skills having to be outsourced on a paying basis. The more that can be offered in house and with parental support, the more awards can be offered. Many of these courses are being planned for delivery after Easter. The school is an accredited AQA Centre and have developed links and share physical resources with their primary feeder schools.



Assessor's Evaluation for the IQM CoE Award



The SENDCo is hoping for the school to have its own polytunnel for example, to be able to develop the gardening and cooking area further. She would like to grow exotic vegetables and herbs from other countries and ask parents from other cultures to come into school and cook with the children using the ingredients they have grown. They are currently able to access a farm at Tallington, which is part of the 'Farms for the Future network'. The more funds raised/parental support for facilities and resources will increase the curriculum opportunities within the school, not just for AQA pupils but throughout the year groups.

The staff have been on a steep learning curve over the last academic year and have had to learn new IT skills very quickly through intensive CPD and in-house support, in order to offer a continuing and relevant curriculum for all pupils regardless of ability and needs. The Digital Champions, who are also teachers in the school have put a lot of time and thought into the training in order to ensure that all pupils have access to IT when at home. This has taken the form of physical resources such as laptops and Wi-Fi dongles to supporting staff in learning how to use the software to allow for those pupils who may not be able to process instructions quickly or join in with group chats.

Despite the lockdowns the school has persevered with achieving their IQM targets, quite often in far more imaginative ways than was first planned, especially the extensive training and use of virtual lessons, virtual support and a growing and respectful relationship between parents and school. The inclusive values of the school go from strength to strength with a greater awareness of the needs of SEND children and the input all staff have into providing the best possible access for all. The school has become quite skilled at thinking outside of the box and will consider many of their developments as on-going, not just for lockdown.

Over the last academic year, the school made the final of the National SEND Awards which was held virtually. CoPA came runners up to a primary school in the category of inclusion. This is a huge achievement for the school and a positive acknowledgement from a national body of the good work that takes place in the school. It is also positive reinforcement for the staff, pupils, parents and other stakeholders and sits very well with the school's status as a current IQM Centre of Excellence and the transition to a Flagship School.

I am of the opinion that the Academy fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence the team at City of Peterborough Academy has established a commitment to the Inclusion Quality Mark and to continually self-reflect to improve as one school. From discussion with leaders it was evident that the Academy is ready to become a Flagship IQM school. I would recommend that City of Peterborough Academy moves to being an IQM Flagship School and is reviewed again in 12 months' time.

Assessor: Carol Morris

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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