



## Assessor's Evaluation for the IQM Flagship Project



**School** City of Peterborough Academy (CoPA)  
Reeves Way  
Peterborough  
Cambridgeshire  
PE1 5LQ

**Head/Principal** Ms Nicola Treacy

**IQM Lead** Mr Kieron Beeby

**Date of Review** 17th June 2024

**Assessor** Ms Alison Merrills

### **IQM Cluster Programme**

**Cluster Group** MADIE A

**Ambassador** Mr Roger Leeke

**Next Meeting** 19th June 2024

**Meeting Focus** Meeting the needs of diverse cultures at CoPA

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Summer Meeting 2022</b>	15/06/2022	Yes
<b>Autumn Meeting 2022</b>	19/10/2022	No
<b>Spring Meeting 2023</b>	7/02/2023	No
<b>Summer Meeting 2023</b>	14/06/2023	Yes
<b>Autumn Meeting 2023</b>	18/10/2023	Yes
<b>Spring Meeting 2024</b>	7/02/2024	Yes

### **The Impact of the Cluster Group**

Academy leaders describe how cluster meetings continue to be vital to the school's commitment to inclusion. They attend as many cluster meetings as possible despite the considerable distance involved. The variety of settings within the cluster means there is a diverse range of educational settings to see and learn from. Bramfield School is a key example of this. Much of the outstanding work Bramfield does with Social, Emotional and Mental Health (SEMH) provision has been adopted at CoPA.

Also, having primary schools within the cluster has allowed the school to gain an insight into how they can improve their own practice for supporting those students who are either behind age expectations or to help with a smooth transition to Year 7. Much of the practice used by primaries such as Clacton Coastal Academy and Red Oak Primary



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School has informed CoPA's new Primary Recovery Group. This is a SEN intervention group which uses primary based strategies and curriculum to bridge the gap between Year 6 and Year 7 for those students who are behind their peers in understanding and achievement.

### **Evidence**

- IQM Flagship review documentation.
- School website.
- Student leadership documentation.
- Personal Development Overview Document: Diversity.
- Learning Walk.

### **Meetings with:**

- Executive Headteacher and Headteacher.
- IQM Lead/Deputy Headteacher.
- Teachers.
- Learning Mentor/Literacy Lead.
- Leader of the Youth Dreams Project.
- Mental health and Wellbeing lead.
- Assistant Principal responsible for Student Leadership.
- Key Stages (KS) 3 and KS4 students.

### **Evaluation of Annual Progress towards the Flagship Project**

#### **Target One**

#### **Establishment of the Core Commitments for Children (CCC)**

During the autumn term, the CCC continued to meet regularly with the Deputy Headteacher responsible for personal development, behaviour, and attendance. New members were recruited to the committee at the start of the year, and aims were agreed. Each form of class is represented on the committee, and there is a student leadership team. Following a change in staffing in January, the CCC has met with the Senior Assistant Principal responsible for personal development.

The CCC is now an established part of the school, and its work is known and understood by students and staff. This is evidenced by staff and student voices during the assessment day, as well as by documentation from meetings that were shared with the assessor.



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### Target Two

#### **CCC to meet and provide feedback to Personal, social, health and economic education (PSHE) and Personal Development Lead.**

The CCC meets regularly; see target one. Regular feedback is provided to students and staff via the 'You Said, We Did' document, as well as through assemblies, noticeboards, screens, and feedback from class representatives and student leaders.

### Target Three

#### **Celebration and awareness events take place across the academic year.**

A planned programme of events is in place, and staff and students are aware of these events. Pride month continues to be celebrated, and three culture days have taken place to celebrate the rich culture and diversity of the CoPA school community. All students and staff have enjoyed attending and taking part in events this year. The culture days celebrating the music, dance, dress, food, and language of the many diverse cultures within the school are very well received by students. Students are rightly very proud of their school and its work in celebrating diversity and inclusion of all.

### Target Four

#### **To develop student leadership opportunities linked to and supporting the aims of the CCC.**

There are now over 120 student leaders at CoPA, from a student body of 866. Leadership roles are many and varied, with opportunities to be ambassadors or members of the following groups: anti-bullying, community and charity, eco-warriors, sports leaders, arts award winners, mental health and well-being, Pride, transition leaders, CoPA Heroes, and the Student Leadership Team.

Students appreciate the range of opportunities on offer for them at CoPA and enjoy taking part in events and activities. Many talked about sport, art, environment, and drama clubs in particular.

All student leaders are clear about their roles and work in partnership with the CCC. Communication within each group and between the staff leads for each area is good. Feedback for the CCC is given regularly by student representatives. Staff leads provide feedback to senior staff. They say how supportive senior leaders are of their work and that they allow them to be creative with activities and events.

### Target Five

#### **To engage the local community with the CCC.**

This year, the focus has been on developing the work of the CCC and its branches of student leadership. Engagement with the local community is an area that is in need of development. This will be the focus of the flagship project for the coming year.



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### Agreed Actions for the Next Steps in the Flagship Project

#### **Planned project title: To engage parents and carers and the local community with the City of Peterborough Academy Community Committee (CCC)**

CoPA will continue to embed and develop the excellent work of the CCC this year.

The CCC intends to meet with parents, carers, and other stakeholders to consider how they can become more involved with its work and how the CCC can work to support the needs of the local community.

There will be 3 waves of support:

1. Community mentoring – Using members of the community to support in-school mentoring (Home language)
2. Raising aspirations – inspirational talks from people within the community delivered via assemblies and to sub-groups.
3. Community hub - Roma events held using CoPA as a venue - linked to culture and heritage.



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### Overview

The City of Peterborough Academy (CoPA) is part of the Greenwood Academies Trust (GAT), which supports a number of schools nationally. The school is a medium-sized 11-16 city secondary school with a diverse student body. It is situated in an area of deprivation. Of the 866 students on roll, 44% are in receipt of the pupil premium. There has been a change in leadership since September 2023, with the appointment of a new Headteacher. Also, a new Deputy Headteacher started in January. Since his appointment, the Deputy Headteacher has taken over the leadership of the IQM Flagship Project and has ensured that the work of the CoPA Community Committee has continued to be a priority, with inclusivity and diversity at the forefront of its work. CoPA leaders also receive regular support from an Executive Headteacher from the Trust.

Leaders of CoPA have the same inclusive aspirations for all students, and there is a good rapport between students and staff. The positive behaviour and attitudes seen during the visit in both formal and informal settings reflect the consistent approach to behaviour management that is followed by all staff. Leaders are ambitious for students to achieve their full potential, both academically and in terms of personal development. Senior leaders describe CoPA as a 'family' as well as a community. All staff are particularly keen to develop students' cultural capital and to provide them with as many experiences to participate in as possible during their time at the school. The introduction of the pledge for all students to experience 11 cultural experiences by Year 11 (11 by 11) is an excellent example of this commitment. An observation of a rehearsal for the school's forthcoming production of 'Annie' during this assessment was a joy to watch, with students' pride and enjoyment in taking part palpable. The drama leader explained that all students had the opportunity to audition for the production and how all those who had auditioned were given a part, demonstrating how inclusion is at the heart of this school.

CoPA is a student-centred school. Student voice is of prime importance to the Headteacher, and she provides all pupils with as many opportunities as she can for them to share their views with leaders. She is passionate about ensuring that all students' views are listened to and that they can celebrate and appreciate the rich cultural diversity of their community. One KS4 student leader described how swiftly the Headteacher acted upon a lunchtime change they had requested, describing how her 'reactions to our requests are rapid'. This was only one small example of how student feedback is valued at CoPA. There are 120 student leaders at the school. Regular CoPA Committee (CCC) meetings are held with senior leaders, and the actions agreed from these meetings are fed back to all students and staff via a 'You Said, We Did' document as well as through other communication channels such as assemblies and bulletins. The Senior Assistant Principal responsible for PHSE and Personal Development summed up the impact of the CCC in one word: 'powerful'.

The work towards the Flagship project over the past year has been very successful in terms of providing students with an opportunity to share their experiences of school life and to identify ways that inclusivity can be promoted across the school. The CCC has focused not only on student voice but also on celebrating diversity and difference. This has been evident in a number of activities and events that have taken place during the year. The most significant of these have been the culture days, where students



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experienced a range of activities to celebrate cultural diversity, including geographical and historical knowledge, language, dress, food, music, and dance. The Bhangra workshop, 'Photo Pledge: Stand Up Against Bullying' and 'Cook-Off' events in particular, were much enjoyed by all students spoken to. Comments about the day ranged from 'fantastic' and 'incredible to celebrate and learn about each other' to 'our school is very diverse' and 'it is very important to share our different cultures'.

Leaders have worked tirelessly to develop student leadership opportunities for all within the CCC. Examples of these include the Eco Warrior group. Eco ambassadors have worked hard to improve the overall environment of the school. They have worked with the Head of Year 7 to redesign the outdoor space for younger students, including planting and the installation of a basketball hoop. The ambassadors have also planted 120 trees that were donated by a local business within the school grounds. Other activities included litter picking in the local area and the setting up of a prom shop and a second-hand uniform shop. A highlight has been the recognition of their eco-work by the Peterborough Environmental Trust. The group has won two awards: the 'Most Sustainable School' and the 'Eco Student of the Year'. These were presented at the town hall by the city's mayor.

The Pride Club continues to build on work begun last academic year, and members have introduced badges they designed with the motto 'You are safe with me' for them to wear to raise awareness of Lesbian, Gay, Bisexual, Transgender, Queer plus (LGBTQ+). The school continues to be proud of its anti-bullying work and provided the venue for training for the Diana Award for local schools in the area this year.

Mental health and well-being continue to be a priority at CoPA, with a vast range of support in place for students to access should they need to. This is being added to all the time by the mental health leads. For example, student well-being Ambassadors receive mentoring training from the Anna Freud organisation and are qualified youth mental health first aiders. This investment in training for students is much appreciated by the ambassadors. One commented, 'It helps us to give good advice'. The Mental Health Lead continues to develop the school's offer and is currently working with student ambassadors to develop a business card with a QR code that can be issued to students so that they can access support in as many different ways as possible.

The charity and community group is currently in the early stages of planning the school's first fete-style event, which will take place after school before the end of term. It will include a colour fun run for Pride Month, a food bank and pet bedding donation point, as well as some traditional stalls and activities. The money raised will go to The Kite Trust, which supports the well-being of LGBTQ+ young people.

All staff have a positive rapport with students, and all lessons visited showed students engaged in their learning. Students said they enjoyed their lessons, particularly English, science, and art. They described the school as having 'incredible teachers who help us learn'. Staff showed the same enthusiasm for CoPA, describing it as 'warm', 'friendly', and 'it is so rewarding here, as the more you put in with the children, the more they want to do'. Finally, one teacher said, 'I love this school!'



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The strong commitment of the Headteacher and senior leaders to promoting the IQM agenda, their commitment to inclusion, and improving the opportunities for all students are strengths of CoPA. The school continues to improve its overall offer for students, and it is clear from meetings with students that the curriculum and extracurricular activities in place involve and engage them. Staff at the school clearly champion the inclusion agenda, and it is clear from the evidence seen during the day that good progress has been made with the Flagship project since last year.

Having discussed the progress made since the last IQM assessment and the initial ideas for plans for the future, I am confident that the school will develop these plans in more detail in September when the new Deputy Headteacher takes up her post and that she will share these with IQM leaders. On this basis, I recommend that the school continue to be awarded Flagship status and be reviewed again next year. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Alison Merrills**

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

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