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# ACADEMY SEF SUMMARY

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SEPTEMBER 2018

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Lindbergh Campus

A Provision within Parkside Academy

## General Contextual Information for Lindbergh Campus

Lindbergh Campus is a provision within Parkside Academy. It caters for KS 3 and KS 4 pupils and provides a nurturing environment where all pupils feel safe, secure and able to learn. The majority of our pupils have been permanently excluded from a mainstream setting. Our staff team provide bespoke, engaging, learning opportunities and create a positive, inclusive culture which allows our young people to achieve. Students at Lindbergh Campus are prepared for integration into a permanent setting.

Lindbergh Campus has 3 distinct areas:

- The Induction hub for all pupils. Our pupils arrive from a large catchment areas with diverse backgrounds so initially all pupils enter our induction hub. In our induction hub we get to know our pupils really well and identify any they may support need to enable learning to progress rapidly. Following our induction hub students enter either the Learning hub or the Main school.
- The Learning hub is an exciting and nurturing environment for years 7 and 8 where pupils engage in authentic project based learning.
- The Main school is a more secondary structured environment for years 9 to 11 who combine working towards a wide range of qualifications with an extensive vocational offer

### Key Student Data (11<sup>th</sup> September 2018)

- PAN 40 and this year to have additional 6 SEMH KS3 group within Raedwald trust, expecting 5 to be situated at Lindbergh Campus.
- Currently on role: 39 students plus 5 pending for SEMH KS3 group.

Data for students we currently have complete referral documentation for: ( new SEMH not yet included)

- PP 27/39 = 69%
- FSM 14/39 =36%
- EHCP 5/39 = 13% (expecting 5 more students with EHCP's – SEMH group)
- EAL 4/39 = 10%
- CiC 3/39 = 8%
- EM 8/39 = 21%
- Male 36/39 = 92%    Female = 1/39 =2.5%    Transgender female =1/39= 2.5%    Non-binary = 1/39= 2.5%

| Overall Effectiveness |  | Last revision date: September 2018  |  | Author : Kim Charlesworth |  |
|-----------------------|--|---|--|---------------------------|--|
| Inadequate            |  | Requires Improvement  |  | Good                      |  |
|                       |  |   |  | Outstanding               |  |
| <b>Summary :</b>      |  | <p>The Lindbergh Campus has a number of strengths:</p> <ul style="list-style-type: none"> <li>❖ <b>Induction hub and the induction process</b> experienced by pupils allows students to settle well and teachers to gain the knowledge required to meet pupil needs on entry. "Assessing pupils' prior learning, their backgrounds and interests on arrival with them and their parents enables staff to tailor provision to meet individual needs" ^</li> <li>❖ <b>Teaching learning and assessment</b> – consistently graded overall as good. Many experienced teachers who "Encourage and challenge students to engage, assess and help them to make progress."* "Academic targets are set which are challenging and half termly assessments take place." At Lindbergh Campus "most pupils have significant gaps in their learning due to poor behavior and attendance. Staff are able to re-engage them in their learning by developing new skills that improve their understanding. Poor behavior is tackled sensitively and calmly."</li> </ul> |  |                           |  |

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|   | <ul style="list-style-type: none"> <li>❖ <b>Caring ethos and emotional wellbeing</b> - “Very strong caring and supportive of students”* “The endless patience shown by staff when dealing with pupil’s complex emotional and behavioral needs is exceptional.”^ Student PASS data on entry and exit demonstrates good and in some case exceptional progress for self-esteem and self-worth. Recent Thrive training has already positively impacted a number of students.</li> <li>❖ <b>Safeguarding</b> – “Very strong safeguarding which supports the particular needs of their students”* the “Pastoral Manager ensures that all areas of safeguarding and welfare of student is in place”*</li> <li>❖ <b>Vocational education</b> “...is well tracked and managed”* the percentage of students accessing our vocational offers is high.</li> <li>❖ <b>Leadership</b> is strong, they have a clear shared vision and “Lead the school well.”* “Leaders of Lindbergh Campus manage its day-to-day running effectively”^ they monitor the welfare of individual pupils closely and this has led to improvements in attendance and behavior.”^ Higher expectation and greater accountability of staff and pupils at Lindbergh is promoting a culture of improvement. As a result, the pro<br/>Evidence: *Sharon Wilson Educational Consultant visit 11<sup>th</sup> June 2018.<br/>Evidence: ^John Mitcheson, Lead Inspector for Ofsted 1<sup>st</sup> and 2<sup>nd</sup> March 2016</li> </ul> <p><b>Areas for development:</b></p> <ul style="list-style-type: none"> <li>• <b>Thrive</b> – continue to develop THRIVE throughout the setting, academy and across the trust and ensure progress with social and emotional skills are tracked.</li> <li>• Strengthen <b>subject team links</b> throughout the trust to share expertise, and enhance learning opportunities for pupils.</li> <li>• Grow closer links with the <b>LGB</b> to ensure LGB have a more accurate understanding of Lindbergh Campus and so are able to support more effectively and continue to challenge to support improvement.</li> <li>• <b>KS3 yr 7/8 curriculum</b> through project based learning to become more refined and embedded</li> <li>• <b>SchoolPod</b> – To migrate systems onto Behaviour watch to enable sharing of information more easily within the Trust and to ensure compliance with GDPR.</li> <li>• <b>Upskilling Learning support staff</b>, so classroom expectations in different subjects are clear to all and all learning support staff can deliver or use: <ul style="list-style-type: none"> <li>▪ Catch up literacy</li> <li>▪ Catch up Numeracy</li> <li>▪ Lexia</li> <li>▪ Dockside reading scheme</li> <li>▪ Phonics</li> <li>▪ Induction centre assessments</li> </ul> </li> </ul> |  |   |   |
| <p><b>Progress with Previous Inspection Key Issues:</b></p>   | <p><b>Key Issues:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Increase overall effectiveness further by ensuring:</p> <ol style="list-style-type: none"> <li>1. Centres are merged together fully, so that policy and procedures and are applied consistently</li> <li>2. Senior leaders to gain a sharper view of the unit’s overall impact on</li> </ol> </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Centres are merging within the Raedwald Trust more closely by centralising policy, practice, procedures and tighter working relationships. Weekly Heads Executive Group formed, working parties forming: Pedagogy group, Safeguarding Group, Vocational Group, Priorities group, Finance and HR group. Standardisation and collaboration - see cross centre minutes, needs to be embedded as part of each school’s/the Trust’s usual practice.</li> </ol> </td> </tr> </table>   |  | <p>Increase overall effectiveness further by ensuring:</p> <ol style="list-style-type: none"> <li>1. Centres are merged together fully, so that policy and procedures and are applied consistently</li> <li>2. Senior leaders to gain a sharper view of the unit’s overall impact on</li> </ol> | <ol style="list-style-type: none"> <li>1. Centres are merging within the Raedwald Trust more closely by centralising policy, practice, procedures and tighter working relationships. Weekly Heads Executive Group formed, working parties forming: Pedagogy group, Safeguarding Group, Vocational Group, Priorities group, Finance and HR group. Standardisation and collaboration - see cross centre minutes, needs to be embedded as part of each school’s/the Trust’s usual practice.</li> </ol> |
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|  | <p>pupils' personal development and academic development and achievement</p> <p>3. The new curriculum is evaluated fully to ensure it meets needs of all pupils so that they are fully prepared for GCSE examinations and other awards</p> <p>4. The newly introduced procedures for monitoring the learning and progress of all pupils are firmly established</p> | <p>2. All Raedwald Trust Senior Leaders completed Thrive Training to support social emotional wellbeing of pupils. Centres in the early stages of working within the Thrive approach <i>See Thrive action plan</i> PASS assessments completed by all pupils to assess progress in personal social development from entry to exit from centre. PASS data for 2017- 2018 demonstrates leavers of all ages made significant progress. <i>See Baseline data for all years with leavers.</i></p> <p>3. At Lindbergh Campus, PBL has been evolving and will continue to do so. There is a reviewed 2 year plan for projects for years 7 and 8. Projects are peer reviewed in teaching and learning meetings and work scrutinised by SLT leading to informed discussion and improved provision. There is system of assessing skills development in PBL although relatively new, as well as subject progress being assessed. At Lindbergh Campus, KS4 curriculum starts in year 9 to prepare young people for GCSE's and other qualifications. This also assists young people returning to mainstream settings locally that are following a similar academic path</p> <p>4. Monitoring procedures for learning and progress are now well established. There is an annual cycle of quality assurance including: SLT and peer work scrutiny; SLT lesson observation and peer observation; Learning walks and drop ins – although increasing LGB involvement in this is an area for improvement. Data meetings with Subject leads half termly further allow progress to be monitored and challenged. Subject leads must also present their exam analysis and student progress as part of their performance management review.</p> |
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| Sub Criterion                                     | HEG RAG Rating – Autumn 2018 | RAG Rating   | Brief Summary of major strengths and areas for development   |
|---|------------------------------|--------------|--|
| <b>Effectiveness of Leadership and Management</b> |                              | <b>Amber</b> | <p>Both the head teacher and Head of School “are strong...lead the school well... and are committed to Lindbergh Campus”* Strengths include:</p> <ul style="list-style-type: none"> <li>▪ “Detailed termly SISE document bringing all areas of the school together including data, behaviour and quality of teaching and learning.”*</li> <li>▪ “High expectations of teachers and closely monitored teaching and learning.”*</li> <li>▪ “Regular and comprehensive CPD in place including safeguarding, restraint and de-escalation.”*</li> <li>▪ “SMSC and BV are strong areas in the PSHE /citizenship curriculum”* – (However new subject lead for PSHE and Citizenship required to replace KO)</li> </ul> <p><b>Areas for Development</b></p> <p>1.1New trust structure and changing roles – time required to change /embed procedures and systems on trust wide scale.</p> |

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|   |  |                  | 1.3 Grow closer links with the LGB to ensure LGB have a more accurate understanding of Lindbergh Campus and so are able to support more effectively and continue to challenge to support improvement.   |
| <b>Safeguarding</b>                                 |  | <b>Effective</b> | <p>There is a very strong culture of safeguarding at Lindbergh. Child protection procedures are strong - all staff are skilled in following up safeguarding concerns effectively (as evidenced in safeguarding file, safeguarding displays, safeguarding question of the week responses, safeguarding quizzes and on SchoolPod log). It is the practice of our Safeguarding Team to always co-ordinate with a colleague to audit/double check decision making. Staff all safeguarding trained regularly and Pastoral Manager is a trainer and DDSL. Prevent duty, FGM and online safety training is held when needed. All training is kept up to date evidenced in Safeguarding training records. Head of School is safer recruitment trained and DDSL. CiC team have recently trained DSL and DDSL. Safeguarding is discussed regularly with pupils, staff and parents. Evidenced in minutes of meetings, contact log on Behaviour watch, PSHE and ICT curriculum. Strong links with Social care and Police.</p> <p><b>Areas for Development</b></p> <p>2.1. Plan for migration of safeguarding to be recorded on School Pod.</p> <p>2.2. Develop weekly safeguarding meeting to take place between DSL and DDSL to monitor practise and ensure robust procedures are consistently followed.</p> <p>2.3 Engage fully with Trust Safeguarding group forming this term to co-ordinate safeguarding across the Trust and share good working practice.</p> |
| <b>Quality of Teaching, Learning and Assessment</b> |  | <b>Green</b>     | <p>Teaching, Learning and assessment are strong. Teachers are skilled at bespoke lessons to pupil interests' abilities and thus engage pupils with a varied learning profile to ensure good progress is made. <i>Evidenced in Quality of teaching and Learning file through lesson observations, learning walks, drop ins, student surveys, the external review of June 11<sup>th</sup> of June 2018 and Ofsted report 2<sup>nd</sup> March 2016.</i></p> <p><b>Areas for Development:</b></p> <p>3.1 Strengthen subject team links throughout the trust to share expertise, and enhance learning opportunities for pupils.</p> <ul style="list-style-type: none"> <li>• Schedule regular subject meetings.</li> <li>• SharePoint /One drive sharing resources for new curriculum.</li> <li>• Increased sharing of resources /shared buying to obtain resources to improve opportunities for pupils.</li> <li>• Visits to other centres by peers and developing a culture of reflection and improvement.</li> </ul> <p>3.2 Upskill Learning support staff further – through cascading catch up literacy and catch up numeracy, Lexia and in house training related to classroom expectations and standardised assessments (started in summer term 2018) to continue.</p>  |
| <b>Personal Development Behaviour and Welfare</b>   |  | <b>Green</b>     | <p>Personal development, behaviour and welfare are thoroughly embedded in all aspects of the Lindbergh Campus. The induction process at Lindbergh ensures we identify welfare and personal development issues for pupils on entry. We use a number of screening tools including welfare, Irlens and dyslexia screening as well as getting to know the pupils really well and starting to build relationships with them. There is a strong emphasis on role modelling, behaving well, showing respect, being tolerant of others and being polite. "Staff ensure the unit is orderly, calm and pupils feel secure" ^ Pupils feeling safe and secure is paramount and student and parent surveys evidence that this is being achieved. Other evidence sources: behaviour within the school, Behaviour Watch,</p>   |

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|                            |  |       | <p>minutes of meetings and case studies. PASS evidence on entry to exit demonstrates good progress for students across many categories related to self and school including self-worth, self-esteem and self-regard as a learner.</p> <p>Our Pastoral Manager is available to support personal development and welfare. Strong links with numerous agencies are in place and we respond rapidly to changing needs of individuals. Many minor issues can also often be resolved by good communication with home by Form tutors who have an overview of each child's welfare.</p> <p>We have a school counsellor one day a week who has developed strong relationships with our students as well as a mental health champion within our staffing structure. <i>Evidence of this: School Pod and minutes of meetings</i> THRIVE is being introduced and has already impacted upon students who have worked one to one with qualified practitioners. THRIVE initial training for staff has taken place at Trust level and within centre.</p> <p>Students are well supported to transition post 16. There were no NEET students in 2016-2017 or 2017-2018.</p> <p><b>Areas for Development</b></p> <p>4.1 Thrive – continue to develop THRIVE throughout the setting, academy and across the trust and ensure progress with social and emotional skills are tracked.</p> <p>4.2 Continue to develop the provision offered to each student, securing student engagement in full time curriculum offer</p> <p>4.3 School nurse links with students to be improved by introducing services she can provide through PSHE lessons to all students.</p> <p>4.3 Develop the reward system further so students fully aware of how to achieve rewards.</p> |
| <b>Outcomes for pupils</b> |  | Green | <p>PASS evidence on entry to exit demonstrates good progress for students across many categories related to self and school including self-worth, self-esteem and self-regard as a learner. Developing pupil's social and emotional skills to cope with different situations is a important priority and there is strong evidence of improvement through engagement in a wide range of vocational and community activities as well as engagement levels in class. We are currently introducing THRIVE to our setting and have SLT trained as Thrive Practitioners who will lead development in this area.</p> <p>Through School Pod we are able to monitor engagement, attitude to learning and progress closely and share with pupils and parents' concerns that may arise. This information is also used in pupil planning meeting weekly to determine which pupils may need additional support or interventions including vocational experiences. <i>"Accreditation is given high priority for all students, and results show all students achieve well."*</i></p> <p>The majority of students in all year groups make 3 sub levels of progress a year or more.</p> <p>Summer series outcome data: From Year 11, 2017 to 2018 entries<br/> At least 1 GCSE or equivalent 15/15 = 100% achieved;<br/> 5+ GCSE's or equivalent 8/9 = 89% achieved;<br/> 3+ GCSE's or equivalent 12/13 = 92%</p>   |

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|  |  |  | <p><b>Areas for Development</b></p> <p>5.1 Continue to develop behaviour watch so that close monitoring of all pupil progress can be made not only by Lindbergh SLT but also HEG group.</p> <p>5.2 New qualification being introduced this year to replace preparation for working life.</p> <p>5.3 introduce a sports leader's qualification into PE.</p> <p>5.4 Secure new processes for the monitoring of outcomes and therefore value for money from an alternative providers used</p> <p>5.5 support THRIVE implementation across the school and Trust.</p> |
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