

Experience our new facilities

Introductions

The 5 Pillars of Inclusion

Principal's Review

Strategic plans for 2024/25

Questions and Discussion/Feedback



Lincroft Academy Parent and Carer Forum

1 July 2024



Emma Appadoo – Principal
Richard Spencer – Executive Principal





Amethyst House



Emerald House



Sunstone House



Topaz House

Bedford is one of the most diverse and fastest growing areas in the UK. Our curriculum reflects and benefits from that dynamism and diversity through its breadth, ambition and focus upon personal development and student experience. At Lincroft Academy, we **care** that every child is known, valued and supported to be the best they can be. We empower our students to become both successful learners and confident, respectful, employable citizens.

- Our ambitious, broad and inclusive five-year curriculum instils powerful knowledge, skills and rich personal development to nurture the whole child. Students have access to a range of subjects that provide depth of opportunity for learning and meet the diverse local skills needs.
- We draw on the best collaborative curriculum plans and resources from across Meridian Trust and adapt to meet the specific needs of our context.
- We invest both curriculum and pastoral time into PSHE and Personal Development and extend the boundaries beyond the classroom through trips, visits, events.
- Our House system places students at the centre, fostering belonging, positive relationships and close support. Through student leadership and feedback structures, we give our students a voice which helps shape our community.
- Our comprehensive five-year CEIAG pathway nurtures aspiration and prepares students for life in and beyond Lincroft Academy.
- Our PLEDGES frame the breadth of opportunity at Lincroft as an enactment of our belief that curriculum is much more than the range of subjects taught during the school day.
- Our curriculum is structured, sequenced and delivered in a way that enables achievement for all students, regardless of starting point, individual needs or background.

Lincroft Academy is a fully comprehensive, high-quality learning environment, with inclusion at the heart. We take great **care** in the pursuit of excellence to match our curriculum to the needs and aspirations of every student in our community.



One Of The Highest Performing Schools In Bedford ...



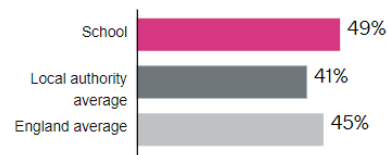
Staying in education or entering employment ?

This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 (after year 11, usually aged 16).



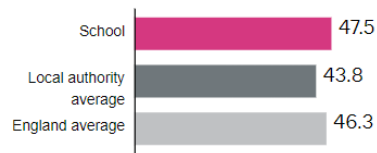
Grade 5 or above in English & maths GCSEs ?

This tells you the percentage of pupils who achieved grade 5 or above in English and maths GCSEs.



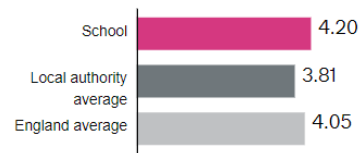
Attainment 8 ?

Schools get a score based on how well pupils have performed in up to 8 qualifications.



EBacc average point score ?

The EBacc average points score calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate.

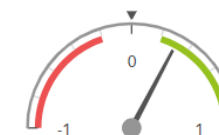


KS4 Progress 2023 · Value Added

179 matched pupils

Progress 8 (Overall)

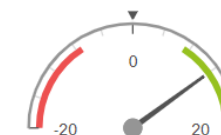
+0.31 +



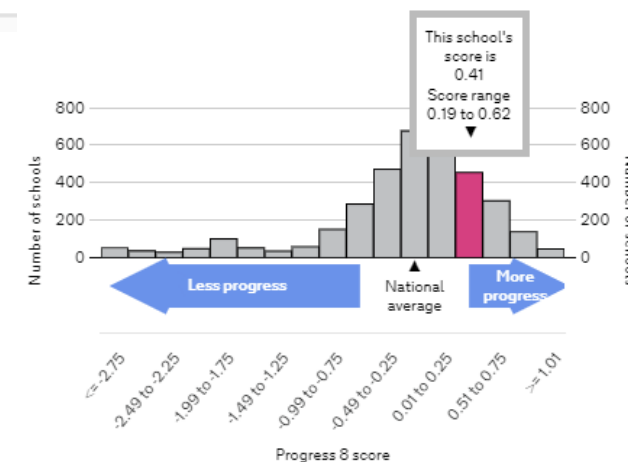
Significantly above the national average (0) ◀

% English & Maths (Grade 4+)

+12% +



Significantly above the national average (0%) ◀



Known, Valued, Supported



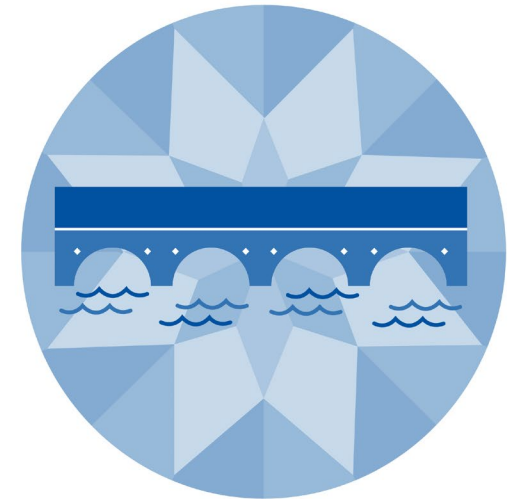
Amethyst
House



Emerald
House



Sunstone
House



Topaz
House





LINCROFT INCLUSION: THE 5 PILLARS

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





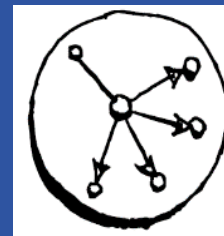
House Office (Pastoral support)



- Administrative issues.
- Coaching conversations.
- First Aid or medical.
- Supporting tutors with PERU.
- Self and co-regulation.



Pivot (Triage)



- Removal from lesson or social times
- Emergency support
- Inclusion Time Out passes if House unavailable



The Pursuit of Excellence



Valuing People



Achievement

Learning Environment



Extends the Boundaries of Learning



Inclusion Hub (Therapeutic intervention)



- SEMH intervention.
- Trauma informed sessions.
- Appropriate provision.

Restoration (Behaviour intervention)

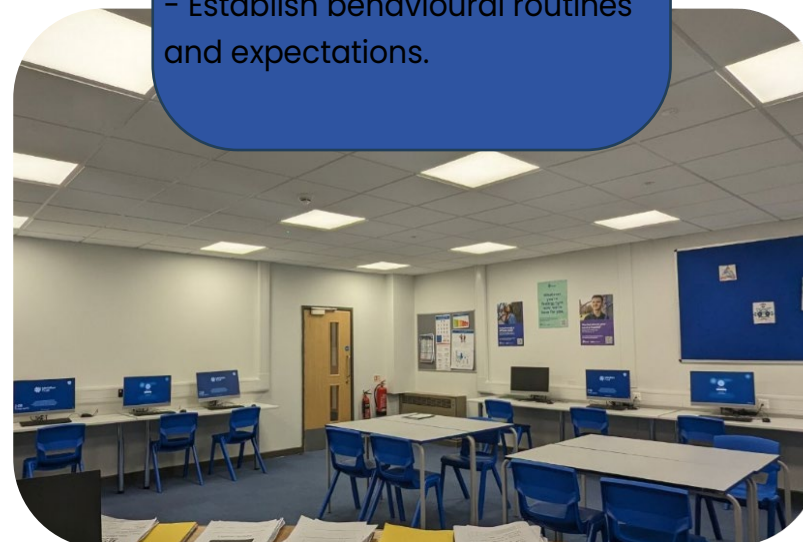


- Classroom ready intervention.
- Establish behavioural routines and expectations.

The Bridge (Academic intervention)



- Academic interventions.
- Personalised or independent study in Core Support.
- Safe space on ADPR.



Headlines from the survey

To start, here are some of the headlines from the responses shared:

- 80% of parents felt their child was happy at Lincroft Academy
- 86% of parents felt their child was safe at Lincroft Academy
- 78% felt Lincroft Academy has high expectations of their child
- 76% felt their child does well at Lincroft Academy
- 73% felt Lincroft Academy makes sure pupils are well behaved (or were unsure)
- 82% of parents felt there was a good range of subjects available to study
- 84% of parents felt that their child can take part in clubs and activities
- 69% of parents would recommend Lincroft Academy to another parent.



Common Themes

We have compared these results with the survey taken at the time of our last inspection in February 2022, when Lincroft was found to 'Require Improvement' by OFSTED. We have also compared the results to the national statistics for this survey, and those of other schools in our trust.

We are pleased that the large majority of you clearly support our work and consider Lincroft Academy to be a good school. However, in some areas you clearly want to see improvements. Over the last few months, we have carefully reviewed the results to establish a number of key themes and have taken many actions already in the areas highlighted, which we share in the next few slides.

We hope you feel that we have taken your feedback seriously and that we are taking action to continuously improve our provision and support your understanding of what goes on day to day here at the school.



Principal's Review



- Climate and visibility
- Implementation of House System
- The 5 Pillars of Inclusion
- Appointment of Vice Principal (Behaviour, Culture, Inclusion, Safeguarding)
- Outcomes 2023 and predictions for 2024
- Year 7 numbers (2024)
- Parent/carers evenings
- Support evenings & Year 11 Conference
- Attendance
- Enrichment offer
- Behaviour around the Academy
- The school day
- Buildings: Phase 1 and phase 2
- Bus LC24
- CEIAG & NEET
- Implementation of Academic Mentoring
- Weekly letters and half termly newsletters
- Implementation of House Councils
- Social media
- Website curriculum content
- Quality Assurance



Principal's Review



- 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



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. We will have an excellent reputation for placing CARE, safety and well-being 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. We will gain full value 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 equally proud advocates for Lincroft Academy. Our 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. 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

