

Experience our new facilities

Introductions for 24/25

Results 2024

CARE at Lincroft Academy

Anti-bullying charter

School uniform

Site Developments

Strategic plans for 2024/25

Questions and Discussion/Feedback



# Lincroft Academy Parent and Carer Forum

28 November 2024



Emma Appadoo – Principal  
Richard Spencer – Executive Principal



# Senior Leadership Team



Mr R Spencer  
Executive  
Principal



Ms E Appadoo  
Academy  
Principal



Mrs J Attreed  
Vice Principal &  
DSL



Mrs S  
Pattison  
Vice  
Principal



Mr T Johnson  
Assistant  
Principal  
(Inclusion &  
SENDCO)



Miss H  
Stoodley  
Assistant  
Principal  
(HoH)



Mr P Davis  
Assistant  
Principal  
(HoH)



Mr C Drake  
Assistant  
Principal  
(HoH)



Mrs L Drake  
Assistant  
Principal  
(HoH)



Mrs E Hood  
Assistant  
Principal  
(HoH)



Mr G Lewis  
Assistant  
Principal



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning

# GCSE 2024



- [Record-breaking GCSE results for students at Lincroft Academy \(bedfordtoday.co.uk\)](https://bedfordtoday.co.uk)

Bedford Today

Education

## Record-breaking GCSE results for students at Lincroft Academy

By Clare Burnell

Contributor



Comment

Published 22nd Aug 2024, 14:38 BST



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# GCSE Results 2024

GCSE Results 2024	Lincroft Academy	National Average (2023)
Progress 8	+0.36	0.00
Attainment 8	51.41	46.3
4+ Including English and Maths	81%	67.7%
5+ Including English and Maths	59%	45.3%
EHCP Students P8	+0.58	





# Known, valued & supported



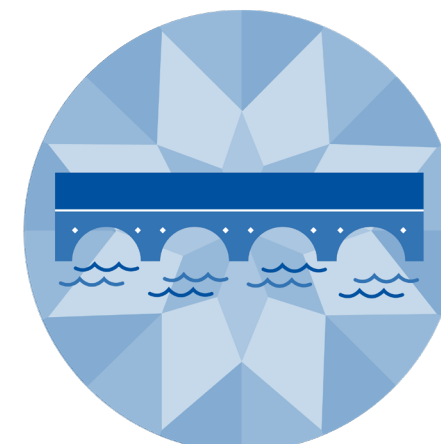
**Amethyst**  
House



**Emerald**  
House



**Sunstone**  
House



**Topaz**  
House



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# LINCROFT INCLUSION: THE 5 PILLARS



	<b>House Office</b> (Pastoral support) 	<b>Pivot</b> (Triage) 	<b>Restoration</b> (Behaviour intervention) 	<b>Inclusion Hub</b> (Therapeutic intervention) 	<b>The Bridge</b> (Academic intervention) 
<b>Type of support:</b>	<ul style="list-style-type: none"> <li>- Administrative issues.</li> <li>- Coaching conversations.</li> <li>- First Aid or medical.</li> <li>- Supporting tutors with PERU.</li> <li>- Self and co-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>- Removal from lesson or social times</li> <li>- Emergency support</li> <li>- Inclusion Time Out passes if House unavailable</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom ready intervention.</li> <li>- Establish behavioural routines and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>- SEMH intervention.</li> <li>- Trauma informed sessions.</li> <li>- Appropriate provision.</li> </ul>	<ul style="list-style-type: none"> <li>- Academic interventions.</li> <li>- Personalised or independent study in Core Support.</li> <li>- Safe space on ADPR.</li> </ul>
<b>Who it is for:</b>	<ul style="list-style-type: none"> <li>- All students in the House.</li> <li>- Those that have forgotten planning sheets.</li> <li>- Those on Senior Tutor or Head of House report.</li> <li>- Those who have exhausted tutor support.</li> <li>- Those that need to co-regulate.</li> </ul>	<ul style="list-style-type: none"> <li>- Anyone who is persistently affecting the learning environment.</li> <li>- Those who may have an injury / restricted movement so cannot get from lesson to lesson.</li> <li>- Those who arrive at school with a level of crisis.</li> <li>- Those who have an Inclusion Pass.</li> </ul>	<ul style="list-style-type: none"> <li>- Those who have exhausted House / Department interventions.</li> <li>- Those who have been referred from a subject / social times for behaviour that is persistently below our expectations.</li> <li>- Those who have been involved in a serious one-off event.</li> </ul>	<ul style="list-style-type: none"> <li>- Those with a timetabled intervention.</li> <li>- Those who cannot access the classroom on a short-term basis as part of a phased return.</li> <li>- Those who need a therapeutic work environment, who would benefit from being in a smaller group.</li> </ul>	<ul style="list-style-type: none"> <li>- Those with a timetabled intervention.</li> <li>- Those with a Core Support lesson.</li> <li>- Those who have been withdrawn from a subject.</li> <li>- Those with a designated workspace.</li> <li>- Those with a designated safe space.</li> </ul>
<b>When it is for:</b>	<ul style="list-style-type: none"> <li>- Form time, for persistent PERU issues.</li> <li>- Social times for basic support in contacting home etc.</li> <li>- If not well enough to be in school or hurt.</li> <li>- When need to self or co-regulate.</li> </ul>	<ul style="list-style-type: none"> <li>- Sensory overload / dysregulation.</li> <li>- When the impact of a student is affecting the learning of others, or the safe environment of the school.</li> <li>- Emergency support.</li> <li>- When using their Inclusion Pass.</li> </ul>	<ul style="list-style-type: none"> <li>- After the stepped approach in lesson has not been successful.</li> <li>- After House / Department interventions has been exhausted.</li> <li>- After a single serious event.</li> <li>- As part of a reintegration package.</li> <li>- Centralised detentions.</li> </ul>	<ul style="list-style-type: none"> <li>- After a bereavement or trauma, for a short period.</li> <li>- Timetabled SEMH, Trauma or therapeutic intervention.</li> <li>- As part of a reintegration package.</li> <li>- If students cannot access the classroom in the short-term.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetabled lessons and interventions.</li> <li>- Workstations for mainstream students.</li> <li>- If students have a permanent support package to access academic support.</li> </ul>
<b>How to access it:</b>	<ul style="list-style-type: none"> <li>- Sent during Form time.</li> <li>- Social times to contact home.</li> <li>- Inclusion Time Out pass.</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion Time Out pass or 5-point scale</li> <li>- Removal from lesson</li> <li>- Other immediate reasons</li> </ul>	<ul style="list-style-type: none"> <li>- Refer through MS Forms.</li> <li>- Placed there during the day, coming through Pivot.</li> </ul>	<ul style="list-style-type: none"> <li>- Refer through MS Forms</li> <li>- Part of graduated response.</li> </ul>	<ul style="list-style-type: none"> <li>- Refer through MS Forms</li> <li>- Core support / withdrawal from subject.</li> <li>- Part of graduated response.</li> </ul>



# We Are Lincroft



## Our Vision

An **exceptional** school of which the community can be very proud.....

.....so that our students become exceptional learners, confident and empowered to make a rewarding contribution to society.

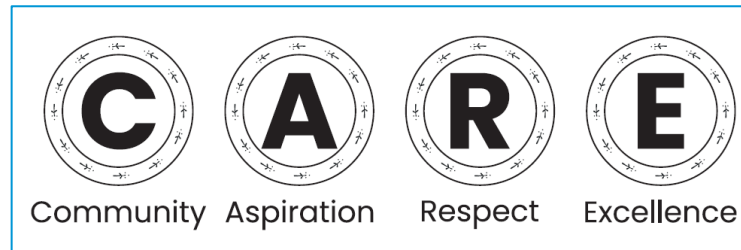
## Our Values



Amethyst  
House



Emerald  
House

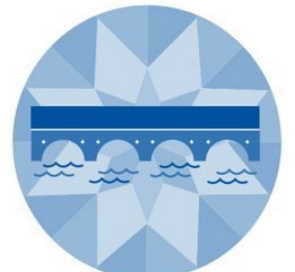


## Our Mission

Be The Best You Can Be



Sunstone  
House



Topaz  
House



The Pursuit of Excellence



Valuing People



Achievement For All



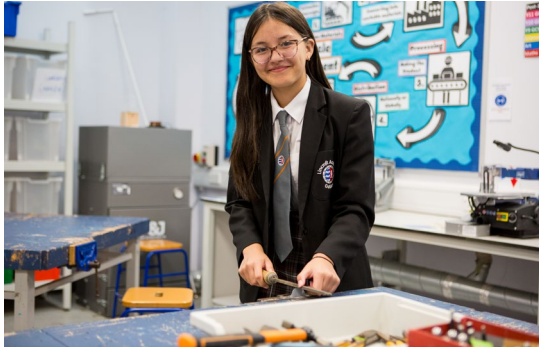
High-Quality Learning Environment



Extends the Boundaries of Learning



# CARE to Teach



Meridian  
Trust



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning



# CARE CUP

VALUES TO ENSURE YOU ARE THE  
BEST YOU CAN BE



LINCROFT  
ACADEMY



## ANNUALLY

### Awards

Celebration Evening  
CARE Cup  
CARE League  
PLEDGES  
Proud Principal Moment  
S Tutor Aspiration  
S Tutor Excellence  
Head of House Community

### Rewards

CARE Credit raffle  
Attendance raffle  
Excellence in Behaviour  
raffle  
CARE Awards



## TERMLY

### Awards

CARE League  
PLEDGES  
Proud Principal Moment  
S Tutor Aspiration  
S Tutor Excellence  
Head of House  
Community

### Rewards

CARE Credit raffle  
Attendance raffle  
Excellence in Behaviour  
raffle  
CARE Awards



## HALF-TERMLY

### Awards

CARE League  
PLEDGES  
S Tutor Aspiration  
S Tutor Excellence  
Head of House  
Community

### Rewards

CARE Credit raffle  
Attendance raffle  
Excellence in  
Behaviour raffle  
CARE Awards



## WEEKLY

### Awards

Tutee of the Week  
S Tutor Aspiration  
S Tutor Excellence

### CARE League

CARE Credit winners  
Attendance winners  
Excellence in  
Behaviour winners



## DAILY

CARE Credits

Attendance

Excellence in  
Behaviour

DRAFT

DEMONSTRATE OUR VALUES IN EVERY LESSON AND AROUND OUR SCHOOL COMMUNITY  
COMMUNITY, ASPIRATION, RESPECT, EXCELLENCE



Meridian  
Trust



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# Walk with the Principal



# School uniform



## **December 2024:**

- Gain feedback from students, staff and parents
- Reiterate current uniform expectations and raise standards

## **January 2025:**

- Implement interim (optional) changes to policy

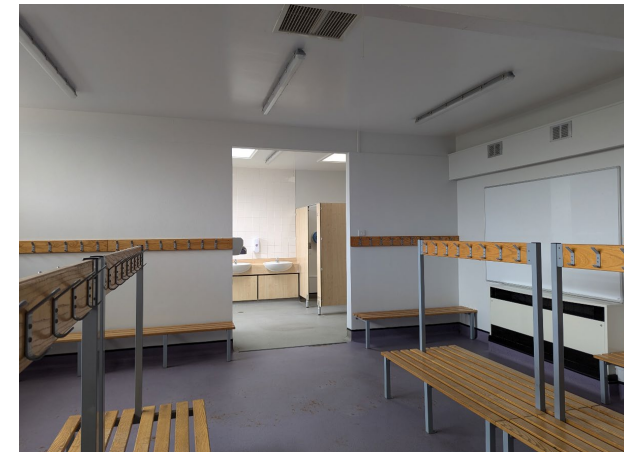
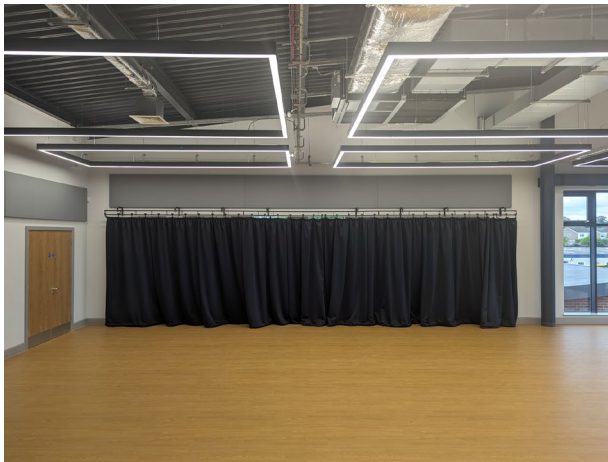
## **September 2025:**

- Implement compulsory changes to policy





# Site Development





# Site Development







# LINCROFT ACADEMY ANTI-BULLYING CHARTER

C A R E

## SPEAK OUT

- REPORT BULLYING BEHAVIOUR IF YOU SEE IT
- SILENCE SUPPORTS BULLYING
- LOOK OUT FOR ANTI - BULLYING AMBASSADORS IF YOU ARE WORRIED, THEY WILL TAKE YOU TO THE NEAREST ADULT.



## WHAT TO DO

TELL A TRUSTED ADULT  
ASK FOR HELP  
LOOK AFTER OTHERS  
KNOW WHAT BULLYING IS

## STAND UP



- TAKE RESPONSIBILITY
- STAMP OUT STEREOTYPES
- BE AN UPSTANDER
- KINDNESS ALWAYS WINS!

## ALWAYS REACH OUT



- CHECK IN WITH PEOPLE
- LISTEN TO ONE ANOTHER
- BE THE FRIEND YOU'D WANT TO HAVE

## BULLYING IS:

*"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"*

SEVERAL  
TIMES  
ON  
PURPOSE



## WHO TO TELL?

TRUSTED ADULTS  
SCHOOL STAFF  
FRIENDS  
FAMILY  
CHILDLINE 08001111  
REPORT TO  
[WORRIED@LINCROFT.ACADEMY](mailto:WORRIED@LINCROFT.ACADEMY)

# BE THE BEST YOU CAN BE



LINCROFT  
ACADEMY

STUDENT DRAFT



Meridian  
Trust



The P



Learning Environment



Extends the Boundaries of Learning



# Bromcom: MCAS



- Thank you

## Next steps

- Incoming communications & responses
- Automated outgoing communications
- Parents evenings
- Homework



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High-Quality Learning Environment



Extends the Boundaries of Learning

# Principal's Review

## **Summer 2024 Parent/Carer forum**

- *Communications*
- *Anti-bullying – more to do around visibility of strategy*
- *Teaching & Learning routines*
- *APDR process – improve co-construction*
- *Improve impact of Academic Mentoring*
- *Rewards*
- *Monitor behaviour in cover lessons more closely*

## **November 2024 Parent/Carer forum**

- Embed and extend use of Bromcom & MCAS
- Implement revised Homework policy
- Implement CARE rewards
- Parents evening review



# Strategic Plans 2024-27

An **exceptional** school of which the community can be very proud.....  
.....so that our students become exceptional learners, confident and  
empowered to make a rewarding contribution to society.



# Academy Development Priorities 2024–2027



Achievement  
for all

**The progress and attainment of all students will be exceptional and significantly above national average. This will be the case for all significant groups of students, including those in the ARC. Attendance & PA will be in the highest quartile of schools nationally and all significant groups will be above national average. All students will progress to aspirational and appropriate post-16 destinations.**



Valuing People

**All stakeholders will have a voice. Community, Aspiration, Respect, Excellence (CARE), safety and well-being will be at the heart of our approach, so that every child and adult is known, valued and supported. Our behaviour, rewards and safeguarding systems will ensure student conduct and well-being is exemplary. Our culture of continual professional development, underpinned through Meridian Learning, will drive positive staff well-being and improvement.**



High Quality  
Learning  
Environment

**The quality of teaching will reflect the highest levels of expertise in all curriculum areas. We will have clear and coherent systems for checking the quality of teaching and supporting improvement. This will enable us to deliver an ambitious, broad, diverse and inclusive curriculum experience, underpinned by a strong focus on oracy and fluency. Our school community will benefit from the new and enhanced teaching spaces from 2024 onwards.**



Pursuit of  
Excellence

**We will be an exceptional Meridian Trust school of which the community can be very proud. Our high standards, inclusive approach and exceptional outcomes will make us the school of choice locally in 2027. Our diverse community will be proud advocates for Lincroft Academy. Our Community, Aspiration, Respect, Excellence (CARE) culture and House system will set a clear vision of excellent personal development and behaviour. Our 5 Pillars of Inclusion will ensure the right support for the right student at the right time.**



Extending the  
Boundaries of  
Learning

**The PLEDGES programme will engage and inspire all students and our CEIAG programme will deliver the best possible preparation so that students are confident and empowered to make a rewarding contribution to society. We will deliver a range of opportunities within and beyond our local community for all students. All students, regardless of background or need, will gain maximum access and benefit from the breadth of our curriculum and the range of experiences we provide.**



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning



