



The Linden Centre  
Assessment & Intervention  
Short Stay School

## The Linden Centre: SEF 'Journey to Outstanding'

**SEF**

**Overall Effectiveness**

**Leadership and Management,  
Teaching, Learning & Assessment,  
Personal Development, Behaviour and Welfare,  
Outcomes for Children and Learners**

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<p><b>The Centre Context</b></p>	<p>The Linden Centre is an Assessment and Intervention Short Stay Centre for Primary KS1-2 and Secondary KS3 pupils based across three sites in Telford, Linden Primary in Overdale, Linden Secondary in Dawley and Linden Mini School in Dawley. The Linden Centre serves pupils from Telford and Wrekin and pupils access a placement via the Fair Access Process (FAP) due to behaviour concerns of pupils, pupils at risk of permanent exclusion or those that are permanently excluded from school where we are the 6<sup>th</sup> day provision. The Linden Centre prides itself on supporting learners with a wide range of difficulties, most pupils have an unmet social, emotional or mental health needs, and/or unmet learning needs, whilst others have a diagnosis of Autism, Aspergers, Attachment Disorder, Conduct Disorder, ADHD and/or PDA. The Linden Mini School was set up in January to support the most complex and vulnerable SEMH pupils with an EHCP who, after a period of assessment and intervention were showing that they could still not cope in the Linden Primary site and needed a different approach. The Mini school is set up like a 'home for learning' and is a very nurturing environment and has 4-6 places depending on the complexity of the children, their attendance time is being build up by 30 minutes every 4 weeks to enable them to be full time by the summer term. We also have a bespoke SEND class at Linden Primary with a SEND teacher for children who have been diagnosed with ASC and have an EHCP, many of these children are too young to access a special school. The Linden Primary and Secondary sites have 24 part time placements or 12 full time placements and 1 Twilight place.</p> <p>The Linden Centre is part of a borough wide strategy to promote inclusion and positive behaviour in a safe, secure, child centred, positive and nurturing environment. The Linden Centre provides specialist teachers, HLTAs, TAs and an Intervention Support Officer and offers wide ranging assessment and intervention to identify abilities, barriers to learning and triggers and develop pupils' self esteem, confidence, social skills and overcome barriers to learning in order to effectively re-engage and reintegrate Key Stage 1, 2 and 3 pupils back onto their learning journey. Working in partnership with mainstream schools, therapists and multi agencies The Linden Centre assess the needs of each individual pupil and identifies and applies consistent strategies and interventions to transform their behaviour which are shared with parent/carers and school. The Linden Centre works with a range of agencies in order to support each individual child in achieving their maximum potential through an enjoyment of varied learning opportunities, positive arts intervention, therapies such as stable relationships with horses, glass making and music, workshops and enrichment opportunities. Communicating closely with parents/carers The Linden Centre helps them to overcome the difficulties experienced by their child and provide opportunities for them to work with their child in reflecting on their behaviour, identify coping strategies and praising their child. Recently reflection of the values resulted in a renewed vision and values based on: Self, Assessment, Intervention, Learning and Achievement with the ethos being centred on pupils developing an intrinsic desire to make progress both academically and with their own emotional, social and behavioural skills.</p> <p>During this year 2016/17 The Linden Centre educated a total of 87 pupils - 33 PEX pupils, 4 full time pupils and 42 part time pupils and 7 Twilight pupils. Approximately 57% of pupils were eligible for PPG and 1% of pupils are Children in Care, 1% of pupils belong to ethnic minorities and 25% of pupils had an EHCP with an average stay of 7 months.</p> <p>The primary pupils attend well with 87% attendance at the end of the year and the staff do all they can to promote attendance in the secondary phase to improve the the attendace from 79%, this already increased in the Spring term to 81% by monitoring daily attendance with safe and well home visits made on day 2 of any absence along with some work that has been missed, running monthly spotlight programme for pupils with an attendance concern which involved families, the Headteacher, Deputy Headteacher, Class Teacher and the Educational Welfare Officer. The Value Added attendance using compasion to pupils attendance before they came to the Linden Centre to their current attendance is Primary 26%, Secondary 25% and overall 26%.</p> <p>The Linden Centre has started to form a critical friendship with The Reach PRU in Stoke, Brookfield special School in Hereford and Adelaide Special School in Crewe, Mount Gilbert SEMH School and Queensway Schools in Telford and further develop relationships with Telford and Wrekin Behaviour Support Team, Student Engagement, Primary and Secondary mainstream schools, local special schools, TCAT College and also works with Wolverhampton and Birmingham universities to support students on initial teacher training or other courses where students those need placements in a short stay centre.</p>
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	<p>The Linden Centre was graded 'Good' in their last Ofsted inspection in 2013.</p>
<p><b>Overall Effectiveness: Good</b></p>	<p>The Linden Centre is Good in all areas and is relentless in it's desire to beome outstanding and is improving rapidly.</p> <p>Safeguarding is effective with secure systems, processes, Safeguarding, Health and Safety and Fire Audits in place and half termly fire evacuation practices and there is a culture of vigilance where pupils' welfare is actively promoted and is considered as the highest priority for all staff at all times. All our pupils have a full time offer and our Value Added attendance is outstanding with Primary Value Added Attendance is 26% and Secondary Attendance Value Added is 25%. There are 6 members of staff who are DSL trained.</p> <p>The Linden Centre has addressed the Ofsted areas for development from the 2013 Report:</p> <ul style="list-style-type: none"> <li>Standards in writing are not as high as those in reading and mathematics.</li> </ul> <p>Introduced daily SPaG, Handwriting and Extended Writing into the curriculum and a focus in literacy across the curriculum, extended writimng is indicated in books by an extended writing stamp and is now evident across a range of subjects.</p> <ul style="list-style-type: none"> <li>There are not yet sufficient opportunities for centre staff to observe best practice in mainstream primary schools, or share their own best practice with mainstream colleagues.</li> </ul> <p>Teachers and HLTAs have visited schools to observe best practice and share their own best practice, the Primary HLTAs have time for outreach work and this was also shared through the Social and Emotional Network Meetings and other local authority meetings.</p> <ul style="list-style-type: none"> <li>Leaders and managers are not yet able to measure their long-term success in re-integrating pupils into mainstream centres.</li> </ul> <p>Leaders have been able to create success data to measure their long-term success in re-integrating pupils into mainstream school for the last two years:</p> <p>The Linden Centre – Primary Success Data 2014-2015 - successful transition into an Educational Provision 57% Successful Transition into Mainstream school 32%, Successful Transition into Specialist Provision 25%, Remaining at The Linden Centre – Primary 43%.</p> <p>The Linden Centre – Primary Success Data 2015-2016 - Successful Transition into an Educational Provision 67% Successful Transition into Mainstream school 25%, Successful Transition into Specialist Provision 42%, Remaining at The Linden Centre – Primary 33%.</p> <p>The Linden Centre – Primary Success Data 2016-2017 - Successful Transition into an Educational Provision 65%, Successful Transition into Mainstream School 50%, Successful Transition into Specialist Provision 15%, Remaining at The Linden Centre – Primary 35% (34 Pupils)</p> <p>The Linden Centre – Secondary Success Data 2014-2015 - Successful Transition into an Educational Provision 37%, Successful Transition into Mainstream school 23%, Successful Transition into Specialist Provision 14%, Remaining at The Linden Centre –Secondary 63%.</p> <p>The Linden Centre – Secondary Success Data 2015-2016 - Successful Transition into an Educational Provision 44% Successful Transition into Mainstream school 21%, Successful Transition into Specialist Provision 23%, Remaining at The Linden Centre –Secondary 56%.</p> <p>The Linden Centre – Secondary Success Data 2016-2017 - Successful Transition into an Educational Provision 65%, Successful Transition into Mainstream School 42%, Successful Transition into Specialist Provision 32%, Remaining at The Linden Centre –Secondary 35% (43 Pupils)</p> <p>Transition is an important part of our children's journey and we support the process based on the child's needs.</p>

- Teaching, learning & assessment: Raise standards in writing to those already found in reading and mathematics by: providing opportunities for developing pupils' skills of speaking and listening creating more opportunities for topic or themed work that promote extended writing.

Introduction of reading logs during SPaG, reading in lessons, a new curriculum to promote extended writing across based on the themes. All pupils now access the full national curriculum at KS1-2 and our new creative National Curriculum model involves 5 areas of learning :

- Communicate - Understanding communication through Ready for Learning, Target Time, Story Time, Poetry Time, Reading, Directed Reading, SPAG, Handwriting, Literacy, Talk Task 10, English, Extended English, Literacy GAPS Intervention, Social Games, Attention & Listening, Reflective Talk & Mindfulness
- Healthy Lifestyles - Understanding health through Literacy & Cooking, Making Healthy Choices, Cooking, PE, B4L& Participation Workshops, Reflective Talk & Mindfulness
- Problem Solving - Scientific and technological understanding through Maths, SUMDOG Maths, SUMDOG Challenge, Maths Quiz, Science, Science & Numeracy, Numeracy GAPS Intervention, Reflective Talk & Mindfulness
- Life – Understanding life through Humanities, SMSC Friday, SMSC Talk Task 10, Talk Task 10, Reflective Talk & Mindfulness
- Create & Explore - Understanding the arts and technology through Art, Display Arts, Crafts - Susie Time, Forest School, Music – Jonathan Time, AFC Telford

- Personal development, behaviour and wellbeing: Strengthen links with mainstream school in order to enable: mainstream staff to learn from the expertise in behaviour management that exists in the centre centre staff to observe good primary school practice and share opportunities to assess the quality of pupils' work

We have an open door policy and welcome staff from other schools to observe their children and best practice from the Linden staff. Headteachers and Teachers visit pupils before the transition process, Teachers and HLTAs visited school to observe best practice in assessment and share own best practice and daily communication with school regarding pupils personal development, behaviour and welfare and transition. Learning and Behaviour Passports are created for each pupils along with a Linden Learning Journey, these are shared with their schools along with their books and Learning and Behaviour Reports and Personal Targets.

- Effectiveness of leadership & management: the centre to gain a long-term view of its effectiveness in supporting re-integration of pupils into mainstream schools

Transition plans are in place to fully support pupils reintegration into school and the Headteacher and Deputy Headteacher lead a CPD session based on 'what is an outstanding transition programme' for all local schools. We work with the schools, families and the child to create a supportive transition package to ensure a successful transition which includes a Readiness to Reintegrate checklist.

Transition Success 10 weeks after The Linden Centre 2016-2017 100%

Transition Success 1 Year after The Linden Centre 2016-2017 99%

We have developed a Linden Pledge to share the offer that our children will receive at the Linden Centre. The Engagement Rooms continue to be an excellent space for new pupils; building trust, unpicking behaviour, testing, identifying, exploring and creating the Learning & Behaviour Passport and stating their Learning Journey folder. We have had several visitors from local schools and schools from other counties. We have developed our vibrant curriculum which builds upon the successes of last year and includes, Life Skills, Mindfulness, Fusion Glass at Jackfield and Recharge SEMH sessions at Secondary and Forest School, Talk Task 10 and PBL - Participation, Behaviour and Learning sessions and Music & Stop Frame Animation at Primary. Homework is now being delivered each week at both Primary and Secondary which is both relevant and of high quality.

The quality assurance cycle feedback evidence, every half term, The QA cycle every half term for all planning, SPAG, reading record, handwriting, lessons (teaching & leaning, engagement, literacy and behaviour), homework, progress data, learning slides, learning slips, books, CtGF, correction code, progress stickers, dictionaries,

	<p>classrooms, storage, displays, rewards, linden learning journeys clearly shows that the quality of planning, teaching, learning and assessment, personal development, behaviour and welfare and outcomes for pupils. The curriculum offer and planning documents which are thoughtfully focused on promoting pupils' spiritual, moral, social and cultural development, understanding Modern British Values and their physical well-being through Primary SMSC/MBV days on a Friday and SMSC/MBV and Life Skill lessons at Secondary enabling pupils to thrive and are all Good.</p>	
<p><b>Effectiveness of Leadership &amp; Management &amp; Priorities for Development: Good</b></p>	<p>Leadership and management at The Linden Centre are Good.</p> <p>The Leadership team consists of one Executive Headteacher and one Deputy Headteacher and two Teachers who are Lead Teachers two days a week. The Executive Headteacher experienced in leadership, change management, behaviour, intervention and use of data. The Executive Headteacher works in local schools to support inclusion, delivers the Inclusion Module for the Aspirant Leaders Course at Chester University, is on the focus group teams for SEND and a School Improvement Bid, produces a Magazine for UK schools based on Behaviour &amp; Inclusion and is a committed member of the Management Committee for the Student Engagement Programme and Kickstart PRU.</p> <p>The Headteacher is in charge of overall Effectiveness, Leadership &amp; Management, QA &amp; Accountability, Outcomes for Pupils &amp; Assessment across both sites, Personal Development/Behaviour &amp; Welfare at Secondary, she is a DSL, PREVENT Officer and currently undertaking her NPQEL.</p> <p>The Deputy Headteacher is an experienced ex Lead Teacher with responsibilities for SEND Coordinaton, QA &amp; Accountability of Curriculum, Teaching &amp; Learning across both sites, Personal Development, Behaviour &amp; Welfare at Primary and is a DSL and is currently undertaking her NPQSL.</p> <p>The Leadership Team works closely with parents/carers, schools and other stakeholders and are champions for The Linden Centre pupils' voice and have supports staff through a wide range of internal and external continuing professional development opportunities.</p> <p>The Leadership team are ambitious, motivated and driven to move The Linden Centre forward towards Outstanding. The leaders have a clear vision which has been developed with all staff and ensure all staff understand the priorities for development and share in a collaborative vision to enable a motivated, respected and effective teaching staff that can deliver a high quality education for all pupils. Leaders have a good understanding of the centre's effectiveness informed by the views through Linden Voice from parents/carers, staff and pupils and use this to incorporate priorities in the Headteacher's Report and Centre Development Plan.</p> <p>Every year we have a PD Day dedicated to 'The Linden Centre Performance' sharing 3 years of key performance indicator data, a reminder of procedures and processes and a renewed focus for the year ahead :</p> <ul style="list-style-type: none"> <li>• Ensuring the highest quality and standards in all that we do.</li> <li>• Ensuring the highest expectations of behaviour of our young people.</li> <li>• Ensuring a high quality learning, assessment and intervention programme for our young people.</li> </ul>	<p><b>Priorities for Development:</b></p> <ul style="list-style-type: none"> <li>• Establish a permanent team and staff at Mini School and Leadership Support at Primary &amp; Secondary</li> <li>• Fire Safety Audit and Evacuations are needed at Mini School</li> <li>• Continue to develop the website</li> <li>• Continue to develop the spreadsheet for PPG and PE to show specific costs, barriers to learning and impact for each disadvantaged child.</li> <li>• Complete The Linden Centre Film.</li> <li>• Develop a termly Newsletter for parents/carers and schools.</li> <li>• Set up termly Pupil Voice meetings with Headteacher.</li> <li>• Develop a transition strategy to improve transition experiences and success.</li> <li>• Create Pop Up Screens with key information and images.</li> <li>• Engage hard to reach parents through regular</li> </ul>

	<p>There is a fully developed culture of vigilance where pupil and staff safeguarding welfare is actively promoted, highly effective and is considered as the highest priority for at all times enabling pupils and staff to excel. Leaders ensure all staff are trained to identify when a pupil may be at risk of neglect, abuse sexual exploitation, radicalisation and extremism through LA Safeguarding courses, PREVENT training, internal Safeguarding CPD, Safeguarding posters, the annual online KWANGO training and Safeguarding is a standing item on all meeting agendas. All staff are MAPA trained and internal training on using de-escalation techniques has led to a significant reduction in restraints from 2014-2016 by 25% and exclusions reduced by 80% with no exclusions in the Autumn term 2017. All staff and members of the Management Committee have a Safeguarding folder containing the Linden Centre Safeguarding Policy and procedures and wear a badge with Safeguarding information on the back; this is also available on the visitor's badges. Staff report their concerns using the Pupil Safeguarding Concern Forms, Racist Comment, Homophobic Comment and Bullying Incident Slips which are kept in a securely bound book and the Restraints Books are quality assured by the Deputy Headteacher and countersigned by the member of the Management Committee for Safeguarding. Senior Leaders, teachers and HLTAs work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan and attend all meetings. The Health and Safety and Fire Safety Audits have been completed and half termly fire evacuation practices take place. The Headteacher, Deputy Headteacher and Business Manager to the Headteacher are all Safer Recruitment trained and ensure safer recruitment practices are effective including the single central record, KCSIE and PREVENT signed training forms, disqualification by association forms and two references for all staff.</p> <p>Staff receive a detailed Staff Planner each academic year to support them in the day to day processes of the running of The Linden Centre. Staff feel that leaders invest in their continuing professional development and leadership capacity which is evidenced on a central CPD training record, all staff have attended the Child Centred Practice when working with Reistant Families and we and Senior Leaders attend all the Future in Mind mental health and wellbeing sessions throughout the year. This 'buy in' strategy motivates staff and enhance the skills and experiences in the centre to drive The Linden Centre forward. Leaders ensure that the Appraisal system and procedures encourages, challenges and supports staff improvement for all staff, with Appraisal meeting planning sheets given to staff in advance of their Appraisal meetings, staff meeting time given to staff to complete the Appraisal meetings, staff Appraisal objectives are reviewed mid-year in April of each academic year, Appraisal objectives reviewed and renewed in September/October, all documents are checked by the Headteacher and any salary progression is agreed by the Management Committee at the November Management Committee meeting. An External Advisor – Dave Smith has been sought to give rigour to the Appraisal of the Headteacher and support the centre in its journey to Outstanding and has been extremely effective.</p> <p>Monitoring procedures every 4 weeks for all staff have recently been reviewed and a new QA cycle put in place. This holds all staff to account on ensuring maximum pupil progress and the development of all aspects of the Centre Development. Senior leaders use the self-evaluation form to plan continual improvement and address priorities through a detailed Centre Development Plan.</p> <p>Leaders are committed in setting high expectations for the social behaviour of all pupils and staff and this is clearly visible in the Behaviour &amp; Self Reflection Policy, Community Code and Behaviour Expectations and the respect and courtesy shown by staff and pupils, relationships between staff and pupils. Low level disruptive behaviour is tackled by all staff in a supportive and</p>	<p>coffee mornings – Linden Parent Hub.</p> <ul style="list-style-type: none"> <li>• Create an annual staff health &amp; wellbeing survey for staff.</li> <li>• Complete a Policy Audit.</li> <li>• To develop the centres capacity to deliver high quality training for other schools</li> <li>• Prospectus and merge the Staff Planner into a Staff Handbook.</li> <li>• Develop a Family Charter, Family Learning, Charity and Community work.</li> <li>• Work towards a series of awards – Inclusion Mark, Parent Partnership Award.</li> <li>• Source feedback from Gill Knox re Restraint Book.</li> <li>• Share how we effectively deal with bullying.</li> <li>• Secure a school Nurse and weekly visits</li> <li>• Ensure Restraint books have pupil feedback in addition to their behaviour reflection sheets</li> </ul>
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	<p>encouraging was and intervention put in place for pupils who find managing their behaviour challenging using a Strategy Form. Pupils are rewarded points for learning, behaviour, appropriate use of language and the behaviour data analysis charts are presented to Teachers and tutors weekly.</p> <p>Leaders promote equality of opportunity for pupils and staff and greater understanding of and respect for people of all faiths, races, genders, ages, disability and sexual orientations through PSHE. Staff use Racist Comments, Homophobic Comment and Bullying Incident slips and victim and perpetrator letters to ensure that pupils, parents/carers and staff clearly know that discrimination is not tolerated. One member of staff is fully trained in Restorative Justice and works across both sites.</p> <p>TAs and HLTAs are an integral part of the centre they are involved in all elements of centre life and bring a vast range of skills which contribute to the centre's constant development. This includes HLTAs teaching subjects such as English Literature and Science. Additionally, 2 teaching assistants became HLTAs this year and one became an ELSA – Emotional Literacy Support Assistant and she is using this programme at Mini School. Leaders have encouraged teachers and HLTAs to be active in the curriculum forwards and to take responsibility for the design, implementation and evaluation of the curriculum, ensuring moving the curriculum forwards and to take responsibility for the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes, tracking data, monitoring academic progress and their personal, development, behaviour and welfare progress. This is driven through Centre Development PD Day and Twilight CPD reflective sessions to achieve all staff buy in.</p> <p>The new broad and balanced curriculum inspires pupils to learn and helps pupils acquire knowledge, understanding and skills in Maths, English, English Literature, Extended Writing, SPaG, Handwriting, Reading, Science, PE, Art, Music, Social Skills, SMSC/MBV, Talk Task 10, Life Skills, Healthy Eating, Alternative/Complementary Provision, AFC Telford, Cooking, Stable Relationships, Telford Drive, Music, Glassmaking and Mindfulness.</p> <p>Each core subject area is led by individual teaching staff at KS3 and these staff are experienced professionals with good subject knowledge and at KS1-2 teachers specialise in all subjects.</p> <p>Leaders and all staff prepare pupils positively for life in Modern Britain and promote the Modern British Values via SMSC and MBV focussed curriculum, planning documents and key MBV displays in both sites and in all classrooms. One member of staff coordinates SMSC and MBV at each site. The Secondary Residential in the summer to The Edge was a real success and we look forward to following this with a Primary Residential in Spring and continue to run these annually.</p> <p>Leaders focus on consistently improving outcomes for all pupils with a particular focus on disadvantaged pupils by ensuring that the curriculum is challenging, teaching and learning is at least good and that pupils are regularly tested every 6 weeks. The monthly curriculum and assessment meetings ensure staff can contribute to progress improvement and also peer assess books, planning documents and undertake cross moderation. The Quality Assurance cycle every 4 weeks ensures that leaders are driving progress and pupils have secured substantial progress in reading and spelling age data 2016-2017.</p>	
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	<p>Leaders buy into a Finance company SMS and the centre's finances are properly managed and evaluated and the budget is healthy. The Linden Centre received 19K of pupil premium funding in 2016-2017. Leaders use the PPG for bespoke interventions for each child, this has included uniform, shoes and PE kit, PE, Music, Mindfulness and alternative provision such as AFC Telford and out of centre learning at the Climbing Wall, Blist Hill, Arthog Outreach, Stable Relationships, Telford Drive and Exotic Zoo or complimentary provision using Herriot's and Millward for Social &amp; Emotional based Friday sessions. The Linden Centre received 1.5K for the primary PE and sport pupil premium is used to employ a sports coach enabling all pupils to have an hour of PE each week.</p> <p>The Management Committee members have a vast amount of knowledge and experience and make a good contribution to determining the strategic development of The Linden Centre, understanding the issues that The Linden Centre faces. The Headteacher's report contains accurate and detailed data analysis and members effectively challenge and ask probing questions about the impact of leadership, behaviour, teaching, learning and assessment on the progress of pupils during meetings.</p> <p>Parent/Carer View Autumn Term 2017:            96% agree or strongly agree their child was happy and saffe at The Linden Centre, they are taught well and we make sure our pupils are well behaved, responds well to concerns raised and recieve valuable information of progreess            100% agree or strongly agree that The Linden Centre is well led and maaged, thier child is well looked after and would recommend The Linden Centre to another parent.</p> <p>Pupil View Autumn Term 2017:            85% pupils feel happy, would recommend the Linden Centre to another parent and feels that The Linden Centre responds well to concerns            88% feel that they recieve valuable information on their progreess            92% feel safe and The Linden Centre deals with bullying effectively</p>	
<p><b>Effectiveness of Teaching, Learning &amp; Assessment &amp; Priorities for Development:</b>  <b>Good</b></p>	<p>The effectiveness of teaching, learning and assessment at The Linden Centre is Good.</p> <p>We have a deep focus on promoting the quality and quantity of pupils' extended writing using an extended writing stamp to highlight this work and homework which is set each week and improving.</p> <p>Teachers plan lessons very effectively using the detailed The Linden Centre planning documents to ensure pupils learn well. These are used as working documents that clearly show that the learning content is delivered consistently and progressively through the use of the age related learning ability strands and learning ability outcomes, the content that is engaging, challenging and differentiated, use of TAs and resources identified and show reflective practice. The detailed planning documents for Maths ensure a consistency in Maths delivery and so that pupils acquire mathematical knowledge appropriate to their age and starting points and the and Functional maths delivery enables pupils to solve a variety of mathematical</p>	<p><b>Priorities for Development:</b></p> <ul style="list-style-type: none"> <li>• Recruit for Maths HLTA for Secondary once Wendy has achieved her Assessment Only QTA.</li> <li>• V for verbal feedback in green pen in books.</li> <li>• Introduce a 'Learning Legend' award for pupils who make the best progress</li> </ul>

	<p>problems, applying the mathematical knowledge and skills they have been taught. Lessons are supported by visual learning slides and learning slips and dictionaries are used in all lessons.</p> <p>The nurturing environment at The Linden Centres means that all pupils are encouraged to achieve and progress is celebrated on the Wonder Wall and Walls of Wonder each week. The engaging curriculum covers the core subjects with a thread of literacy running throughout the other subjects. The QA cycle every 4 weeks and the observation cycle each term enables leaders' to monitor teaching and its impact on learning, assessment and feedback and give each teacher insightful feedback on their own practice. The QA evidence from 2016-2017 shows that teachers demonstrate good knowledge and understanding of the subjects they teach, they use questioning effectively to probe pupils' responses and reframe tasks and explanations so that pupils better understand new learning. Teachers identify pupils' common misconceptions and ensure they are corrected, lessons are well differentiated for pupils according to interest, ability and learning needs and build on pupils' strengths. The observations show that there is a clear sense of habitual practice, lessons are challenging, engaging and sustain pupils interest and pupils enjoy learning are willing to find out new information and deepen their knowledge, understanding and skills in lessons.</p> <p>The daily SPaG lessons include the key skills of reading, writing, handwriting, phonics and oral communication to support progress across all subjects, staff use phonic strategies to tackle unfamiliar words and children read from books that are appropriate to their age and stage of development. All pupils have Literacy targets in all their books.</p> <p>Pupils' books show how their knowledge, understanding and skills have developed and improved over time. Teachers have consistently high expectations of all pupils and are determined that pupils achieve well and encourage pupils to try hard, recognising their efforts with verbal praise and encouragement and ensure that pupils take pride in all aspects of their work. They are curious, interested learners and new technologies enhance learning in lessons such as Sumdog for primary pupils and Teachit English for secondary pupils.</p> <p>Barriers to learning and learning, social, emotional or mental health needs are identified at an individual level and pupils have specific learning plans to account for this so all staff can apply strategies to support individuals, these are closely linked to pupils new Education and Health Care Plans. Teaching assistants and higher level teaching assistants are very skilled, effectively encourage learning and good behaviour for learning and teachers check pupils' understanding systematically in lessons and use their TA effectively to offer clearly directed and timely support.</p> <p>Gaps Analysis documents inform planning and at Primary we use the Sheffield steps where the pupils current attainment statements are highlighted and gaps identified which can then be taught. Secondary use the KS3 progress levels statements in the same way. Assessment for learning is used extremely effectively in lessons and this leads to increased pupil motivation and progression. Teachers provide pupils with emerging, developing or secure knowledge assessment on each piece of learning, verbal feedback in lessons and closing the gap feedback in green on the Learning Slips for each piece of learning. This enables pupils to respond to this feedback in red pen and peer assess using purple pen. Pupils are starting to use this feedback effectively and can self-assess their learning and progress and know what they need to do to improve.</p>	<ul style="list-style-type: none"> <li>• Teach Life Skills unit based on Racism language and understanding different cultures, faiths and religious festivals.</li> <li>• Consider introducing a system to more effectively ensure that pupils take their turn when answering questions.</li> <li>• Encourage pupils to take more responsibility for their own learning in preparation for the next stage of their education.</li> <li>• Improve the quality and quantity of work in science.</li> <li>• Dictionaries are being used in all lessons.</li> <li>• Develop a Literacy Policy</li> <li>• Ensure new pupils have Maths and English samples of work on entry.</li> <li>• Create portfolio of learning progress with books from last year for pupils who are still with us.</li> <li>• Create work sample case studies for the most able disadvantaged pupils.</li> <li>• Use a V for verbal feedback in green pen in books.</li> <li>• Continue to encourage pupils to take the opportunity to respond to the feedback of their work in red pen.</li> </ul>
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	<p>Staff have a secure understanding of the age group they are working with and their starting points from the assessment information that is gathered from baseline testing and from their school data and books. This data is incorporated into the planning document so that teachers use this to plan appropriate teaching and learning strategies and meet pupils' needs in all lessons including identifying pupils who need additional support enabling pupils to make good progress and achieve well. Teachers identify and support any pupil who is falling behind and enable almost all to catch up. Teachers make consistent judgements about pupils' progress and attainment by regularly testing pupils so that they can modify teaching so that pupils can make good progress. RAG rated Progress Passports clearly identify a range of evidence of what pupils know, understand and can do across the curriculum, progress and gaps in learning.</p> <p>The Linden Centre gives parents/ carers and schools accurate information about how well their child is progressing and what their child needs to do to improve in termly Learning &amp; Behaviour Reports. These reports engage parents/carers and schools to help them to understand how much progress is being made in learning and behaviour and next steps to improve further.</p> <p>Staff manage pupils' behaviour effectively and use our 5 clear behaviour expectations which are laminated on the tables to use as non-verbal reminders during learning and social time. Staff are quick to challenge stereotypes and the use of derogatory language in lessons and around the centre and expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make good progress. Pupils focus well on their learning because staff reinforce expectations for conduct and teachers plan clear tasks that challenge pupils. Pupils are rewarded for positive attitude towards learning by gaining points for each of the behaviour expectations each day which are added up for a weekly certificate and prize at the weekly rewards assembly and Friday and/or half termly trip. We also hand out Headteacher's Award every half term and an OSCAR Trophy at the end of each year.</p> <p>QA feedback from 2016-2017 shows that 100% of lesson observations were graded as Good with some outstanding lessons observed in English Literature at Secondary.</p> <p>Parent/Carer View Autumn Term 2017: 96% agree or strongly agree their child is are taught well and receive valuable information of progress</p> <p>Pupil View Autumn Term 2017: 88% feel that they receive valuable information on their progress</p>	<ul style="list-style-type: none"> <li>• Create 'Mistakes are ok' posters.</li> <li>• Calendar in Maths and Science presentations from teachers to Management Committee Meetings in Summer Term.</li> <li>• Develop Functional Skills qualifications for KS3.</li> <li>• Develop specific units on, anti-racism, specifically racist language, homophobic, CSE, PREVENT and radicalisation to be differentiated and delivered across both sites.</li> <li>• Develop competitions for calendar events, understanding different cultures, faiths and religious festivals.</li> <li>• Introduce a 'Learning Legend' award for pupils who make the best progress</li> <li>• Teach Life Skills unit based on Racism language and</li> <li>• Audit all areas of SMSC every 6 months and create a written report.</li> <li>• Create photo books for each pupil to celebrate progress towards all areas of SMSC.</li> <li>• Run a SMSC Summer Centre 2018.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Create a SMSC weekly 'this week our social skill is' posters.</li> <li>• Hold mock elections.</li> <li>• Develop a peer observation schedule.</li> <li>• Encourage pupils to peer assess using purple pen</li> <li>• Introduce Boxhall testing.</li> </ul>
<p><b>Personal Development Behaviour &amp; Welfare &amp; Priorities for Development: Good</b></p>	<p>The personal development, behaviour and welfare of pupils at The Linden Centre is Good.</p> <p>Linden Centre is a child centred, safe &amp; secure, positive and nurturing environment with clear expectations for behaviour ("Be Safe, Kind &amp; Helpful, Wear Smart Uniform &amp; Shoes, Use Respectful Words, Take Part In Learning, and Allow Others To Learn" and the promotion of high standards. The ethos of The Linden Centre is focused on pupils developing the intrinsic desire to attend centre, be punctual, self regulate behaviour, develop personally, make progress and the culture promotes all aspects of pupils' welfare with Safeguarding being of the utmost importance. Attendance for the whole centre was 76% in 2016-2017 (KS1-2 at 84% 2015-2016 and KS3 at 68% 2015-2016) and in the Autumn Term - Attendance for the whole centre was 83% (KS1-2 at 87% and KS3 at 79%) as we are now completing safe and well visits on day 2 of absence with work and running Attendance Spotlight Programme to support improved attendance across both sites. Punctuality to centre and lessons is good and the attendance data clearly shows that attendance is improved over time by low attenders or pupils with persistent absence. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. Parents/Carers are sent Parent Partnership certificates where behaviour and attendance has significantly improved with their support. Exclusions continue to be zero.</p> <p>The Staff develop positive, supportive and genuine relationships with pupils as staff are with them constantly during the day and focus on the needs of the child to enable them to thrive in a mainstream centre, encouraging talking and listening, coping strategies, reflection on behaviour and promoting self-regulation. Behaviour change is nurtured through consistency, positive behaviour, firm and differentiated boundaries, clear consequences and intervention. All pupils have personal targets which are reflected up each day and a Learning Journey documenting a complete Linden Centre journey for each child.</p> <p>Pupils take pride in their appearance wearing smart uniform and shoes Pupils have ordered their own slipper which they can choose to wear in the Centre and</p> <p>Staff are quick to tackle any use of derogatory or aggressive language and always challenge stereotyping using the Racist Comments and Homophobic Comments slips and any rare incidents of bullying are also challenged using the Bullying Comment slips and letters and Restorative Justice. Staff are confident, capable and creative in managing the behaviours of pupils and most importantly, work effectively as a team. Staff tackle poor behaviour, as well in discussions and using the behaviour reflection sheets. This has significantly impacted exclusion which has reduced to zero. On occasions</p>	<p><b>Priorities for Development:</b></p> <ul style="list-style-type: none"> <li>• Consistency in keeping the focus on eliminating the use of any inappropriate language by the students.</li> <li>• Develop the use of calming boxes for individual pupils and classes, especially Mini School.</li> <li>• Purchase the Lodge – a nurture room</li> <li>• Enable secondary pupil to peer mentor primary pupils.</li> <li>• Introduce classes for parents – cooking and parenting classes.</li> <li>• Develop an E Safety strategy.</li> <li>• Create a log of violent incident slips and incorporate this into the data.</li> <li>• Develop a budget for Reward Trips</li> </ul>

	<p>positive handling is necessary to intervene in the more extreme behaviours of pupils; this is only used as a last resort and this has also reduced by 39 incidents compared to last year.</p> <p>The curriculum includes subjects such as anger, anxiety and resilience workshops SMSC/MBV to encourage pupil's personal development. We have a HLTA who is an ELSA – Emotional Literacy Support Assistant and she delivers 1:1 Emotional Literacy programmes for selected pupils. Learning &amp; Behaviour Passports, Behaviour Needs and the Strengths and Difficulties Questionnaire are also used to further develop our holistic assessments. Pupils respond to instructions and requests from staff, allowing lessons to flow smoothly and pupils conduct themselves well throughout the day, including at lunchtimes.</p> <p>Behaviour is rewarded through daily points, positive notes, certificates, prizes, rosettes and trophies through the weekly assemblies. Behaviour is carefully tracked using the daily points system and daily behaviour sheets so that staff can identify patterns and consider causes of behaviours and targeted intervention can be put in place. Specific Behaviour Needs and Interventions are tracked on the Pupil Progress Spread Sheet and this allows the centre to monitor the progress pupils are making in this element of their learning. It can also be compared with their attainment data to track whether issues with their personal and social development are impacting on their academic progress. As a result staff can plan targeted support and wide range of interventions such as build to express lego, cooking, five minute boxes, 1:1 learning, football, time with guinea pigs, social games and mindfulness, to increase personal, social progress and attainment. Pupils take increased responsibility for their behaviour and learning throughout their time at The Linden Centre as they are encouraged to reflect and discuss all elements of their behaviour and progress. There are marked improvements in behaviour for individuals or groups with particular behavioural needs which can be seen in their behaviour points over time.</p> <p>The Centre has a regular behaviour and intervention CPD sessions at whole staff meetings and internal CPD sessions and staff have excellent relationships with a range of outside agencies which lead to positive collaborative working.</p> <p>Parent /Carer View in July 2016 shows that 100% parents/carers feel that their child is well looked after Parent Carer Voice in July 2016 shows that 80% of parents/carers agreed that The Linden Centre makes sure its pupils are well behaved and deals effectively with bullying, the other 20% were not sure.</p>	
<p><b>Outcomes for Children and Learners &amp; Priorities for Development: Good</b></p>	<p>Outcomes for children and learners at The Linden Centre are Good.</p> <p>Most pupils start The Linden Centre below and well below their age expectations in reading, spelling, quality of handwriting, Maths and English, despite this all pupils including disadvantaged pupils make sustained and substantial progress. Data is collected every week, pupils are tested every six weeks and the data is rigorously analysed on a Progress Spread Sheet so any issues with attainment or progress are swiftly identified and strategies for improvement put in place. Progress Level flight path data is also produced for English, Maths and Science at Secondary with a summary of evaluation section. Linden Learning Journeys now presents a full documentary of a pupil's time with us including email contacts and external agency notes. Books continue to show quality learning and progress</p>	<p><b>Priorities for Development:</b></p> <ul style="list-style-type: none"> <li>● Ensure pupils know how much progress pupils are making.</li> <li>● Develop pupil discussion on learning through pupil voice meetings and regular drop-ins.</li> </ul>

	<p>over time, there are now limited worksheets at Primary. Primary use Gaps analysis assessment for Maths and English using Sheffield steps. Claire has been working in earnest to ensure there has been a graduated response for ECHNAs for our children who have a significant need and need additional support in school using a Assess, Plan, Do, Review cycle.. Claire is working closely with the SEND team and Special Schools to ensure the correct destination provision to be made available for the children where we can't meet their needs. We are now documenting the use of PPG and SEND funding to support progress outcomes. Reading logs evidence daily reading for pupils in Primary.</p> <p>Data for Autumn Term 2017 shows that: KS3 Reading Age Progress:</p> <ul style="list-style-type: none"> <li>• 79% of our pupils have PPG (19 pupils out of 24 pupils).</li> <li>• 79% of pupils start The Linden Centre with a Reading Age below their chronological age (19 pupils out of 24 pupils).</li> <li>• 85% of pupils improve their Reading Age over time (11 pupils from 13 pupils that we have had over time - 2 pupils' RA stayed the same RR &amp; BS and one pupil's RA went down - TB engagement issues due to very low ability RA 6.4 – Student Engagement Programme and ECHNA being submitted).</li> <li>• 100% of Non PPG pupils improve their Reading Age over time (3 out of 3 pupils that we have had over time) most able JE 14 years – transitioned in to Special School and the most improved LL 10.11-13.4 – transitioning back into mainstream school.</li> <li>• 80% of PPG pupils improve their Reading Age over time (8 out of 10 pupils that we have had over time) Most able PPG GH and TD 15yrs – both transitioning back to mainstream) and the most improved KB 7.6-14.6 – transitioning back to mainstream).</li> <li>• 100% of Ethnic pupils improve their Reading Age over time (TD 11.2-15 – transitioning into mainstream school).</li> <li>• 62% of pupils' Reading Ages improve above their chronological age over time (8 pupils from 13 pupils that we have had over time - TO, JE, TD, DWS, KB, LL, BS, NC) - 4% Close the Gap.</li> <li>• 66% Non PPG pupils' Reading Ages improve above their chronological age over time (2 from 3 pupils we have had over time – JE and LL).</li> <li>• 60% of PPG pupils' Reading Ages improve above their chronological age over time (6 pupils from 10 pupils we have had over time - TO, TD, DWS,KB, BS, NC) -6% Close the Gap.</li> <li>• We have no CiC.</li> <li>• There have been significant improvements in Reading Age since the introduction of bespoke reading lessons, reading across the Curriculum and a literacy thread through all lessons.</li> <li>• We are introducing Literacy intervention classes for the lowest Reading Ages in September 2017.</li> <li>• All pupils will have Literacy Targets in September 2017.</li> <li>• The Linden Centre is working with schools on ECHNAs for all pupils with a significantly low Reading Ages and who we feel will need additional support in school.</li> <li>• One pupil with a Reading Age of 7 is accessing Primary Twilights with a Primary HLTA to improve his Reading Age before starting at The Linden Centre Secondary in a day time place.</li> <li>• One pupil's Reading Age has gone down due to disengagement and refusal to engage in the test – TB 8.4-6.4, he is currently being educated on the Student Engagement Programme and an ECHNA been submitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure action plans for pupils are put in place for pupils who not making progress.</li> <li>• Ensure there is English and Maths intervention classes for those pupils who are significantly below expectation for their chronological age or who are not making progress.</li> </ul>
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KS3 Spelling Age Progress

- 79% of our pupils have PPG (19 pupils out of 24 pupils).
- 74% of pupils start The Linden Centre with a Spelling Age below their chronological age (14 out of 19 pupils).
- 92% of pupils improve their Spelling Age over time (12 pupils out of 13 pupils that we have had over time).
- 100% of Non PPG pupils improve their Spelling Age over time (3 pupils out of 3 pupils we have had over time) (Most able JE 14.6yrs – transitioning into special school and the most improved JB 10-14 – transitioning into special school).
- 90% of PPG pupils improve their Spelling Age over time (9 pupils out of 10 pupils we have had over time) (Most able PPG CC 15yrs, BP 15 yrs, CP 15 yrs and the most improved DWS 9.3-13.4 – transitioning into mainstream school).
- 100% of Ethnic pupils improve their Spelling Age over time (TD 12.3-14.4 transitioning into mainstream school).
- 69% of pupils' Spelling Ages improve above their chronological age over time (9 out of 13 pupils that we have had over time – TD, DWS, JB, RD, KB, CC, JBo, RR, BS).
- 100% of Non PPG pupils' Spelling Ages improve above their chronological age over time (3 pupils from 3 pupils we have had over time –JE, JB, LL).
- 60% of PPG pupils' Spelling Ages improve above their chronological age over time (6 pupils from 10 pupils we have had over time – TD, DWS, RD, KB, RR, BS) -40% close the gap.
- We have no CiC.
- There have been significant improvements in Spelling Age since the introduction of SPaG in the Curriculum and a Literacy thread through all lessons.
- We are introducing Literacy intervention classes for the lowest Spelling Ages in September 2017.
- All pupils will have Literacy Targets in September 2017.
- The Linden Centre is working with schools on ECHNAs for all pupils with a significantly low Spelling Ages and who we feel will need additional support in school.
- One pupil with a Spelling Age of 6.9 is accessing Primary Twilights with a Primary HLTA to improve his Spelling Age before starting at The Linden Centre Secondary in a day time place.
- One pupil's Spelling Age has gone down due to disengagement and refusal to engage in the test – TB 8.4-7.3, he is currently being educated on the Student Engagement Programme and an ECHNA been submitted.
- All KS3 pupils have made progress in their Maths and English Progress Levels

Parent/Carer View Autumn Term 2017:

96% agree or strongly agree The Linden Centre responds well to concerns raised and they receive valuable information of progress

Pupil View Autumn Term 2017:

85% pupils feels that The Linden Centre responds well to concerns  
88% feel that they receive valuable information on their progress

<p><b>SMSC &amp; MBV &amp; Priorities for Development: Good</b></p>	<p>The provision of SMSC and MBV at The Linden Centre is Good.</p> <p>SMSC and MBV are an integral part of the Linden Centre’s ethos and detailed in the Centre Development Plan, the Curriculum with the ‘LIFE’ and ‘CREATE &amp; EXPLORE’ themed learning days, highlighted in the planning, displayed on posters, integrated into the behaviour expectations and rewards, taught through tutor time and quality assured in the QA cycle and QA feedback to all staff. Our 5 clear behaviour expectations “Be Safe, Kind &amp; Helpful, Wear Smart Uniform &amp; Shoes, Use Respectful Words, Take Part In Learning, Allow Others To Learn” encourage dignity, respect and positive relationships and the staff Code of Conduct ensures mutual respect is role modelled throughout the centre and at all times.</p> <p>Pupils’ SMSC and MBV developed through their curriculum experience which enables pupils to improve their self-knowledge, self-esteem, self-confidence, tolerance and acquire an appreciation of and respect for their own and other cultures. On their weekly ‘LIFE’ &amp; ‘CREATE &amp; EXPLORE’ themed learning days, pupils take part in lessons based on International Days, PSHE, Citizenship, MBV and how to manage their own Anger, Anxiety and Resilience. Pupils also experience Shakespeare Live theatre and drugs, healthy lifestyles and careers guidance workshops along with the English Literature reading lessons. This informs an interest in and respect for different people’s faiths, feelings and values, question cultural, spiritual, moral and ethical issues and reflect about their own beliefs and feelings and those of others.</p> <p>Pupils understand how they can contribute positively to the lives of those living and working locally and to society through their enterprise and charity projects. Pupils raised money for local and national charities, these included The British Heart Foundation, Children in Need, MacMillan Cancer and the local Food Bank in 2016-17.</p> <p>Pupils social skills and positive relationships are developed by working and socialising with pupils including those from different religious, ethnic and socio-economic backgrounds in lessons, at breakfast - where tutor groups take turns to offer breakfast to each class every morning, at break time - where they socialise, at lunchtime - where they play games and do activities together , in PE where they learn about working as a team and winning and losing, trips and reward assemblies and in the ‘outside of the classroom’ learning in the weekly ‘Create and Explore’ themed days and individual interventions which include experiences of to Blist Hill, The Edge, soft Play, Ice Skating, Bowling, Exotic Zoo, Climbing Wall, Hosre Riding, Stable Relationships, Glass Making, Telford Drive, Dog Walking, AFC, Hoo Farm, Dogs Trust, Town Park, Bike Riding – through bikability.</p> <p>Pupils’ moral development is shown by their ability to recognise the difference between right and wrong and an understanding of the consequences of their behaviour through behaviour reflection sheets which are completed after every occasion of unacceptable behaviour. Pupils also resolve conflicts effectively through Restorative Justice sessions with our specially trained TA. Morally, positive behaviours are praised and acknowledged every day through a points system and celebrated each week in a weekly assembly with certificates and prizes for primary pupils and certificates and vouchers for secondary pupils and the Headteacher’s Award every half term acknowledged with a voucher and a rosette. The pupils, through pupil voice, introduced a Linden Centre Award and OscarTrophy for pupils who are displaying a positive</p>	
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	<p>contribution to their centre community, this is given out termly to a pupil.</p> <p>Negative misconceptions and discrimination are challenged by staff on every occasion using the Racist, Homophobic and Bullying slips and letters to victims and perpetrators, these are stored in a securley bound book. The slips are discussed with individual pupils and interventions put in place which may include producing a presentation on Racism, Homophobia or Bullying.</p>	
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