

ACADEMY SEF SUMMARY



FEBRUARY 2019

St. Christopher's Academy

Academy SEF Summary

General Contextual Information for St Christopher's Academy

Having joined the Raedwald Trust on January 1st 2018 St. Christopher's became the site for the specialist Bridge provision for pupils aged 7 – 11 in April 2018. Pupils at St. Christopher's are referred by the Local Authority and remain within the provision for a maximum of two years. In order to qualify for a place, pupils must have an Education, Health and Care Plan and be deemed appropriate by the Raedwald Trust Pedagogical Lead/Trust SENCO, Head of School and Head Teacher.

St. Christopher's has a stable staff team, which now has effective layers of leadership, increasing capacity to improve further. Morale of staff is good and the team are now effectively following procedures implemented by Senior Leaders and have a shared sense of vision.

A newly formed Local Governing Body, consisting of some previous Managers has been established, including other trust provisions First Base and Alderwood. Although it has only just been formed a skills assessment carried out by the Chair has identified that we have a strong and vastly experienced team, who will provide high levels of challenge, as well as support.

The Bridge provision was judged as good as part of Alderwood PRU most recent Ofsted inspection (April 2016). St Christopher's Academy shares its URN with Montgomery Road Campus

St. Christopher's Academy

- Delivers high quality learning experiences
- Secures safe and engaging learning environments
- Empowers a supportive, skilled and nurturing staff team
- Forges focussed partnerships and collaboration which benefits pupil outcomes

Key Student Data (as at – 22/1/2019)

- Pupil numbers by cohort – 14 full-time students and 4 reduced offer timetables Feb 19
- Pupil Premium – 13/14
- Free school meals – 12/14
- SEND – (EHCP X 14)
- LAC – 0 (2 Special guardianship order)
- 14 /14 Male

Overall Effectiveness		Last revision date: September 2018		Author : TB CFish
	Inadequate	Requires Improvement	Good	Outstanding
Summary :	Refer to Sharon Wilson (Education Consultant) external school review (June 2018) and Alderwood PRU Ofsted Report (April 2016) Colin Tapscott (Everyday Leader) School Improvement Report (Feb 2019)			
Progress with Previous Inspection Key Issues:	Key Issues:			
	Key Strengths 1) Staff have a common purpose and support one another to deliver this to the children 2) There is a positive family feel ethos that help the children to feel safe 3) Children are engaged in learning. For some, there is a dramatic improvement since their previous school			
	Key Developments 1) Visions - Define the core purpose and transformation theory so all staff and visitors are clear 2) Curriculum – Design the curriculum around that core purpose 3) Curriculum – Ensure the off-site provision is driven by and assessed by clear objectives 4) Behaviour – Define the behaviour management approach, built around that core purpose 5) Safeguarding – Ensure risk assessments are updated with actions that have impact in improving behaviour and safety			

Sub Criterion	HEG RATING – Autumn 2018	RAG RATING	Brief Summary of major strengths and areas for development
Effectiveness of Leadership and Management		Green	The academy is led by an experienced Raedwald Trust Head Teacher and a new interim (made permanent Jan 19) Head of School. Both are highly effective and support the staff team. Leadership is delegated across the team and clear lines of accountability and responsibility engender high impact collaborative working The curriculum is well managed Leaders ensure that the topic based approach is supported by strong planning covering a number of different subjects and experiences. Pupils benefit from bespoke English, Maths, phonics, PE, music and forest school learning. Although in its early stages, the Head of School ensures that monitoring of teaching and learning is in place. Alongside the PDR system, there is a clear plan to monitor teaching and learning, including

			<p>weekly meetings, lesson observations and work scrutiny. PDRs are in place and regularly reviewed. A programme of CPD which addresses the needs of the school is being rolled out. This has included catch up literacy, Thrive and read, write, inc. phonics and Lego Therapy. There has also been training across the Trust to include regular Head of Schools meetings to discuss current issues and standards and to facilitate the sharing of good practice. Head of School is currently undertaking the most recent PDR's. Lego Therapy training for all staff is scheduled for 13/3/19. The Head of School did not undertake the Thrive training last academic year so therefore, other than The Head Teacher there is nobody onsite at St. Chris who is a Thrive Practitioner. However, the Head of School from MR Campus is going to liaise with St. Chris Head of School to provide support.</p> <p>Areas for development</p> <ul style="list-style-type: none"> • The LGB is newly formed for 4 provisions and requires a thorough induction to ensure it is able to challenge and hold school leaders to account. • Leaders need to ensure that statutory information is published on the Academy website pages • Undertake an impact review of teaching and learning monitoring programme to support a robust culture of accountability • Staffing and pay structure meeting to inform future PDR for all staff
Safeguarding		Effective	<p>Safeguarding at St Christopher's Academy is effective. The SCR is fully compliant and reviewed by the Trust leaders. Very comprehensive, pupil friendly, safeguarding displays are in place throughout the academy. All staff receive Bellscroft physical intervention training and are highly skilled in de-escalation practices. Child protection procedures are strong and appropriate actions are taken and followed up and records are kept of all concerns / restraints, and kept securely. To further strengthen practice, from September 2018, a full time Family Liaison Officer was appointed. A Safeguarding Audit took place December 2018. NSPCC Toolkit has been completed by the FLO.</p> <p>Areas for Development</p> <ul style="list-style-type: none"> • Ensure that pupils know how to keep themselves safe by developing this into an explicit curriculum offer; on line safety in place and PHSE x 2 lessons per week • Review and moderate processes aimed at ensuring all risk assessments are secure and fit for purpose (in line with actions identified in the Safeguarding Audit) • Still awaiting the report from the SG Audit from December 2018
Quality of Teaching, Learning and Assessment		Green	<p>Personalised learning is cornerstone of St Christopher's provision and this ensures that the school is able to meet individual pupil learning aims. A strong topic based curriculum is in place – this was developed with a local primary school and is being carefully monitored for impact. Classrooms are bright, welcoming and engaging. Displays are both informative and a celebration of pupils' work. Well planned lessons and targeted learning objectives ensure the pupils understand and make progress. Lessons are often practically based to ensure engagement. Teachers and LSAs have good behavior management skills, and work well together Pupils show appropriate behaviour for learning. Those who struggle with their behaviour are supported with very well, and return to their learning quickly. Skillful questioning</p>

			<p>develops the pupils' knowledge and skills, and assesses how much they understand – this is evidenced in learning monitoring systems and evidenced through lesson observations and work scrutiny. Challenges are set at three levels and pupils are encouraged to set their own challenges.</p> <p>Books and work show a variety of work and good progress.</p> <p>Areas for Development</p> <ul style="list-style-type: none"> • Ensure the phonics scheme is developed to meet the pupils' needs alongside the assessment and reading scheme (CFa). A local primary school is delivering CPD to staff and opportunities for visiting to embed learning • Ensure that feedback is given to pupils so that know what they need to do to make progress. Development of an explicit marking and feedback policy feeding into the T and L policy (TB)
Personal Development Behaviour and Welfare		Green	<p>Exceptional practice is attained in this area. There are strong, supportive relationships between staff and pupils. Playtimes and lunchtimes are very well organised, good boundaries are in place and high staff – pupil ratios ensure pupils are safe and behave well. These are very positive activities rolled out during all play sessions. Healthy food is provided for breakfast and break time and lunch. Staff use School Pod every day to capture positive behaviour and address any incidents that have taken place during the day.</p> <p>There is a strong rewards system which is related to the core values of the school. Following feedback from Student Council and staff consultation, the reward system is now pupil led and pupils now take ownership over the tokens they receive when they demonstrate any of the 5 core values and can trade them in a 'tuck shop' style system. There are rewards valued from 10 through to 50 and the pupils can decide when they trade their tokens in for a choice of reward. Certificates are given out every Friday to celebrate good behaviour and attitudes. A star of the week is also celebrated. Attendance continues to be excellent (89.7% June 2018)</p> <p>Areas for Development</p> <ul style="list-style-type: none"> • School lunches need development. Cold, packed lunches are brought in from a local school. Hot meals are required (in place from Jan 19) • Plan for the use of Schoolpod to increase impact (CPD in place, cross centre and Trust wide) • Develop the 'quiet room' into a sensory space to support pupil wellbeing and respond to a range of needs. • School Council established Nov 18 • Quiet room/sensory room still being looked at to develop. Awaiting budget advice
Outcomes for pupils		Green	<p>All pupils make good or better progress in the school. The Head of School and his team have developed an effective assessment and tracking system to measure progress which includes baselines, and measuring small steps using STAT Sheffield Steps Tracking. <i>Evidence found in school SharedDrive</i>. PSE development is tracked using the early years' goals. Reports are sent out weekly to parents which show the pupil's progress linked to their behaviour targets, and what they have been doing that week. This has strengthened relationships with parents.</p> <p>An example of each pupil's writing is kept every month for comparison which shows good progress. A central assessment document has been set up, STEPS data and formative data can be inputted by all staff and there is a clear colour coded system to identify if expected progress has been made or if there are any gaps in pupils learning that need to be addressed.</p> <p>Areas for Development</p>

			<ul style="list-style-type: none">• Introduce a wider range of assessments on entry to suit the needs of each pupil to provide an accurate baseline. TB/CFa working on AfL.• Further develop progress tracking and termly analysis to measure impact and ensure pupils are making progress across all areas with early intervention systems for when progress falls below expectations• TB/CFa developing AfL evidencing learning from Strategic Leadership/NPQSL courses and SENCo training
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