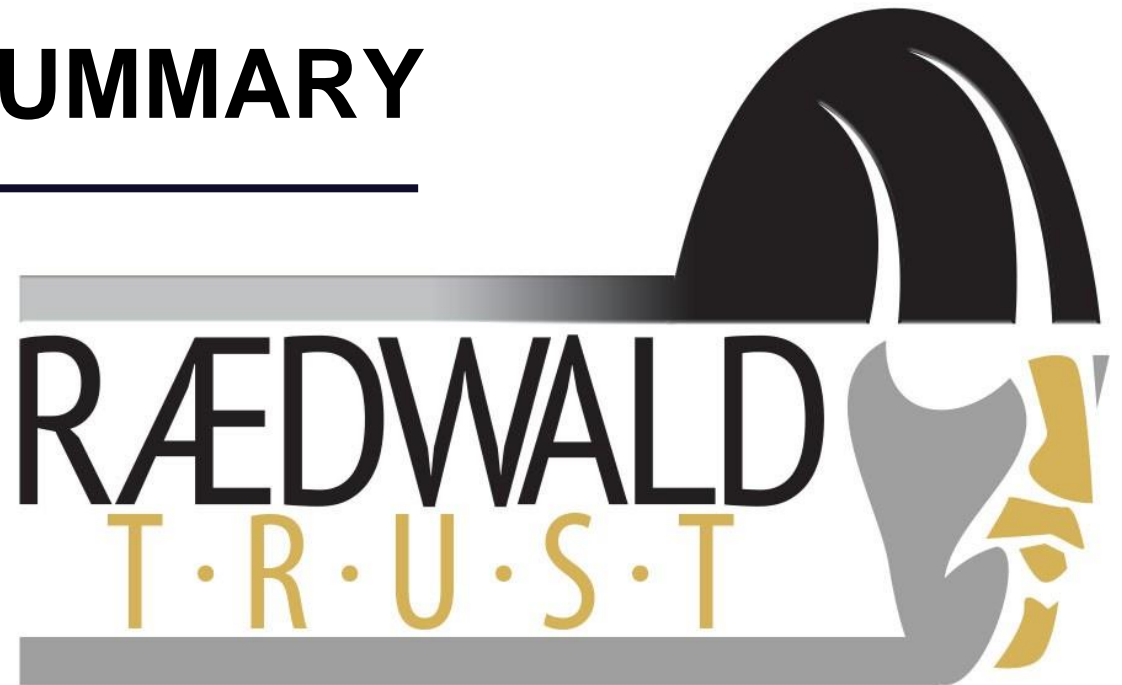# ACADEMY SEF SUMMARY

FEBRUARY 2019

PARKSIDE ACADEMY

Academy SEF Summary

General Contextual Information for Parkside Academy
Parkside Academy is a well-established Key Stage 3 and 4 Alternative Provision catering for the education needs of children and young people who have been unable to access mainstream education because of specific social and emotional difficulties, physical health needs, or mental health difficulties. Often, pupils have had significant periods out of school prior to admission. The academy is a founding member of the Raedwald Trust and   ○ Delivers strong educational outcomes as a result of well matched, personalised, curriculum pathways   ○ Supports to make smooth transitions into the next phase of education   ○ Promotes positive engagement in education and high outcomes for all   **Key Student Data (11/9/18)**   Total students on roll: 51   Pupil numbers by cohort (PP / FSM / SEND / LAC / Gender)   • PP: 17   • FSM: 12   • SEND: 51 of which 28 in receipt of an EHCP   • CIC: 0   • F: 20   • M: 31   **Update 31/01/19**   Total students on roll: 49 (including 1 bespoke package, 2 internal transfers and 1 additional SEMH)   Pupil numbers by cohort (PP / FSM / SEND / LAC / Gender)   • PP: 17   • FSM: 11   • SEND: 49 of which 30 in receipt of an EHCP   • CIC: 0   • F: 17   • M: 32

Overall Effectiveness		Last revision date: January 31st 2019	Authors: SS/TR
Inadequate	Requires Improvement	**Good**	Outstanding

Summary :	Parkside Academy benefits from a stable staff team and strong leadership. Leaders have a clear shared vision and commitment to improving effectiveness. There is an emphasis on mutual respect, open and collaborative working. Parkside offers a broad flexible curriculum that responds to pupil need and interests and is adjusted regularly to ensure it meets both. Evidenced by: pupils' timetables, timetable review files, SchoolPod records, meeting/multi agency records Teaching, learning and assessment are strengths. Teachers are skilled at ensuring all pupils with difficulties and/or disorders are supported to engage in lessons and make progress over time. Thorough baselines by SEND teams enable teaching to be focused and matched to need. In Key Stage 3 a Project Based Learning approach has been developed and offers a stimulating, relevant programme

of study mapped to the national curriculum. *Evidenced by: lesson observations, regular drop in records, work scrutiny, assessment data, minutes of Progress and Target meetings.*

Post 16 destination data is outstanding. For the past 3 years 100% of students have either moved on to post 16 FE settings or are accessing bespoke packages with recognised and accredited providers *(as of September 7th 2018)*

A strong culture of safeguarding is embedded within the school. This is secured by close collaboration between staff and DSL/DDSL through which prompt, effective, decisions are made and followed up. *Evidenced in safeguarding forms, SchoolPod, minutes from meetings.* The Safeguarding Audit of December 2018 delivered the judgement that our safeguarding is effective. Pupil wellbeing is at the heart of what we do at Parkside. We adopt a person centred approach to build strong relationships with pupils and families which is led by SLT and the Pastoral Manager and delivered by all staff. Our approach is adjusted as a result of pupil feedback; most recently changes to the pastoral structure were made in response to pupil voice. *Evidenced by: pupil and parental feedback, student council minutes, External Review June 2018 and External Safeguarding Audit December 2018*

Areas for development
- To develop Thrive Approach to support pupils' emotional and social development
- To develop the role of the LGB including the frequency and impact of their visits

We are proud that both internal and external scrutineers find there is no complacency (OFSTED - March 2016; Sharon Wilson External Review - June 2018, External Safeguarding Audit December 2018).

Progress with Previous Inspection Key Issues:	Key Issues:	
	Increase overall effectiveness further by ensuring: 1. Centres are merged together fully, so that policy and procedures and are applied consistently 2. Senior leaders to gain a sharper view of the unit's overall impact on pupils' personal development and academic development and achievement 3. The new curriculum is evaluated fully to ensure it meets needs of all pupils so that they are fully prepared for GCSE examinations and other awards 4. The newly introduced procedures for monitoring the learning and progress of all pupils are firmly established	List progress towards identified areas, with evidence source: • Centres are merging within the Raedwald Trust more closely by centralising policy, practice, procedures and tighter working relationships. Weekly Heads Executive Group formed, working parties forming: Pedagogy group, Safeguarding Group, Vocational Group, Priorities group, Finance and HR group • All Raedwald Trust Senior Leaders completed Thrive Training to support social emotional wellbeing of pupils. Centres are in the early stages of working within the Thrive approach. See Thrive action plan • PASS assessments completed by all pupils to highlight progress in personal social development • KS3 PBL approach is currently being evaluated to evidence success following researching and implementing the refinements made to PBL approach from Sept 2018. • Monitoring and learning procedures are now into their third year and are firmly established. Tracking data, Progress and Target meetings are evidence of this.

Sub Criterion	HEG RAG	Author RAG	Brief Summary of major strengths and areas for development
Effectiveness of Leadership and Management		Green	Senior leaders are committed to increase outcomes and effectiveness for pupils the school. They have high expectations of staff and pupils. They continually strive to improve the quality of teaching learning and assessment and ensure pupils are provided with an engaging, relevant and bespoke curriculum in line with the National Curriculum. *Evidence of this: SLT meeting minutes, T and L Meeting minutes, timetables, reviews of timetables.* The monitoring of teaching and learning is rigorous. The staff are reflective and encouraged to challenge the status quo to find the right pathway for individual pupils. This is evidenced by our curriculum offer, accreditations offered. Annual appraisals, and cycle of monitoring including: observations, work scrutiny, drop ins, progress and data meetings, teaching and learning meetings are joined up and provide evidence of this. Given last term's compliance work, lesson observations, work scrutiny and progress and target meetings will be a particular focus from February 2019. LGB visit the school regularly to attend events, complete learning walks, and attend meetings **Areas for development** • To develop the role of the LGB within the school to provide further challenge and support • To further develop collaboration with Trust leaders to support, improve practice and grow opportunities for staff and pupils • To contribute to the setting up and implementation of a safeguarding system that is consistent across the Trust • To work with colleagues in the Trust to increase opportunities for pupils to access a range of engaging and relevant vocational opportunities to support post 16 transition • SLT to continue to develop their skill set by engaging in CPD: GDPR, Finance.
Safeguarding		Effective	There is a strong culture of safeguarding. SCR is up to date and compliant. Procedures are in place and all staff are skilled in following up safeguarding concerns effectively (as evidenced in safeguarding file, safe guarding displays and on SchoolPod log.) New staff are given an immediate safeguarding induction. It is the practice of our Safeguarding Team to always co-ordinate with a colleague to audit/double check decision making. Staff are all formally safeguard trained in line with legal requirements. Prevent duty training is held when required. Prevent training for our parents was delivered in the autumn term. FGM and Mermaids (LGBT) training completed with all staff. Prominent displays and posters reading safeguarding around the school Strong close multi agency working relationships with key professionals: health clinicians, police, social care, Prevent team, attendance meetings with EWO. Attendance at Family Network, CIN, CP and strategic meetings. Evidence of this on BW, safeguarding report forms, minutes of meetings. Early intervention and referrals to appropriate agencies (4yp. Access and assessment, social care, MASH, Fresh start, New beginnings). *Evidence of this on School Pod, pupil files.* Weekly meetings take place between the DSL and DDSL to monitor and ensure effectiveness of safeguarding practices (evidenced on Safeguarding Monitoring forms). A Trust Safeguarding group has formed and meets monthly to support and share good practice within theTrust. We have a person-centred approach to build strong relationships: induction home visits to all pupils and families, attendance to appointments with children and parents (mental health, 4YP, sexual health clinic, GP appointments, school visits). Regular review meetings with families and pupils, home visits when needed. CFS clinic every term with Consultant Paediatrician at Parkside attended by Pastoral Manager, case studies written for all pupils, Ormiston Families Parental

		Green	Presence Course (10-week course) attended by Pastoral Manager, Mermaid training to pupils resulting in Parkside being recognised for its inclusive practice for LGBT. Visits to mental health hospitals outside of Suffolk when pupils have been admitted and attendance at CPA meetings. *Evidence for this can be found on BW, minutes of meetings, pupil case studies. Annual Raedwald and LA safeguarding audits are completed with actions planned accordingly.* **Areas for Development:** - Collaborate with partners to devise a Trust wide approach to safeguarding to be embedded and recorded on SchoolPod - With weekly meetings now embedded, and actions triggered timely, to explore a time frame/action plan to transfer safeguarding on to School Pod.
Quality of Teaching, Learning and Assessment		**Green**	Teaching, Learning and assessment are good. Teachers are creative and skilled in devising learning which meets curriculum requirements whilst also engaging pupils with a varied learning profile and supporting them to make progress. *This can be evidenced through Lesson Observation records, minutes of Teaching and Learning meetings, Progress and Target meetings, the external review of June 21st 2018.* The development of our PBL approach in KS3 is engaging exciting and relevant to pupils. There is a drive to enable pupils to have enquiring minds, be critical thinkers and base learning within real world settings and contexts. *This is evidenced in subject learning ladders, pupil assessments external review 2018.* Baseline data carried out by SENCO and subject teachers take place within the first half term to inform practice, interventions and support needs. *Evidenced in SEN file.* Assessment is robust. All subject areas complete assessments half termly which is RAG rated against expected progress. Teachers meet to discuss and scrutinise this during Progress and Target meetings with the Head of School. Work scrutiny takes place termly. From January 2019, close scrutiny of those pupils on a reduced timetable as a result of health (physical and mental) needs to develop the personalisation of their provision more tightly. Head of School devising action plan and meeting weekly with SENDCo. and Pastoral Manager. Academy 21, an educational provider (online platform) is currently being explored with the view to offer a robust education for pupils when they are unable to access lessons on site. **Areas for Development:** - Ensure marking and feedback is consistently delivered and of same standard across all staff. - Ensure tracking and monitoring records are consistently used - Develop peer to peer observations to grow teacher confidence and broaden skill set - Embed KS3 ladders and assessment within PBL
Personal Development Behaviour and Welfare		**Green**	Personal behaviour and development are good. Parent and pupil voice and low exclusion rates are evidence of this. Parental links are a strength of the school. Contact with home is made regularly, in many cases daily, and concerns are addressed quickly. *Evidence of this can be seen on SchoolPod, minutes of meetings, home visits.* Attendance is monitored closely by our Pastoral Manager and our EWO. Any issues are addressed quickly, and appropriate measures put in place. *See School Pod, minutes of meetings.* There is a strong emphasis on role modelling, behaving well, showing respect, being tolerant of others and being polite, kind and forgiving. *This is evidenced by behaviour within the school, through SchoolPod, minutes of meetings and case studies.* Our Pastoral Manager is available to support pupil personal development and welfare. Strong links with numerous agencies are in place and we respond rapidly to changing needs of individuals. *Evidence of this: SchoolPod, minutes of meetings,*

		Green		*CFS Clinic based at Parkside* Following a recommendation from our Student Council and subsequent discussions with staff and pupils, this academic year we have set up cross year community groups which meet twice a week. The aim of this is to allow social links to form pupil support systems to grow and to build social and academic confidence through this shared time. Effort and achievements both academic and pastoral are recognised through our Student of the Week and end of term award assemblies. They are a feature of our weekly and termly routine and pupils are becoming increasingly comfortable at accepting these. At Student Council, ideas have been shared which will trigger improvements/revisions to this system. Evidence can be seen in displays within the school, attendance, behaviour around the school. SMSC is an integral part of our curriculum. This year we have created a dedicated PSHE room. Our curriculum embraces SMSC and we work hard to maximise the opportunity to include SMSC and BV through our work. Our timetable and projects, displays, school visits are all evidence of this. Community Tutor Groups are now firmly established and a weekly rhythm is developing to support social interaction and discussion skills. Teachers and TAs work together to deliver a supportive programme of activities which include local, national and world news updates and shared reading. **Areas for Development:** • Review and revise our reward system • To explore the opportunity of developing an Outreach arm of our work to enable us to work with more pupils
Outcomes for pupils		**Green**		Pupil outcomes are exemplified by the respect shown to individuals with mental health issue and by a genuine spirit of co-operation across the school. This is evidenced in behaviour throughout the school and through the regular 'values bubbles' which are awarded to pupils to acknowledge them for positive personal qualities. Pupils' social skills in different contexts are an important priority and there is a strong evidence of improvement through engagement in a wide range of community activities. We are currently introducing Thrive to our setting and have SLT trained as Thrive Practitioners who will lead development in this area. From February 2019, a Thrive Action Plan will be implemented for two year groups. This will operate as a pilot and inform future implementation. 2018 examination outcomes are consistently good with 100% of students entered for GCSEs achieving at least one 9-1 (A*-G) for the past 3 years. In 2017-18 13% (2/16) achieved 5 GCSE grades 9-4 (A*-C) including English and Maths. Of students with an EHCP, 100% gained 5 GCSE grades 9-1 with 25% gaining 5 GCSE grades 9-4 (A*-G). 100% pupils left Parkside with a post 16 plan and are currently accessing it. NEET figures for Year 11 leavers over the last 3 years are 0%. **Areas for Development:** • Raise outcomes in Art and ICT • Implement the Thrive approach across the whole school