

# ACADEMY SEF SUMMARY

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FEBRUARY 2019

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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 well and identify any that 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: 43 students.

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

- PP 34/43 = 79%
- FSM 19/43 = 44%
- EHCP 8/43 = 19%
- EAL 4/43 = 9%
- CiC 4/43 = 9%
- EM 7/43 = 16%
- Male 40/43 = 93%      Female = 1/43 = 2.32%      Transgender female = 1/43 = 2.32%      Non-binary = 1/43 = 2.32%

Sub Criterion	HEG RAG Rating – Autumn 2018	RAG Rating	Brief Summary of major strengths and areas for development
Effectiveness of Leadership and Management		Amber	<p>Both the Head Teacher and Head of School “are strong...lead the school well... and are committed to Lindbergh Campus”<sup>*</sup> 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.”<sup>*</sup></li> <li>▪ “High expectations of teachers and closely monitored teaching and learning.”<sup>*</sup></li> <li>▪ “Regular and comprehensive CPD in place including safeguarding, restraint and de-escalation.”<sup>*</sup></li> <li>▪ “SMSC and BV are strong areas in the PSHE /citizenship curriculum”<sup>*</sup></li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• New trust structure and changing roles – time required to change /embed procedures and systems on trust wide scale.</li> <li>• Redistribution by SLT of PSHE allocations within Lindbergh to be embedded during the Spring and summer term</li> <li>• 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.</li> </ul>
Safeguarding		Effective	<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. Regular timely safeguarding meetings take place between DSL and DDSL to monitor practise and ensure robust procedures are consistently followed. 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. DDSL is part of the Trust Safeguarding group which meet regularly to share good practice across the Trust</p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Plan for migration of safeguarding to be recorded on School Pod.</li> <li>• Continue to engage fully with Trust Safeguarding group forming this term to co-ordinate safeguarding across the Trust and share good working practice.</li> </ul>
Quality of Teaching, Learning and Assessment		Green	<p>Teaching, Learning and assessment are strong. Teachers are skilled at bespoke lessons to pupil interests abilities and compliance with GDPR. Thus engage pupils with a varied learning profile to ensure good progress is made. Evidenced in Quality of teaching and Learning support staff, so classroom expectations in different subjects are clear to all and all learning support staff. Learning through lesson observations, learning walks, drop ins, student surveys, the external review of June 11<sup>th</sup> or June 2018 and Ofsted report 2<sup>nd</sup> March 2016.</p> <p>catch up literacy</p> <p>catch up Numeracy</p>

[illegible]

			<ul style="list-style-type: none"> <li>❖ Develop cross site links within PSHE to broaden experiences</li> <li>❖ Develop the reward system further so students fully aware of how to achieve rewards.</li> </ul>
Outcomes for pupils		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  At least 1 GCSE or equivalent 15/15 = 100% achieved;  5+ GCSE's or equivalent 8/9 = 89% achieved;  3+ GCSE's or equivalent 12/13 = 92%</p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Introduce a sports leader's qualification into PE.</li> <li>❖ Secure new processes for the monitoring of outcomes and therefore value for money from an alternative providers used</li> <li>❖ Support THRIVE implementation across the school and Trust.</li> </ul>