ACADEMY SEF SUMMARY
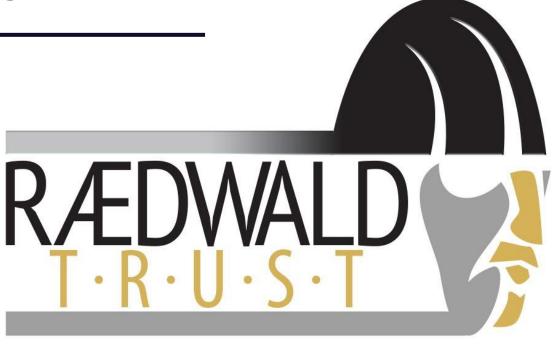
JULY 2019

PARKSIDE ACADEMY

Academy SEF Summary

PARKSIDE ACADEMY SCHOOL SELF-EVALUATION 2019-2020	
Updated: 16th July 2019 6th Sept 19	
Context	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, prior to admission, students have had significant periods out of school. The academy is a founding member of the Raedwald Trust and delivers strong educational outcomes as a result of well matched, personalised, curriculum pathways. We support every student to make smooth transitions into their next phase of education and have a strengthening careers, transition and work experience programme. We promote positive engagement in all areas of school life and learning and have high expectations of and aspirations for every student. • What percentage of your pupils are disadvantaged? **PPG: 19/50 38% FSM: 14/50 28%** • What percentage of your pupils have English as an additional language (EAL)? **2019-20: 2/50 = 4%** • What percentage of your pupils have special educational needs (SEN) and/or a disability? **100% of our children and young people have a special need, with currently, 31/50 62% with an EHCP** • What is the ethnic background of your pupils? **94% white British** • Do you have deprivation, if so how does this compare to national percentages? **2018-2019 our PPG is 38%. 2018-19 National Average AP Academies: 66.2% Mainstream Secondary: 27.4%** • Do you have mobility factors? What proportion of pupils have attended your school continuously? **As a destination setting, the majority of our students stay with us until the end of Year 11. From 2019, students in Key Stage 3 have a dual placement with a Home School and a 3-term placement with us with the aim that, at the end of this period, we will support them to return successfully to mainstream learning.**

- Do you have any other significant factors to share? **25/50 50% of our cohort (2019-20) have an autism spectrum condition**
- Does your school have any recognised awards? **Irlens Champion School**
- What are your school attendance figures (including persistent absence)? **2018-19: 62.18% attendance, 35.36% authorised absence. 45/55 82% persistent absence 10/55 18% attendance above 90% 2019-20 to date: 78% attendance**
- Behaviour – have you had any permanent or fixed term exclusions? **2018-19: Nil**
- Include any other significant information about your school that affect your context, for example: staffing, significant school improvement initiatives. **Since January 2019, we have made significant progress in shifting mindset and practice to ensure our 25-hour full time offer to students is taken up by all. At the time of this document, we have 8/50 16% on a re-integration timetable with dates agreed for when full time will begin. In addition, we began a review of our curriculum (at Key Stage 3 and 4) in July 2019. This work will continue in the Autumn term with implementation from November 2019. The review of our assessment, marking and feedback policies will follow. Our third significant focus is to embed the Thrive approach across the whole school in order to develop and track students' personal development.**

Progress against previous inspection	
Areas to improve	**Progress**
1. Further develop the curriculum provision so that more pupils access full-time education and attendance improves	1. Growth of our curriculum offer has taken place rapidly over the course of the end of last year and this term. See Parkside Review Document.
2. Improve school systems for monitoring attendance, behaviour and learning so leaders have a sharper understanding about their impact and where they need to deploy resources more precisely	2. ILPS have been devised as a Trust led by Paedagogical Lead. Implemented July 19. Targets for learning and social communication clearly identified and form part of teachers planning. Regular student planning meetings review offer and attendance to offer.
3. Evaluate the use of the additional funding on disadvantaged pupils' achievement, behaviour and attendance more effectively	3. Improved systems to record and complete in a collaborate way which highlight monies spent in line with progress made. See Overview and individual PPG tracking documents
4. Address the inaccuracies on the 'get information about schools' government website so it is accurate with the most up-to-date information about the school.	4. Inaccuracies identified and rectified on web site

School improvement priorities	Insert current school improvement priorities based against the following headlines: • Quality of education Developing high quality education by: 1. Reviewing and revising the curriculum to ensure it is mapped against the needs of the Parkside cohort, individual need and in line with statutory entitlement. 2. Overview of curriculum clearly planned and shared with all stake holders 3. Development of the assessment of pupil progress in line with new curriculum design 3. Standardise processes for pupil level monitoring of learning though ILPs to ensure SEND needs are fully met 4. New structure for SEND Teams across sites to include SEN Lead, and SEN Champions in each site • Behaviour and attitudes 1. Increased and targeted support to students' attendance • Personal development 1. To embed the Thrive approach to demonstrate emotional and social progress for each learner. 2. Thrive to be delivered throughout the curriculum and Community Group times (as per ILP targets). 3. For each pupil to have a termly Thrive assessment. 4. To incorporate Character Education into our setting 5. To broaden current work experience opportunities to meet students' interests and aspirations • Leadership and management 1. To continue to develop secure leadership within the Trust HEG group, including linking with other settings within the Trust 2. For Heads to grow areas of expertise cross site and support development and growth 3. To implement new Trust Board governance structure and grow Learning and Education (was LGB) knowledge of Parkside setting to ensure appropriate level of support and challenge • Overall effectiveness 1. To increase pupil outcomes: re-integration to mainstream, transition to post 16, external qualifications.

QUALITY OF EDUCATION – RI

"If this is not yet fully the case, it is clear from Leader's actions that they are in the process of bringing about...a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils a ...curriculum they need to succeed in life."- Ofsted

Strengths	Intent:
	• Curriculum design and coverage
	A robust plan is in place and is currently being implemented to improve curriculum design and coverage (see External Report by Lauren Meadows of Greenfields Education July 19).
	Ambitions for our students are high. Teaching staff are working together, with SLT, to design the overarching intent of the school's curriculum in relation to the knowledge and skills Parkside pupils require. This has the overall aim to maximise their life chances, success and re-integration to mainstream life and learning.
	Thorough baselines are carried out on entry to facilitate planning to meet students' needs.
	Inclusive and positive climate for learning.

Implementation:

- Quality of teaching and learning

Subject specialists deliver most curriculum areas. Where there are skills/experience deficit, bespoke support is offered from Raedwald colleagues and external professionals

Teaching enables pupils to understand key concepts, apply this understanding, present information clearly and contribute to appropriate discussion. See lesson observations and drop ins

- Assessment

Teachers use assessment to check understanding (see pupil work and feedback, examinations: internal/external, 'knows and do's' at KS3) to gauge students' readiness for next step in learning

A system is in place to record learning against targets and this is being linked to an Individual Learning Plan for every student

Individual Learning Plans are in place for Sept 19 to ensure consistency and targeted support in areas of need. These are reviewed at least half termly.

- Pupils with SEND

The Trust's Paedagogical Lead works closely with staff to implement improved systems and upskill staff in SEND (see SEND action plans)

A SEND Team is being set up which includes the SENDCo., a Lead Teacher and SEND champions for such conditions as Dyslexia, Irlens, Dyscalculia etc.

Newly created ILPS embedding from Sept 19

CPD matched to SEND need

Impact:

Insert assessment data here including:

- KS4 external examination results 2019:

  5+ GCSE A*-C/9-4 or equivalents: 4/13 31%. 18% increase on 2018
  5+ GCSE A*-G/9-1 or equivalents: 7/13 54%. 10% increase on 2018
  5+ GCSE A*-G/9-1 or equivalents: 8/13 62%. 24% increase on 2018
  Grade C/4 in English and Maths: 6/13 46%. 27% increase on 2018

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	3	1	1	1	1	2	2	3
PP	3	1	1	1	1	1	1	3
EHCP	6	3	3	3	4	5	5	6
Boys	6	2	2	2	3	4	6	6
Girls	7	2	2	4	5	3	5	7

Actions from previous year: Consistency of high impact practice in Assessment and Feedback Growing teacher skill set through peer observations Embedding support for pupils though Community groups and outreach Raising accessibility, achievement and attainment in ICT and Art Implementing the Thrive approach	Marking and Feedback Policy remains under review. This has been overtaken by a curriculum review and so will feed in to and reflect the new shape for 2019/20 Thrive's implementation continues. Individual baseline completed in first three weeks of term. New Staff Team members are being inducted so that the pace of assessment and delivery of strategies can be increased. Community Groups are strengthening. For 19/20, the profile of Community Tutors will increase in order for them to take a lead in the coordination of students' pathway. Progress and Target meetings have returned to be part of our rhythms to monitor students' progress. The SENDCo. will be involved in the last round for the year so that from Sept., ILPs can be updated in line with need/progress. Head of School meets with Pastoral Manager and SENDCo. to monitor students' attendance, provision and tts. The culture of reduced tts as a matter of course is being overturned. For admissions, 19/20, a reduction will only be granted in extraordinary circumstances and to support re-integration to full time.
Areas for development	To review curriculum and design overview with subject leads. Identify clearly areas pupils will cover and when. To deliver newly designed curriculum and review termly Upskill History and Maths teachers who have transferred from another setting within the Trust To redefine Key Stage 3 projects for the year To ensure pupil timetables are aligned to ILPs and reviewed in line with policy To embed the new Thrive strategies into ILPs

Next steps	Staff to work with Senior Leaders on implementing new curriculum design. To support and monitor staff during this process to ensure consistency and standards

BEHAVIOUR AND ATTITUDES - GOOD

Strengths	Lesson observations demonstrate good pupil engagement and behaviour for learning Behaviour logs indicate low levels of bullying and rapidly reducing restraints over time the course of the year Pupil and parent feedback is strong. See Parent Feedback Forum held June 7th, 2019 and overseen and collated by the external organisation, Everyday Leader. (See available report) PASS data demonstrates students' improvement in attitude to learning Exclusion data and bullying data remain consistently very low • Exclusion data: fixed and permanent **2018-19 Nil** • Bullying data: **2018-19 1 incident** • RPI data: **2018-19 restraints: Nil Low level physical intervention: 1** • Discrimination data 2018-19: **Nil** • Attendance and punctuality data: **2018-19: 62.18% attendance, 35.36% authorised absence. 45/55 82% persistent absence 10/55 18% attendance above 90% 2019-20 to date: 78% attendance**

Actions from previous year: Implementing the Thrive approach To embed Community Groups	Impact of actions: Key staff upskilled to support with base lining of data for pupils Baselines being carried out July 2019. This will enable a collective response to pupils needs and increase impact on pupil social and communication needs The embedding of Community Groups has seen improved relationships between pupils, staff and families. The groups are organised in mixed year groups and gender which supports students' social skills to develop. In addition, these sessions will be used to develop our culture of reading, school and British values.
Areas for development	Attendance Thrive strategies to be embedded
Next steps	To formulate a specific attendance development/action plan to ensure attendance improves To continue to work with the team to improve its delivery of social communication skills. This will be delivered with a renewed focus on our redefined curriculum and developing Community Group Lead role, ILPs and the Thrive strategies

PERSONAL DEVELOPMENT – Good	
Strengths	• SMSC/British Values Our school values of tolerance, acceptance, kindness and respect run through every part of school life. There is a strong emphasis on role modelling, behaving well, showing respect, being tolerant of others and being polite. • Following a recommendation from our Student Council and subsequent discussions with staff and pupils, in 2018-19, we set up cross year community groups which from 2019-20 will come together twice a day. The aim of this is to allow social links between students to form, peer support systems to grow and to build social and academic confidence. Both academic and pastoral effort and achievements are recognised through 'Value bubbles' and end of term award assemblies. They are a feature of our weekly and termly routine and students 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, and students' behaviour around the school. SMSC is an integral part of our curriculum. In 2018-19 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. Non-teaching Pastoral Manager is available to support personal development and welfare. **• Relationship, health and sex education, PSHE and equality** This is taught explicitly in the curriculum by a subject specialist. **• Character education** This is an area we are developing within the setting. All students are given the opportunity to access the following regularly: sport, creativity, presenting, performing, volunteering and the world of work • **Student mental health and well-being** Non-teaching pastoral manager to support pupils and signpost to supportive organisations CFS Clinic based at Parkside Delivered in PSHE Close multi agency and parental links to ensure issues addressed promptly

	• **Student voice** Student voice is captured during the induction process and is used to inform their offer at Parkside. Timetables are reviewed regularly, and student voice and parental view is considered during this process. See induction paperwork/PASS data. Student Council provides students with recognised and structured ways to contribute to the life and development of school life. • **Preparation for next stage of learning/careers guidance** Each pupil is assigned a Transition Re-integration Facilitator. They link with pupils through our Pastoral Manager and support pupils when they re-integrate into mainstream or into post 16 education, training or employment See BW

Actions from previous year:	Impact of actions:
Review and revise our reward system	Review of Community groups completed. Four groups now evident. Next stage is to develop reward system. Student Council and Head of School are collaborating.
To explore the opportunity of developing an Outreach arm of our work to enable us to work with more students	Pupil offer has been examined and pupil offer has been extended with the inclusion of new subjects. A 'reach out' offer to students above our to PAN is to be explored 2019 - 2020
Areas for Development	

Areas for development	To embed Character education more fully and explicitly within the setting
	To develop reward system which incorporates the recognition of students' contribution to their Community Group, the school community as a whole and to their own personal, social and academic progress.
	To develop an explicit curriculum plan for British Values
	To work with Trust Team to develop outreach/reach out provision and support pathways of existing co-hort to re-integrate into mainstream
Next steps	To work with the staff team and Trust team to create a Raedwald wide Character Education plan and monitoring system to ensure we are developing and capturing progress in this area consistently
	To work with Community groups and Student council to develop a reward system
	To work with PSHE lead to develop a British Values curriculum plan
	To link with TRFs to support re-integration into mainstream where appropriate

LEADERSHIP AND MANAGEMENT – Good

Strengths	• Safeguarding
	This is effective (Ofsted Feb 2019, external review Dec 2018) There is a strong culture of safeguarding. Procedures are in place and all staff are skilled in following up safeguarding concerns effectively (as evidenced in safeguarding file, safeguarding 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. 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 tab on school pod). A Trust Safeguarding group has formed and meets monthly to support and share good practice within the Trust. 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
	• Health and safety, including premises
	Raedwald H and S handbook in place from Sept 19 to detail all procedures/records
	H and S audit took place Dec 18. Action plan created and updated termly by Headteacher/Head of School and Office Manager
	• Governance
	From Sept 19 we have a new Governor Framework. See Governor Handbook
	• Policies: See Raedwald website
	• School improvement plan is available on website
	• Continuous professional development: A raft of CPD took place 2018-19 – records available on School Pod. 2019-20, Trust new Professional Development programme will be implemented which all staff members will participate in.
	• Staff mental health and well-being
	Staff survey taken annually and is being discussed at HEG level Sept 19
	Employee assistance scheme has been purchased for staff to access.
	• Parents and local community
	We deliver Project based learning in year 7/8 & 9. In each project we link with the local community to build up positive working relationships and to facilitate transition from our setting. In years 9 – 11 we provide experiences with employers/work experience
	Parents are contacted regularly, and daily for many. Regular meetings with Pastoral manager take place. Parents are invited to consultation evening and exhibitions which take place approximately termly. Recognising that strong relationships with our families are pivotal, this term, Autumn 2019, we are setting up a programme of sessions for parents to attend so that they feel supported and confident in their knowledge of current topics/issues as well as how we can work together to support their child.. Topics covered this term will include: Safeguarding, Attendance, County Lines, PSHE.

Actions from previous year:	Impact of actions:
1. Formalise consistent policies to be applied to all academies 2. Review staffing patterns across each academy 3. Deliver a progressive, forward thinking, staff charter empowering and inspiring colleagues across the trust	1 Raedwald policies written and on website and bespoked appropriately to site 2. Accountability framework has been devised throughout this year. New leadership structure in place Sept 18. New staff and pay structure implemented Jan 19. Raedwald Staff Handbook in place. SLT undertook Leadership training through Everyday Leaders during the course of the year. 3. Staff Charter is to be devised at Trust level and then implemented in school In addition, LGB has an external Clerk. All LGB have access to Governor Hub LGB members establishing roles: safeguarding, health and safety, CIC and disadvantaged groups, SEND LGB safeguarding members attending at least termly to monitor and feed back to head/LGB This has been reviewed this term and further refinements have taken place See Governance Handbook

Areas for development	Development of Leadership model. Developing cross site working in the following areas: Quality of Education, Behaviour and Attitudes, Personal Welfare Working parties to form. Overseen by SLT, to develop middle leaders
Next steps	Share new leadership model and work with Trust board, CEO HEG and H of School to implement Introduce and embed the new Governing structure

OVERALL EFFECTIVENESS – RI

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:	Feb 19 Ofsted report
Quality of education:	Curriculum Review, Lauren Meadows, July 2019 SEND action plan Baseline data sheets Lesson observations and drop ins Work Scrutiny Pupil books/displays Individual Learning Plans
Behaviour and attitudes:	School pod Pupil survey Parent survey PASS data Attendance Attitude to learning scores
Personal development:	PASS data Thrive baselines and action plans
Leadership and management:	OFSTED School Improvement Plan Safeguarding audit Health and Safety Audit/action plan
Quality of education in early years (if applicable):	NA

Quality of sixth-form provision (if applicable):	NA
Overall effectiveness:	RI