# ACADEMY SEF SUMMARY



JANUARY 2019

**Montgomery Road Campus**
**A Campus within St Christopher's Academy**

## Academy SEF Summary

| General Contextual Information for Montgomery Road Campus |
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| Montgomery Road Campus is an 8 place provision for students in KS4 who have complex needs.  It is a destination provision taking students through to the end of Year 11.  Montgomery Road Campus joined the Raedwald Trust in December 2017 as site offering KS4 provision within the St Christopher's Academy URN.  In September 2018 the Head Teacher for Westbridge Academy (an existing KS4 provision within the Raedwald Trust) took over leadership of St Christopher's Academy and, therefore, Montgomery Road.   The now Head of School has been in post since September 2017 and, together with peer leaders comprising Head of School from Westbridge Academy and St Christopher's Academy, as well as colleagues from across the Raedwald Trust, is positively impacting the learning. <br><br> **The Campus** <br> • Provides a nurturing approach to re-engage disenfranchised students with learning and life in a small and supportive environment. <br> • Supports students to complete KS4 gaining qualifications and accreditations preparing them for post 16 opportunities <br> • Engages with student's families and wider support teams to secure high impact, highly personalised learning programmes <br><br> **Key Student Data (as at September, 2018/Jan 19)** <br> o Yr11 4 male  0 female pupils , 3LAC  1 PP  1FSM, 0 EM, 1 EHCP, 0 EAL. <br> o Yr10 5/6 male 0 female pupils, 0 LAC, 5FSM, 5PP, 0 EM, 0 EAL, 4/5 EHCP. |

| Overall Effectiveness (See St Christopher's Academy) | | Last revision date:  n/a | | Author : Carey Fish |
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| | Inadequate | Requires Improvement | Good | Outstanding |
| Summary : | In an external School Review carried out by an educational consultant in June 2018 it was noted that the Head of Centre led the school well.  This external review noted that in the short time Montgomery Road Campus has been part of the Raedwald Trust, improvements to the curriculum offer. The report also confirmed that pre-conversion concerns raised by the LA relating to Safeguarding and Health & Safety had been remedied through planned Raedwald Trust and LA interventions which took place during a transition plan into the Raedwald Trust.  Since joining the Raedwald Trust the campus has further benefitted from the Trust's school improvement strategy and is on its way to securing Raedwald Trust standards across all aspects of its operation.  A very recently amended leadership team has meant that that Trust is better able to offer support and challenge to the high impact interventions put in place shortly after conversion.  This summer (2018), Montgomery Road Campus celebrated good Year 11 student outcomes: 100% pupils gained qualifications in English and Maths; 100% pupils; left us with 16+ education or training offers.   Under the leadership of the new Head Teacher, the curriculum offer has also extended and professional learning communities show impact. Montgomery Road Campus leaders are delighted that both internal and external scrutineers note there is no complacency in the Raedwald Trust's drive to deliver continuous improvement in this important setting. | | | |

| Progress with Previous Inspection Key Issues: | Key Issues: | |
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| | This is a new pathway within St Christopher's Academy. Prior to conversion, concerns were raised around Safeguarding and Health & Safety. | All Local Authority Safeguarding and Health & Safety action plans were signed off by the Local Authority before conversion took place. Health and Safety inspection took place in Nov 2018 which verified the above. An action plan in place to support updates, completion in progress. Safeguarding Dec 18 verified effective and some good practice. |

| Sub Criterion | HEG RAG Rating | SEF RAG Rating | Brief Summary of major strengths and areas for development |
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| *Effectiveness of Leadership and Management* | | Amber | **Strengths:** Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan monitor and refine actions to improve all key aspects of the school's work. Leaders and governors are ambitious for all students and new arrangements for governance secure processes for increased support and challenge. Since joining the Trust, a culture of transparency amongst leaders is driving improvement. Relationships across are positive and stakeholders report feeling valued. Leaders have established and implemented accurate monitoring systems to ensure immediate support is available at the point of need. This system allow mechanisms for school to school support, particularly through a closer relationship with Westbridge Academy. The strategic flexible deployment of staff and resources is positively impacting the curriculum offer and student outcomes. **Areas for development:** <br> • Further strengthen leadership capacity through internal supervisions with the Head Teacher (weekly meeting established), and targeted enrolment on NPQSL / NPQML. HT enrolled on Strategic Leadership Course run by the University of Bath and NPQSL. Head of School attends shared and regular leadership meetings to discuss current issues and standards and to share good practice. <br> • Increase impact of curriculum breadth through a collaborative analysis of bespoke pathways on offer (RT Pedagogical Lead). Shared teaching with Westbridge staff offering Science/STEAM. Counselling now available <br> • Continue to develop the impact TAs have on pupil outcomes. ELSA training taken place, support with PHSE Lead from Westbridge to enhance programme delivery <br> • Work with the Raedwald Trust to develop the capacity of governors to hold leaders to account. Chair of Trustees visit x 2 |
| *Safeguarding* | | Effective | **Strengths** Systems and processes are compliant with KCSiE, 2018. The SCR is up to date and accurate. Key staff are appropriately trained and a programme of additional staff training is planned. Child protection procedures are strong and appropriate actions are taken and followed up and records of all concerns / restraints, and kept securely. Leaders work with a range of agencies to ensure risks are mitigated where possible and information is shared. Safety has a high priority in the Montgomery Road Campus curriculum and at |

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| | | Green | social times, focusing on online safety, road safety, and gang cultures. The learning environment highlights key messages for students keeping safe and are tailored to issues currently affecting pupils. Safeguarding Audit (Dec 18) recognised the effective ongoing practice in relation to Safeguarding students.<br>**Development**<br>• Through active engagement with the Trust Safeguarding Group, strengthen good practice to secure 'highly effective' impact |
| *Quality of Teaching, Learning and Assessment* | | Amber | **Strengths:**<br>Accurate standardised assessments and baseline screening is providing key insights necessary to hold teachers to account for learning progress and outcomes. With the Head Teacher, the Head of School action plan provides intervention when standards fall short of Trust expectations. As a result of clearly laid out processes, all staff understand what is expected of them. Recent lessons observations in English and Maths show good progress, personalised learning and effective questioning. A revised system of marking and feedback has allowed student progress to increase. Under the direction of the Head Teacher and Head of School, Montgomery Road Campus staff are supported by colleagues from Westbridge Academy.<br>**Areas for development:**<br>• Continue to monitor action plan to support teachers to realise their high ambitions for student progress<br>• Focus team on marking and assessment so as to embed plans for next step marking and target setting across all subjects<br>• Deliver higher expectations in course offers, planning, and learning objectives to secure ambitious stretch and challenge across the school. GCSE offered in Maths, English and Science<br>• Alter the physical learning environment to reinforce culture of learning, including displays<br>• Through established links with Westbridge Academy, strengthen quality first teaching practices across the school |
| *Personal Development Behaviour and Welfare* | | Green | **Strengths:**<br>There is a clear focus on student welfare in all aspects of the provision and operations at Montgomery Road. The academic timetable is supported with a number of areas to support the student's development including Thrive, ELSA, educational visits, vocational education, travel training, work experience, sport and tailored interventions. Risk assessments for individual students evidence a team focus on risk reduction. Multi agency working is strong: social care, mental health practitioners and medical professionals are in integral element of bespoke student pathways. There is a counsellor and art therapist on site weekly. All students benefit from personalised timetables targeting their academic, social and emotional needs. This approach has an impact on vulnerable learners. Attendance shows term on term improvement (67% to 75%) indicating increased engagement rates. Attendance procedures are good and supportive. Incident rates have decreased in line with positive feedback received from students and their families<br>**Areas for Development:**<br>• The school need to continue to work with the students to develop values, which they all adhere to.<br>• Continue to try to improve attendance rates to full time learning offers.<br>• Learning environment development to represent modern Britain including diversity, ethnic minorities, SMSC and BV |

| Outcomes for pupils | | Amber | Pupil outcomes do not yet meet the standards expected from the Raedwald Trust.  Improvement to the curriculum offer since conversion has increased attainment and achievement data however leaders drive to meet ambitious new targets demonstrate more needs to be done in this area.  Summer series (2018) outcome data shows that all Yr11 students left the school with an accreditation in English, Maths, Preparation for Working Life, and AQA Arts Awards.  Over half of the cohort achieved 1+ GCSE A*-G or equivalent.  Destination data shows that no student was NEET at the end of Yr11.  Indeed, 2 students gained places Otley College 1xLevel1 and 1xLevel 2 course; 2 students took up places on SN College Level 1 courses; 1 student embarked on WS training Life Skills as preparation for an apprenticeship; I student began a programme with Lapwings 16+ offer at West Suffolk college; 1 student attended the Princes Trust 12 week course as a route to get ready for apprenticeship.<br>**Areas for Development:**<br>• Develop the curriculum so that all students are offered GCSE or equivalent accreditation in science and art science in place<br>• Extend baselines knowledge to inform bespoke pathway accurately (by introducing LUCID, CAT4). CAT 4 completed and WRAT 4 in place |
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