

# ACADEMY SEF SUMMARY

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APRIL 2019

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Montgomery Road Campus

A Campus within St Christopher's Academy

## Academy SEF Summary

### General Contextual Information for Montgomery Road Campus

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 a 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.

### The Campus

- Provides a nurturing approach to re-engage disenfranchised students with learning and life in a small and supportive environment.
- Supports students to complete KS4 gaining qualifications and accreditations preparing them for post 16 opportunities
- Engages with student's families and wider support teams to secure high impact, highly personalised learning programmes

### Key Student Data (as at September, 2018/April 19)

- Yr11 4 male 0 female pupils , 3LAC 1 PP 1FSM, 0 EM, 1 EHCP, 0 EAL.
- Yr10 6 male 0 female pupils, 0 LAC, 5FSM, 5PP, 0 EM, 0 EAL, 6 EHCP.

Overall Effectiveness (See St Christopher's Academy)		Last revision date: n/a		Author : Carey Fish	
Inadequate		Requires Improvement		Good	
Outstanding					
<b>Summary :</b>	<p>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 had been made to the curriculum offer. The report also confirmed that pre-conversion concerns raised by the LA relating to Safeguarding and Health &amp; 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. Last 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.</p>				

<b>Progress with Previous Inspection Key Issues:</b>	<b>Key Issues:</b>	
	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
<b>Effectiveness of Leadership and Management</b>		<b>Amber</b>	<p><b>Strengths:</b></p> <p>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.</p> <p><b>Areas for development:</b></p> <ul style="list-style-type: none"> <li>• 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 and SLT training to discuss current issues and standards and to share good practice. Ongoing links of WB and StC SLT meetings to review curriculum and assessment and Thrive strategy/implementation.</li> <li>• 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. Art therapy now available</li> <li>• Continue to develop the impact TAs have on pupil outcomes. ELSA training taken place, support with PHSE Lead from Westbridge to enhance programme delivery.</li> <li>• Work with the Raedwald Trust to develop the capacity of governors to hold leaders to account. Chair of Trustees visit x 2 , safeguarding trustee visit and report March 2019 and 2 governor visits March and April 2019.</li> </ul>
<b>Safeguarding</b>		<b>Effective</b>	<p><b>Strengths</b></p> <p>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</p>

			<p>mitigated where possible and information is shared. Safety has a high priority in the Montgomery Road Campus curriculum and at 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.</p> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>Through active engagement with the Trust Safeguarding Group, strengthen good practice to secure 'highly effective' impact. Weekly reviews of safeguarding held by DSLs and RT safeguarding DSL meetings held to ensure best consistent trust wide practice. Staff are briefed on all updates and RT staff bulletins are discussed at team briefings and read by all staff. Staff also have a reference file of further info and safeguarding board in office. All unit data is reviewed half termly to ensure collective risk is managed effectively and staff can target risk management accurately.</li> </ul>
<p><b>Quality of Teaching, Learning and Assessment</b></p>		<p><b>Amber</b></p>	<p><b>Strengths:</b></p> <p>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. Lessons observations autumn and spring 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.</p> <p><b>Areas for development:</b></p> <ul style="list-style-type: none"> <li>Continue to monitor academy improvement plan to support teachers to realise their high ambitions for student progress. ongoing</li> <li>Focus team on marking and assessment so as to embed plans for next step marking and target setting across all subjects marking policy updated revised by team and work scrutinies show staff becoming more consistent better use of tracker checked every half term enabling more consistent assessment methods across the team and consistent target setting.</li> <li>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 made and Art GCSE will be offered for summer 2020.</li> <li>Alter the physical learning environment to reinforce culture of learning, including displays Displays updated and reviewed half termly to reflect diversity of cultural events eg chinese new year and centenary of WW1. Assessment objectives and what is being learnt explicit in subject displays and use of current key words.</li> <li>Through established links with Westbridge Academy, strengthen quality first teaching practices across the school. Mutual sharing between sites on core subjects plans marking moderation in English , shared teaching and assessment GCSE Biology. Lesson observations and work scrutiny shared</li> </ul>

<p><b>Personal Development Behaviour and Welfare</b></p>	<p><b>Green</b></p>	<p><b>Strengths:</b></p> <p>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 an 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</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• The school need to continue to work with the students to develop values, which they all adhere to. Shared vision and values document drafted and agreed between staff and pupils, shared with parent/carers and displayed around unit. Code of conduct reviewed and explicitly related to FBV; on display around unit.</li> <li>• Continue to try to improve attendance rates to full time learning offers. April 2019: Now 70% of pupils have a 25 hour offer. MR Attendance against offer- Spring 2- 5 pupils had 100% attendance 2 pupils had 90% attendance 1pupil had 85% attendance 1 pupil had 76% attendance- referred for outreach support, bespoke offer. 1 pupil 40% attendance (moved out of area now) outreach offer only All pupils are monitored by EWO</li> <li>• Learning environment development to represent modern Britain including diversity, ethnic minorities, SMSC and BV. A review of our curriculum content and displays; shows our commitment is to ensure pupils understand they belong to a nation of social cultural diversity and how that nation relates to the wider world.</li> </ul>
<p><b>Outcomes for pupils</b></p>	<p><b>Amber</b></p>	<p>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; 1 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.</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Develop the curriculum so that all students are offered GCSE or equivalent accreditation in science and art : April 2019science</li> </ul>

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			<p>in place for summer 2019 and Art for 2020 (yr10 transfer to higher course offers summer 2019). Progress update spring 2: 100% pass rate functional skills maths levels 1 and 2 with all pupils attaining above their expected progress grade. Yr11 English pass L1 functional skills represents pupil attaining above expected progress.</p>
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- Spring 2 teacher assessments English 90% attaining above expected progress Maths 80% attaining above expected levels of progress; Science 88% expected levels of progress and Art 88% at or above expected levels of progress.
- Extend baselines knowledge to inform bespoke pathway accurately (by introducing CAT4). CAT 4 completed and WRAT 4 in place. Thrive baseline assessments and progress data also show progress in developing pupils' resilience to prepare/develop Behaviour for learning, so they can meet the challenge of KS4 curriculum offer. Progress results – 45% above expected progress 45% expected progress and one maintained. All pupils are maintaining their off -site training and work experience offers.