

Inspection of City of Peterborough Academy

Reeves Way, Peterborough, Cambridgeshire PE1 5LQ

Inspection dates: 4 and 5 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Inadequate
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The principal of this school is Nicola Treacy. This school is part of Greenwood Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Wayne Norrie, and overseen by a board of trustees, chaired by Michael Hamlin.

When City of Peterborough Academy was inspected in March 2023, it was judged to have serious weaknesses. Subsequently, the school was inspected on one occasion. At the last monitoring inspection, leaders were judged to have made progress to improve the school, but more work was necessary for the category of concern to be removed.

What is it like to attend this school?

The changes made since the previous inspection are welcomed by pupils. They can see how behaviour has improved. They enjoy learning within a culture where respectful interactions have become the norm. Consequently, pupils are happy in school. They feel safe, cared for and valued.

Pupils benefit from the school's unwavering belief that everyone can achieve the highest peaks of success. Pupils respond to this belief by working hard. They have become resilient, and keep trying, when work becomes challenging. As a result, pupils produce high-quality work and achieve well in their examinations.

Pupils take great pride in their school and in one another. They cherish learning about each other's beliefs and experiences. This fosters a deep sense of tolerance and respect. Pupils celebrate their friends' successes with as much enthusiasm as their own. Doing so strengthens bonds between pupils from diverse backgrounds and builds a strong sense of community.

Pupils are generally polite and engaging. Pupils enjoy learning in a typically calm and respectful environment. Learning is rarely disrupted by the behaviour of others. In the rare cases where pupils' conduct falls below the school's high expectations, staff deal with it quickly and consistently.

What does the school do well and what does it need to do better?

The trust has worked with the school to rapidly improve the quality of provision since the previous inspection. This includes ensuring that an effective approach to safeguarding is in place.

The school has developed a curriculum that is ambitious for all pupils. Pupils in key stage 3 access a curriculum that meets all the aims of the National Curriculum. Key stage 4 pupils are encouraged and guided to choose subjects that align with their future goals and ambitions. The school has identified the important knowledge that pupils need to know. Subject specialists have broken this information into small, logically ordered pieces. Teachers help pupils make connections to what they already know. This supports pupils to increase their understanding in a broad range of subjects.

Most teachers describe new knowledge in easy-to-follow explanations. They provide clear examples that help pupils understand how to use this information to complete activities well. Teachers check pupils' understanding and correct any misconceptions they develop. However, teachers do not routinely adapt their teaching to meet the needs of all pupils. Sometimes, pupils spend too long on basic concepts. Teachers' checks are not always accurate enough to determine if pupils are ready to move on to more challenging work. As a result, some pupils do not access learning that enables them to develop a deep enough understanding of important knowledge.

In the main, pupils with special educational needs and/or disabilities (SEND) are well supported. The school quickly identifies pupils' individual needs. Teachers use detailed plans to adapt learning to help pupils overcome their individual barriers to learning. This helps them learn and build confidence and progress through the curriculum alongside their peers. Pupils with SEND are proud to play a full part in school life, for example performing in whole school productions.

The school has worked hard to develop a culture of respect. There are high expectations of how pupils behave and speak to each other. The majority of pupils are now well behaved, courteous and considerate. There has been a significant reduction in the use of inappropriate language because of the actions taken by leaders. However, this culture is yet to become fully embedded. A small number of pupils continue to use offensive, homophobic or racially motivated language. The school is aware of this and is taking effective action to address it.

The school has ensured that the personal social and health education programme is well-planned and promoted. Over time, it helps pupils develop an understanding of key topics, such as the importance of healthy relationships. Pupils revisit topics, each time adding more detail and complexity. This prepares them well for life beyond school. Personalised discussions within the careers programme are helping pupils make well-informed decisions about their next steps in education or training.

Pupils enjoy a full range of extra-curricular activities. Pupils are keen to represent the school in sports or other cultural events. They enthusiastically take on the increasing number of leadership responsibilities, such as mental health ambassadors. This helps them feel connected to their school and appreciate the importance of community.

Staff share leaders' vision and ambition for all pupils. Staff feel respected and their workload is carefully considered.

Trustees are well informed by the effective trust executive team. This helps them maintain an accurate view of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always successfully identify when pupils are ready to move on with or deepen their learning, because they do not adapt their teaching to cater for this well enough. This means that pupils do not always have access to the resources they need to develop the depth of understanding of the subjects they study that the school intends. The school should ensure that teachers routinely

check pupils' understanding and adapt their teaching, so pupils can move on to the next stage of learning when they are ready.

- The changes to the school culture, in terms of how pupils treat each other, have not been fully embedded. This means that, on occasion, pupils use language that is inappropriate and offensive. The school should ensure that they continue to build a positive culture in the school where all are respected and valued.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139082
Local authority	Peterborough
Inspection number	10326994
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	845
Appropriate authority	Board of trustees
Chair of trust	Michael Hamlin
CEO of the trust	Wayne Norrie
Principal	Nicola Treacy
Website	www.cityofpeterboroughacademy.org
Date of previous inspection	22 June 2023, under section 8 of the Education Act 2005

Information about this school

- The principal took up her position in September 2023, having previously been the deputy principal.
- The school currently does not use any alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time judgement about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the principal, and other members of the senior leadership team. The lead inspector also met with the vice-chair of the board of trustees and members of the trust executive team, including the CEO.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history, Spanish and physical education. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils’ work.
- To further inspect the curriculum, inspectors listened to a sample of pupils read, reviewed curriculum documentation for geography and art, and reviewed the support provided by the school for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also considered the responses to Ofsted’s survey for staff and pupils. Inspectors also held separate discussions with staff and pupils to gather their insights about the school.

Inspection team

Dave Gibson, lead inspector	His Majesty’s Inspector
Michael Williams	His Majesty’s Inspector
Jonathan Rockey	His Majesty’s Inspector
Hannah Stoten	His Majesty’s Inspector
John Spragg	His Majesty’s Inspector
Steve Woodley	His Majesty’s Inspector
Sara Boyce	His Majesty’s Inspector

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