

St. Peter's School
St. Peter's Road
Huntingdon
Cambridgeshire
PE29 7DD

Assessment date – 8th – 10th June 2009

Summary

St Peter's School is an inclusive establishment which takes pride in itself on the mechanisms and structures it has employed to include all stakeholders.

The school enjoys a strong committed headteacher who has developed a strong, focused Senior Leadership Team to drive the inclusion agenda forward. The agenda is unambiguous and recognises the student as the key participant. This approach ensures the learners' needs are always paramount.

The leadership of the school display a corporate view of the inclusion agenda and provide the support mechanisms for the students in their care.

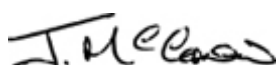
The staff and students are friendly, welcoming and proud of the achievements of the school and were eager to celebrate fellow colleagues for personal and group achievements.

All stakeholders are well cared for and supported in all aspects of their academic and pastoral development with an emphasis on the individual.

I am of the opinion that the school meets the standard required by the Inclusion Quality Mark. I therefore recommend that the school be awarded the Mark.

Assessor: Mr Derek Coe

Findings confirmed by Inclusion Quality Mark Ltd



.....
Mr J McCann MBA NPQH
Director of Inclusion Quality Mark

| | |
|----------------------------|------------------------------------------------------------------|
| Name of School: | St Peter's School |
| Headteacher: | Mrs Val Ford |
| Date of assessment: | 8 th , 9 th and 10 th June 2009 |
| Final assessor/s: | Derek Coe |
| Successful: | Yes |

Context of the School and Sources of Data

St Peter's School is situated on the edge of Huntington. It is an 11-18 mixed, Foundation comprehensive school with 1261 students currently on roll, 133 of which are in the sixth form. It was awarded specialist status for mathematics and computing in 2005.

The school serves a large and diverse community which does have some areas with significant levels of social, economic and educational disadvantage such as the Oxmoor estate. The school population is predominantly from white British backgrounds with many of the students' families historically coming from the surrounding area. However about one in eighteen students come from minority ethnic backgrounds which include Asian, Black Caribbean, Black African, Portuguese and Polish.

The proportions of students eligible for free school meals is seen as rising and at present stands at one in nine and those with learning difficulties and disabilities who have statements of Special Educational Needs are higher than the national average.

Ofsted in January 2007 stated that the school was "improving" and that the head had worked, with "notable success" on improving "behaviour, attendance and punctuality. St Peter's is committed to community partnership and inclusion with strong links to local organisations and primary partners. This ethos is central to its stated vision. The school is "A totally pupil focused and inclusive community where students develop their learning skills, ENJOY their education and succeed, whatever their ability."

Portfolio and Other Supporting Evidence

In addition to the portfolio, I collected supporting evidence from the Ofsted report (January 2007), the 2009 Self-Evaluation Form (SEF), School Improvement Plan (SIP) 2009-10 and a wide range of documentation provided by the school in written and electronic form relating to each element of the IQM framework. These included policies and practice, attainment analysis, attendance analysis, Prospectus (containing transfer process and linked to the Every Child Matters Agenda (ECM), school achievements, parent and student survey summaries, school club activities, Gifted and Talented, CPD, induction procedures, SEN, performance management, roles and responsibilities, year data, FFT school analysis, school special activities, exam analysis, Student Committee Meetings' minutes and the St Peter's News (school newsletter).



Assessment Report by IQM



A comprehensive formal meeting cycle for the period of the assessment had been effectively organised by Mark Rix (Leader of Inclusion) to cover all elements of the school's IQM submission. These included, in no specific order, the Headteacher, Deputy Head teachers, Assistant Headteachers Key Stage 3 and 4 staff, Chairperson of Governors, Head of English / SLT-APP, Head of Maths /SLT-APP, Head of ICT, Parent Support Advisor, School Liaison Advisor, Secondary Support Teacher, INSPIRE Inclusion Manager, classroom teachers, Internal Exclusion Support Staff, Librarian, SEN team, Community Links' Worker, Learning Mentor, Student Services' Manager, TA Team Leaders, Guild Manager, Business Manager, Lead Intervention Mentor, Students Council, Student groups(KS3 & KS4) and Diversity Club members.

I toured the school throughout the assessment and spoke to staff and students around the school both formally and informally. I met with a number of groups of students. These were students from the SEN register, and Student Council members from Year 7 to year 11 and a KS2 pupil from primary partners attending the school.

I observed the INSPIRE unit and student movement in and outside the school buildings. I shared lunch with students and staff and had the opportunity to observe the SSCO Sports' Festival which gave the opportunity to talk to primary colleagues and pupils. Throughout the assessment I observed pupils arriving and leaving the school.



Assessment Report by IQM



Pupil Progress

Strengths:-

- The school has enjoyed a continued rise in their Key Stage 4 results, 40.4% 5A* - C in 2006 to 55.6% 2008 and from 26% 5A* - C (Inc Eng and Maths) in 2006 to 39.7% in 2008. Those achieving 5A* - G rose to 90.2% over the same period with 97.4% achieving at least 1 qualification in 2008.
- Challenging end-of-key-stage and end-of-year subject targets are set using KS2 SATS, end of KS3 internal results and FFTD data.
- Progress is monitored regularly to identify whether students are achieving their targets or not which is reported to parents.
- Since the introduction of a whole school literacy programme, students' reading ages and literacy abilities have significantly improved especially in EAL students.
- Individual student targets and tracking are used to improve students' academic and pastoral position.
- Use of data to inform teaching and learning is being innovatively used by the school.
- The school effectively uses a mentoring system for all identified students which is seen by all interviewed as having continued impact on student progress.
- The school has continued to develop a comprehensive tracking system which is understood throughout the school.
- Student achievement is celebrated throughout the school by displays of work and other achievements in classrooms and corridors.
- The school carries out detailed analysis of students' abilities and achievements including analysis by gender and vulnerable group using CVA and the challenging level D pupil-level data from FFT.
- Students and teachers are aware of individual targets and how they impact on performance.

Areas for development:-

- Continue to target the individual student to enable them to achieve their projected potential.



Assessment Report by IQM



- English Key Stage 4 outturn to continue to improve and raise the school above the National Government Benchmark.
- Continue to develop the mentoring system, particularly academic mentoring.

Pupil Attitude, Values & Personal Development

Strengths:-

- In all meetings with students from all year groups they articulated their appreciation for the teachers and the school's efforts to help them improve.
- All students expressed a pride in the way the school makes them feel "safe and secure". This was especially illustrated by a vulnerable student who entered the school after a period of time at another school where his needs were perceived as not being met.
- The student's voice is heard through the active involvement of the Student Council and the Guild Council. The Students' Council has continued to develop and when asked, students felt their voice was heard, listened to and considered.
- In discussion students were enthusiastic and appreciative of the teaching and support staff.
- Students attached to INSPIRE saw the unit and the staff as supportive and caring.
- The school's attendance has risen progressively and, at the time of the assessment, was 93.13%. The 2009-10 SIP has a stated aim of achieving 94%.
- Engaging the individual to improve their self esteem is an important element of the school's ethos.
- Student inclusion is central to all student decisions and is demonstrated in the School Vision Statement.
- The Inclusion Leader is seen within the school as supporting the needs of all students and a positive conduit between the teaching and support staff.
- The Inclusion 'team' has developed a positive inclusive ethos within the school and has instigated a holistic programme of inclusion.
- The success of the school's INSPIRE and Inclusion Unit is, in no small measure, a result of the total commitment of the INSPIRE Manager and Inclusion Team all of whom were interviewed. They take into consideration all aspects of education on behalf of students and parents to enable them to access and reach their emotional and academic potential.
- The school has used extensive measures to 'retain' students who often require individual programmes and help in order to reduce the need for exclusions.



Assessment Report by IQM



- All the students felt that, in general, behaviour in St Peter's was good.
- Behaviour on the corridors, on entry and exit, at lesson changes was calm and orderly. On discussion with vulnerable students they felt comfortable and safe when travelling between classrooms.
- Students felt the school positively included them into all activities.
- The school links productively with multi-agency provision and positively supports the work towards inclusion for all students. This was demonstrated by the observation of a productive and proactive Locality (LARM) meeting.
- The school openly tackles issues such as bullying and students felt when instances of bullying took place, they were tackled effectively by the school system.
- Students recognise and appreciate the number of after school activities that are available.
- Early identification of needs in Year 6 through positive liaison with the primary partners and annual induction arrangements, ensure a secure start for Year 7 entrants. Students indicated that this enabled them to feel part of St Peter's immediately".
- The transition between KS4 and the school's sixth form and post 16 partners is sympathetically managed and provides the students with a positive alternative to all providers.

Areas for development:-

- There are no areas for significant development.
- Consider the development of Student Council, composition, focus and responsibilities.
- Continue to explore the student mentoring programme for both academic and pastoral requirements.



Assessment Report by IQM



Leadership & Management

Strengths:-

- The Headteacher has a very clear vision for the school and has been the principal driver for change. She sees inclusion not only at the heart of everything that it does, but as the key for academic and pastoral improvement. Ofsted recognised her contribution to key improvements in attendance, behaviour and punctuality.
- The School Leadership Team (SLT) has been developed into an effective team to lead the inclusion agenda and demonstrated their desire to nurture the students in their care and provide them with the best platform for further development.
- There is a clear commitment to inclusion from all management levels within the school. It is implicit within the school's aims and vision.
- The school has clearly defined priorities within the SEF and SIP with regards to inclusion and data analysis. The Headteacher has drawn around her a competent dedicated team who understand and empathise with their student's complex needs. This helps drive development forward.
- Strategic development of the school is centred on the learner and the absolute conviction that academic and pastoral cannot be separated, the whole child must be considered to enable progress to be achieved.
- The school's vertical pastoral teams demonstrated their commitment to the individual child and that child's extended family.
- The Governing Body is fully involved in, and committed to, inclusion.

Areas for development:-

- There are no significant areas for development.



Assessment Report by IQM



Staffing System & Organisation

Strengths:-

- The organisational structure of the St Peter's school provides the positive platform required to drive the inclusion agenda.
- The SLT and the school structure enables all staff within the school to have a 'voice' at all levels of integration.
- The school makes good use of external staffing resources and they feel welcomed and effective as professionals. They also expressed their belief that the school is a model of good practice for the inclusive agenda.
- The school's 2009-10 SIP highlights aspects of inclusion such as:-“implement effective intervention strategies”, “explore...KS3 curriculum for more personalisation” and “continue to improve levels of parental engagement and student voice”.
- Student-level data is used to assist in identifying needs, adjusting schemes and developing new approaches to engage all.
- The CPD within the school continues to respond to individual and school needs and the SIP reflects this aspiration.
- The performance management process is in place with clear objectives, understood by all staff interviewed, and with a stated desire to provide quality training from reviewers.
- Induction training for all new staff was seen as a positive and productive process.

Areas for development:-

- No significant areas for development.

The Learning Environment

Strengths:

- The visitors' entrance to St Peter's was open and inviting. There were a number of displays of student achievements and school events in the reception area.
- The front of the school contains an ornamental pond which was clear of debris and vandalism, indicative of an environment respected by the users.
- The students were very open and approachable; they made the assessor feel welcome and important.
- The school SLT had devoted a considerable amount of attention to been given to creating a calm and comfortable environment which was reflected in the submitted documentation.
- Displays by students of all abilities and year groups were found throughout the school. These reflected the inclusion agenda by the variety and emphasis on student achievement and self esteem.
- In general, the school was decorated to a high standard creating a light and airy environment that encouraged students to feel safe and secure.
- Learning spaces observed were calm and focused with active participation by students.
- The library was seen by students as an inviting and productive area for personalised learning with the librarian being both helpful and approachable.
- Both the INSPIRE and IER areas were welcoming with all students engaged on their tasks.
- Most students recognised the purpose of the areas and accepted the process as being 'fair' and 'open'.
- The school buildings reflect their periodic construction period and the school looks forward to a potential refurbishment in the near future. However, the teaching staff make good use of the available areas and the cleaning staff take a pride in providing a 'fit for purpose' environment.

Areas for development:-

- There are no significant areas for development.
- Clear signage for visitor parking.



Assessment Report by IQM



Teaching & Learning

Strengths:-

- The school was seen by Ofsted in January 2007 as satisfactory with a number of good examples.
- Student groups are regularly reviewed through robust internal systems which underpin the school's SIP statement to achieve 'quality first teaching'.
- Assessment for learning (AfL) programme is used throughout the school as a key driver of improvement and a vehicle to engage students in their own learning.
- AfL using data is understood and championed by all SLT who see it an essential element in providing the inclusivity needed for the students to reach their potential.
- The parent questionnaires support the notion that their child feels comfortable and cared for at St Peter's.
- Students demonstrated that they know where they are with their learning and that they get helpful feedback from teachers in their marking.
- School documentation of lesson observations highlight effective good practice that can be shared.
- All departments have direct access to computers and the ratio of students to computers has risen consistently and, at the time of the assessment, was 1:3.
- SEN support staff attend teaching and learning professional development and department meetings where they are linked.
- Each department has a designated SEN link member.

Areas for development:-

- There are no significant areas for development.
- Consider greater dialogue between teachers and SEN staff during planning and delivery of lessons to ensure all students can be engaged.



Assessment Report by IQM



Resources & ICT

Strengths:-

- Increasing use of ICT whiteboards in classrooms with all discipline areas having access.
- The Head of ICT has a supportive and responsive team that provides the school with a robust ICT platform. The recent appointment of a Web Manager is seen as a further demonstration of the importance of ICT as a vehicle for inclusion.
- ICT support seen as being very supportive throughout the school.
- Teachers use ICT to support learning (e.g. for coursework) and to develop independent learning skills.
- Use of “ Success Maker” with designated individuals in the INSPIRE unit was seen as a positive addition to the inclusion toolbox.
- There was an acknowledgement that there had been an improved access to learning through effective ICT intervention at all levels and need.
- The school effectively uses all buildings as a positive resource to aid in helping the learner.
- Dedicated rooms such as INSPIRE and IER are seen as a school resource to help in the inclusion process.
- Support staff (administration and classroom based) are seen as an invaluable asset and resource for supporting the vision of St Peter’s.
- The school was seen as having a positive partnership with the partner primaries. This positive partnership benefited from the dedicated work and local knowledge of the Director of Communications and Transition.

Areas for development:-

- There are no significant areas for development.
- Continue to develop the ICT wireless potential and personal devices for students within INSPIRE and IER.
- Continue the programme of whiteboard investment in each learning area (funds permitting).



Assessment Report by IQM



Parents & Carers

Strengths:-

- There is strong evidence that parents are increasingly being involved as partners in their children's progress.
- A positive inclusion agenda for 'newly arrived non-English speaking' parents/carers was in evidence and was driven effectively by the Leader of Inclusion, the Director of Communications and Transition and indebted to the work of the Community Links Worker.
- The school has developed its "parentmail" system to reach all parents and include them in their children's educational experience.
- Guild Managers were seen as being approachable and sympathetic to their charges needs.
- Evidence supported the belief that parents/carers believed that the school did everything it could to keep their children in school when there were problems.
- Evidence supported the belief that parents/carers are increasingly being kept informed by telephone, letters, home visits, school meetings, parents' evenings, ephemera and school reports.
- Through parental questionnaires and discussion it was evident that a significant number of parents/carers believed their children have settled into St Peter's well.
- The transition process was seen as a strength of the school and the ability to have personal interviews with senior staff before entry was another vehicle to include all 'new to the school'.
- The parents/carers felt their child now feels safe and secure at St Peter's school and that issues such as bullying were dealt with promptly.

Areas for development:-

- No significant areas for development.



Assessment Report by IQM



Governors, External Partners & Local Authority

Strengths:-

- The governing body is fully involved in all aspects of the College.
- The school feels that it receives excellent support from all governors.
- The Governors have established a specific governor role to focus on the inclusion agenda and be the 'critical friend'.
- Communication levels are good with evidence of well informed debate. The Head's report is detailed and keeps the Governing body well informed.
- Regular meetings take place with the Chair of Governors and the Head Teacher.
- Inclusion is a key element at governors meetings.
- The school has an open-door policy to governors and the evidence supports the view that they take advantage of this.
- The school has effectively used the School Improvement Partner (SIP) who is also the allocated National Challenge Advisor (NCA) to help inform change.
- Key members of staff are invited to attend committee meetings to make presentations and receive scrutiny.
- The school has extremely well-developed relations with external agencies as is shown throughout this report.
- All the external agency co-ordinators interviewed expressed their support for the school unreservedly throughout the assessment and highlighted its effectiveness and commitment to the inclusion agenda.

Areas for development:-

- No significant areas for development.



Assessment Report by IQM



The Community

Strengths:

- The school sees the community as a crucial partner in the education of the students and has actively sought ways to engage all members.
- St Peter's actively involves the community and continually develops and supports new initiatives to extend its facilities and expertise to all community members.
- The school is an active participant in the Unity in the Community programme.
- Primary partner year six evenings are well attended with a comprehensive transition programme which involves all levels of the school teaching staff.
- Observation of students arriving and leaving school in an orderly and calm manner and their positive attitude to the school.
- Throughout the assessment the students were courteous, helpful and proud of their individual backgrounds and the school.
- There is a wide range of links with local businesses several of which provide alternative work-related provision off-site through a comprehensive work experience programme.
- St Peter's demonstrates its commitment to community inclusion through a wide range of community projects involving all ages.

Areas for development:-

- There are no significant areas for development.
- Continue to develop community delivery for educational and social expansion.



Assessment Report by IQM



Summary

St Peter's School is an inclusive establishment which takes pride in itself on the mechanisms and structures it has employed to include all stakeholders.

The school enjoys a strong committed headteacher who has developed a strong, focused Senior Leadership Team to drive the inclusion agenda forward. The agenda is unambiguous and recognises the student as the key participant. This approach ensures the learners' needs are always paramount.

The leadership of the school display a corporate view of the inclusion agenda and provide the support mechanisms for the students in their care.

The staff and students are friendly, welcoming and proud of the achievements of the school and were eager to celebrate fellow colleagues for personal and group achievements.

All stakeholders are well cared for and supported in all aspects of their academic and pastoral development with an emphasis on the individual.

I am of the opinion that the school meets the standard required by the Inclusion Quality Mark. I therefore recommend that the school be awarded the Mark.

Assessed by: Derek W. Coe

Date: 10th June 2009