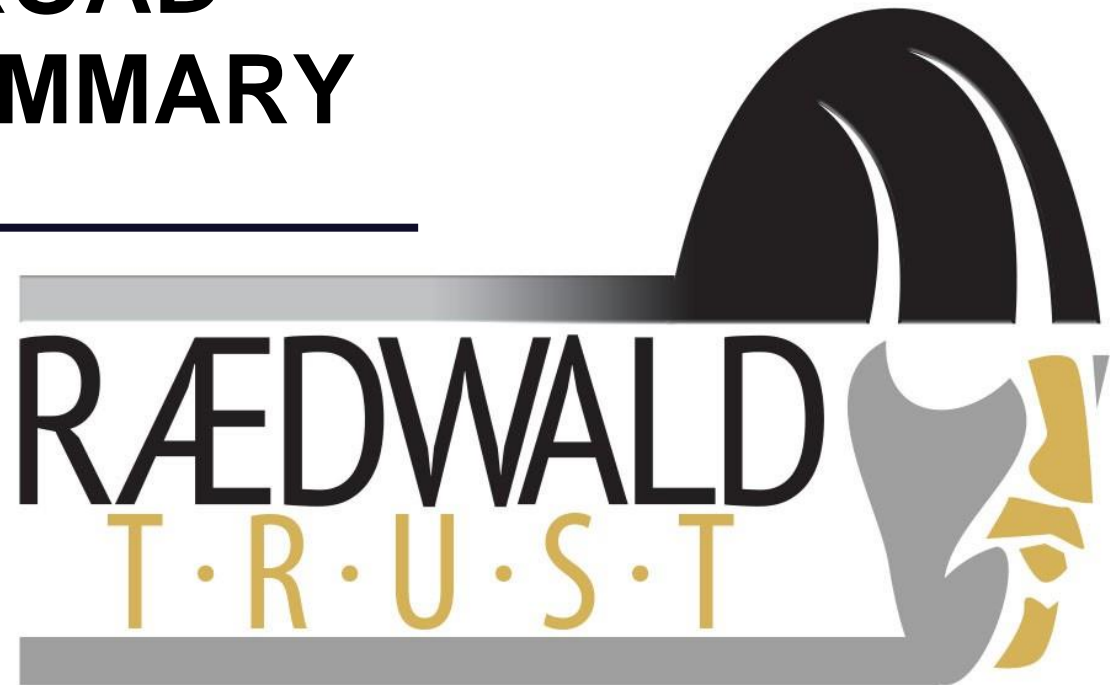

MONTGOMERY ROAD CAMPUS SEF SUMMARY



SEPTEMBER 2019

MONTGOMERY ROAD CAMPUS

MONTGOMERY ROAD CAMPUS SCHOOL SELF EVALUATION 2018-2019

Updated: 9/9/19

Context

Montgomery Road Campus is an 8 place provision (currently 10 students) 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 of September 2019)

	PP			FSM			EHCP			CIC			EM			EAL			Boys			Girls		
	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20
YR10	2			2			1 PENDING			0			0			0			1			1		
YR11	6			6			7+1 PENDING			0			0			0			8			0		

Many of our pupils are open to agencies and are diagnosed with complex need – they will have SEMH as well as a learning disability or significant other need which combined have resulted in their education breaking down prior to starting at our school. All pupils have experienced developmental trauma.

Attendance

Attendance Total- 60.05%

Authorised Attendance Total- 33.73%

Unauthorised Attendance Total- 6.22%

Overall school attendance is shown above. We have had many successes with students attendance with 2 students having above 90% attendance for the whole year

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Areas to improve

St. Christopher's Ofsted Report June 2013 – 'It is not yet an outstanding school because...'

- The progress pupils make, especially in Key Stage 3, is not restricted because the unit's effective behavior code is not applied consistently staff always

- Seize every opportunity to encourage the pupils to produce written work and to read both for themselves and out aloud.

Progress

See below summary

This currently does not apply.

Written work is produced in core subject areas and we are continually making opportunities for students to read.

School improvement priorities

current school improvement priorities

- Quality of education- literacy and numeracy skills are shared and mapped cross curricular. KS4 knowledge and skills map developed for MR core curriculum. Continue to raise attainment for all pupils through rigorous monitoring of planning and delivery – more consistently strong progress across subjects: art and science tailing behind.
- **Behaviour and attitudes we had to increase attendance, lower exclusion rates (ie behaviour incidents).** Following our introduction of Thrive we have seen significant improvements in engagement and happier calmer pupils who enjoy school. We have increased our attendance term on term and we have Thrive data, behaviour data and pupils surveys as strong evidence.
- **Personal development** -strengthen parent/carer support through thrive plans and parent hubs. Ensure all pupils have spiritual as well as cultural learning opportunities by the time they leave in yr11.
- **Leadership and management**- Share the development and growth of the RT (strategic plan). Expanded curriculum achieved, broader opportunities for careers education and personal development achieved. Strengthen leadership experience and capacity through joint Westbridge/St Christopher’s HEG group – achieved.
- **Improve opportunity by implementing new Ofsted framework and related research,** lead the development of the curriculum at MR and link across trust to E-Bacc.
- There are some good elements, some outstanding achievements, but also some areas for improvement which we are working on as the Trust evolves to meet the new framework and guidelines.

QUALITY OF EDUCATION –

Strengths

Intent:

Core offer on site at MR- 5+ qualifications on offer at entry level to iGCSE or equivalent level 2 functional skills.

Character development strong threads through academic learning as well as TTP and vocational and social experiences and there is a clear system for tracking progress for every child. Every child thrives at this school.

Clear moral purpose; vision drives “closing the gap/ equality of opportunity/ aim for independence and employability” .

Implementation:

- Quality of teaching and learning – work with Lauren Meadows and HT/HoS to look at quality of planning and their implementation and impact on the learning
- Assessment – Assessment lead in place. Science needs an action plan to ensure out comes are in line with other subjects delivered across centre.
- Pupils with SEN and/or disabilities - good progress being made particularly in yr10.

Impact:

Year 11 Attainment (including GCSE and iGCSE): Montgomery Road Campus 2019

Number of students in Year 11: 4	Number of passes at Entry Level 3: 2
Number of passes at GCSE/iGCSE: 6	Number of passes at Entry Level 2: n/a
Number of passes at GCSE/iGCSE Grade 4/C: 1	Number of passes at Entry Level 1 or Arts Award Discover: n/a
Number of passes at Functional Skills Level 1: 5	Other accreditations include: Arts award explore pass -2 pupils Food and Hygiene award level 2 - 2 pupils
Number of passes at Functional Skills Level 2: 1	

Group Performance for all accreditations	No. of students	5+ A*- C/9-4	5+ A*- G/9-1	3+ A*- C/9-4	3+ A*- G/9-1	1+ A*- C/9-4	1+ A*- G/9-1	1+ accreditation
FSM	1	0	0	0	0	0	1	1
PP	4	0	1	1	3	3	4	4
Statement/EHCP	1	0	0	0	1	1	1	1
CiC	3	0	1	1	3	3	3	3
EAL	0	0	0	0	0	0	0	0
Boys	4	0	1	1	3	3	4	4
Girls	0	0	0	0	0	0	0	0

<p>Actions from previous year: Broaden access to functional skills earlier in the Key stage journey Offer vocational qualifications Offer ICT at KS4 Offer PSHE qualification above AQA unit awards.</p>		<p>Impact of actions: All yr10 have passed entry 3 English and been entered for entry science. 5/6 pupils in yr10 have passed level 1 functional skills maths. All yr10 pupils have completed part of their functional skills ICT levels 1 and 2. Yr11 completed GCSE Biology and extra maths passed level 2 maths. Trialed dual entry system for all pupils.</p>
Areas for development	<p>Strengthen opportunities to offer GCSE science and art in yr10 and accelerate progress; offer ICT earlier in the key stage. Work with other centres to access History, Drama and Music courses.</p>	
Next steps	<p>Define qualification options to accredit STEAM and Preparation for working life replacement. Define short course options in RE or spiritual education. Ethics etc. or use EPQ option for this</p>	

BEHAVIOUR AND ATTITUDES - Good

Strengths

Insert:

- Behaviour data please see Thrive data on HT report. All pupils have made progress in their personal development.
- Exclusion data: fixed and permanent – no permanents, please refer to spreadsheet. These have linked to mental health and stress as we have tried to get help and mental health assessments. Sadly, if a pupil is open to social care and school breaks down we stand a better chance of gaining an assessment
- Bullying data- one incident dealt with well, not reoccurred.
- RPI data - no restraints/physical interventions.
- Discrimination data; 2 prevent referrals about incidents happening outside of school 1 pupil being groomed by older males with EDL sympathies and intimidating non-white family in the community. Referred to police.
- Attendance and punctuality data – weekly offer and full time attendance data show much improved.
- Attitudes to learning – please refer to Thrive data, assessment grid 18-19 and RAP sheets as well as reward point data.

Actions from previous year:

Introduced RAP sheet

Changed marking policy and work scrutiny format

Introduced Thrive to support bespoke learning

Introduced new ILP format

Increased assemblies and PSHE programme to match Thrive needs and champion FBV as part of our code of conduct and co-written vision and values.

Impact of actions:

Raised attainment overall but particularly in yr10

Raised attendance dramatic improvement

Lower exclusion rates

Lower bullying

Increased well being and happiness of pupils towards each other and around school.

Areas for development	Keep tackling the issues around racism and Prevent as this is a local issue. Some of our pupils live in desperate poverty; they need to see how we can overcome this.
Next steps	Please see earlier point about displays and weaving cultural diversity as integral within resources and learning.

PERSONAL DEVELOPMENT – Good with outstanding features

Strengths	<p>All pupils have a baseline Thrive assessment and induction programme that enables us to produce a Thrive plan with them and their professionals and parent/carers to make a bespoke learning offer. We examine and prioritise the needs of the whole young person – looking at what they need to enable them to access a full offer and make the best progress. We review this termly but monitor continually with targets reviewed weekly through 1-1 key worker reviews as part of their personal development. These 2 elements underpin and track progress for personal development and form the section of the ILP for Personal Development.</p> <ul style="list-style-type: none"> • SMSC – spiritual education needs strengthening. • British Values woven into our code of conduct and our vision and values we co wrote with pupils. Regular assemblies... • Relationship, health and sex education – good and compliant as part of PSHE then applied in other lessons eg. English Literature • PSHE and equality units sequenced thoughtfully to reflect needs of pupils as per baseline thrive assessment and referral docs; emotional wellbeing and mental health, personal safety and internet safety, relationships and then career planning. We incorporate travel training and plan to coincide with internet safety day and assemblies. • Character education
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	<p>Pupil mental health and well-being – see above as well as wellbeing Wednesdays to ensure access to therapeutic activities individually (art or music therapy, climbing) as well as a group (Castan Wood) Home cooking skills school nurse team drop ins and access to 4YP counselling. ELSA and draw talk or bereavement therapies.</p> <ul style="list-style-type: none"> • Pupil voice – assemblies, 1-1 weekly reviews with key workers, surveys 2x year, termly reviews on progress and well being, CAF meetings, CIN reviews, support on demand and bespoke learning planned with and around the pupil (ILP and Moving into Adulthood plan). TRF transition plans for 16+.EHCP reviews and CiC reviews (PEPs and pathway plans!). • Preparation for next stage of learning/careers guidance – Moving into Adulthood and Transition plans, plus work encounters work experience, Suffolk skills show, open college and taster events.
<p>Actions from previous year:</p> <p>Introduced Thrive for all pupils – revamped induction and developed a trust wide assessment tracking system to track progress.</p> <p>Implemented Transition plans and TRFs and moving into adulthood plans</p> <p>Implemented travel training.</p> <p>Wellbeing Wednesdays, increased PE offer (climbing), maintained school nurse drop ins monthly.</p> <p>Introduced therapeutic offer – Suffolk art therapy and noise solutions</p> <p>Trialled counselling and then implemented ELSA .</p>	<p>Impact of actions:</p> <p>Raised attainment see exam results 2019 and progress in Thrive and exam outcomes as well for yr10.</p> <p>We featured in Ofsted for virtual school and were praised for our unstinting compassion and commitment to support those children and young people most in need. The HMI was effusive. Our pupils featured as saying they felt truly supported valued well cared for and taught well when every other school placement had broken down.</p>
<p>Areas for development</p>	<p>Develop Thrive programme with parent/carers started summer 19. Parenting support through outreach and care worker contact. Share Thrive plans in FNM and CIN CP meetings and use them to review progress/outcomes.</p> <p>Strengthen and develop our commitment to enable our pupils to appreciate the rich cultural diversity of our modern British way of life and its values; as well as the diversity and wonder of the wider world. (essential Prevent work/ curriculum mapping across subjects).</p>

Next steps	<p>Weave explicit opportunities to do this through our cultural planning (Curriculum mapping) rather than just assemblies or cultural whole school events.</p> <p>Celebrate this through our choice of resources and displays. Thrive and pupil support and pupil voice displays are good and regularly updated.</p>
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LEADERSHIP AND MANAGEMENT – Good

Strengths	<ul style="list-style-type: none"> • Safeguarding is strong and thorough. Will be better once we are on the electronic system. Good system of weekly safeguarding reviews and half termly analysis to feed staff awareness of priorities in managing collective risk and local issues. • Health and safety, new H and S manual in place. New roof has been installed. The Trust has shown real commitment to improvement. • Governance- requires improvement to work more closely and understand the nature of our pupils. It has improved but momentum needs to be sustained. New system of governance being put in place Oct 19 • Policies - Good and reflect best up to date practice regularly reviewed – good electronic handbook. • School improvement plan clearly formatted and written termly reviews. • Continuous professional development set to improve with RT programme for all staff not just SLT but SLT training a strength. • Staff mental health and well-being -the pace of improvement and change has been hard at times particularly during the exam period due to key staff absence. Staff are not routinely covered and this has put additional pressure on leaders and teams. • Parents and local community – parents are positive and we have good relationships with no known complaints. Support being built to reconnect them to the community. Events for leavers assembly and inductions are well attended. Parent surveys are showing positive feedback.
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<p>Actions from previous year: Link trustees to schools via safeguarding and learning walks. Add detail of Thrive and other innovations into HT reports.</p>		<p>Impact of actions: Evidence that governance personnel accurately understand the work of the school and its effectiveness. More visits and contacts</p>
<p>Areas for development</p>	<p>Some parents would like homework or sessions to help them support homework/ learning I think online VLE could be good for this. Look at On line learning</p>	
<p>Next steps</p>	<p>Review timetable to allow HOS to access different areas of the curriculum more freely. Look at calendar opportunities to enable subject staff to meet. Introduce safeguarding on behaviourwatch. Peer observations and moderation of work or plans to afford reflection by subject specialists. Started but need to further embed and develop. Allow HoS more time to monitor in order to improve outcomes for pupils and create ethos of peer support and learning walks. Increase book scrutinies focusing on reading and written expression numeracy and look at their learning across the curriculum against the RAP sheet (deep dives).</p>	

OVERALL EFFECTIVENESS

<p>Strengths</p>	<p>Improved attendance, outcomes, safeguarding, curriculum design and moral purpose behind vision for school.</p>
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Actions from previous year: See above		Impact of actions: See above
Areas for development	Continue to strengthen links across the trust for curriculum breadth. Continue work to increase consistency of pupil progress across the curriculum.	
Next steps	Identify and implement AQA unit awards that build cultural capital and accredit spiritual education as a starting point. Strengthen governance to assist in raising pupil outcomes.	

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:	https://files.api.ofsted.gov.uk/v1/file/2244313 (St. Christopher's 2013) Lauren Meadows – Greenfields Education (July 2019) Corrie Fielding – Success in Schools – Safeguarding Review (December 2018) Fe Dunachie – Internal Safeguarding Review – Raedwald Trust (July 2019) Tom Escobar – Health and Safety Audit – Safety Boss (November 2018) Tom Escobar – Fire Risk Assessment – Safety Boss (November 2018) Colin Kriedwolf – Governor Learning Walk – Raedwald Trust (April 2019)
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Quality of education:	<p>Exams Analysis (August 2019)</p> <p>Assessment grid</p> <p>Curriculum offer and timetable</p> <p>Curriculum overview presentation</p> <p>Lesson obs work scrutinies</p> <p>Subject development plans</p>
Behaviour and attitudes:	<p>Exclusion and restraint data</p> <p>Attendance data</p> <p>Safeguarding data eg prevent, gangs,</p> <p>Displays and code of conduct</p> <p>Vision and values (FBV)</p>
Personal development:	<p>Thrive progress data</p> <p>Pupil /parent/.staff surveys</p> <p>PSHE folders</p> <p>TRF plans 16+</p> <p>Moving into adulthood plans</p>

<p>Leadership and management:</p>	<p>PDR And NPQSL progress Staff surveys and parent and pupil surveys Outcomes for pupils Staff turnover/cpd/sickness Exclusion data Complaints/whistleblowing School SEF accuracy against Ofsted Website compliance against statutory and good practice AIP HEG checklist External reviews by specialist consultants and LA as well as Ofsted. Governance knowledge understanding and involvement in school improvement as well as national issues and up to date statutory changes. Links to schools and work of their school.</p>
<p>Overall effectiveness:</p>	<p>Good</p>