

# ACADEMY SEF SUMMARY

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JULY 2019

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LINDBERGH CAMPUS

## Academy SEF Summary

### LINDBERGH CAMPUS SCHOOL SELF EVALUATION 2019-2020

Updated: 16<sup>th</sup> July 2019

Context	<p>Lindbergh Campus is a provision within Parkside Academy. It caters for KS3 and KS4 pupils, providing a nurturing environment where pupils feel safe, secure and able to learn. Many of our pupils have been permanently excluded from a mainstream setting, although pupils may also be on dual roll. Our staff team provide bespoke, engaging, learning opportunities and create a positive, inclusive culture which allows our young people to achieve. Pupils at Lindbergh Campus are prepared for re-integration or integration into a new school or post 16 providers.</p> <ul style="list-style-type: none"> <li>• <b>Pupil Premium:</b> 79% of pupils on roll</li> <li>• <b>English as an additional language (EAL):</b> 3 students 7%</li> <li>• <b>Special educational needs (SEN) and/or a disability</b> - 77% (EHCP, Disability, Literacy/Numeracy levels below 75)</li> <li>• <b>Ethnic background:</b> 83% White British, 7% White East European, 4% White/Black Caribbean, 4% Other Mixed background, 2% Asian</li> <li>• <b>Internal Deprivation measure:</b> 79% of pupil in receipt of pupil premium with 49% also entitled to Free School Meals.</li> <li>• <b>Student mobility is high:</b> KS3 average time on roll 2.4 terms, KS4 average time on roll 5.2 terms. One pupil in KS4 has been on roll for 3 years.</li> <li>• <b>Other significant factors:</b> 64% of students had direct social services involvement through FNM, CiN, CiC and CP</li> <li>• <b>School attendance figures:</b> Attendance 42.43%, Authorised 42.47%, Unauthorised 15.10%, Persistent Absences 43.3%</li> <li>• <b>Behaviour</b> – No permanent exclusions 2018 to 2019 2018 to 2019 total of fixed term exclusions -10 Episodes, 21 days. Evidence behaviour is improving only 1 fixed term of 1 day since January 2019.</li> </ul> <p>We are embedding Thrive throughout the centre, started Autumn 2018 and ongoing</p>
	<ul style="list-style-type: none"> <li>• We are currently undertaking a review of our whole curriculum to ensure its matched to individual learner need. This began July 2019</li> </ul>

## Progress against previous inspection

Areas to improve	Progress
<ol style="list-style-type: none"><li>1. Further develop the curriculum provision so that more pupils access full-time education and attendance improves</li><li>2. Improve school systems for monitoring attendance, behaviour and learning so leaders have a sharper understanding about their impact and where they need to deploy resources more precisely</li><li>3. Evaluate the use of the additional funding on disadvantaged pupils' achievement, behaviour and attendance more effectively</li><li>4. Address the inaccuracies on the 'get information about schools' government website so it is accurate with the most up-to-date information about the school.</li></ol>	<ol style="list-style-type: none"><li>1. Growth of curriculum offer matched to need has taken place rapidly over the course of the term. See Lindbergh Offer Document</li><li>2. ILPS have been devised as a Trust led by SLT and Paedagogical Lead. Implemented Sept 19. Targets for learning and social communication clearly identified and form part of teachers planning. Weekly pupil planning meetings review offer and attendance to offer and review according to need</li><li>3. Improved systems to record and complete in a collaborate way which highlight monies spent in line with progress made. See Overview and individual PPG tracking documents</li><li>4. Inaccuracies identified and rectified on web site</li></ol>

School improvement priorities

### Quality of Education

Developing high quality education by:

1. Development of curriculum design mapped against needs of Lindbergh Cohort and individual need, including increasing the range of subjects offered.
2. Overview of curriculum clearly planned and shared with all stake holders.
3. Developing rigorous assessment of pupil progress in line with new curriculum design to ensure curriculum is coherently planned and sequenced towards cumulative knowledge and skills for future learning.
3. Standardise processes for monitoring quality of education though ILPs thus ensuring curriculum adherence and SEND needs are fully met.
4. New staffing structure for SEND across sites to include SEN Lead, and SEN Champions in each site.
5. CPD in place to upskill staff in required areas.

### Behaviour and attitudes

1. Increased and targeted support to improve pupil's attendance (see attendance action plan).
2. To continue to improve the upward trend in behaviour for learning and development of calm learning environment by re-establishing form tutor roles.
3. Continue to embed Thrive VRF's so containing dysregulation.

### Personal development

1. To further embed the Thrive approach, so developing the social and emotional progress for each learner.
2. Thrive to be delivered throughout their curriculum and form tutor times (as per ILP targets)
3. For each pupil to have a baseline Thrive assessment followed by termly assessment to track social and emotional progress.
4. To incorporate Character Education into our setting.
5. To develop work experience within our setting giving each pupil the opportunity to develop knowledge and skills related to the world of work.

### Leadership and management

1. To continue to develop secure leadership within the Trust HEG group, including linking with other settings within the Trust
2. For Heads to grow areas of expertise cross site and support development and growth
3. To implement new Trust Board governance structure and grow LEC knowledge of Lindbergh setting to ensure appropriate level of support and challenge

Overall effectiveness GOOD

## QUALITY OF EDUCATION – RI

“If this is not yet fully the case, it is clear from Leader's actions that they are in the process of bringing about...a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils a ...curriculum they need to succeed in life.” - Ofsted

### Strengths

#### Intent:

- Curriculum design and coverage

A robust plan is in place and is currently being implemented to improve curriculum design and coverage (see External Report by Lauren Meadows July 19 and curriculum planning document)

Staff are working together to design overarching intent of curriculum in relation to knowledge and skills Lindbergh pupils require in order to maximise life chances. First phase of curriculum plan to be completed by Autumn half term.

Curriculum offer includes a range of vocational activities and opportunities (see timetable)

Thorough baselines are carried out on entry to enable bespoke timetabling (see progress data sheets)

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Implementation:

- Quality of teaching and learning

Subject specialists delivering curriculum areas. Where there are skills/experience deficit, bespoke support offered from Raedwald colleagues and external professionals

Teachers enable pupils to understand key concepts, present information clearly and encourage appropriate discussion (see lesson observations and drop ins.)

- Assessment

Teachers use assessment to check understanding (see pupil work and feedback, examinations: internal/external)

A new system is in place to record progress to targets linked to Individual Learning Plans

Individual learning plans are in place for Sept 19 to ensure consistency and targeted support in areas of need.

- Pupils with SEN and/or disabilities

Paedagogical Lead working closely with staff to implement improved systems and upskill staff in SEND (see SEND action plans)

SEND champions identified and trained on site to ensure quality input in areas required

Newly created ILPS embedding from Sept 19

CPD matched to SEND need

Impact:

Group Performance for GCSE and equivalents	No. of students	5+ 9-4	5+ 9-1	3+ 9-4	3+ 9-1	1+ 9-4	1+ 9-1	1+ accred
FSM	2	0 0%	1 50%	0 0%	2 100%	0 0%	2 100%	2 100%
PP	9	0 0%	6 67%	0 0%	9/9 100%	3 33%	9 100%	9 100%
Statement/EHCP	1	0 0%	0 0%	0 0%	1 100%	1 100%	1 100%	1 100%
CiC	1	0 0%	1 100%	0 0%	1 100%	0 0%	1 100%	1 100%
EAL	1	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 100%
Boys	11	0 0%	7 64%	0 0%	10 91%	4 36%	10 91%	11 100%
Girls/ non binary	1	0 0%	1 100%	0 0%	1 100%	0 0%	1 100%	1 100%

<b>Number of students in Year 11: 12 students</b>	<b>Number of passes at Entry Level 3: 17</b>
<b>Number of passes at GCSE: 33</b>	<b>Number of passes at Entry Level 2: 4</b>
<b>Number of passes at GCSE Grade 4/C: 1</b>	<b>Number of passes at Entry Level 1 or Arts Award Discover: 16</b>
<b>Number of passes at Functional / Btec Level 1: 26</b>	<b>Other accreditations: 16</b>
<b>Number of passes at Functional Skills Level 2: 4</b>	

- Graded in combined GCSE English and Maths: 9/12 = 75%
- 11/12 = 91% of students achieved a Maths and English qualification. (One EAL student did not achieve a qualification in English but significantly improved their understanding of the spoken language.)

<p>Actions from previous year:</p> <ul style="list-style-type: none"> <li>· Centralised curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision</li> <li>· Standardise processes for pupil level monitoring of learning</li> <li>· Improving responses to pupil behaviour with appropriate interventions and learning packages</li> </ul>	<p>Impact of actions:</p> <p>Focus has been on improved curriculum offer and more nurturing provision to suit needs of learners.</p> <p>Exclusion rates and behaviour in the centre has reduced. Heads report and School pod will provide evidence of this.</p> <p>Hot lunches offered to all pupils free from Jan 19. Pupil numbers have increased steadily since this has been introduced. Behaviour at lunch times is consistently good.</p> <p>Curriculum offer is more personalised. Weekly pupil planning meetings take place to review the week and adjust and broaden offer where appropriate.</p> <p>All pupils are Thrive assessed. Action plans are written, and reassessments will take place termly to highlight progress or regression and plans adjusted accordingly.</p> <p>Thrive training was maintained for SLT term 5 of 6</p> <p>A member of staff is trained in Nessy and delivering in centre. This was cascaded to a parent who is supporting a pupil at home. See pupil reading scores for progress</p> <p>Pedagogical Lead is working with all sites within the Raedwald Trust and has identified 'Champions' in the following areas: Irlens, Dyslexia, Numeracy, Literacy, Memory and Processing and Speech and Language Champions. This up-skilling will improve delivery to pupils and positively improve impact going forward</p> <p>PSHE Lead at Parkside is working at Lindbergh 2 days a week to support the team in setting up strong practice in this area and supporting collaboration in Project Based Learning Joint PBL meeting and communications taking place to support ideas, planning, resources, links. Going forward we will be supporting each other with standardisation</p> <p>Music Lead is delivering to all Raedwald Sites, sharing expertise and engaging pupils.</p> <p>New processes for gathering feedback from TPP are in place and recorded on School Pod enabling tighter monitoring of delivery across the curriculum</p> <p>Instead of designing a reward system we have been promoting phonecalls and post cards home to highlight positive feedback to parents/carers. This will be reviewed for the next academic year.</p> <p>External review of curriculum taken place July 19 (Lauren Meadows, Green fields)</p>
<p>Areas for development</p>	<p>To review curriculum and design overview with subject leads. Identify clearly areas pupils will cover and when.</p> <p>To deliver newly designed curriculum and review termly</p> <p>Upskill newly appointed English teacher</p> <p>To redefine projects for the year</p> <p>To ensure pupil timetables are aligned to ILPs and reviewed regularly</p>



Next steps	Staff to work with Senior Leaders on implementing new curriculum design. To support and monitor staff during this process to ensure consistency and standards
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**BEHAVIOUR AND ATTITUDES - GOOD**

Strengths	<p>Lesson observations, learning walks and drop ins demonstrate good pupil engagement and behaviour for learning High impact of pupil's attitude to learning improving over time as evidenced on school tracking document (class registers) Behaviour logs indicate low levels of bullying and rapidly reducing restraints over time the course of the year.</p> <p><u>Behaviour data</u></p> <ul style="list-style-type: none"> <li>• <b>Behaviour is improving. In Jan2019, 202 behaviour logs whilst by July 2019 64 behaviour logs and no reports of bullying or racism.</b></li> <li>• <b>Exclusions: No permanent exclusions 2018 to 2019</b> <b>2018 to 2019 total of fixed term exclusions -10 Episodes, 21 days.</b> <b>Evidence behaviour is improving no fixed term exclusion since a 1-day fte in January 2019.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Bullying data - 5 incidents (last January 2019)</b></li> <li>• <b>Discrimination data - 2 racist (last October 2018)</b></li> <li>• <b>Attendance and punctuality data - 72.40% engagement in lessons / 71.76% punctual to lessons</b></li> </ul>
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<p>Actions from previous year:</p> <p>Improving responses to pupil behaviour with appropriate interventions and learning packages</p>	<p>Impact of actions:</p> <p>Weekly pupil planning meetings enable swift responses to pupils when issues regarding pupil behaviour and engagement arise Re-instatement of form tutor role has supported the delivery and implementation of changes at a pupil level Adapting groups/1:1 teaching/off site/vocational activities has supported the school to target support where it is required. Behaviour has settled during the course of the year as the timetable became more bespoke Thrive data indicates progress in social and emotional development Reduction in restraints/number of behaviour logs during the year (School Pod)</p>
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Areas for development	Leaders recognise that attendance is an area that needs swift action. Plans are in place to improve this Attitude to learning
Next steps	To formulate a specific attendance development plan to ensure attendance data improves To continue to work with the team to improve attitude to learning. This will be delivered with a renewed focus on redefined curriculum and developing form teacher role, systems to meet and greet pupils, ILPs,

## PERSONAL DEVELOPMENT – Good

### Strengths

- SMSC

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, 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.

Our Pastoral Manager is available to support personal development and welfare.

- British Values:

Role modelling throughout school from all staff. Continuous reinforcement of tolerance and broad balanced views

Delivered in PSHE explicitly

Projects delivered cover British Values explicitly

- Relationship, health and sex education, PSHE and equality

This is taught explicitly in the curriculum by a subject specialist.

- Character education

This is an area we are developing within the setting. Pupils all get the opportunity to access the following regularly: Sport, Creativity, Performing, Volunteering, World of work

- Pupil mental health and well-being

Pastoral manager to support pupils and signpost

Delivered in PSHE

	<p>Close multi agency and parental links to ensure issues addressed promptly          One trained mental health champion. Staff to be trained at mental health first aiders.</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> </ul> <p>Pupil voice is captured during the induction process and is used to inform pupil offer at Lindbergh. Pupil timetables are reviewed weekly and pupil voice and parental view is considered during this process. See induction paperwork/PASS data.          Student surveys termly allow feedback to be acted upon.</p> <ul style="list-style-type: none"> <li>• Preparation for next stage of learning/careers guidance</li> </ul> <p>Each pupil is assigned a Transition Re-integration Facilitator. They link with pupils through our Pastoral Manager and support pupils when they re-integrate into mainstream or into post 16 education, training or employment See BW</p>
<p>Actions from previous year:          To develop and enhance our links with local partners, agencies and grow connections with local businesses and beyond</p>	<p>Impact of actions:          Sound progress towards Gatsby benchmarks:          Growing connections with Suffolk college – visits for all year 11 pupils. Onsite sports and fitness measuring workshop.          Visits to local garages for those interested in Mechanics.          Snape Musician program throughout year.          Why try – partnership with YJS to raise aspiration          Aspire program – working with Princes Trust and Inspire to increase skills pupils require as they enter the world of work.          PSHE Lead teacher from Parkside working cross site and developing links with local businesses and partners. World of workday, Mock interview day with local businesses          TRFs have built up positive working relationships and are actively working to support year 11 pupils to transition into post 16 education, training or employment.          Links with local businesses have been created through our Project based learning eg local butcher has taught pupils how to make sausages, visits to local farms to understand process from field to food.</p>

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Areas for development	<p>To embed Character education more fully and explicitly within the setting</p> <p>To continue to grow links with outside agencies, partners and businesses with the aim of creating opportunities to infiltrate into the world of work successfully.</p> <p>To develop an explicit curriculum plan for British Values.</p> <p>To develop expertise in Mental Health and Wellbeing.</p>
Next steps	<p>To work with the staff team and Trust team to create a Raedwald wide Character Education plan and monitoring system to ensure we are developing and capturing progress in this area consistently.</p> <p>To become an early adopter of PSHE.</p>

## LEADERSHIP AND MANAGEMENT – GOOD

### Strengths

- Safeguarding

There is a 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, safeguarding audit Dec 19, OFSTED Feb 19). 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 completed by all staff. All training is kept up to date, evidenced in Safeguarding training records. Head of School is safer recruitment trained, designated CiC teacher and DDSL. CiC team, located at Lindbergh Campus have recently trained DSL and DDSL. Safeguarding is discussed regularly with pupils, staff and parents. Evidenced in minutes of meetings, safeguarding log on School Pod, PSHE and ICT curriculum. Strong links with Social care, YJS and Police.

- Health and safety, including premises

Raedwald H and S handbook in place from Sept 19 to detail all procedures/records

H and S audit took place Dec 18. Action plan created and updated termly by Headteacher and Office Manager

- Governance - From Sept 19 we have a new Governor Framework. See Governor Handbook

- Policies - See Raedwald website

- School improvement plan - Available on website

- Continuous professional development - A raft of CPD had taken place this year – available on school pod. New system to be introduced on Staff Hub from Sept 2019

- Staff mental health and well-being- Staff survey taken annually and is being discussed at HEG level Sept 19. S A S has been purchased for staff to access. Staff to be trained at Mental first aiders Autumn 2019.

- Parents and local community

	<p>We deliver Project based learning in year 7/8. In each project we link with the local community, using local expertise where possible and building up positive working relationships. In years 9 – 11 we provide increasing vocational experiences and opportunities to meet employers and participate in work experience.</p> <p>Parents are contacted regularly, for most daily. Regular meetings with Pastoral manager and Head of School take place. Parents are invited to events termly such as Exhibitions or charity events like Macmillan coffee morning as well as consultation evening. Parent surveys are sent, and feedback acted upon.</p>
<p>Actions from previous year:</p> <ul style="list-style-type: none"> <li>• Construct and deliver a fit for purpose trust wide accountability framework, holding all aspects of the organization to account through transparent, ethical metrics</li> <li>• Grow new and experienced leaders able to inspire learners, colleagues and stakeholders</li> <li>• Co-construct a published portfolio of policies and procedures enabling inspirational leadership at all levels, including digital capacity</li> </ul>	<p>Impact of actions:</p> <p>Accountability framework has been devised throughout this year. New leadership structure in place Sept 19, New staff and pay structure implemented Jan 19. Raedwald Staff Handbook in place SLT undertook Leadership training through Everyday Leaders during the course of the year. Many HoS undertook training from Bath University through Ipswich Opportunity funding.</p> <p>Completed and available for all on website</p> <p>LGB has external Clerk. All LGB have access to Governor Hub LGB members establishing roles: safeguarding, health and safety, CIC and disadvantaged groups, SEND LGB safeguarding members attending at least termly to monitor least termly and feed back to head/LGB</p> <p>This has been reviewed this term and further refinements have taken place See Governance Handbook</p>
<p>Areas for development</p>	<p>Development of Leadership model. Developing cross site working in the following areas: Quality of Education, Behaviour and Attitudes, Personal Welfare</p> <p>Working parties to form. Overseen by SLT, to develop middle leaders</p> <p>Implementation of new Governance model: Trust board and Learning and Education Committee</p>

Next steps	Share new leadership model and work with Trust board, CEO HEG and H of School to implement Introduce and embed the new Governing structure
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**OVERALL EFFECTIVENESS – RI**

**EVIDENCE TO SUPPORT SUMMARY EVALUATION**

Ofsted inspection report:	Feb 19 Ofsted report
Quality of education:	<ul style="list-style-type: none"> <li>Curriculum Review, Lauren Meadows, July 2019</li> <li>Curriculum planning document</li> <li>SEND action plan</li> <li>Baseline data sheets</li> <li>Lesson observations and drop ins</li> <li>Work Scrutiny</li> <li>Pupil books/displays</li> <li>Individual Learning Plans</li> </ul>



Behaviour and attitudes:	School pod Pupil survey Parent survey PASS data Attendance Attitude to learning scores
Personal development:	PASS data Thrive baselines and action plans
Leadership and management:	OFSTED reports Academy Improvement Plan Safeguarding audit Health and Safety Audit/action plan
Quality of education in early years (if applicable):	NA
Quality of sixth-form provision (if applicable):	NA
Overall effectiveness:	RI