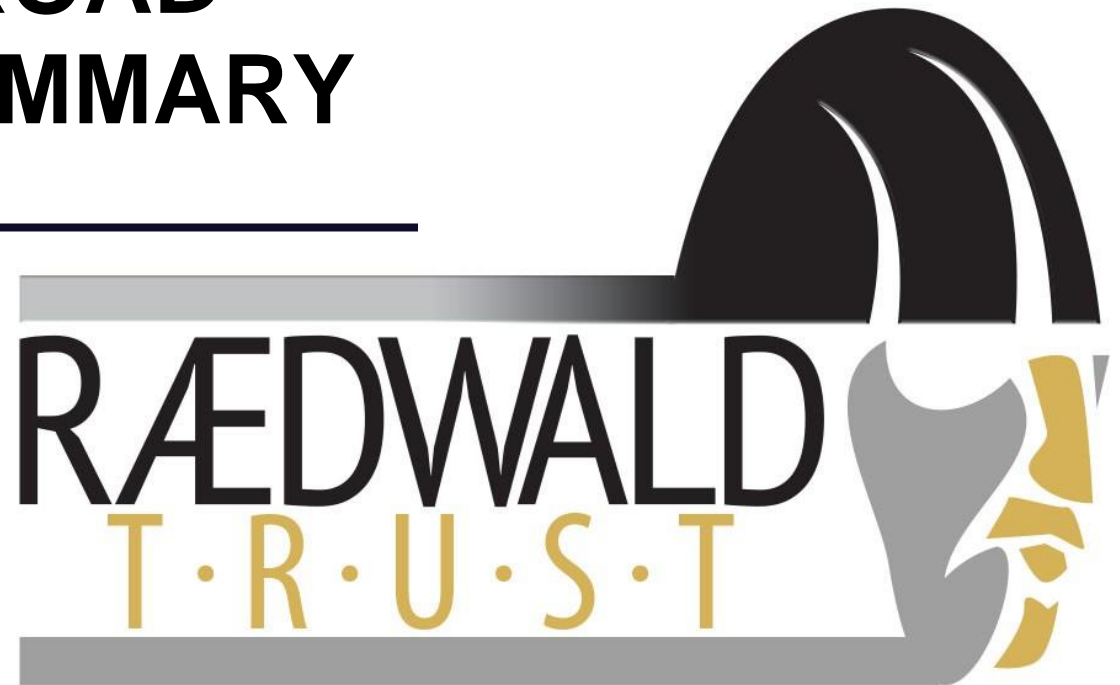


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# MONTGOMERY ROAD CAMPUS SEF SUMMARY

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DECEMBER 2019

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MONTGOMERY ROAD CAMPUS

## MONTGOMERY ROAD CAMPUS SCHOOL SELF EVALUATION 2018-2019

Updated: 9/9/19 and 8/12/19.

### 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 students' 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		2	2		1 PENDING	1 pending		0	0		0	0		0	0		1	1		1	1	
YR11	6	6		6	6		7+1 PENDING	8		0	0		0	0		0	0		8	8		0	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% [End Nov 2019 - 75%](#)

Authorised Absence Total- 33.73% [End Nov 2019 – 21.18%](#)

Unauthorised Absence Total- 6.22% [End Nov 2019 - 3.19%](#)

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

## QW

### 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 behaviour 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. The Raedwald Trust reading strategy introduced Nov 2019 provides daily reading time at Breakfast. All students have targets for Reading and Writing and these are shared and worked on by all subject teaching staff.

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 outcomes are in line with other subjects delivered across centre.
- Pupils with SEN and/or disabilities - good progress being made particularly in yr10. Dec 2019 – yr10 and11 good progress.

**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	

**Dec 2019 current yr10 and11 Montgomery Road Campus:**

Number of students in Year 11: 8	Number of passes at Entry Level 3: 8
Number of passes at GCSE/iGCSE: n/a	Number of passes at Entry Level 2: 3
Number of passes at GCSE/iGCSE Grade 4/C: n/a	Number of passes at Entry Level 1: 1
Number of passes at Functional Skills Level 1: 6 9 taken November 2019	Other accreditations include: NVQ construction level 1: 4 ongoing NVQ vehicle maintenance level 1 2 ongoing Food and Hygiene award level 2 – 1 pass. 7 ongoing.
Number of passes at Functional Skills Level 2: TBC 2 taken Nov 2019	

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

#### 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.  
 Trialled dual entry system for all pupils.

#### 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.

Areas for development

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.

Next steps

Define qualification options to accredit STEAM and Preparation for working life replacement. STEAM accreditation -AQA unit awards/ Arts award. PWL accredited through PSHE short course Entry 3 – Level 2.  
 Define short course options in RE or spiritual education. Ethics, or use EPQ option for this. Resourced covering Islam Christianity, Hinduism, Judaism. AQA unit awards, entry level units. Research started on behalf of RT by Parkside Academy and Lauren Meadows 2019 - 20; Montgomery Road started research on RE entry level and GCSE possible start June - Sept 2020.



## BEHAVIOUR AND ATTITUDES - Good

### Strengths

#### Insert:

- Behaviour data please see Thrive data on assessment tracker. 100% pupils have made progress in their personal development. Dec 2019 100% progress sustained
- Exclusion data: fixed and permanent – no permanents (Dec 2019 sustained), 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. Dec 2019 -No incidents reported.
- RPI data - no restraints/physical interventions. Dec 2019 sustained.
- 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. Dec 2019 2 incidents outside school online accessing Youtube and international news clips of terrorist killings sharing them on social media. Reported to police social care & CAMHS- police decided no further action. School issued advice to all parent carers re online safety and covered it in PSHE. All staff CEOP training updated.
- Attendance and punctuality data – weekly offer and full time attendance data show much improved.
- Attitudes to learning – please refer to Thrive data 2018-20, assessment grid 2019-20 and RAP sheets as well as pupil comments on subject assessment trackers.

<p><b>Actions from previous year:</b>          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.</p>		<p><b>Impact of actions:</b>          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.</p>
<p>Areas for development</p>	<p>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.</p>	
<p>Next steps</p>	<p>Please see earlier point about displays and weaving cultural diversity as integral within resources and learning.</p>	

## 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"><li>• SMSC – spiritual education needs strengthening.</li><li>• British Values woven into our code of conduct and our vision and values we co wrote with pupils. Regular assemblies...</li><li>• Relationship, health and sex education – good and compliant as part of PSHE then applied in other lessons eg. English Literature</li><li>• 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.</li><li>• Character education</li></ul>
	<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"><li>• 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!).</li><li>• 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.</li></ul>

<p><b>Actions from previous year:</b></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><a href="#">Trialled Moving into Adulthood Plans for EHCP pupils for the LA. May 2019.</a></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><b>Impact of actions:</b></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><a href="#">Dec 2019 - Moving into Adulthood plans successful for tracking personal development life skills and improved independence. We were praised for the quality of our paperwork and reporting to home school during an Ofsted inspection Nov 2019. LA have refined design and now request them for all AP pupils.</a></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. <a href="#">Done Dec 2019 also shared at EHCP reviews with Moving into Adulthood plans.</a></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). <a href="#">Dec 2019 ongoing curriculum plans schemes of work.</a></p>
<p>Next steps</p>	<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. <a href="#">Dec 2019 reviewed our expectations in line with united nations charter for CYP, and contributed to the Raedwald Trust charter for all students, staff and stakeholders.</a></p>

## LEADERSHIP AND MANAGEMENT – Good

### Strengths

- Safeguarding is strong and thorough. Will be better once we are on the electronic system. Dec 2019 we joined the RT electronic system. Good system of weekly safeguarding reviews and analysis to feed staff awareness of priorities in managing collective risk and local issues. Dec 2019 All students are now open to / applied to be open to social care. The RT PCSO supports all students and staff weekly. Mental health is supported by governance links with CAMHS and RT mental health first aid training.
- 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 Dec 2019 new LEC governor appointed and has completed 2 visits as well as safeguarding trustee scrutiny and a trustee general visit.
- Policies - Good and reflect best up to date practice regularly reviewed – good electronic handbook.
- School improvement plan clearly formatted and written termly reviews. Dec 2019 sustained.
- Continuous professional development set to improve with RT programme for all staff not just SLT but SLT training a strength. Dec 2019 – all staff are now part of the Trust CPD programme and all staff have had the opportunity for face to face supervisions, targets and access to the CPD library on the RT website staff hub to support their development.
- 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. Dec 2019 – all staff have access to well being support and full team has been in place autumn term 2019.
- 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. Dec 2019 – ongoing and sustained. The trust renewed a boundary fence owned by a neighbour as a commitment to assisting the community and protecting our site security when it fell into disrepair.

<p><b>Actions from previous year:</b>  Link trustees to schools via safeguarding and learning walks.  Add detail of Thrive and other innovations into HT reports.</p>	<p><b>Impact of actions:</b>  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 Dec 2019 – started in core subjects paper homeworks/supported study set especially revision in English Maths and science. Online learning being trialled for pupils as part of reintegration timetables to expand into e-bacc subjects eg History and maintain access to learning.</p>
<p>Next steps</p>	<p>Review timetable to allow HOS to access different areas of the curriculum more freely. Done and ongoing.  Look at calendar opportunities to enable subject staff to meet. Needs to be systematically implemented – some contact autumn term.  Introduce safeguarding on behaviourwatch. Dec 2019 done Sept 2019 and ongoing.  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. Ongoing, however staffing levels mean cover for peer observations not currently possible.  Increase book scrutinies focusing on reading and written expression numeracy and look at their learning across the curriculum against the RAP sheet (deep dives). Dec 2019 -Started further develop.</p>

## OVERALL EFFECTIVENESS

Strengths	Improved attendance, outcomes, safeguarding, curriculum design and moral purpose behind vision for school.	
Actions from previous year: See above		Impact of actions: See above
Areas for development	<p>Continue to strengthen links across the trust for curriculum breadth. Dec 2019 work ongoing in English, Maths , Biology, PSHE, and started on RE. Work needs to be done on PE and RE overviews; careers education embedded in PSHE but explicit links to careers needs to be reviewed across the curriculum.</p> <p>Continue work to increase consistency of pupil progress across the curriculum. Dec 2019 greater emphasis on GCSE level exam courses in Science and Art; increased exam entries for English and Maths to prepare for summer GCSE entries and consideration of able pupil sitting GCSE early in yr10.</p>	
Next steps	<p>Identify and implement AQA unit awards that build cultural capital and accredit spiritual education as a starting point. Dec 2019 -This has been done; Suffolk skills show, Ed Sheeran exhibition, talk on motorcycle safety, CSI investigation workshop; visit to the Ark.</p> <p>Strengthen governance to assist in raising pupil outcomes. Learning and Education committee meeting Nov 2019 and link governor appointed and visited twice.</p>	

## EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:	<p><a href="https://files.api.ofsted.gov.uk/v1/file/2244313">https://files.api.ofsted.gov.uk/v1/file/2244313</a> (St. Christopher’s 2013)</p> <p>Lauren Meadows – Greenfields Education (July 2019)</p> <p>Corrie Fielding – Success in Schools – Safeguarding Review (December 2018)</p> <p>Fe Dunachie – Internal Safeguarding Review – Raedwald Trust (July 2019)</p> <p>Tom Escobar – Health and Safety Audit – Safety Boss (November 2018)</p> <p>Tom Escobar – Fire Risk Assessment – Safety Boss (November 2018)</p> <p>Colin Kriedwolf – Governor Learning Walk – Raedwald Trust (April 2019)and Nov 2019</p> <p><a href="#">Suffolk Virtual School letter acknowledging extraordinary progress of CiC pupils summer 2019.</a></p>
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 and mapping of KS4 (long and medium term 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>



<p>Personal development:</p>	<p>Thrive progress data and Thrive plans.  Pupil /parent/.staff surveys  PSHE folders  TRF plans 16+  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>