

Self-Evaluation Statement

June 2025

Contents

3	Academy Context
7	Summary statements
12	Leadership and management
16	Quality of Education
25	Behaviour and Attitudes
29	Personal Development
36	Social, moral, spiritual and Cultural Development

Iqra Academy Context	Revision date: June 2025	Author: Michael Wright
Students	<p>The Iqra Academy has a total of 90 Students enrolled aged 11 – 16. The School is an Independent Secondary day School with an Islamic ethos. The School works very closely with the Thomas Deacon Education Trust.</p> <p>The School opened in 2009 and is registered with the DfE to admit up to 205 girls.</p> <p>All Students are studying the National Curriculum and a range of GCSE subjects. In 2024, 100% of Iqra Academy students went on to study A’ Levels in TDET and in other City Schools.</p> <p>All of our students are EAL students and the majority group is from Pakistan but other nationalities include Arab students. The majority of our students come from the inner-city area and from a range of fifteen different Primary Schools across Peterborough. Most Students share transport (costs) to support their children getting in to School.</p> <p>The Academy is run by Peterborough Muslim Education Trust - a charitable organisation. The school is situated about 2 miles from the city centre and is located in an industrial area. Most of our intake however, is from fifteen centrally situated primary schools.</p> <p>The School is registered with the DfE as a School with an Islamic character. The School admits Muslim and non-Muslim pupils. All current pupils are from the Muslim community with some Syrian and Afghan refugee girls.</p> <p>The School’s proprietor is a single individual.</p> <p>The School was inspected in November 2015 and then had a full three- day inspection in June 2017 and again in June 2022, when the overall effectiveness of the School was judged Good, with Personal Development rated as Outstanding and all the independent school standards were met.</p>	

Staffing	<ul style="list-style-type: none"> • Iqra Academy has 20 qualified and experienced teachers, most of whom are part time. • Staff turnover is relatively very low. • Staff sickness levels are also very low. • The academy is currently fully staffed with suitably experienced and qualified teachers and support staff. All staff are School employees.
Curriculum and Timetable	<ul style="list-style-type: none"> • Students follow a five-period day with lessons of a sixty-minute duration. These are also complimented by a daily Tutorial session, in which students also read and pray. • At Key Stage 3 the curriculum is broad, balanced with an extensive range of subject experiences delivered by specialist teachers including teaching of Islamic studies, Arabic and Urdu. • A number of students, particularly newly arrived students with little or no English, are provided with an accelerated curriculum experience which provides bespoke 1:1 support and is intended to address particular language and literacy weaknesses. • There is one class group for each year from Years 7 – 11, although Year 7 has now split into two. • The KS4 curriculum is broad and balanced with a distinct core and an options section that applies to all students. There is a wide range of GCSE and BTEC options to meet the needs of individual students. • Iqra Academy is now one of the highest performing Girl's Schools in the Country. It boasts record GCSE results with 82% of students achieving 5+ GCSE passes at grade 4+ and 64% of students achieving both Maths & English passes at Higher grades 5+, compared to the National Average of 49%. • Most of our students at Iqra Academy are EAL students and its Progress 8 score of +1.60 is one of the best in the country and well above the National average of -0.03. Attainment score of 56.4 is also well above the National Average of 46.2 and the Peterborough City Schools Average of 42.8. • There is a wide range of extra-curricular provision, see the Students Enrichment Charter, which offers numerous opportunities, most notably in sport and the arts and also academic support provided in many individual subjects. Iqra runs after School Academies in Football and Cricket and runs a thriving Combined Cadet Force and Duke of Edinburgh Award programme. • Our School Academies are run by Professional Coaching Staff and Iqra Academy compete at National level at Cricket and Football. The School Football team have reached the Association of Muslim Schools National Final for the last eight years, having won the National title seven times.
Other features	<ul style="list-style-type: none"> • In March 2016 the Academy was taken over by a new Board of Governors with a new Proprietor. In June 2016 they employed a new Principal, who has since changed the fortunes of the Academy, not least by increasing its numbers on roll from 30 to 90 and more than doubling the GCSE achievement rates. • In September 2016, the academy started working closely with the Thomas Deacon Education Trust based in Peterborough, which improved its accountability.

- Iqra links with the Peterborough Partnership of Secondary Schools, TDET and the Greater Peterborough Teaching School Alliance, which gives greater opportunities for staff and students.
- Iqra Academy is a Community School and a member of the Association of Muslim Schools and of the Muslim Council of Peterborough. The Principal is Chair of the AMS Eastern region and Chair of the Muslim Council of Peterborough Education Group. The MCP Education group organises the Annual Peterborough City Schools Education Awards. The Principal is also a Trustee and Director at the Thomas Deacon Education Trust in Peterborough.
- The Principal was named “Head teacher of the Year” at the National Interfaith Schools Education Awards ceremony, organised by the Association of Muslim Schools, UK.
- The Academy has taken on several Refugee girls who receive specialist 1:1 support, to enable them to integrate on to the National Curriculum subjects. They have then gone on to A’ Level studies and on to University.
- Parental engagement has been a significant challenge with many pupils coming from backgrounds where parents do not speak English. The Academy is working on a range of strategies to overcome these barriers, including running a ‘Friends of Iqra’ Parents and Community group, which meet regularly and support the School and hold senior leaders to account.

Iqra Academy is a member of ‘Schools of Tomorrow’ and the Global School Alliance which shares good practice. Iqra Academy has a Global Dimensions Policy and has a Sister School in China, namely Qingdao West Coast New Area No.6 Junior Middle School. Our Student Leadership team attend and present at the Student Leadership International Conference in Holland. They have raised thousands of pounds for Iqra Academy to become a Soup Kitchen and venue for the Cities Homeless and Needy, in providing them with food and overnight accommodation at the School.

Well-Being at Heart Programme: There has never been a more important time to look after our mental health and wellbeing, which is why Iqra Academy linked up with Saint John Ambulance (SJA) who have been running free webinars throughout ‘**Mental Health Awareness Week**’. With reference to this year’s theme of nature and the environment, SJA have explored how we can make small changes in our daily lives to improve our wellbeing and mental health and how to support others, with particular reference to ‘*remote working*’ and ‘*returning to work post-lockdown*’.

Iqra Academy is also associated with **The Lantern Initiative** and have booked Workshops at the School. The Lantern Initiative is a Muslim-led grassroots community organisation based in Peterborough. We work to educate and raise awareness of mental health issues in the Muslim community and to reduce the associated stigma that exists within the community. This term the school celebrated EID with a School picnic, marking the end of the Ramadan Fund raising activities, which raised thousands of pounds for the School. The Student Leadership team then created and equipped a ‘Chill Out – Well-Being room,’ a calm space in the School for all students to use.

Award Winning Global School: Iqra Academy has been awarded the Silver International School Award from the Global School Alliance. The GSA celebrates internationally minded Schools that promote cultural understanding, multilingualism and global engagement. We are participating members of the Global Student Council and through our Global Dimension Policy we will look to continue to integrate the global dimension into the whole school curriculum by raising staff awareness of valid and up to date curriculum links. To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries. To involve staff, students and the wider community in the development of contacts with our global partners. To further develop relationships with partner schools with a focus on enriching the whole school curriculum and communication via ICT.

- Iqra Academy holds the National Interfaith Schools 'Health & Well-Being' Award and has recently been shortlisted for the Muslim News 'Excellence in Sport' National Award.
- In 2024, Iqra Academy students won the prestigious National 'Young Writers' Competition and as a result have had their entries published.
- Iqra Academy All-conquering School Football team have won seven National titles in the last eight years when they became the Association of Muslim Schools National Champions in 2024. Iqra Academy is a sister school of Arsenal Football Club and the team is sponsored by the Royal Air Force.
- Iqra Academy School Cricket team compete nationally and several of the team went on to successfully pass the English Cricket Board 'Young Leaders Award.' They were presented with their Certificates at the home of English Cricket, Lords Cricket Ground, London. An Iqra Academy student also gained one of only three National Awards presented by the ECB for her Cricket related Voluntary work.
- Iqra Academy is the first Muslim Girls School in the Country to run a Combined Cadet Force, which it proudly offers in partnership with the Thomas Deacon Academy. This year Students attended the Annual National Camp in Thetford and competed with schools from across the country.
- The Schools 'Enrichment Charter' supports the School values of Integrity, Quality, Respect and Aspiration. It provides opportunities in Community work, Careers, CCF, Drama, Arts, Music and Sports which helps make Iqra Academy such a high performing School both in and out of the classroom.
- School Science Department works with Cambridge University: Head of School Science Department Mrs Mehroona Malik (Master's Degree in Science), has linked up with the Faculty of Education at Cambridge University to 'Study on Collaborative Approaches Between School Students and Teachers to Study about Science from an Islamic Worldview.' Doctoral Researchers at Cambridge University carried out their Research at Iqra Academy, which included them observing and teaching some Science lessons. Working with Focus groups of Students and interviews with students, teachers and the Principal on experiences and aims of thinking about Science and Islam through the current curriculum.

Summary statements

1. Overall Effectiveness		Overall: 2	Last revision date: June 2025	Author: Michael Wright
Summary	<p>The Academy is judged to be good overall.</p> <p>The quality of education is at good. All other major judgements are good. Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Safeguarding is effective.</p>			
	1234	Brief summary of main strengths and areas for development		
Leadership and management	2	<p>Leadership has been judged to be good because of the impact that leadership at all levels has had in the significant improvement made over the last three years. Leaders have a clear and ambitious vision for providing high quality education for all. This is realised through strong, shared values, policies and practice. Leaders, including Governors, consistently communicate high expectations and ambition. Teaching is improving as a result of accurate monitoring and improved performance management and professional development, which is increasingly matched to the needs of the Academy and staff. Self-evaluation is robust and the Academy's key strengths and areas for improvement are clearly linked and support the identification of Continuous Professional Development (see Schools CPD log) and target setting in individual teacher's appraisals and Probation reviews. These state each Teachers individual targets for improving and/or Sharing Good Practice, which are also informed by their Graded and Peer Observation feedback reports.</p> <p>The Local Governing Body and wider Trust systematically challenge senior leaders and as a result the quality of teaching and the progress/achievement of current students have improved. They also ensure the efficient deployment of staff and resources and the utilisation of TDET subject leads. The Academy's curriculum provides well-organised and effective opportunities for learning for all groups of pupils and promotes positive behaviour and contributes well to the pupils' achievement and to their spiritual, moral, social and cultural development. The Academy is improving the way it works with parents, which includes working with the Parents and Community Forum. Parents Feedback forms, May 2025; 'The Principal is providing strong leadership' 100% agree.</p> <p>Ofsted June 2022, "Pupils thrive at this School, Pupils feel cared for, respected and safe. The School's values, 'Integrity, Quality, Respect and Aspiration', are important threads that run through all aspects of School life."</p> <p>Michael Wright, Principal at Iqra Academy, was named as 'Head teacher of the Year' by the Association of Muslim Schools UK, at their Interfaith Education Awards Ceremony in Birmingham.</p> <p>The Academy's arrangements for safeguarding pupils meet the statutory requirements.</p>		

		<p>Areas for development:</p> <ul style="list-style-type: none"> Streamlining systems to monitor, evaluate and review the work of the whole school, so leaders and the Board can check the progress, attendance and behaviour of different groups of pupils over time more easily. Planning and development of the school site with a view to moving to a more city centre based site. Building on the recent work, in collaboration with the Trust Lead, to formalise the process for identifying pupils who have special educational needs and/or disabilities.
Quality of Education	2	<p>The quality of education is improving over time and is consistently good.</p> <p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Learners study a full range of subjects of the National Curriculum, specialising only when necessary. Learners have high aspirations and read widely and often, with fluency and comprehension, which is reflected in high attainment at GCSE examinations. All Subject areas have clear curriculum statements of intent, implementation and impact.</p> <p>QA in our Graded Lesson Observations and in Peer Observations are closely linked and inform staff CPD, Probation and Appraisal Reviews. Assessment data is now used routinely at a classroom teacher level in order to drive improvements in student progress. There is increasing evidence that assessment knowledge and data is being used to plan lessons and facilitate learning. There has been an increased focus on quality first teaching to improve learning and more targeted wider intervention to close gaps. An emphasis on the quality and regularity of feedback has helped students understand what they need to do to improve. In order to ensure that students have the English and mathematics skills to function as full active members of the community, the role of our EAL Lead working alongside the TDET Literacy Co-ordinator has been enhanced to encompass more fully the needs of all Pupils. We have implemented a whole school daily Reading programme and are developing our Oracy Framework, see School Audit.</p> <p>Students Feedback Report in May 2025 stated; "My overall learning experience is positive?" 87% Agreed.</p> <p>In June 2022, Ofsted praised the curriculum, saying; "Leaders and the proprietor have designed a curriculum that is broad and ambitious." Quality Audits, Graded Lesson Observation Summary Report, Peer Observation Summary Report and Learning Walks support Quality Assurance across the School. Quality of teaching is currently 87% Good or Better.</p> <p>In the 2024 GCSE results 82% of students achieved 5+ GCSE passes at grade 4+. In 2024 our Progress 8 score was +1.60, which is well above the National Average of -0.03. The Peterborough City Average is -0.20. For attainment, Iqra's score of 56.4 is above the National Average of 44.3 and a Peterborough City Average of 42.8.</p> <p>English and Maths achievement, students achieving 5+ grades in both, was 64%. This is well above the National Average of 49% and the City Average of 42%.</p> <p>Areas for Development:</p> <ul style="list-style-type: none"> Teachers to have consistently high expectations of all student's attitudes to learning. Ensure SOWs are sufficiently developed to enable teachers to deliver the stretch, challenge and support as required. Teachers have high expectations and challenge students on how each child can level up and improve.

		<ul style="list-style-type: none"> To complete the process of developing the curriculum and in a few subjects, the key knowledge pupils learn should be logically sequenced. Ensure that students are ready for the next stage of education, employment or training. To consistently review the Curriculum offer and options, to meet the students interests and aspirations, to allow them to go on to their chosen destination. Development and implementation of Reading for the whole school to support students wider reading and reading for pleasure.
Behaviour and Attitudes	1	<p>Behaviour and Attitudes is outstanding and there are high expectations of learners, which is reflected in their behaviour and conduct. Pupils' attitudes to learning are very positive. Pupils enjoy school and behave well. A significant drop in 'Poor Behaviour incidents' and positive feedback from staff and pupils indicate that low level disruption to learning is rare, and if it occurs is dealt with quickly and decisively.</p> <p>Conduct outside lessons is orderly and calm and the majority of pupils behave appropriately and show respect for themselves, others and the environment. Pupils display a good understanding and awareness of issues around bullying and instances of bullying are dealt with promptly, sensitively and effectively. Pupils adhere to their own 'RESPECT' agenda.</p> <p>SEN has been formalised and is integrated across the School.</p> <p>The role of the Student Leadership team, in acting as role models, has an excellent impact on discipline and behaviour across the School. Pupils feel safe in the Academy, as shown in recent Student (95% Agree – May 2025) and Parent feedback forms summary reports.</p> <p>Attendance continues to average at 95% across all years in the School, exceeding the National Average of 93.2%.</p> <p>In June 2022 Ofsted reported; "Pupils behave well. They are welcoming and polite to visitors. Low-level disruption is rare. Pupils consider that there is no bullying at their School. They understand the different forms that this can take. Pupils consider adults would listen if they had any concerns or problems."</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Further, develop the open culture of the academy whilst securing all aspects of pupils' welfare through the use of the Students own RESPECT agenda. Develop staff training to ensure consistency of operating our discipline and behaviour policy and procedures, to sustain improvement of behaviour.
Personal Development	1	<p>The curriculum extends beyond the academic and vocational and provides for Students broader development, enabling them to develop and discover their interests and talents. Through our 'Enrichment Charter' at Iqra Academy we aim is to inspire young people to develop their skills, talents and character, including their resilience, confidence and independence, to help them to keep physically and mentally healthy. The School provides a wide range of activities, for students to use their curiosity and creativity to find new ways of achieving their potential and to have the confidence, drive and resilience to follow their dreams.</p> <p>Enrichment through extracurricular activities are a key feature at Iqra, over the course of the year we have seen our School football team being crowned Regional and National champions. We are continuing to look at ways to enhance our student experience through academic, sport and cultural teams and clubs. The School runs an after-school weekly Football Academy and a Cricket Academy.</p>

Iqra Academy were awarded the National Health & Well-being Award, presented by AMS, UK at the Annual National Interfaith Education Awards Ceremony in Birmingham.

Award Winning Global School:

Iqra Academy has a Global Dimensions Policy and has been awarded the Silver International School Award from the Global School Alliance. The GSA celebrates internationally minded Schools that promote cultural understanding, multilingualism and global engagement. We are participating members of the Global Student Council and will be looking to develop our International work over the next twelve months.

As documented in Inspection report of June 2022. “Leaders promote pupils’ personal development extremely well, Pupils take key roles in decision-making to promote aspirations and challenge expectations. Links with schools internationally adds a global dimension to promote pupils understanding of diversity. Leaders offer opportunities for self-challenge and confidence.”

British values are ingrained in everything we do and represent all that we strive to achieve in our vision to nurture today’s young people and inspire them to realise their potential. We also understand the vital role we have in ensuring that groups or individuals within the School are not subjected to intimidation or radicalisation by those wishing to pressurise or illegally influence them. We encourage our students to live a life characterised and enriched by the values of Integrity, Quality, Respect and Aspiration, and we hope that these tenets will continue to inform their choices, actions and behaviours long after they leave school, enabling them to make a positive impact on society.

Students are given a wide range of opportunities to develop and practise leadership skills in preparation for life beyond school. The Student Council provides a forum where representatives from all year groups raise, discuss and propose resolutions about issues which are important to the students they represent. The process of electing representatives, drawing up agendas and convening meetings will model good democratic practice. Student Council representatives are responsible for gathering information from the students they represent and for feeding back after meetings.

Student Captains and Vice Captains are appointed in various sports, to lead our School sports teams both on and off the field of play. They will help with training and produce match reports for the School, which will be included in School Assembly and in the Student ‘Link’ Newsletter. House Captains will lead students from all years, in events and competitions to promote team building, self-esteem and discipline across the School.

Iqra Academy is the first Muslim Girls School in the country to run a Combined Cadet Force, which it offers in partnership with the Thomas Deacon Academy. Students are able to develop their Leadership and communication skills, problem solving and team building skills.

All Students undertake voluntary and community work in liaison with our chosen charity ‘Children of Adam.’

		<p>100% of our Students progress on to Further and Higher Education through our outstanding Careers programme and links with Sixth Form Schools, the Peterborough College, Peterborough City Council, Employers and Peterborough and Cambridge Universities.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Through the Enrichment Charter, further develop student opportunities to develop their resilience, confidence and independence. • Further embed the School Values, British Values and Social, Moral, Spiritual and Cultural developments across the School.
Safeguarding	2	<p>The School has an open and positive culture around Safeguarding that puts our students interests first. This strong Safeguarding culture within the Academy makes it effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse, sexual exploitation, or radicalisation reporting concerns and supporting the needs of those pupils. A safe-guarding team is in place led by a senior teacher. This team meet regularly and work in partnership with a range of agencies to share information and develop effective strategies and practice to support vulnerable and identified pupils.</p> <p>Our Safeguarding policy meets the requirements of The Education (Independent School Standards) Regulations 2014 and associated requirements. It should be read alongside statutory guidance Working Together to Safeguard Children 2023, Keeping Children Safe in Education September 2024 (KCSIE), Children Act 1989 & 2004 and the Education Act 2002. Information, updates and opportunities for support, including e-safety training is provided for all students regularly through Assemblies and Tutorials.</p> <p>Parents Feedback Summary Report dated May 2025 states; “My daughter feels safe at the School?” 100% Agreed.</p> <p>Rebecca Gibson, Education Safeguarding Manager, Peterborough Council, visited Iqra Academy in January 2025 as part of their monitoring of the schools Safeguarding Policy and Procedures, prompting them to state; “With regards to the current safeguarding practice at Iqra Academy, I can confirm that the Local Authority is confident that the school is implementing its responsibilities effectively.” As documented in Ofsted Report June 2022; “The arrangements for safeguarding are effective. Leaders have a clear understanding of the school’s context and how to keep pupils safe. They ensure that staff are well trained.”</p> <p>Sahdia Zafar – Head of Safeguarding, Sahdia has been at the School since the very start in 2009. She has a Postgraduate Certificate in Education in Applied ICT and a Bachelor of Science Degree in Computer Science. Sahdia has also completed a TEFL course and worked abroad teaching English as a second Language, as well as learning Quranic Arabic. Sahdia is the Computer Science teacher and the Designated Safeguarding Lead for the School.</p> <p>Our School Safeguarding Team also includes Deputy Designated Safeguarding Leads Shapla Koli, Fakhra Naheed and Dr Michael Wright who are all DSL trained through the Peterborough City Council. A copy of our Safeguarding Policy can be found on our School Website (Policies Section) Visit www.iqra-academy.co.uk</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure that safeguarding remains a high priority and that staff receive regular and appropriate updated training • To continually update the Schools Policy and procedures in line with current legislation. • To ensure that an updated version of our School Policy is displayed on our Website.

2 Leadership & Management	Grade: Good	Last revision date: June 2025	Author: Michael Wright
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Leadership has been judged to be good because of the impact that leadership at all levels has had in the significant improvement made over the last three years. Leaders have a clear and ambitious vision for providing high quality education for all. This is realised through strong, shared values, policies and practice. Leaders, including Governors, consistently communicate high expectations and ambition. Teaching is improving as a result of accurate monitoring and improved performance management and professional development, which is increasingly matched to the needs of the Academy and staff. Self-evaluation is robust and the Academy's key strengths and areas for improvement are clearly linked and support the identification of Continuous Professional Development (see Schools CPD log) and target setting in individual teacher's appraisals and Probation reviews. These state each Teachers individual targets for improving and/or Sharing Good Practice, which are also informed by their Graded and Peer Observation feedback reports.</p> <p>Leaders and Governors successful implementation of their clear vision is securing a long-term, sustainable future for the school. Leaders evaluation of the school's effectiveness is detailed, honest and accurate. The Schools development plans, address the areas that require further development.</p> <p>The Local Governing Body and wider Trust systematically challenge senior leaders and as a result the quality of teaching and the progress/achievement of current students have improved. They also ensure the efficient deployment of staff and resources. The Academy's curriculum provides well-organised and effective opportunities for learning for all groups of pupils and promotes positive behaviour and contributes well to the pupils' achievement and to their spiritual, moral, social and cultural development. The Academy is improving the way it works with parents through its 'Friends of Iqra' Parents Forum. The Academy's arrangements for safeguarding pupils meet statutory requirements. We have formalised SEND, updated our Policy and Procedures and work closely with the TDET SEND lead to monitor and support our students.</p> <p>Ofsted June 2022, "Leaders encourage pupils to 'think big' and pupils take active roles in making decisions about their school and work. Their actions have successfully contributed to broadening horizons and in becoming well-rounded individuals. They are very well prepared for life in modern Britain."</p> <p>"Leaders and the proprietor have designed a curriculum that is broad and ambitious. Pupils study secular subjects, alongside Islamic studies, preparing them well academically and personally."</p> <p>"Parents were universally positive about the education their children receive. They all said that their children are safe and the School is good at keeping them informed. The vast majority would recommend the School to another parent."</p> <p>The Academy is improving the way it works with parents, which includes working with the Parents and Community Forum. Parents Feedback forms, May 2025; 'The Principal is providing strong leadership' 100% agree.</p> <p>Michael Wright, Principal at Iqra Academy, was named as Headteacher of the Year by the Association of Muslim Schools UK at their Interfaith Education Awards Ceremony in Birmingham.</p>		

<p>C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Streamlining systems to monitor, evaluate and review the work of the whole school, so leaders and the Board can check the progress, attendance and behaviour of different groups of pupils over time more easily. • Building on the recent work, in collaboration with the Trust Lead, to formalise the process for identifying pupils who have special educational needs and/or disabilities. • Refine the purpose of governor monitoring visits to the academy so that they are more impactful in gathering a deep and accurate understanding of the Academy's work and are used as an evidence base to further challenge the work of senior leaders. • The new curriculum and options model needs to be fully evaluated in order to provide evidence of impact and refinements made as appropriate. 		
Sub-criterion	A. Key phrases from the Criteria	1234	B. Main strengths and areas for development
<p>Expectations, culture and behaviour</p>	<p>Leaders set high expectations of pupils and staff.</p>	<p>1</p>	<p>Leaders communicate high expectations and ambition regarding all aspects of their and the Academy's work. This can be seen in our target setting processes and behaviour policies. Leaders lead by example and are good role models to their colleagues and students. There are very good relationships between leaders, staff and pupils and this creates a calm, purposeful working atmosphere and a culture of respect and tolerance.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Further develop a culture that enables pupils and staff to excel.
<p>Impact on outcomes; students' progress</p>	<p>Attainment and progress for current pupils has improved</p>	<p>2</p>	<p>Excellent GCSE results in 2024 with 100% of students achieving 5+ GCSE passes grade 4+. Need to embed GCSE options and meet Individual student needs, which may include some more BTEC qualifications.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure students make progress in line/above with national average and ensure that ambitions and targets are suitably challenging for all pupils • Develop new BTEC qualifications in the School to give pupils greater opportunities. • To broaden the curriculum and offer additional opportunities, Health Award, Cricket Leaders etc
<p>Self-evaluation</p>	<p>S-E at whole school level is thorough and accurate and the academy's actions are carefully planned, concerted and effective.</p>	<p>2</p>	<p>Feedback from external sources (Ofsted 2022 & TDET), indicate that self-evaluation is a strength of the academy. Our process, are detailed and robust and judgements are accurate. The whole academy processes have been developed at subject level where each team has an improvement plan, which has used exam reviews, quality assurance activity and other evaluations to inform priorities. A wide range of regular monitoring activities are used including learning walks and pupil surveys, which inform further actions.</p> <p>Areas for development:</p>

			<ul style="list-style-type: none"> Further develop the consistency and effectiveness of the action planning by Leaders leading to improvement by focussing on the impact of their actions in key areas.
Impact on teaching and learning PM and PD	Teaching is consistently good across the academy	2	<p>There are examples of good and outstanding teaching across the Academy and overall teaching has improved. Leadership has focussed on ensuring consistently high-quality teaching and learning in the classroom to support progress. There has been CPD to gain a clear and consistent understanding of what constitutes high quality teaching and learning. Identified underperformance is being tackled robustly through target setting in Appraisals and Probation reviews.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Leadership at all levels needs to focus on ensuring consistently high-quality teaching and learning in the classroom to support progress. In order to do this, there needs to be a more concerted plan to share good practice more widely. Further develop sharing of good practice through CPD, staff meetings and Peer Observations.
Governance	Governors systematically challenge leaders and hold them to account for all aspects of performance.	2	<p>Governors have become increasingly robust in holding leaders to account for pupils' achievement, quality of teaching and the effective deployment of resources. CEO of TDET along with other members of the Local Governing Body have the requisite skills, experience and interest to support school improvement alongside the wider Trust.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Refine the purpose of governor monitoring visits to the academy so that they are more impactful in gathering a deep and accurate understanding of the Academy's work and are used as an evidence base to further challenge the work of senior leaders.
Curriculum	Covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. Contributes well to pupils' achievement, physical well-being and SMSC development Promotes positive behaviour, a good understanding of safety.	2	<p>The current curriculum provides a breadth of experience at all key stages. Students are able to take EBACC subjects and a range of 'vocational' qualifications. The curriculum is designed to be more personalised and flexible with consideration given to pathways and progression which reflect needs, aspirations and interest. The curriculum model provides both support and stretch enabling students to be challenged as appropriate and take qualifications that allow progression to higher education and the workplace.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> The new curriculum model needs to be fully evaluated in order to provide evidence of impact and refinements made as appropriate. To ensure that we meet the needs of all Individual students in the amount of GCSE subjects taken and the options chosen, which includes BTEC qualifications.

<p>Promotion of British values and equality of opportunity</p>	<p>Leaders consistently promote equality of opportunity and diversity</p>	<p>1</p>	<p>Spiritual, Moral, Social and Cultural Development is promoted across the entire school curriculum and all aspects of school life. All students have the opportunity to develop an understanding of right and wrong; an appreciation of the Arts in all their forms and practice the skills and attitudes required for them to participate fully in a democratic society. Spiritual, Moral, Social and Cultural Development is implicit within the school curriculum, school ethos and within day to day life at the Iqra Academy. A culture has been created in the academy, which promotes fundamental British values and this supports pupils' spiritual, moral, social and cultural development. Equality of opportunity and diversity is promoted effectively within an extremely diverse pupil and staff body. This has resulted in a positive culture, which has been recognised through the acknowledgement of the Rights Respecting School Award. Staff and pupils work effectively together to prevent discriminatory actions and leaders do not tolerate prejudiced behaviour.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Further embed the 'RESPECT' agenda across the Academy so that leaders promote equality of opportunity and diversity exceptionally well. • Further promote through Assemblies and Tutorials.
<p>Safeguarding and care</p>	<p>Arrangements meet statutory requirements</p>	<p>2</p>	<p>Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. A safe-guarding team is in place led by a senior teacher. This team meet regularly and work in partnership with a range of agencies to share information and develop effective strategies and practice to support vulnerable and identified pupils.</p> <p>Rebecca Gibson, Education Safeguarding Manager, Peterborough Council, visited Iqra Academy in January 2025 as part of their monitoring of the schools Safeguarding Policy and Procedures, prompting them to state; "With regards to the current safeguarding practice at Iqra Academy, I can confirm that the Local Authority is confident that the school is implementing its responsibilities effectively."</p> <p>My Concern and ET-AIMS are utilised for updated data and monitoring.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure that safeguarding remains a high priority and that staff receive regular and appropriate updated training • Further develop systems for supporting e-safety
<p>Protection from radicalisation and extremist views</p>	<p>Leaders protect pupils from radicalisation and extremism</p>	<p>2</p>	<p>Leaders protect pupils from radicalisation and extremism. All Staff are PREVENT trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure that ongoing training and heightened awareness develops staff vigilance and competency to challenge pupils' views where necessary.

			<ul style="list-style-type: none"> Pupils informed through Tutorials and guest speakers and through enforcement of British values.
--	--	--	---

3 Quality of Education	Overall: Good -	Last revision date: June 2025	Author: Michael Wright
<p>Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>The quality of teaching, learning and assessment is consistently good. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Learners study a full range of subjects of the National Curriculum, specialising only when necessary. Learners have high aspirations and read widely and often, with fluency and comprehension, which is reflected in high attainment at GCSE examinations. Leaders monitoring of the quality of teaching and learning is rigorous and through a forensic assessment of each teacher against each strand of the teachers' standards. This forensic assessment clearly identifies Key areas of strength in the academy and has also enabled the school to focus support and coaching to address Key areas for improvement. As a result of this focus, teachers increasingly have higher expectations of all students, irrespective of their starting points. In June 2022, Ofsted reported; "Adults have high expectations of all pupils." Quality Audits, Graded Lesson Observation Summary Report, Peer Observation Summary Report and Learning Walks support Quality Assurance across the School.</p> <p>Assessment data is now used routinely at a classroom teacher level in order to drive improvements in student progress. There is increasing evidence that assessment knowledge and data is being used to plan lessons and facilitate learning. There has been an increased focus on quality first teaching to improve learning and more targeted wider intervention to close gaps. An emphasis on the quality and regularity of feedback has helped students understand what they need to do to improve. In order to ensure that students have the English and mathematics skills to function as full active members of the community, the role of our EAL Lead working alongside the TDET Literacy Co-ordinator has been enhanced to encompass more fully the needs of all Pupils. Literacy and Oracy strategies implemented across the School. The School works with the National Literacy Trust. The Trust is an independent charity that empowers children, young people, and adults with the literacy skills they need to succeed. At Iqra we have a whole school reading strategy to encourage and develop students' appreciation of literature and improve literacy skills. Each tutor group reads a set class text for 10 minutes during tutor time, we try to develop appreciation and understanding of those texts through questioning and discussion techniques.</p> <p>In June 2022, Ofsted reported that; "Leaders have designed a curriculum that is broad and ambitious."</p> <p>Key Strengths</p> <ul style="list-style-type: none"> Effective classroom management with clear expectations about student behaviour. Excellent rapport between teacher and students, which increased interaction. Linked mix of activities that extended learning and kept students motivated. Wide range of activities and visual aids stimulated and enhanced learning whilst skilfully developing English language skills. High expectations with positive reinforcement used to increase students' self-confidence and level of motivation. 		

Key Areas for Improvement:

- Teaching at the right level to maximise engagement, progress and to stretch and challenge students to be the best they can.
- To complete the process of developing the whole curriculum.
- The key knowledge students need to learn is logically sequenced.
- To develop Reading resilience and enjoyment of Reading across the whole school to support their wider reading and reading for pleasure.

2024 GCSE results in English with 82% of students gaining grades 4+ (73% grade 5+).

In Double Science 73% of students gained grades 4+.

Maths achieved 64% grade 4+, with 64% of students gaining Higher Grade passes in both Maths & English grade 5+.

Urdu, Arabic, Islamiyat and Citizenship all achieved 100% passes.

In addition, many students gained the BTEC Level 3 Award in Health & Social Care.

This year, 82% of students achieved 5+ GCSE passes including Mahreen Ali who achieved all her GCSE passes at grade 8+, 8 x grade 9, 2 x grade 8. Aminah Bibi, 2 x grade 9, 2 x grade 8, 1 x grade 7, 4 x grade 6 and Aleesha Fathima who achieved 1 x grade 9, 2 x grade 8, 3 x grade 7, 3 x grade 6.

Special praise also to Refugee Student Hoda Albirini who also achieved all her GCSE passes at Higher Grades, x1 Grade 9, x1 Grade 8, x7 Grade 6 passes.

In 2024 our Progress 8 score was +1.60, which is well above the National Average of -0.03. The Peterborough City Average is -0.20.

For attainment, Iqra's score of 56.4 is above the National Average of 46.2 and a Peterborough City Average of 42.8.

English and Maths achievement, students achieving 5+ grades in both, was 64%. This is well above the National Average of 49%.

Students Feedback Report in May 2025 stated; "My overall learning experience is positive?" 87% Agreed.

Parents Feedback Report in May 2025 stated; "My Child is well taught and making good progress at the school?" 93% Agreed.

Iqra Academy Curriculum Statement of Intent:

- Our young people are well-prepared for the next stage of their life as global contributors with clear moral purpose.
- Through the experience of a broad range of entitlement opportunities for their personal, social, cultural and academic progress they develop a set of skills underpinned by their own authentic values.
- Individuals possess a strong body of transferable core knowledge which they can articulate effectively, drawing upon a wide vocabulary.

Our Curriculum is evaluated through Intent – Implementation – Impact;

- The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent). (Rationale, ambition, concepts)

	<ul style="list-style-type: none"> ○ for translating that framework over time into a structure and narrative, within an institutional context (implementation). (Leadership, knowledge, delivery, progression, breadth and depth, assessment) and ○ for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement). (national tests and assessments, Reading, Destinations). <p>Our Curriculum includes the following:</p> <ul style="list-style-type: none"> • A structured assessment schedule with rationale for what is being tested and why the testing is taking place • Time built in to allow for relearning. Assessment having impact on learning • Assessment of teaching. What worked/didn't work? What do we need to amend to have a greater impact. • Spiral assessment which counters the forgetting curve. Regularly re-visiting previous material • Validity – we need to be clear about the inferences being drawn from testing impacted by factors such as domain size, on the day performance, marker reliability 		
<p>Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<p>Areas for development:</p> <ul style="list-style-type: none"> • Teachers to be determined that all pupils achieve well. Encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. Ensure SOWs are sufficiently developed to enable teachers to deliver the stretch, challenge and support as required. • Improve teaching and learning so that all pupils can achieve their best by ensuring that teachers use assessment information to match work to the needs of pupils of different abilities more precisely. • Teachers to embed reading, writing and communication and mathematics well across the curriculum, equipping all pupils with the necessary skills to make progress. Through CPD, build capacity and strategies to support the development of the core skills of numeracy, language, literacy of all learners. • Teachers to set homework, that consolidates learning and prepares pupils well for work to come. Plan and provide regular opportunities for students to work independently in order to apply themselves and increase the rate of progress. Review homework provision in terms of its contribution to progress and learning • Teachers to provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. To review students Feedback on Teachers to ensure that it is implemented effectively across all subject areas. • Ensure that pupils are ready for the next stage of education, employment or training. To consistently review the curriculum offer and options, to meet the pupils interests and aspirations, to allow them to go on to their chosen destination. 		
Sub-criterion	Key phrases from the Criteria	1234	Main strengths and areas for development
Intent - Planning	Teachers use effective planning to construct a curriculum that is ambitious and	2	The Academy has reviewed the Curriculum to ensure that the subjects offered are a good fit for the learners and that we offer a number of options, including BTEC qualifications, to meet the individual needs of all our students. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

	<p>designed to help pupils learn well. Pupils study the full National Curriculum. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p>		<p>Subjects; English Maths and Science remain compulsory and all students study Religious Education and PSHE. Options include Psychology, Citizenship, Computer Science, Triple Science, History, Art & Design and Modern Foreign Language, which includes Urdu and Arabic. We have broadened our curriculum offer to also include Health & Social Care. Duke of Edinburgh Award and First Aid qualifications are also additional opportunities for students. Subjects' schemes of work have been developed to ensure that learners can all make progress, irrespective of their different starting points. Clear direction has been given around the explicit inclusion of stretch and challenge for the highest attaining students, as well as support as required. Evidence from lesson observations, learning walks (announced and unannounced) and Subject area QA show that lesson planning is taking place and that students engage in their learning. Individual needs are clearly being met through a number of reasonable adjustments. Over time, there has been an evident up-skilling of teachers to enable them to plan lessons that cater for students' different starting points and prior learning. Particular improvements are being seen with regard to students with more developed starting points. TDET Subject Leads also add value and robustness to lesson planning and delivery. Teachers develop positive relationships with students which allow for a calm and productive atmosphere. Through high expectations, students are increasingly challenged to improve and achieve their potential. From learning walks and other QA activities, we see that the Behaviour Policy and procedures is being used in classrooms and across the Academy. The effective Behaviour process has allowed teachers to have move away from planning for control towards planning for learning and progress.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensuring that through high expectations and ambitious planning, students are able to achieve to their fullest potential. • Senior Leaders and TDET Leads to work with Teachers to ensure that the SOWs are sufficiently developed to enable teachers to deliver the stretch, challenge and support as required • Continue to challenge staff to innovate and to be ambitious in their planning to enable students to further progress.
Implementation and Impact	<p>Teachers have good subject knowledge. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for</p>	2	<p>Teachers have good subject knowledge. Teachers use regular and appropriate feedback to identify students who need further support and who need further stretch and challenge. The regularity and appropriateness of the feedback enables students to commit to improving their work in a timely fashion.</p> <p>Whole class analysis is now regular practice in most subjects. This has enabled teachers to systematically analyse where students need support in order to achieve their potential.</p> <p>A rigorous approach to the teaching of reading develops student's confidence and enjoyment in reading. See School Reading strategy and Oracy audit. Students read widely and often, with fluency and comprehension.</p>

	<p>pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p>		<p>Through training sessions and feedback from the regularly-undertaken learning walks, our school ‘card system’ is being promoted in order to more rapidly pick up where students are excelling or are encountering difficulties, which may lead to low-level disruption.</p> <p>To further promote learning, changes have been made to the assessment format. For example, in year 11 there has been a move from three exams to two more focused exams where teachers will more clearly be able to identify deficits. Time is then available for them to diagnose students’ strengths and areas for development and to implement effective therapy.</p> <p>Students are ready for the next stage of education, employment or training. Through individually tailored programmes of study, they meet their interests and aspirations.</p> <p>Data is now used more effectively for levelling-up – class teachers are tasked with identifying where there is underperformance and identifying student-level strategies and quality first teaching. Where expertise is available in other areas of the school, then wider interventions are swiftly put in place</p> <p>Senior Leaders encourage teachers to participate in Awarding Body assessment activities, including: marking, moderating and production of exam papers. This enhances their ability to offer precise feedback in line with national standards. This also allows for staff development as information and learning is cascaded within departments.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • TDET Leads used effectively in some areas, it is a valuable approach that can be developed more widely across all subject areas. • Assessment and marking to be verified across TDET Schools. • Teachers to attend TDET CPD and Teaching School Alliance programmes in order to share good practise.
Teachers’ expectations	<p>Teachers expect and encourage all students to work with positive attitudes so that they can apply themselves and make strong progress.</p>	2	<p>Expectations are high in all lessons, with students encouraged to engage with learning enthusiastically and with the determination to succeed. Staff are explicit in communicating expectations, praising effort and application to work during lessons and independently. Students, through student voice, convey clearly their understanding and appreciation for positive expressions of effort and outcomes from staff.</p> <p>Teachers establish safe and stimulating environments, rooted in mutual respect. Teachers demonstrate consistently the positive attitudes, values and behaviour that they expect from pupils. Goals are increasingly being set which stretch and challenge pupils of all backgrounds. The School ‘Card System’ and House points scoring system is increasingly used to encourage and motivate students.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Apply consistent and appropriate expectations to all groups of learners, particularly including EAL and SEND;

			<ul style="list-style-type: none"> Plan and provide regular opportunities for students to work independently in order to apply themselves and increase the rate of progress;
Teachers' expertise, and strategies	<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>	2	<p>Common schemes of work for courses delivered across each key stage and each subject provide a secure basis for planning individual lessons through collation of prior attainment data, regular assessment data scrutiny and personalised inclusion information.</p> <p>The behaviour framework is used effectively to reinforce expectations through abundant rewards and judicious sanctions which establishes a positive climate for learning. Regular feedback to students and timely data captures enable teachers to recognise strengths and progress, diagnose misconceptions and address individual areas for improvement.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Apply secure subject knowledge to consistently plan learning that sustains students' interest and challenges their thinking; Application of common lesson features to ensure consistency in planning for successful student outcomes; Improve, through targeted CPD opportunities, skilful, personalised questioning to probe students' responses and fuel the desire to deepen knowledge, understanding and skills; Consistently provide good quality, diagnostic and constructive feedback, plus allow sufficient time and opportunity for students to review their knowledge and understanding, effectively supporting them to assist them to improve their learning.
Equality and diversity	<p>Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Students have a positive understanding of other ethnic and religious groups. Teachers promote equality of opportunity and diversity in teaching and learning.</p>	2	<p>Students and staff actively promote an inclusive culture and challenge conduct which would disrupt or diminish the positive values and relationships nurtured in and around the Academy. Staff and students work effectively together to encourage tolerance and celebrate diversity; including ethnicity, religion or sexual orientation.</p> <p>We ensure that resources, teaching strategies and enrichment opportunities reflect and value the diversity of students' experiences and they are provided with a broad understanding of people and communities beyond their immediate experience. Resources are shared across the range of TDET Schools.</p> <p>In 2024 Iqra Academy was Awarded the 'Equal Access National Award' from the Barclays Girls Football School Partnerships, by England Football.</p> <p>The Cathedral Dean and other religious leaders are regular visitors to Iqra Academy, as are our students in other faith schools, such as St. John Fisher Catholic school.</p> <p>The school participates in numerous Interfaith events across the City and beyond.</p>

<p>Teaching of RWCM</p>	<p>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. RWC activities are embedded through tutor time schedules and Accelerated Reader programmes in English.</p>	<p>2</p>	<p>Effective coordination and implementation of literacy and EAL policies has led to more consistent classroom practice. Whole staff training has developed staff awareness of the cross curricular nature of literacy and EAL has raised expectations for delivery and appraisal in all subject areas which further embeds the importance of RWC to students; written work and reading is strongest in English, Humanities and the Sciences whilst communication is strongest in practical subjects such as Expressive Arts and PE. Numeracy support is being coordinated across the curriculum with the support of our TDET Lead. Specific Key Stage 3 and Key Stage 4 SPaG support programmes have been developed to address the particular needs of each cohort.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Literacy Lead and EAL Lead to meet on a weekly basis and offer support for all staff. • Numeracy Lead to investigate the numeracy demands of the curriculum offered and the numeracy skills among the students at the school and then work to close the gap between the two • Numeracy and Literacy leads to dissect GCSE results, so as to inform all years input. • All Subject SOW to be reviewed for Literacy and Numeracy input opportunities. • All staff training with our Leads to identify and implement above opportunities in lesson planning and in subject SOW.
<p>Assessment</p>	<p>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>	<p>2</p>	<p>Preceding any data capture there is a window for preparation, assessment and marking to ensure that teachers can clearly identify the strengths and areas in which students need to improve. These assessment windows are used to ensure that appropriate therapy is put into place to allow students to improve.</p> <p>These formal assessments have deep marking where students' strengths and development areas are indicated in detail. This is in contrast to classwork where teachers check for misconceptions, accuracy and literacy, giving on-going feedback in an appropriate way for that subject.</p> <p>Senior Leaders encourage teachers to participate in Awarding Body assessment activities, including: marking, moderating and production of exam papers. This enhances their ability to offer precise feedback in line with national standards. This also allows for staff development as information and learning is cascaded within departments.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Develop staff skills in offering group feedback which picks up common themes, misconceptions and areas to improve • To work with TDET Leads to ensure that assessments and marking are internally verified across our Trust of Schools. • Improve, through targeted CPD opportunities, skilful, personalised questioning to probe students' responses and fuel the desire to deepen knowledge, understanding and skills.

Resilience	Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	2	<p>Iqra has developed a culture of openness and transparency where we all believe that we can learn from our own mistakes. Pupils are confident to express themselves in and out of the classroom. Pupils feel safe to do this and when they make mistakes teachers challenge the misconception with the support of others within the class.</p> <p>The Maths department are challenging pupils' low expectations of their maths abilities and creating a culture where pupils want to participate, make mistakes and pupils are developing an intellectual curiosity. The ambition of the staff within the subject to self-improve is being reflected in the efforts of pupils.</p> <p>The school offers a wide range of extra-curricular opportunities to help deepen knowledge, understanding and skills. The School has regular guest speakers and students participate in a number of community projects, such as 'Decorum' which consolidates and deepens their knowledge and understanding. Our Highest Attaining Pupils are further stretched through a range of activities, for example through the Schools of Tomorrow Leadership research. This allows students to develop their knowledge of Leadership and help them to identify and reflect upon their interests and motivations and develop both academic and soft skills. Work Experience opportunities and all students participating in voluntary and community work develops their life skills and resilience. Through participation in the School Choir at city events and in representing the School teams in Sports events across the country develops their communication and team building skills.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure that students are directed to opportunities that will help them to develop, consolidate and deepen their knowledge, understanding and skills, which are recorded on their Individual Learning Plans. • Continue to develop strategies that enable students to confidently work independently in lessons
Homework	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.	2	<p>Our homework policy is implemented and needs to be consistent, so as to maximise opportunities for consolidating and extending learning or preparing students for future topics. Subject leads are challenged to ensure that opportunities for extension and wider reading were built in to schemes of work. Homework has formed part of our Blended Learning approach. Homework is set and marked on a weekly basis, with parents being asked to sign off their child's work.</p> <p>Areas for development</p> <ul style="list-style-type: none"> • Review homework provision in terms of its contribution to progress and learning • Subjects to generate homework menus to include opportunities for: <ul style="list-style-type: none"> ○ Independent, project-based learning ○ Reviewing knowledge, understanding and skills developed in lessons ○ Consolidation and deepening of understanding ○ Preparation for new learning.
Reports to parents	The school gives parents accurate	2	Staff are increasingly confident in understanding the reporting mechanisms relating to attitude, progress and attainment. Senior Leaders work with our subject leads to question routinely the validity and reliability of the data presented and to ensure that all class teachers do the same. Reporting in

	<p>information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.</p>	<p>Key Stage 4 is now comparing performance to the expected performance indicator which looks at the child's KS2 scores and considers typical progress made nationally. This RAG rates the child's performance to support parents in seeing where they are making progress. Reporting to parents is accurate and efficient, the regular progress reports are supported by parental meetings at which time questions relating to the reporting formats are addressed and targets for improvement are agreed. In KS3 reporting on attitude occurs in term 1 and then there are two data driven data points through the year focused on attitude and progress. In KS4 in each year there is an attitude focused data and then two data driven checkpoints where an end of Key Stage prediction is presented. At the end of year 11 a final report is written by each subject and tutor.</p> <p>We are working closely with TDET Leads to ensure that our GCSE predictions are based on factual assessment data which has been verified across the Trust, in terms of assessments set, use of past papers and of course in the standardisation of marking. This gives us a much more robust process for reporting.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Target written feedback to specifically address knowledge, understanding and skills and provide opportunities for student responses; • QA parent understanding and use of reporting mechanisms, including progress, attainment and target setting. • Ensure that reporting on progress is robust and that they have been internally and externally verified. • Parents utilise their Parents Forum group to question and to hold senior leaders to account on all reporting and curriculum standards. • To update and implement additional Parents Forum terms of reference points as outlined below; <p><i>To receive and review reports from the Principal and senior school leaders in relation to academic standards and the quality of teaching and to hold them to account.</i></p> <p><i>To receive and review Academy development plans from the Board and Principal and to support them whilst holding them accountable.</i></p> <p>To exchange ideas, strengthen skills and share examples of good practice to develop parents/community engagement with the School.</p> <p>To implement a communication process, so that parent/community issues and concerns can be efficiently and professionally dealt with and resolved.</p> <p>Parents Feedback Summary Report dated May 2024 stated; "The School keeps me well informed?" 96% Agreed.</p>
--	---	---

4. Behaviour and Attitudes		Overall: 1	Date: June 2025	Author: Michael Wright
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	<p>Behaviour and Attitudes is excellent and there are high expectations of learners, which is reflected in their behaviour and conduct. Pupils' attitudes to learning are positive. Pupils enjoy school and behave very well. A significant drop in 'Poor Behaviour incidents' and positive feedback from staff and pupils indicate that low level disruption to learning is rare, and if it occurs is dealt with quickly and decisively. Conduct outside lessons is orderly and calm and the majority of pupils behave appropriately and show respect for themselves, others and the environment. Pupils display a good understanding and awareness of issues around bullying and instances of bullying are dealt with promptly, sensitively and effectively. Behaviour in the school is managed well and there are significant improvements in behaviour over time for individuals or groups with specific behavioural needs. SEN has been formalised and is integrated across the School. The role of the Student Leadership team, in acting as role models, has a good impact on discipline and behaviour across the School.</p> <p>Local Authority reported on the challenges in our city schools and that in total, there were 3,184 suspensions in the 2022-23 academic year, 1,472 distinct students were suspended – showing that students were being suspended multiple times. The total number of days of suspensions was 6,529 with the average suspension length being 2.1 days. At Iqra, Behaviour, Attendance and Attitudes is excellent and there were no suspensions last year, with high expectations of learners, which is reflected in their behaviour attendance and conduct. Pupils feel safe in the Academy, as shown in recent Student and Parent feedback forms summary reports. Attendance continues to average at 95% across all years in the School, which well exceeds the National Average of 93.2%.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Further, develop the open culture of the academy whilst securing all aspects of pupils' welfare through the use of the Students own RESPECT agenda. • Develop staff training to ensure consistency of operating our discipline and behaviour policy and procedures, to sustain improvement of behaviour. 			
	Even Better.... To reach the next grade or to continue to be outstanding we need to: <ul style="list-style-type: none"> • For all pupils to follow the RESPECT pupil charter. • Challenge staff to reward those pupils who continue to get it right as part of the consistent application of the behaviour policy. • Ensure that all pupils have positive attitudes towards others' ideas and views. 			
Sub-criterion	1234	Main strengths and areas for development		
Engagement in Learning	1	<p>Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. They bring the right equipment and are ready to learn. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. Ofsted June 2022; "In the vast majority of lessons, pupils behave in an exemplary fashion. They are conscientious, concentrate hard, listen attentively and respect the views of others."</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure learning opportunities are engaging and challenging and occurs consistently across the Academy • Further development of the consistent application of the behaviour policy and procedures across all subject areas and year groups 		

Citizenship and SMSC	1	<p>Pupils' spiritual, moral, social and cultural development is a strength. Pupils benefit from PSHE education alongside a range of trips, and visits from outside speakers. Assemblies and collective prayers help to develop student's strong sense of spiritual and moral values. Inspection evidence showed pupils to be polite, respectful, conscientious and caring. Additionally, pupils display good understanding of different faiths and cultures, as evidenced by the impressive displays on Judaism and Christianity.</p> <p>The student Council, where pupil's suggestions are considered by School leaders and acted upon, exemplifies fundamental British Values, including democracy.</p> <p>Pupils involvement with the inter-faith council, their local and global charity work, and their increased activities with the local community develops their self-confidence, empathy and self-esteem.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • For all pupils to follow the RESPECT pupil charter. • For all pupils to promote British Values.
Behaviour	1	<p>The behaviour of pupil's is Excellent. Attendance across all year groups is very high, 95%. The overall attendance is above the National average of 93.2%. No group of pupils within the School is below the National Average for Attendance. There are very few incidents of poor behaviour and no suspensions, contrary to the challenges in other local schools with 3,184 suspensions in 2022/23. Leaders track behaviour closely on a pupil-by-pupil basis.</p> <p>Parents confirm that there is an excellent standard of behaviour at the School, see feedback summary report, May 2025.</p> <p>The Head girl and student leadership team act as role models and play an integral part in setting the tone and dealing with pupils behaviour across the School.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure consistency across the Academy in dealing with low level Behaviour issues • Challenge staff to reward those pupils who continue to get it right • Utilise the School Student Leadership team in dealing with pupil's behaviour.
Pupils' attitudes	1	<p>Pupils take pride in their appearance ensuring that their uniform is worn correctly. This is evident by observing pupils within the Academy during lessons and social times. Pupils discuss issues in a considered way, showing respect for others' ideas and points of view. In the most recent Ofsted report (June 2022); "In the vast majority of lessons, pupils behave in an exemplary fashion. They are conscientious, concentrate hard, listen attentively and respect the views of others."</p> <p>Pupils and their parents appreciate the pastoral care provided by the school. The one-to-one sessions pupils have with teachers cover attendance, progress and well-being. They also provide a firm foundation for safeguarding pupils as they allow teachers and pupils to spot issues that may need subsequent intervention.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure that all pupils have positive attitudes towards others' ideas and views.

Safety and mutual support	1	<p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe during lesson and at social times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. Pupils say they feel safe and valued. The new tutorial system enhances pupil's well-being and helps to improve their attendance and progress. Pupils are given many opportunities through the subject curriculum and tutor programme to learn about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p> <p>The School gained the National 'Health and Well-Being' Award at the AMS UK Interfaith Education Awards ceremony in Birmingham.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Further work needs to be undertaken with identified vulnerable pupils to ensure that they are able to stay safe in the wider external environment of the Academy.
Bullying	1	<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. The Academy promotes a clear message about the impact of bullying and prejudiced behaviour on pupils' well-being. Behaviour records show no bullying incidents last academic year, despite improved reporting opportunities for pupils. Pupils are made well aware of what bullying looks like and the different ways it can be perpetrated. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. Any repeat offenders are identified and dealt with swiftly, which is evident in Academy records that note a 68% decrease in perpetrators repeating their offences.</p> <p>Ofsted Report June 2022 stated; "Pupils consider that there is no bullying at their School."</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Further develop how we continue to prevent and tackle bullying through student leadership
Attendance	1	<p>Local Authority reported on the challenges in our city schools and that in total, there were 3,184 suspensions in the 2022-23 academic year, 1,472 distinct students were suspended – showing that students were being suspended multiple times. The total number of days of suspensions was 6,529 with the average suspension length being 2.1 days. At Iqra, Behaviour, Attendance and Attitudes is excellent and there were no suspensions last year, with high expectations of learners, which is reflected in their behaviour attendance and conduct. In the most recent IDSR information, it is clear that the Academy has and continues to be well above the National Average in Attendance. 2021/22 Iqra Attendance 96.0%, National Average 92.4%. 2022/23 Iqra Attendance 94.0%, National Average 92.5%. 2023/24 Iqra Attendance 95.0%, National Average 93.2%.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> To continue to drive up attendance for all our groups of pupils to ensure they remain higher than their retrospective National Average.
Guidance	1	<p>The Academy provides high quality, impartial careers guidance at key points, which helps pupils to make informed choices about which courses suit their academic needs and aspirations and to make decisions about the next stage of their education, employment, self-employment or training.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> To provide guidance and information from year 7 to support aspirational goal setting.
Enrichment	1	<p>Enrichment through extracurricular activities are a key feature at Iqra, over the course of the year we have seen our School football team being crowned Regional and National champions. We are continuing to look at ways to enhance our student</p>

experience through academic, sport and cultural teams and clubs. The School runs an after-school weekly Football Academy, Netball Academy and a Cricket Academy.

Our School Choir, led by our Head Girl, sang at the Peterborough Faith and Food Festival 2023. The School Choir then went on to win the AMS Midlands Schools Nasheed Choir Competition in Leicester, which included a recital of their own written composition.

The establishment of a Combined Cadet Force provides a disciplined organisation in the school, so that our students develop powers of leadership. The CCF training promotes the qualities of responsibility, self-reliance, resourcefulness, endurance and perseverance. We believe that this will also be of great benefit to students in their future lives and careers. We work closely with the community and the Thomas Deacon Trust and this will only build on these strong links. We believe that we are the first ever Muslim faith girls school to run a Combined Cadet Force.

National Recognition: Congratulations to Hannah Houghton, Maryam Houghton, Hafsa Rustam, Humayra Abbas & Mahek Hussain, who have all successfully passed the English Cricket Board 'Young Leaders Award.' They were presented with their Certificates at the home of English Cricket, Lords Cricket Ground, London. The National Presentation day involved all the top schools from across the Country.

Iqra Student Humayra Abbas also gained one of only three Student National Awards from the ECB for her related Voluntary work.

Iqra Academy Crowned National Champions:

Our School Football team made history by becoming the AMS National Schools 7-a-side Football Champions 2024, retaining their National Crown, which they won in 2023, 2021, 2020, 2019, 2018 & 2017. Iqra Academy also lifted the AMS Midlands Schools League Title, making it a League and Cup double for 2024. Iqra Academy won the Peterborough & District Schools Cup in 2019 beating the Kings School in the Final.

The TDET Girls Football team then won the FA English County Schools League in 2019 having finished as Runners Up in 2018. In becoming the Interfaith Midlands School Football Champions, Iqra Academy became the first Muslim Faith School in the country to ever win this annual competition.

Iqra Academy is a Sister School of Arsenal FC, from whom it receives professional coaching. The School also participates in the Arsenal FC Annual Football Festival held at the Emirates Stadium.

Iqra Academy won the FA Community Award for 'Best Inclusive Project,' as they set up a weekly girls Football Academy for all TDET Schools, to promote football and support community integration. These weekly sessions are run by professionally qualified female coaches

		<p>from Peterborough United Ladies Football Club. Iqra Academy holds the National Interfaith Schools 'Health & Well-Being' Award and in 2022 was shortlisted for the Muslim News 'Excellence in Sport' National Award.</p> <p>The Schools development of Football and Health and Well Being has had a dramatic impact on Students, Staff, the whole School and the wider Community. Iqra is now a happier and healthier school, students are more confident and have greater opportunities in sports and Health initiatives, to fulfil their potential as active British Muslim women. Staff sickness levels are very low and Student Recruitment has doubled, behaviour has improved and Student Attendance records have risen to an average of 96% across the School.</p> <p>The School also runs the Duke of Edinburgh Awards across the School, with seventeen students gaining the Bronze Award in 2024. The DofE Awards offer opportunities for self-challenge and confidence building. Students take part in a variety of community activities. They lead charitable events building a strong sense of responsibility. Students take key roles in decision-making to promote aspirations and challenge expectations. For example, following Sporting success, students have set and lead cricket coaching sessions for other schools. Links with Schools internationally adds a global dimension to promote students understanding of diversity.</p>
--	--	---

5. Personal Development	Overall 1	F. Last revision date: June 2025	G. Author: Michael Wright
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>As outlined in the June 2022 Ofsted Inspection, "Leaders promote pupils' Personal Development extremely well. Pupils take part in a variety of community activities. They lead charitable events building a strong sense of responsibility. Pupils' take key roles in decision-making to promote aspirations and challenge expectations. For example, following sporting success, pupils have set up and lead cricket coaching sessions for other schools. Links with Schools internationally adds a global dimension to promote pupils' understanding of diversity. The School's relationships and sex education policy is well established. Pupils' maturely reflect upon the importance of respecting everyone's choice of lifestyle."</p> <p>As documented in Inspection report of June 2022. "Pupils have opportunities to participate in different clubs and activities. Pupils develop new interests and talents. Leaders offer opportunities for self-challenge and confidence building. Being a member of the cadet force or participating in the Duke of Edinburgh's Award scheme are two specific examples. All pupils have secured places for further education. They receive clear and impartial advice about their future career options."</p> <p>Through our 'Enrichment Charter' at Iqra Academy we aim is to inspire young people to develop their skills, talents and character, including their resilience, confidence and independence, to help them to keep physically and mentally healthy. The School provides a wide range of activities, for students to use their curiosity and creativity to find new ways of achieving their potential and to have the confidence, drive and resilience to follow their dreams.</p> <p>Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Iqra Academy. it is vital</p>		

that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme, led by our designated Careers Officer, has a whole school remit designed to complement the rest of the school curriculum and to provide weekly guest speakers, work experience opportunities and visits to employer's careers events. 100% of Students leaving Iqra Academy in 2023 went on to study A' Levels in TDET and other City Schools.

Our School Football team became the Association of Muslim Schools National Champions in 2024, regaining their National Crown, which they won in 2023, 2021, 2020, 2019, 2018 and 2017. Iqra is sponsored by the Royal Air Force and the Children of Adam Charity. The School also competes in the English Schools FA County League and in the Peterborough & District Schools League, both of which they have previously won. They also won the Interfaith Midlands Schools Cup, the first ever Muslim school to do so. Iqra Academy has shared its success through a number of out-reach programmes and is the recipient of the FA Community Award for Best Inclusive Project.

The Muslim News – National Awards for Excellence in Education 2023:

Iqra Academy celebrated after being shortlisted for both the Sankore University Award for Excellence in Education and the Faezeh Hashemi Award for Excellence in Sport at The Muslim News National Annual Awards for Excellence, which took place in central London in June with guest speaker Sadiq Khan, Mayor of London.

This is the second year that readers of The Muslim News have honoured the school, as in 2022, the School was shortlisted for the Faezeh Hashemi Award for Excellence in Sport.

City of Peterborough Civic Award Winners: Iqra Academy School Football Team have been recognised for their Sporting Excellence and for putting the City of Peterborough on the Map. The Right Worshipful, the Mayor of the City of Peterborough, Councillor Nick Sandford, presented the Cities 'Sports Award' to Iqra Academy at the Town Hall on 5th March 2024.

In 2024 Iqra Academy was Awarded the 'Equal Access National Award' from the Barclays Girls Football School Partnerships, by England Football.

The School teamed up with **Cricket East** to provide a Cricket Academy at School for all students every Friday. This in support of the delivery of the 'ECB Inspiring Generations Strategy' project. Cricket East is a collaborative organisation responsible for delivering the England Cricket Board's (ECB) participation & growth activities and supporting school cricket.

Our School Cricket team compete nationally, with several of the team going on to successfully pass the English Cricket Board 'Young Leaders Award.'

All Students have undertaken the School Standard Fitness Test, which is based on the National Public Uniformed Services Entry Tests (Bleep test etc), on a termly basis. Students also participate in Cross Country Running and will take part in the Schools Annual Sports Day.

Iqra Academy is a National Licensed Centre for offering The Duke of Edinburgh's Award. We are pleased to announce that we are now in our second year and that another seventeen students are undertaking the Bronze Award and a further five students who gained the Bronze Award last year are going on to take the Silver Award.

Our School Leadership team head up our Community and Volunteering work, which all students participate in. This year they raised three thousand pounds for the School to become a Soup Kitchen and venue for the Cities Homeless and Needy, in providing them with food and overnight accommodation at the school.

Our Student Leadership team have devised and implemented their own 'RESPECT' campaign, which all students adhere to. They have developed their own 'Calm and Well- Being room in the School, which all students can utilise.

Students are given a wide range of opportunities to develop and practice leadership skills in preparation for life beyond school. The Student Council provides a forum where representatives from all year groups raise, discuss and propose resolutions about issues which are important to the students they represent. The process of electing representatives, drawing up agendas and convening meetings will model good democratic practice. Student Council representatives are responsible for gathering information from the students they represent and for feeding back after meetings. As members of 'The Global School Alliance' the Student Leadership team have carried out research on 'Mental Health,' which they have presented to other schools across the World. The School has teamed up with the 'Lantern Initiative' in providing Student Workshops on Mental Health in School. Student Leaders are also supporting the setting up of a Girls Football Academy at the Madaa Centre in Palestine.

The School has a Global Dimensions Policy with the Student Leadership team sitting on the GSA Student Council. The School has been awarded 'The Global School Alliance 'Silver Award' for its International work.

Iqra Academy Students have won the prestigious National 'Young Writers Competition' and as a result will have their entries published. This annual National competition has been running for over thirty years and received in excess of 10,000 entries. This year's creative writing theme was "Integers". Students had to create a 100 Word Story, with numbers playing a central role in the story.

Iqra Academy Students have attended a whole raft of Educational Visits this year, from Cambridge to the Houses of Parliament, the National Science Museum and the National Library in London.

British values are ingrained in everything we do and represent all that we strive to achieve in our vision to nurture today's young people and inspire them to realise their potential. We also understand the vital role we have in ensuring that groups or individuals within the School are not subjected to intimidation or radicalisation by those wishing to pressurise or illegally influence them. We encourage our students to live a life characterised and enriched by the values of Integrity, Quality, Respect and Aspiration, and we hope that these tenets will continue to inform their choices, actions and behaviours long after they leave school, enabling them to make a positive impact on society.

"Pupils consider that there is no bullying at their School. They understand the different forms that this can take. Pupils consider adults would listen if they had any concerns or problems. Low-level disruption is rare." Ofsted - June 2022 and Inspire City Schools Survey - March 2023.

	<p>In May 2025, Parents were asked in a School survey; “The School supports my child s wider Personal development through its Enrichment Charter.” 100% of Parents agreed.</p> <p>The Schools ‘Enrichment Charter’ supports the School values of Integrity, Quality, Respect and Aspiration, in providing opportunities in Community work, Careers, CCF, Drama, Arts, Music and Sports. This has resulted in a happier, healthier and successful School.</p> <p>Student participation numbers in Enrichment Activities for 2024/25 are as follows;</p> <p>Volunteer work – 90 – 100%; Fundraising – 90 – 100%; Football Academy – 45 – 50%; Poetry Club – 28 – 31%; Art Club – 28 – 31%; Cricket Academy – 28 – 31%; Duke of Edinburgh Award – 22 – 24%; Drama Club – 22 – 24%; Debating Society – 22 – 24%; Gardening Club – 20 – 22%; Choir - 14 – 16%; Leadership Team – 14 – 16%; Creative Writing Club – 14 – 16%; Book Club – 14 – 16%; Public Speaking Club – 9– 10%;</p> <p>As documented in Inspection report of June 2022. “Pupils have opportunities to participate in different clubs and activities. Pupils develop new interests and talents. Leaders offer opportunities for self-challenge and confidence building. Being a member of the cadet force or participating in the Duke of Edinburgh’s Award scheme are two specific examples. All pupils have secured places for further education. They receive clear and impartial advice about their future career options.”</p>		
<p>C. Even Better.... To reach the next grade we need to:</p>	<p>Areas for Development:</p> <ul style="list-style-type: none"> • Through the Enrichment Charter, further develop student opportunities to strengthen their resilience, confidence and independence. • Further embed the School Values, British Values and Social, Moral, Spiritual and Cultural developments across the School. 		
Sub-criterion	A. Key phrases from the Criteria	1234	B. Main strengths and areas for development
<p>Pupil Progress</p>	<p>From their different starting points the proportions of current pupils in different year groups in a range of subjects, including English and Maths are making good progress, developing skills, knowledge, understanding. There are improvements in outcomes in a significant number of subjects</p>	<p>1</p>	<p>In 2024 our Progress 8 score was +1.60, which is well above the National Average of -0.03. The Peterborough City Average is -0.20.</p> <p>For attainment, Iqra's score of 56.4 is above the National Average of 46.2 and a Peterborough City Average of 42.8.</p> <p>English and Maths achievement, students achieving 5+ grades in both, was 64%. This is above the Peterborough City Average of 42% and above the National Average of 49%.</p> <p>In 2024 GCSE results in English with 82% of students gaining grades 4+ (73% grade 5+).</p> <p>In Double Science 73% of students gaining grades 4+ (64% grade 5+).</p>

			<p>Maths achieved 64% Higher grade 5+, with all these students also gaining passes in English, giving a Maths & English pass rate of 64% at Higher grade 5+, well above the National Average of 49%.</p> <p>Urdu, Arabic, Islamiyat and Citizenship all achieved 100% passes.</p> <p>In addition, many students gained the BTEC Level 3 Award in Health & Social Care.</p> <p>This year's GCSE results at Iqra Academy shows a consistent trend of Excellent GCSE results over the years with all Subject pass rates being well above the National Averages.</p> <p>Parents Feedback Summary Report dated May 2025 stated; "My Child is taught well and making good progress at the School?" 93% Agreed.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Ensure High Prior Attainers are better challenged and stretched within lessons, make staff aware of these students and to set more ambitious expectations of them. • Closer scrutiny of quality assurance in subjects in terms of assessment data, ensuring it is based on appropriate weights for each component
Subject progress and Attainment	Good Progress from starting points in English, Maths and a number of subjects shows continued improvement.	1	<p>The majority of subject areas continue to improve their GCSE results.</p> <p>English Language from 43% in 2017 to 82% in 2024.</p> <p>Science from 57% in 2017 to 73% in 2024.</p> <p>Mathematics from 29% in 2017 to 64% in 2024.</p> <p>Religious Education from 67% in 2017, 91% in 2024.</p> <p>Urdu from 50% in 2017, 100% in 2024.</p> <p>Citizenship from 67% in 2017, 100% in 2024.</p> <p>Arabic from 67% in 2017 to 100% in 2024.</p>
Skills- RWC across the curriculum	Pupils proficiency in reading, writing and mathematics is improving which will enable more to progress to the next stage	1	<p>Effective coordination and implementation of literacy and EAL policies has led to more consistent classroom practice. Whole staff training has developed staff awareness of the cross curricular nature of literacy and EAL has raised expectations for delivery and appraisal in all subject areas which further embeds the importance of RWC to students; written work and reading is strongest in English, Humanities and the Sciences whilst communication is strongest in practical subjects such as Expressive Arts and PE. Numeracy support is being coordinated across the curriculum with the support of our TDET Lead. Specific Key Stage 3 and Key Stage 4 SPaG support programmes have been developed to address the particular needs of each cohort.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Literacy Lead and EAL Lead to meet on a weekly basis and offer support for all staff. • Numeracy Lead to investigate the numeracy demands of the curriculum offered and the numeracy skills among the students at the school and then work to close the gap between the two • Numeracy and Literacy leads to dissect GCSE results, so as to inform all years input.

			<ul style="list-style-type: none"> All Subject SOW to be reviewed for Literacy and Numeracy input opportunities. <p>All staff training with our Leads to identify and implement above opportunities in lesson planning and in subject SOW.</p>
National benchmarks: Independent School Standards	<p>The school is achieving above many National Benchmarks and is meeting all Independent Schools Standards.</p>	1	<p>For the last six years the school is improving in all Subject areas with many above National Benchmarks.</p> <ul style="list-style-type: none"> More work on ensuring predictions are robust and based on appropriate weightings for assessment are helping to achieve outcomes that will put the school at above the floor standard for progress. Ensure subject level and pastoral level support is in place for students in need of levelling up Ensure that systems for bringing about the improvements in outcomes are robust, stable and sustainable
Progression	<p>Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. These pupils do so at a level suitable to meet appropriate career plans.</p>	1	<p>Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Iqra Academy. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme, utilising the Gatsby benchmarks has a whole school remit designed to complement the rest of the school curriculum and has a commitment to impartiality and independence.</p> <p>The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework.</p> <p>Years 7, 8 & 9 Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.</p> <p>Activities will support the options process which takes place in Year 9. By the end of Year 9, all students will have had the opportunity to:</p> <ul style="list-style-type: none"> Be introduced to career resources to help them understand their preferences and the options open to them. Develop their self - awareness Hear from or talk to representatives from the world of work Receive support to make the right KS4/GCSE choices, including assemblies, parent events, meeting with senior staff at school and the option of a careers meeting. <p>Year 10 Key activities: Work experience and mock business interviews</p> <p>Lessons include preparing to find and carry out work experience placements; CVs, applications</p>

and interview technique in preparation for mock business interviews; understanding post - 16 options. These activities are supplemented with after - school support sessions with PC access.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self - awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Learn about the different Post 16 pathways.

Year 11 Key activities: Post 16 applications;

Students will learn how to write a personal statement for post 16 applications; get support to apply through UCAS Progress; attend group sessions discussing the different post 16 pathways and key considerations when choosing post 16 options. These activities are supplemented with after - school support sessions with PC access. In 2021, 100% of our Students went on to study A' Levels in TDET and other City Schools.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post - 16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self - awareness and career management skills
- Apply for Post 16 options and back - up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one to one) with a career's adviser.

Areas for development;

- Ensure CIAG is robust in matching students to appropriate level and type of course
- Ensure students destinations match their needs and that high expectations are always maintained.

6 SMSC	D. Overall 1234 +/- :	2+	F. Last revision date: June 2025	G. Author: Michael Wright
E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Spiritual, Moral, Social and Cultural Development is promoted across the entire school curriculum and all aspects of school life. All students have the opportunity to develop an understanding of right and wrong; an appreciation of the Arts in all their forms and practice the skills and attitudes required for them to participate fully in a democratic society. Spiritual, Moral, Social and Cultural Development is implicit within the school curriculum, school ethos and within day to day life at the Iqra Academy. A culture has been created in the academy, which promotes fundamental British values and this supports pupils' spiritual, moral, social and cultural development. Equality of opportunity and diversity is promoted effectively within an extremely diverse pupil and staff body. This has resulted in a positive culture, which has been recognised through the acknowledgement of the Rights Respecting School Award. Staff and pupils work effectively together to prevent discriminatory actions and leaders do not tolerate prejudiced behaviour. "The school is performing phenomenally, exceptionally well and heading in the right direction; in becoming an exemplary school in delivering SMSC as well as having good practices in place." As quoted from Bradford College research on how faith schools implement SMSC.			
C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> • Further embed the 'RESPECT' agenda across the Academy. • Further promote through Assemblies and Tutorials 			
Sub-criterion	1234	A/B. Brief summary of main strengths and areas for development²		
Personal insight and spiritual development	1	<p>The Schools work to promote pupil's personal development and welfare is good. Risk assessments highlight that Pupils safety is carefully considered and leaders act upon. The increasingly central role of tutors provides pupils with a trusted first point of contact. Fundamental British values are woven throughout the curriculum. The Student Council instils in pupils the importance of democracy, compromise and equality. The PSHE education programme develops pupils life skills well, as well as broadening their outlook. The Schools Islamic teaching team is entrusted to prepare, develop and deliver a curriculum and environment that does nurture the most valuable asset of our community, our children, our future. The School has a broad curriculum, so that students learn about other faiths and cultures, specifically through RE, PSHE and Citizenship.</p> <p>Areas for development:</p> <p>To develop daily supervised (local Imaan) Prayer times in liaison with our Islamic teaching team.</p>		

<p>Moral understanding and relationships</p>	<p>1</p>	<p>Pupils discuss issues in a considered way, showing respect for others' ideas and points of view. In the most recent Ofsted report (June 2022); "Pupils work hard and are ambitious in what they want to achieve. Many talk confidently about their learning. Pupils behave well. Pupils thrive at this school. They value their learning and the opportunities to build friendships. Pupils consider that there is no bullying at their school. Pupils consider adults would listen if they had any concerns or problems."</p> <p>There are very few incidents of poor behaviour. Those that are recorded represent relatively minor infringements and these are dealt with swiftly and efficiently.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> Students have developed more advanced 'behaviours for learning' so they foster good relationships with all adults and students in the school and not just in social times and chosen lessons.
<p>Social development and skills; values; tolerance and respect</p>	<p>1</p>	<p>The school has a well-developed ethos and set of core values set around the Islamic ethos of the School, the adherence to British Values and through the implementation of the students own RESPECT campaign. This is widely referenced around the school, displayed in classrooms, banners, in planners and promotes a climate of mutual understanding. Assemblies and citizenship lessons supplement the respecting rights programme to promote effective spiritual, moral, social and cultural development and fundamental British values. Overall, pupils are well prepared for life in modern Britain.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> To further expose our students to the outside world, through work experience, community work and visits, to prepare them for life and work.
<p>The school's promotion of SMSC tolerance and community cohesion</p>	<p>1</p>	<p>The Spiritual, moral, social and cultural development of Students.'</p> <p>As outlined in an Ofsted Inspection, "Pupils are inquisitive, confident and lively learners. Pupils have many opportunities to formulate and present their views on a range of contemporary issues. For example, pupils know about the vulnerabilities and legal issues surrounding female genital mutilation, child abuse, Islamophobia and drug misuse. Pupils are actively encouraged to play their part in the Community in Peterborough. Pupils see themselves as citizens with responsibilities that go beyond those of their faith. As young women, they expect to have the same opportunities as boys and have high expectations for their future careers.</p> <p>As documented in Inspection report of June 2022. "Pupils thrive at this school. They value their learning and opportunities to build friendships. Pupils feel cared for, respected and safe. Pupils consider that there is a strong sense of community. They wear their uniforms with pride and speak of their school experiences positively. The School's values, 'Integrity, Quality, Respect and Aspiration', are important threads that run through all aspects of school life."</p> <p>The head girl and deputy head girl are powerful role models. Other pupils aspire to follow their lead.</p> <p>The effectiveness of Student guidance and the development of the Student Voice is well established.</p> <p>Student Satisfaction Survey rated 'the benefits of 1:1 tutorials to success in studies' as 95% Good or Better. Student Council engagement and activities, including a full Student Enrichment programme and greater involvement with the Community.</p>