



Inclusion Quality Mark (UK) Ltd

24th July 2013

Ms Olivia Cole
Principal
The Petchey Academy
Shacklewell Lane
Hackney
E8 2EY

Assessment Date: 15th – 16th July 2013

Summary

The Petchey Academy's Latin motto is 'Excelsior' which, as the Principal points out in her message on the school's website, succinctly captures the school's ambition for academic excellence in an environment where students are encouraged to develop their interests and talents in all areas.

The school has an open, honest and effective approach to meeting the needs and aspirations of the whole school community. It is a school that is self aware and is actively seeking to maximise success for each of its learners. It was clear from the outset that the school was very much focused on inclusion and the students, in particular, were at the centre of everything. I was most impressed by the well ordered and organised school community where good relationships were evident between staff, students and parents.

Ofsted commented that the school has established a harmonious and cohesive community for students from diverse cultures. The caring and responsive learning environment which has been created has resulted in increasing proportions of students gaining five A* - C GCSE grades, including English and mathematics.

The sponsor's maxim, "If I think I can, I can" is demonstrated in so far as everyone I spoke to talked about striving for excellence in all subjects of the curriculum, in extra-curricular activities and in working relationships within the school and with external partners.

Students have a clear set of moral values and a sense of responsibility towards their school. Expectations of commitment to study, social responsibility and respect are encapsulated in our "Petchey Way" which many students described as the way things were done in the school. There is no doubt that the Petchey Academy is focused on nurturing and stimulating students' interests and ambitions and to working closely with the families and other agencies in order to overcome any barriers.

The care, guidance and support given to students and the staffing structures and systems developed to support the school's vision of inclusivity is highly impressive and a credit to the governors and the leadership team.

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24th July 2013

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. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Mohamed Sabur

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Name of School:	The Petchey Academy
Principal:	Ms Olivia Cole
Date of assessment:	15 th – 16 th July 2013
Final assessor/s:	Mr Mohamed Sabur
Successful:	Yes

Context of the School and Sources of Data

The Petchey Academy is a relatively new school that opened to Year 7 students in September 2006 and moved into the new purpose-built building in 2007. The school's sixth form, referred to as the University Gateway, opened in September 2011.

Situated in the Shacklewell area of Hackney the school is an average sized mixed comprehensive school with under 1000 students on roll. Just under 40% of the school population consists of girls.

This area of Hackney suffers from high levels of economic and social deprivation and the number of students entitled to free school meals is more than twice the national average; about 93% of the students are from minority ethnic groups. Those who speak English as an additional language constitute about 37% of the school's population, well above the national average. The proportions of students with special educational needs and those with disabilities are similarly over represented compared with the national average. The proportion of students with statements of special educational needs is well above average. The mobility levels of students are slightly higher than average.

The attainment of students on entry, measured in average fine point scores, is significantly below the national average in most year groups of statutory age. In the last two years, for which the school has GCSE and equivalent data, the percentage of students attaining 5 or more A* - C grades (including English and mathematics) has been slightly above the national average.

The Petchey Academy had its first full inspection by Ofsted in January 2009 and the second one in March 2012. In both these inspections the school was judged to be good. In the 2009 report, aspects of the personal development and well-being of students, the quality of provision and leadership and management were deemed to be outstanding.

The school has many unique features that marks it out from most other schools and has chosen to have a specialism in health, care and medical sciences.

At the time of the assessment against the IQM standards the Year 11 and Year 13 students were not in school as they had already completed their external examinations.

The school has been awarded quality marks in Every Child Matters (Gold) and National Healthy Status as well as the IQM award in 2010.

Portfolio and Other Supporting Evidence

- Ofsted Reports January 2009 and March 2012.
 - RAISEonline Reports 2012.
 - Staffing Structure.
 - School Prospectus.
 - School's Self Evaluation Report.
 - School's Improvement and Development Plan.
 - Disability Equality Scheme and Accessibility Plan.
 - School's Student Tracking Data and Intervention Plans.
 - School Website.
 - Newsletters.
 - Head's reports to Governors.
 - School's IQM tracking document.
 - Range of policies including the Equal Opportunities Policy, Inclusion Policy, assessment policy and behaviour for learning policy.
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Element 1 - Learner Progress

Evidence was gathered from RAISEonline 2012, Ofsted report 2012 and 2009, the school's internal assessment data, work samples, interviews with teachers, senior staff, assessment coordinator, teaching assistants and other support staff, students from a range of backgrounds and observations in lessons.

Strengths:-

- Students are set aspirational individual subject targets as well as personal targets using data from a range of sources including the key stage two SATs' scores; CATS' scores; the school's own internal standardised tests and on-going tracking analysis,.
- The level of analyses of students' performance and their personal and social development is very impressive. A detailed analysis of student progress, by student characteristics, is regularly produced for staff who put appropriate interventions in place for students that are not making expected levels of progress.
- The subject leads for English and mathematics meet every week to consider individual students whose progress might be a concern and joint strategies for implementation are discussed and executed. This level of analysis demonstrates, based on internal data, that the conversion rates for students on level 3 of the national curriculum to good GCSE grades is very good.
- The average total point scores in English and mathematics at key stage four is in line with the national averages. The attainment of students in English, religious studies and Spanish at A* - C grades is significantly above the national averages.
- Girls achieve better than boys overall and progress for students is generally good. Disabled students, students with English as an additional language and those with special educational needs make similar progress to their peers.
- Based on prior attainment, the low attainers do significantly better in English and the middle attainers in mathematics compared to the national averages.
- The value-added performance in English, mathematics and modern foreign languages is significantly higher than the national averages.
- Achievement is celebrated through postcards sent home to parents and telephone contact by the lifestyle coach (who is like a tutor for about half a dozen students) and/or subject teacher. The school year culminates in an Awards' Evening.

Areas for development:

- Continue the school's focus on developing literacy to raise overall attainment.
- Continue to focus on the progress of the groups of underperforming students e.g. White British.

Element 2 - Learner Attitude, Values & Personal Development

Evidence was gained from Ofsted reports; information from external agencies; observations in lessons and around the school; interviews with parents, teachers, senior staff, teaching assistants and other support staff, members of the student leadership team and students from a range of backgrounds.

Strengths:-

- The school operates a house system that is led by a senior leader. Apart from this being an effective way to organise pastoral care, the house system also operates to engender competition in academic achievement, motivation and sporting and other activities.
- Amongst the unique features of the school are the 'House Lifestyle Consultants' who provide a programme of personal, social, moral, cultural and health education for about 6 students and monitor their academic and personal development. All staff in the school: teaching, support and administrative are lifestyle consultants and are engaged in all aspects of students' development.
- All students, except those in the university gateway (sixth form), are required to remain in the school and have a 'family service' lunch. This ensures that all students get an appreciation of a healthy meal daily whilst the religious requirements of students are also catered for. A group of about six students take it in turns to serve the food and to clear away afterwards. The circular tables provide for a far more social eating experience than one in a cafeteria style environment seen in most schools.
- The school has a well developed PSHE programme and promotes students' personal development and wellbeing and students feel safe and supported by staff in the school. Ofsted in 2012 found that: "Most students have positive attitudes and rise to the academy's very high expectations of work, behaviour and dress". I witnessed generally good behaviour and standards of uniform during the assessment visit and in lesson observations. The attendance of students is above average indicating an enjoyment of learning.
- Students in the School Council were pleased to inform about their involvement in fund raising for charities, for example, organising activities for the red nose day. They are also involved in the student wellbeing committee where they raise issues of concern to them. Training is an important element in their development: students have had workshops on issues such as prejudice and training on being mentors to students in the Year 6 to Y10 cohorts.
- Students commented on the positive sense of community they feel at the Petchey Academy and liken it to a family. They appreciated that the school 'went the extra mile' to help and support them and cited the example of booster classes and even the 'reflection room' to which students who persistently cause disruption to the learning of others are sent.

- The student leadership structure is designed to mirror the school's leadership team and apart from giving a voice to the students also helps develop leadership skills for those involved.
- Students are offered a wide variety of extra-curricular activities, ranging from sports' teams to subject clubs. In addition, the House System offers a series of competitions which are well supported. There are also regular opportunities for all students to take part in school shows and drama productions.

Areas for development:-

- To continue to explore further ways of raising the aspirations of all the students and their families.

Element 3 - Leadership & Management

Evidence was gathered from meetings with the Principal, Vice Principals and members of the leadership team, staff, parents, governors and students. The Ofsted and RAISEonline reports were analysed as were the range of documents from the school, including the school's development and improvement plans.

Strengths:-

- Evidence files indicate that the principle of inclusion is integral to all aspects of school life and its management. The senior leadership team as well as the governors are well versed in the requirements of the inclusion strategy and place the individual student at the centre of their decision-making procedures. This has resulted in well documented improvements in standards of achievement, progress and attendance, and a noticeable decrease in fixed term exclusions. An Assistant Vice Principal has responsibility for the championing and coordination of the school's inclusion strategy and he has a good oversight of the provision, its strengths and areas for development.
- The senior leadership comprises of the Principal, two Vice Principals: one with responsibilities for teaching & learning, behaviour & safety, attainment & standards; the other with the curriculum, partnerships and the university gateway. They are supported by six Assistant Vice Principals who have delegated responsibilities for whole school aspects and for the line management of middle leaders. Middle leaders commented on the very strong line management systems that were in place to explain the improvements in outcome for all students. There is a clear understanding of the accountability structure that is in place and the regular line management meetings are focused on the outcomes for students.
- As the Ofsted report of 2012 pointed out, "ambition, drive, energy and determination abound at all levels". This is reflected, for example, in the management of the school's performance management system and the staff development programmes that are put in place. The school organises several staff training and development days to ensure that teachers and others are well equipped to make the best possible provision for students.
- As well as the focus on teaching and learning in curriculum subjects the leadership team give an equal attention to the social, moral, spiritual and cultural development of students and to raising their aspirations. All staff, teaching and support, understand the vital role they play in the provision for students and they are also aware of the career opportunities and pathways available to them.
- The assessment visit concurs with Ofsted when it comments: "The care taken to provide the right broad, balanced curriculum for each student's needs is a reflection of the academy's commitment to ensuring equality of opportunity".

Areas for development:-

- To continue to address the issue of in-school variation of outcomes in subjects.

Element 4 - Staffing System & Organisation

A range of the school's documentation was reviewed: the school development plan, staffing structure, the Ofsted reports. I also held discussions with staff at all levels as well as parents, governors and students.

Strengths:-

- All new staff, including NQTs, attend induction days which are supplemented by a series of meetings for NQTs. During the IQM assessment period such a session was taking place and inclusion issues formed part of this programme.
- The quality of school self evaluation is very good and robust. All aspects of the school are kept under review and detailed plans are drawn up for improvement in areas where weaknesses have been identified. All support staff play an important and well-respected role in this process.
- Teaching Assistants are well respected and they are recognised as playing a vitally important role. They are fully involved in lesson planning and are able to offer guidance to the class teacher on the most appropriate approach for students with specific learning needs.
- Systems are in place for senior leaders to know precisely how individual students are progressing and whether they are on track to meet their targets. This personalised approach is apparent in the weekly meetings line managers have with their staff.
- Monitoring and evaluating the quality of teaching is well developed and clearly embedded in the school's routines. To reinforce expectations, each teacher is observed three times per year as part of the staff appraisal system which focuses on improving their personal performance as well as outcomes in their subject.
- The systems for recording, collecting and analysing data on the academic and personal and social progress of students is a strength of the school and particularly so as there is a speedy response to mitigate any underperformance.
- Well developed policies on teaching and learning, marking and assessment, behaviour for learning, equal opportunities and others are made available to all staff and generally consistently applied.
- The school's staffing structure is kept under review and changes made to reflect the needs of the school at any particular time.

Areas for development:-

- There are no specific areas for development.

Element 5 - The Learning Environment

Evidence was gained from tours of the school, classroom observations, interviews with students, and support and teaching staff.

Strengths:-

- As a new purpose-built school, the architecture itself makes a statement about the ethos and organisation of the school. The central atrium is efficiently designed as a large open plan area; one part has a number of computers; another serves as a dining area; retractable theatre style chairs can be used for assemblies and performances. The school is built with the health and wellbeing of students in mind as well as giving an impression of a school that reflects the world of work and is not dissimilar to an office environment. There are almost no hidden areas and this contributes to easy and effective supervision of students between lessons and reduces the scope for bullying.
- The main entrance for the students is supervised by administrative and security staff and some student facilities such as a first aid room are located in this area. A separate entrance, used by sixth form students, is also the main visitor entrance. There is a cafeteria that serves as a common room and this space is also used by the local community when they have access to the use of a fully equipped gymnasium after school hours. There are also several meeting rooms for parents.
- During my tour I was able to speak with the students and make class visits. Students were on task, attentive and interacted well with each other, allowing the staff to teach and attend to individual students.
- Classroom displays celebrate students' achievements and are generally informative about ways to improve. Some classrooms have examples of work of outstanding quality for students to use as guides to improvement. Corridor displays are attractive in some parts of the building. Names of 'student of the week' for each subject area are prominently displayed in corridors.
- The school has a detailed access plan and there are access points for physically disabled students and lifts to the three floors.
- A new building is under construction, and will be ready for September 2013, where the students who would previously have had short fixed period exclusions will be housed and an alternative provision made for them.
- The school library is used frequently by staff for small group work and students also use it to do some independent work as well as borrow books.

Areas for development:-

- To keep under review the operation and use of the new Renaissance building.

Element 6 - Teaching & Learning

Evidence was gained from tours of the school, classroom observations, interviews with students, and support and teaching staff as well as scrutiny of the Ofsted and Raiseonline reports.

Strengths:-

- Effective intervention was noted in a Year 9 lesson where a teaching assistant was helping 3 recently arrived students who were at the very early stages of learning English. Their understanding of Macbeth was facilitated by high quality visual resources which enabled them to identify the characters in the play; other visual materials helped to develop the students' vocabulary.
- Developing students' literacy was one of the issues identified in the Ofsted report. In another lesson, held in the library, for students focusing on improving their literacy, effective management of time and resources was also evident. Some students were working on the 'accelerated reading programme' where students responded to comprehension questions online whilst a group of other students were discussing a book with the teacher.
- The school's 'Renaissance Team' is a particular strength of the school and provide tailored support to students who have learning needs. The renaissance is divided into Ying, which deals with behaviour issues and Yang, which provides a wide range of support, including a nurture group in Years 7 and 8. Both Ying and Yang intersect with the multi-agencies that the school works with.
- Students are set targets that are more challenging than those expected of students nationally. This is done in order to raise expectations and thus high aspirations of students and a similar level of challenge is set for the staff.
- There is very good support from teachers, teaching assistants and other professionals for students who have special educational needs. The support comes in the form of one-to-one work, in small groups, through booster sessions which even extend to working on Saturdays. Those whose attainment on entry is below expected levels receive similar levels of support and most make very good progress.
- The curriculum and the organisation of its delivery has been carefully considered for the nature of the school's intake. For example, there is a thematic approach adopted in Years 7 and 8 and students begin their GCSEs or equivalent from Year 9. Particular pathways are designed to ensure that students remain engaged and can succeed.

Areas for development:-

- The school is aware of closing the gap in performance of specific groups of students.
- To address the in-school variation in performance of certain subjects.

Element 7 - Resources & ICT

Evidence was gathered from a tour of site, discussions with students, staff, parents and governors. An analysis was made of the range of software available and the school's website.

Strengths:-

- The school has a large number of computers available for teaching and learning and for students to use in open access areas. There are a number of suites for whole class use for the 11-16 age range; for the sixth form students and several clusters for each of the curriculum areas. Additionally there are laptop trolleys for use in other teaching rooms. The ICT suites as well as the library are available for students to complete homework tasks at lunchtime or after school.
- There is a wide range of software available for administration, teaching and learning and effective use is made of these. For example, the school's development of the student performance tracking has enabled underachievement to be picked up quickly and relevant and timely interventions put in place.
- There is a good provision made in the budget for the purchase of appropriate software including that for the provision for students with special educational needs.
- The school's website is used effectively for information and communications with parents and others.
- Access to the school's Virtual Learning Environment enables students to engage in homework and extended activities.
- All classrooms have interactive whiteboards and teachers use them routinely in their teaching. Training for staff in the effective use of ICT is made available through the school's well developed CPD programme.
- Students reported that the school has worked with them on issues of e-safety and few of them reported any cyber bullying.

Areas for development:-

- There are no specific areas for development.

Element 8 - Parents & Carers

Meeting with parents, staff and students. Evidence was drawn from the Ofsted report, parents' newsletters and parental surveys.

Strengths:-

- The school has a strong commitment to working with parents and the home school agreement, drawn up as part of the offer of a place, outlines the respective responsibilities of the school, parent and child. This forms the basis of expectations of each party during the time the student is at school.
- The level and frequency of communication from the school with parents and carers is impressive. The lifestyle coaches are responsible for general contact with parents and carers but subject teachers, learning mentors and others will readily get in touch and keep parents informed of issues whether it is to inform them of positive news or whether there are any issues of concern.
- The school's website provides a wealth of information about events in the school and parents also have access to information about their children's attendance, behaviour and progress.
- Meetings with parents range from information giving to academic reviews, progress reports and annual reviews for those students who have statements of special educational needs.
- The attendance officer will make home visits where there are concerns about attendance and information about the home circumstances is shared with staff on a need-to-know basis.
- Given the school's focus on developing students' literacy further a very helpful guide has been produced and circulated to parents on how they could support this aspect of their child's development.
- Parental surveys conducted by the school confirm the parents' confidence in the school to provide a safe environment for their children and for the school to provide a good standard of education that meets their needs.
- Parents of children with special educational needs were particularly complimentary about the care and support their children receive.

Areas for development:-

- Put in place plans for family literacy programme as mentioned in the development plan.

Element 9 - Governors, External Partners & Local Authority

Evidence: Meeting with the chair of governors and the SEN Governor; interviews with members of staff, representatives of various external agencies; review of Ofsted report.

Strengths:-

- The governing body has a clear strategic view of the school and is very active and well-informed about the strengths and areas for development. They see the inclusion strategy from the parents' point of view and respond accordingly when discussing new developments and initiatives. They receive termly reports from the senior leadership team on 'Every Child Matters'.
- Governors are often visible in the school and lend some practical support to the school. For example, on one of the assessment days, the Chair of the governing body was having lunch in the dining area and talking to students about their experience of the school. This happens on a regular basis and governors are present at most events that take place in the school.
- A parent governor with a specific interest in dyslexia has worked closely with the school, for example, introducing books and publications that are suitable for not only dyslexic students but students whose literacy levels generally need developing.
- The school commissions services from, and works closely with, the speech and language service as well as the educational psychologist to provide specialist provision for students with specific learning needs. The speech and language service also provides training for school staff in ensuring that students' learning needs are met through the curriculum.
- A counselling service, provided by 'A Space', using a range of therapies, works effectively with a number of students in the school who have emotional problems or have complex needs in their backgrounds. The counsellor pointed out that the school made a lot of home visits in order to work closely with parents and stated that "the school is brilliant at developing students' aspirations" and "they are very good at knowing what needs to be done and therefore there are very few referrals to CAHMS".
- The school has good partnership working with local primary schools and the transition arrangements from the primary to secondary are comprehensive. Information on the needs of individual students is gathered in advance and provision for students planned for. There is a successful summer school run with attendance by as many as 125 students who have lessons in literacy, numeracy, science, art, ICT and PE.

Areas for development:-

- There are no specific areas for development.

Element 10 - The Community

Evidence: Meetings with representatives of external agencies, outreach staff, Vice Principal, testimonials from community organisations and the Ofsted report.

Strengths:-

- The Petchey Academy has a wide range of partnerships with organisations to provide students with a variety of community based programmes. All year groups from Year 7 to Year 13 have an opportunity to participate in personalised programmes. For example, students following the foundation learning work with the Robert Levy Foundation.
- Other organisations that the school works with include City firms such as Lloyds of London who help students, once a fortnight, with writing CVs and generally with developing their confidence. A number of partners work in the medical care sphere, such as Target Medicine, Future Medics, Red Cross and Imperial College.
- The school is part of the Hackney Schools' Mentoring Programme and the organisation matches students with volunteer business mentors principally from companies in the City of London with the objective of increasing students' self confidence and to gain experience in the world of work.
- Students from the Petchey Academy, following training provided by a range of partner organisations, act as peer mentors to students in local primary schools.
- The school is also linked with a number of charities that it supports and one such interesting project that the school is involved with is the 'Chauncy Maples', one of Africa's oldest ship, which is being renovated on Lake Malawi, as a clinic to bring basic health care to the local people.

Areas for development:-

- To continue pursuing partnership arrangements with external agencies to raise the aspirations of students and their families.

Summary

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Assessor: Mohamed Sabur

Date: 24th July 2013