



## Report on IQM Inclusive School Award



**School Name:** Newark Hill Academy

**School Address:** Eastfield Road  
Peterborough  
Cambridgeshire  
PE1 4RE

**Head/Principal** Ms Sonia Kendal

**IQM Lead** Mrs Rizwana Farooq

**Assessment Date** 3<sup>rd</sup> July 2024

**Assessor** Ms Alison Merrills

### Sources of Evidence:

- IQM application document.
- School website.
- Ofsted report.
- Teaching and learning policy.
- Overview of governance.
- Emails of recommendation from parents and carers.
- Evaluations of Outdoor Play and Learning (OPAL) from pupils, staff and parents.
- Learning walks.
- Observations of playtime and lunchtime.
- Visit to assembly.
- Book Look.

### Meetings held with:

- Headteacher.
- Deputy Headteacher/Inclusion Lead.
- SENCO.
- Subject Leads for English, mathematics, EYFS and phonics; STEM, PHSE and careers.
- Pastoral/Forest School Lead.
- Outdoor Play and Learning (OPAL) Lead.
- Class teachers including ECT.
- Teaching Assistants.
- Parents and carers of pupils in Years 1,2,3,4 and 6.
- Trust representative – Education Director responsible for governance.
- Pupils from the School Council.
- Pupil STEM Ambassadors.
- Representatives from external agencies (Autism advisory service, Early Help service, LA Inclusion team, LA Mental Health Support Team, Social Services, NHS Physiotherapy Service).



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### Overall Evaluation

Newark Hill Academy is a large inner city primary school in Peterborough with 448 pupils on roll. The school is situated in a deprived area and 28% of pupils are in receipt of Ever 6 free school meals which is above the national average. The school has a diverse community with over 70% of children having a minority ethnic background. 47% of pupils speak English as an additional language and 37 different languages are used. There are 11.4% of pupils with SEND.

Newark Hill is part of the Greenwood Academies Trust (GAT), which supports a number of schools nationally. The Principal has been at the school since 2015 and is supported by a Deputy Principal, two Assistant Principals, three staff with additional responsibilities and a SENCO. Leaders also receive regular support from an Education Director from GAT.

Newark Hill Academy prides itself on being a fully inclusive Academy where everyone has the opportunity to succeed. It is a warm and friendly school that celebrates the diversity of its community – its motto is 'All different, all welcome'. The school has three values: respect, resilience and responsibility. It is clear that these are fully embedded into everything the school does for stakeholders.

Leaders began the assessment day by describing the school as an 'inclusive community' which is 'child-centred' and 'about working with families to meet needs'. They 'know the local area well' and work together to provide 'what is best for our children', describing inclusion as 'everyone's responsibility'. All staff work together towards the shared goal of 'making children feel valued and making sure that school is a happy place'. Promoting a sense of community is beneficial for pupils' social and emotional development. The school has worked with 'Family Voice this year and the NHS mental health support team to offer/signpost well-being courses and support for parents and families as they recognise the importance of positive relationships both within school and at home for happy, well-adjusted children at school.

The school has created a culture of high expectations to promote a positive learning environment and atmosphere. Pupils' behaviour and levels of engagement in the classroom and during social times are excellent. Pupils respond positively to these high expectations and to the routines that are in place. Pupils are made to feel safe through the nurturing environment and positive relationships with adults in school.

A 'Green Room' was designed and set up to meet the needs of a small number of pupils in this year's Year 6 cohort. Leaders recognised the need to ensure that these pupils were well-supported by staff in a smaller and more therapeutic environment to ensure they remained in school and suspensions were avoided. A calm start to the day with breakfast and one to one mentoring allowed these pupils to join their lessons during the day with the knowledge that they had a 'safe space' to access when needed/necessary. The 'Green Room' has access to outdoor space and the forest school area as well as having a cosier décor with a sofa as well as tables and chairs. This gave pupils a choice of where to work, giving them more autonomy. During the assessment, the atmosphere in the 'Green Room' was calm with pupils supported in preparing for the start of their day in their mainstream classroom.



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The implementation of the OPAL approach promotes holistic development through outdoor play. The range of activities on offer from water play and the mud kitchen to the reading shed, the hammock swings and the hay bales is wonderful. Pupils' enjoyment and sense of fun at lunchtime was almost tangible. Staff commented, 'children love it' and 'children look after each other'. Parents described how happy their children were and how they appreciated the school's provision of outdoor play activities. A number of evaluations were shared with the assessor, and these were hugely positive. Providing access to outdoor spaces as part of continuous provision in EYFS and Year 1 allows children to explore, develop gross motor skills and to foster a sense of curiosity. The implementation of OPAL at lunchtimes has had a significant positive impact. Staff have noted a reduction in the number of lunchtime incidents as well as an increase in enjoyment and engagement during this time. Pupils now mix with children from all year groups and this adds to the strong sense of community that is evident at Newark Hill. The school has recently been nominated as an OPAL flagship school and this may in future be an area of excellence for them to share across the IQM network of schools.

The school is in the process of setting up a forest school to provide further enrichment opportunities for all pupils. Current forest school provision offers targeted pupils the opportunity to develop essential skills such as working with others, communication, well-being and health as well as calming strategies. There is an outdoor classroom for pupils to complete artwork and creative activities. This was well used at lunchtime during OPAL time. Forest school is a provision that the school intends to develop further.

In lessons, there is a calm and focussed learning atmosphere with all pupils engaged in their learning. The use of technology has become an integral part of Newark Hill classrooms. The school is a 'Microsoft Showcase School' and this was evident in how technology was used to put in place adaptive strategies allowing all pupils access to lessons and engaging them in their learning whether these be through audio, voice recording, enlargement of text or typing. Technology is used as an adaptive teaching and learning tool in a variety of ways, offering assistive features to support pupils with diverse needs. Adaptive strategies including scaffolding and support from teaching assistants are so embedded in classrooms and used with such confidence by pupils that they are a natural part of learning and it was impossible to identify which pupils were SEND or had any other additional needs.

In recognition of inclusivity and diversity, the school has incorporated a wide range of diverse books into the curriculum, promoting discussion and challenging stereotypes. Both in lessons and in assemblies, pupils are introduced to literature which represents different cultures and backgrounds to develop empathy and a wider understanding of the world around them. Pupils are aware and appreciative of the diversity within the school community and wider world. One parent commented on the school's inclusivity and 'celebration of difference' saying how it was the reason that she moved her children to the school. Leaders describe how the children understand differences and 'know everyone is unique'.

In a meeting with parents and carers as part of the assessment, one parent explained how the school works in partnership with parents and children saying, 'we all work together'. They all agreed how happy their children were at the school and described



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communication as 'very good'. The parent of a child who had suffered a bereavement spoke about staff's understanding and skills in supporting children. This understanding extends across all staff. Parents and carers feel they can approach any member of staff, stating, 'You know (the children) are safe and are looked after'. Staff have established trust and positive relationships with families.

The staff at Newark Hill Academy feel 'incredibly valued' and supported by their colleagues and by senior leaders. When a staff member expresses an interest in additional training, the school is proactive in supporting their professional development by enrolling them for CPD which enhances their skills and knowledge. All CPD sessions for the whole staff is purposeful with 'key take aways' from every session. This commitment to CPD and personal development contributes to a positive working environment with both a teacher and a support staff member saying, 'We couldn't imagine working anywhere else' and 'Everyone supports each other'.

Leaders have fostered and sustained strong and trusting professional working relationships with representatives from external agencies. From conversations with representatives from several organisations, it was clear that the school works in partnership with them to secure the best support and provision for its pupils and their families. One representative talked about the school's 'openness and transparency'; another about how they 'felt a part of the school when I was there'.

Newark Hill Academy is an exceptional school where high standards and expectations are combined with nurturing and inclusive approaches to support pupils to become successful learners and members of the school community.

It is clear from the assessment process that the staff at Newark Hill are fully committed to inclusive education and practice. I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. 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 three years.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Thank you to the team at Newark Hill for such a welcoming, enjoyable and informative two days.

**Assessor: Mrs 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



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### Element 1 - The Inclusion Values of the School

Newark Hill Academy prides itself on being a fully inclusive Academy where everyone has the opportunity to succeed. The academy is warm and friendly and celebrates the diversity of its community. Its mantra is 'all different, all welcome'. The three values of Respect, Resilience and Responsibility are embedded in every day practice.

All staff understand and promote the inclusion agenda, and this is evidenced from stakeholder conversations with the assessor and through observations of practice during the assessment days and includes the examination of documentation provided by leaders.

There is an established inclusion team in place consisting of 5 DSLs, the pastoral lead and the nature/nurture assistant. These staff have all undertaken additional training in SEN and EAL support. The Inclusion Leader manages the team and ensures that levels of provision are allocated appropriately. Provision remains fluid throughout the year as this enables targeted intervention to be given to the areas of greatest need.

All pupils at Newark Hill Academy understand the inclusive ethos of their school. They report that they feel safe and know who to approach if they have a problem. They know all adults are listeners and will support them. They behave well in all areas of the academy and show their enjoyment of learning through their focussed engagement and active participation in lessons.

Every pupil has access to high quality provision and resources and in particular, pupils who are on the SEND register have access to support from external agencies who work with the children and their families.

Achievement and success for all learners is regularly celebrated. Pupils enjoy celebrating their successes through the recently introduced fortnightly celebration assemblies and by rewards such as certificates and the Dojo shop. Parents and carers are able to attend reward assemblies too to celebrate their child's achievements.

Transition programmes for pupils at the next stage of their learning are bespoke and communication with pre-schools and nurseries and with secondary feeder schools is good.

Leaders are committed to making sure all pupils leave Newark Hill Academy at the end of KS2 as confident and well-rounded learners who have the drive and determination to succeed.

#### Next Steps:

- Leaders will look to work more closely with other primary schools similar to Newark Hill Academy in order to share best practice and resources.



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### Element 2 - Leadership and Management and Accountability

At Newark Hill Academy inclusion is everyone's responsibility. The Principal and Senior Leadership Team have a very clear vision for staff and pupils which is underpinned by high expectations. The Principal leads by example and the impact of this can be seen in the school environment where pupils are engaged in their learning and there is evidence of improving pupil progress.

There is a strong culture of safeguarding and there are 5 trained DSLs in place. This was confirmed by the Education Director from GAT who represents governance.

Staff well-being is a priority for leaders and staff are well supported. There is an 'open door' policy operated by the Principal and Deputy Principal as well as an annual staff questionnaire. Any actions needed are put in place swiftly. Leaders ensure that workload is evenly spread throughout the year. The GAT Education Team support the well-being of the Principal. Recruitment and retention are strong – there is very little staff turnover and when there is a vacancy, it is filled quickly. The feedback provided by staff to the assessor about the school and how well supported they are was overwhelmingly positive. Staff are valued at Newark Hill Academy.

The Principal and Senior Leaders have identified outcomes as a key area for improvement and there is a detailed Academy Improvement plan in place to address this. All targets in the PDR process for all staff are linked directly to the academy's priorities of quality of education, teaching and learning and outcomes. Professional Development Support plans are put in place for any staff who are not consistently good. This enables senior leaders to hold all staff to account for pupils' progress.

All teachers and support staff value the CPD opportunities provided for them. These range from INSET, staff meetings and best practice visits to other schools. The school actively engages with the GAT Learning Alliance and with the Peterborough Learning Partnership for a range of training courses. These have included subject specific training, year group specific courses, and leadership conferences. The academy's CPD tracker shows individual staff training records and the impact CPD has had on school improvement and on an individual's performance.

Governance is robust and follows the GAT model of governance. The GAT Education Director oversees the work of the school and offers effective challenge and support to the Principal through a rigorous programme of visits and reviews to ensure the school continues to improve in all key areas of performance. The GAT Directors of SEN and Inclusion make regular visits to the school and work in partnership with leaders including the SENCO. Staff are clear about this model of governance and support.

#### Next Steps:

- Leaders will develop greater links with local cluster groups.
- Leaders will consider using a triad system for school led self-improvement.



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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

At Newark Hill Academy, leaders and teachers have developed an innovative and bespoke curriculum. Careful consideration has been given to pupils' interests and to local context. The curriculum is broad and balanced, and pupils have access to well-planned and real-life experiences which bring subjects to life where possible. The school's aims of 'CHILD' - challenge, happiness and health, inspire, lifelong learning, and diversity are woven through all curriculum plans. The intent is for a highly motivating and stimulating curriculum which encourages children to ask questions and to be independent, aspirational learners. Leaders describe how 'The curriculum is a way in which we make the learning meaningful for the children'.

The academy's curriculum **challenges** pupils to recognise and achieve their full learning potential. It is a rich curriculum underpinned by appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is a knowledge-based curriculum which drives pupil progress.

Leaders ensure **happiness and health** at the academy by promoting positivity and providing a safe and nurturing environment which allows pupils to flourish. Pupils are actively encouraged to follow a healthy lifestyle, to participate in sporting activities and to be ready to learn in both body and mind.

Leaders aim for pupils to be **inspired** by the school's 'exciting, enquiry-led and empowering curriculum'. The curriculum enables pupils to be inspired to develop their own personality ensuring everyone's 'Character Counts'.

The Newark Hill curriculum equips pupils with **Lifelong Learning** tools to be able to face the future with confidence. Learning is relevant and meaningful. Skills for life are embedded into every aspect of school life.

The curriculum celebrates **diversity**: embracing the school's mantra of 'all different, all welcome'. Pupils are taught to appreciate and respect the uniqueness and diversity of others. The school's curriculum is designed to develop responsible citizens with a sound understanding of their role within the community and the wider world.

These are all clearly evidenced by the '[Our Wonderful Curriculum Map](#)' and on the Newark Hill Academy website curriculum area pages.

Leaders and teachers describe how pupils read widely. Reading is promoted through all areas of the curriculum. There is a library with a wide range of books and each classroom has a book corner. Staff promote reading for enjoyment and reading is monitored by reading records, Accelerated Reader, Reading OneNote and summative data through PiXL tests are used to ensure that there is challenge and progress for all children.

All maths lessons contain an element of problem solving, giving pupils the opportunity to apply their mathematical knowledge and concepts to real life situations. Work is planned each day to ensure that children are practising a number of skills so they can demonstrate their ability to show a wide understanding and to transfer skills to different contexts.



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Extracurricular activities are promoted by all staff at the academy and sporting activities and clubs like 'Fizz Club' are very popular. DA pupils are supported to attend trips and visits.

### **Next Steps:**

Leaders will fully implement forest school provision and ensure members of staff are trained ready for the new academic year.





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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

At Newark Hill Academy, there is a clear Teaching and Learning Policy in place to ensure all teachers create a learning environment that focuses on pupils and supports their learning. Teachers check pupils' understanding effectively and identify and correct misunderstandings within lessons. Teachers apply the concepts of Rosenshine and The Great Teaching Toolkit (June 2020) research to ensure that pupils can embed concepts into their long-term memory and are able to apply them with fluency.

Leaders are confident that teachers have expert knowledge of the subjects they teach. Curriculum coordinators support teachers where there are gaps in their knowledge to ensure pupils are not disadvantaged by ineffective teaching. Curriculum leaders also audit staff's knowledge of their subject regularly and therefore can deliver support where it is required.

Following Rosenshine's Principles for assessment for learning, revisiting, weekly reviews, and monthly reviews are used to check pupils' understanding and to inform teaching. Regular assessment also helps pupils to embed and use their knowledge fluently so that they develop their understanding. Leaders work alongside teachers during the academy's regular Raising Standards Mentoring meetings to ensure this policy is consistently applied and embedded in every day practice and to check that all pupils are making progress.

Learning walks and lesson visits show that teachers and teaching assistants know their pupils well. Teachers adapt teaching materials, scaffold and use a range of learning tools to support all pupils to develop the knowledge and skills, developing the confidence to learn independently. Modelling is used well. Where pupils' need additional help, teaching assistants are well-trained to provide bespoke support to pupils to help them with their learning.

Conversations with curriculum leaders and teachers during the assessment day demonstrate that staff understand why challenge is important for all children and show that they follow the academy's Teaching and Learning Policy to plan effectively to meet the needs of all learners including those with SEND. Work is planned for the most able pupils and then differentiated accordingly.

The school is a 'Microsoft Showcase School' and technology resources are used to enable all pupils access to lessons and to engage in their learning. All staff are trained as Microsoft educators. Pupils use OneNote as workbooks and homework is set on Teams. Families are supported with online subscriptions for Timetables Rockstars and Reading Eggs programmes.

The learning environment is calm and purposeful throughout the school. Displays are well kept with hessian used as backing to ensure they are accessible by all. Facilities such as the forest school area and out door classroom, the art studio, STEM laboratory, library, 'Green Room' and OPAL play facilities all demonstrate how the school meets the needs of all its learners and is fully inclusive.

#### Next Steps:

Leaders will work to make numeracy an integral part of the curriculum in each subject area.



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### Element 5 – Assessment

Visits to classrooms showed that assessment for learning is an established part of lessons. Teachers engage with learners to regularly check pupils' understanding and identify misconceptions where necessary. This was observed in a Year 6 maths lesson. During a visit to a Year 4 writing lesson, pupils were supporting each other with their learning using 'turn and talk'. Books show that pupils take pride in their work and review and improve their work using green pens. Books also evidenced that pupils respond to marking and feedback to develop their learning further.

Newark Hill Academy holds regular 'Raising Standards Mentoring' meetings with staff for all year groups. These meetings take place to ensure that no child is falling behind and focus on ensuring all pupils achieve their full potential.

Discussion with the Deputy Principal around the use of prior attainment data and the tracking of pupil progress showed that there are clear systems and processes in place to ensure that all pupils at Newark Hill Academy make good progress. This was also verified in the conversation with the GAT Education Director.

The SENCO shared how she swiftly identifies and puts in place provision for pupils with SEND using the Assess, Plan, Do and Review process. The Deputy Principal explained how SEND funding is used effectively to support SEND pupils. The impact of this support is recorded using B-Squared to measure attainment. The Deputy Principal shared evidence of SEND pupil progress with the assessor and explained how this was shared with parents and carers.

Leaders described how they begin to track the progress of vulnerable groups before they start in EYFS. The SENCO and Inclusion Lead work closely with feeder pre-schools and nurseries and there are good transitions in place. The assessor visited a lesson where nursery children were making their visit to their new classroom supported by nursery staff. The atmosphere was calm, happy and purposeful.

Newark Hill Academy has good relationships with local secondary schools and the transition programmes in place meet pupils' needs.

#### Next Steps:

- Leaders will continue to foster relationships with local nurseries and pre-schools to reduce the number of children starting school with unidentified SEND needs.
- Leaders will ensure that all pupils with SEND make good progress.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The climate for learning within the academy is very positive. No incidents of poor behaviour were observed during the assessment days. The Principal and senior leaders have high expectations of behaviour and lead by example. Senior leaders have a high profile around the academy, and this supports positive behaviour both within and outside the classroom. High expectations and challenge from all adults in school ensures this positive climate for learning is maintained.

The reward systems are used consistently by staff. A high number of pupils have received certificates during rewards assemblies. Pupils from the School Council talked to the assessor about how they have been involved in the revision of the school's behaviour and rewards policies. This consultation has resulted in the introduction of the 'purple pound' where pupils will be able to collect points to buy rewards from the Dojo shop in place of certificates. Rewards on offer will range from pens to chocolate bars, pizza and tickets for visits to attractions like Wicksteed Park in Kettering!

All staff have received Zones of Regulation and PRICE Positive Behaviour Support training. This is to ensure that a consistent approach to behaviour management is used by staff across the school. The academy's values of respect, resilience and responsibility along with 'The Power of Three, what do we see' agenda promote a positive learning culture. As a result, transition times, classrooms and playground areas are calm and reflect the high standards for behaviour set by leaders. The small number of pupils who do not meet the high standards expected are quickly identified. A consistent system is followed to ensure there is a positive impact on the behaviour of these pupils. The links between sanction, support and reward are clear.

Bullying, aggression and discrimination of any kind is not tolerated at Newark Hill Academy. This has been made clear to pupils, staff and parents. The anti-bullying message is delivered through assemblies and through the personal development curriculum. If any incident does occur, it is dealt with immediately with pupils and families to prevent any further incidents and to secure a positive outcome. Pupils show respect for others and are pro-active in identifying and challenging bullying. This was evident through the conversations the assessor had with members of the School Council. Pupils described the 'Stop it and report it' mantra. Pupils went on to say how they feel safe at the academy and know they can ask for help from any adult. They explained how every pupil has a trusted adult who they select and about how they can ask to see this person at any time if needed.

Attendance for all pupils, including those who are vulnerable and eligible for FSM, is a priority for school leaders. Leaders work very closely with families and external agencies to ensure pupils are at school and learning. Swift action is taken to ensure pupils are in school on time. Data shows a positive improvement for target groups.

#### Next Steps:

- Leaders will explore new ways to improve attendance and to reduce persistent absence.



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### Element 7 - Parents, Carers and Guardians

All staff at Newark Hill Academy value the support of parents and carers. Leaders recognise the key role that parents and carers play in their child's education. This is in relation to: attitude to school, personal and social development and support with specific learning through homework and skill practice. Leaders believe that 'Happy parents make happy children'.

Communication between parents and carers and the school is strong. This was reflected in feedback given to the assessor from the meeting with parents and carers. Parents and carers know how they can contact any member of staff. Most parents and carers choose to speak with teachers in person either at the start or at the end of the day. For those parents/carers who work, they know that they can contact staff by email and that they will receive a response.

Parents and carers can choose to be involved in their children's education in a number of ways throughout the academic year. They can attend curriculum workshops, 'stay and play' sessions; 'meet the teacher' sessions (at the start of the academic year); phonics sessions, maths support workshops; reading sessions; class assemblies or school trips.

Parenting courses are also offered where appropriate. Leaders may signpost parents and carers to sessions with the mental health support team for example or invite them to attend sessions in school such as a bespoke afternoon with Family Voice. This was a session offered recently about SEND and mental health and well-being. There were 20 parents/carers who attended.

The school holds two parent evenings during the year as well as annual reviews for pupils with an EHCP. Questionnaires are issued to gather feedback about the school's quality of provision.

Leaders have recently introduced fortnightly celebration assemblies that parents and carers are invited to attend. Parents are also encouraged to share their child's achievements from outside school. This is to encourage children to talk about their experience with their class and teacher.

Home visits at the beginning of the Autumn term for all new to Reception pupils is standard practice at Newark Hill. The use of Tapestry shows very positive feedback from parents of EYFS pupils.

#### Next Steps:

- Leaders will explore ways to engage harder to reach parents and carers.
- Leaders will develop better communication links with parents who have limited English.
- Leaders will seek to enhance relationships with all parents and carers by inviting them into school to share their skills/job on topic or theme days.
- Leaders will host a Parent Helper training session in the Autumn Term to encourage more parents and carers into school to support their child's learning.



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### Element 8 - Links with Local, Wider and Global Community

Newark Hill Academy is an inclusive school and is recognised both locally and within the local authority for its support for pupils with SEND. A number of schools contact the school for support with their children and the SENCO has provided advice and guidance to colleagues.

Parents and carers feel supported by the school, and this was reflected in the meeting the assessor had with parents and by the comments made in testimonials the school shared. The number of Early Help assessments that are in place and the number of families who apply for a place for their child at Newark Hill further support this.

Newark Hill Academy supports both local and national charities. This includes local food banks from the food donated at the Harvest Festival, for example, as well as national charities such as Comic Relief, Children in Need and The British Heart Foundation. Pupils described how they had raised money towards the purchase of a defibrillator by holding cake sales. They described how raising money for good causes was rewarding.

Pupils from the School Council showed their awareness of local community issues when they lobbied the Leader of the Council about proposals to remove school crossing patrols from outside schools in the city. Pupils attended and presented their case at a meeting with the Lead of the Council. They were successful in securing the future of their school crossing patrol through their arguments and persistence. Pupils were rightly proud of this achievement.

The school has recently been awarded a gold Quality Mark for science. The science teacher is a STEM Ambassador and in addition to championing science at Newark Hill, carries out outreach work with local schools and trusts. She has worked with the local council to develop resources which will be used in local schools. The school recently hosted a best practice visit by 27 Heads from GAT schools. The STEM Ambassador has developed links with Anglia Ruskin University in Cambridge and pupils have visited the science laboratories there. Pupil STEM Ambassadors explained to the assessor how they had won an award at the Peterborough STEM Festival for climate change in the travel category. They were passionate young scientists, keen to learn more, saying, 'Everyone has the ability to be a scientist'. A mantra which is shared across the school.

The school's PTA fosters relationships with local businesses to support events like the school fete. The academy is used in the holidays by external providers for children's sports and performing arts sessions.

#### Next Steps:

- Leaders will continue to work with local businesses and to ensure that the school takes part in community event and projects.