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# ACADEMY IMPROVEMENT PLAN ALDERWOOD ACADEMY

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OCTOBER 2018

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## ALDERWOOD ACADEMY

### 1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

#### Priority 1: Enabling inspirational leadership and management

The Academy Trust appointed a new Chief Executive Officer (CEO) who has implemented a comprehensive trust wide Accountability and Improvement Framework, setting clear objectives and expectations. The Head teacher Executive Group (HEG) meet weekly and as of September 2018, a new Headteacher has begun overseeing Alderwood Academy with clear priority of driving continued and consistent improvement across the setting. This is supported by the Head of School, Senior Teacher, HEG and members of the Trust central teams.

- Construct and deliver a fit for purpose trust wide accountability framework, holding all aspects of the organization to account through transparent, ethical metrics
- Grow new and experienced leaders able to inspire learners, colleagues and stakeholders.
- Co-construct a published portfolio of policies and procedures enabling inspirational leadership at all levels, including digital capacity.

AFD	Area for Development	KPIs
AFD 1.1	To work alongside colleagues from across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy.	<ol style="list-style-type: none"> <li>1. Evidence of use and impact of the skills and support of members of the Trust Central Teams through staff participation and close collaboration amongst peers.</li> <li>2. Clear and understandable information flow between leaders and managers promote continuous developments.</li> </ol>
AFD 1.2	Develop a strong and effective school culture that is based upon effective leadership, shared responsibility and staff empowerment.	<ol style="list-style-type: none"> <li>1. Staff fully clear on roles and responsibilities and levels of accountability, through robust and transparent support and performance management procedures.</li> <li>2. Peer challenge and support is delivered and clearly demonstrate improvement.</li> </ol>

## Priority 2: Delivering High Quality Learning

Closer monitoring of pupil progress and quality of teaching is being undertaken at Alderwood Academy to ensure the pupils learning experience is the best on offer. Further development of the curriculum is helping to ensure that flexibility of offer is matched to individual pupils' specific requirements. As such, a full review of curriculum has been launched

As a result our foci are to:

- Centralise curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision.
- Standardise processes for pupil level monitoring of learning.

AFD	Area for Development	KPIs
AFD 2.1	<p>Embed a standardised approach to pupil assessment and feedback that demonstrates opportunities for pupils to consistently improve their work.</p> <p>Establish a programme of peer observation and feedback.</p> <p>Engender a culture of collective responsibility in ensuring that school monitoring and reporting systems are implemented, ensuring that pupil progress and achievement is closely monitored and effective interventions in place.</p>	<ol style="list-style-type: none"> <li>1. Identification of assessment tools and methods for academic, social and emotional learning.</li> <li>2. Teachers and support staff to be locally trained and become confident in delivering pupil assessment tools and recording outcomes.</li> <li>3. Outcomes from pupil assessments, work scrutiny and pupil, parent/carer feedback, identifying gaps in knowledge, skills and understanding.</li> <li>4. Improved staff culture based on support, openness and transparency.</li> <li>5. Outcomes from performance management through lesson observations and drop ins show impact on pupil progress</li> <li>6. Outcomes of pupil progress data and identification gaps in pupil attainment and development.</li> </ol>
AFD 2.2	<p>Undertake a review of the curriculum offer and increase the range of subjects provided for pupils.</p>	<ol style="list-style-type: none"> <li>1. Increased curriculum agility demonstrated through full use of Trust wide resources and internal partnerships.</li> <li>2. Development of Creative Arts including Music and Art, with appropriate resources and space identified.</li> <li>3. Curriculum evaluated against intention, implementation, impact criteria and costed to ensure economic efficiency</li> </ol>

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### Priority 3: Securing Safe and Energising Learning Environments

The priority at Alderwood is to ensure the safety of all pupils and staff. This is achieved through robust safeguarding practice and procedures and support and direction from the Safeguarding Central Team and HEG. Health and Safety advice and guidance and strong relationships with other professionals and agencies ensure that safe working practice is maintained.

As a result our foci are to:

- Centralise support, challenge and supervision in relation to this area.
- Establish strong “fierce friends” to examine our policies and practices.

AFD	Area for Development	KPIs
AFD 3.1	<p>System of peer review of safeguarding procedures to be developed further in line with Trust Safeguarding Central Team.</p> <p>Weekly safeguarding meeting to take place between DSL and DDSL to monitor and review practice, ensure consistency and reaffirm a culture of reflective practice.</p>	<ol style="list-style-type: none"><li>1. Robust, effective and consistent safeguarding procedures in place.</li><li>2. Standardised procedures published and in place across the Trust for Safeguarding, GDPR, HR and Health and Safety.</li></ol>

### Priority 4: Empowering Supportive, Skilled and Nurturing Staff

There has been a considerable amount of staff changes at Alderwood compared to the previous academic year. Management systems are in place to ensure that all staff feel supported and valued, with emphasis on a Trust wide programme of professional development review. Staff have access to all Trust policies and clear lines of management and reporting are in place.

As a result our foci are to:

- Formalise consistent policies for HR to be applied to all academies.
- Review staffing patterns across each academy.
- Deliver a progressive, forward thinking staff charter, empowering and inspiring colleagues across the Trust.

AFD	Area for Development	KPIs
AFD 4.1	To further improve the culture of the setting.	<ol style="list-style-type: none"> <li>1. All staff are actively engaged in professional dialogue during staff meetings. Minutes of staff briefings/meetings.</li> <li>2. Clear HR processes in place and published across the Trust.</li> <li>3. Staff feel valued and supported.</li> </ol>
AFD 4.2	Provide opportunities for staff to engage in professional development both internal and external to the Trust.	<ol style="list-style-type: none"> <li>1. Performance Management procedures identifying professional development opportunities for staff.</li> </ol>

#### Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

Alderwood Academy has forged close working relationships with a number of agencies and stakeholders that are beneficial to pupil outcomes and experiences. The aim is to further develop the number of local partners working with Alderwood and this is being supported through the Vocational, Transition and Third Party Central group.

As a result our foci are to:

- To develop and enhance our links with local partners, agencies and grow connections with local businesses and beyond.

AFD	Area for Development	KPIs
AFD 5.2	Learner and Parent/Carer voice to be captured and effectively acted upon.	<ol style="list-style-type: none"> <li>1. Clear process in place for pupil and parent/carer feedback through school processes.</li> <li>2. RT Pedagogical Lead confirms RT Pupil Charter and establishes a RT Young Persons Committee.</li> </ol>
AFD 5.4	Develop closer links with mainstream schools at Key Stage 2 and 3 for sharing of best practice and approaches. Staff to be fully informed of updates to mainstream education that affect pupils returning.	<ol style="list-style-type: none"> <li>1. Staff better informed of pupils learning, behavioural, social and emotional needs.</li> <li>2. Individual learning plans for pupils better tailored to pupils needs.</li> <li>3. Better informed transition process for pupils returning to mainstream settings.</li> </ol>

## 2. Monitoring and evaluation of the action plan

In order to ensure rapid progress towards these outcomes the actions and KPIs will be monitored in the following way:

(a) Academy based monitoring, including Local Governing Bodies

The school based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority.

The lead will RAG the completion of the actions as follows:

- RED: the action is not yet started and/or there is a high risk of slippage or non-completion.
- AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.
- GREEN: the action is fully complete as specified

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will write a termly impact assessment report for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.

(b) Trust based monitoring

The CEO will receive a progress report on the actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFD. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG and Trust Board. The success measures will be RAG rated by the Trust Board based on a scrutiny of the evidence and data presented to the CEO at each HEG meeting.

## 1. Action Plans

We have created action plans for each of the AFD identified in the summary above.

### Priority 1: Enabling Inspirational Leadership and Management

#### AFD1.1: To work alongside colleagues from across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy.

What are the expected outcomes?	For learners:
	<ul style="list-style-type: none"> <li>● To deliver and maintain the best possible standard of education for all pupils.</li> </ul>
	For staff and other stakeholders:
	<ul style="list-style-type: none"> <li>● All staff are fully aware of expectations and levels of accountability.</li> <li>● Closer collaboration through the Trust Central Teams and opportunities for sharing of good practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Greater sense of shared responsibility and improved culture throughout the setting.</li> <li>• More effective lines of communication and engagement with Trust policies and procedures.</li> </ul>
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ol style="list-style-type: none"> <li>1. Provide full clarity of role and expectations for all staff.</li> <li>2. Provide opportunities for greater collaboration between staff and leadership across the Trust.</li> <li>3. School leaders to complete relevant professional development to enhance skills in leadership and school management.</li> <li>4. Ensure opportunities are available for staff to hold professional dialogue and share information via staff meetings, working groups, Trust Central Team meetings, etc.</li> </ol>	<p>Lead SLT</p> <p>MW</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>• HEG</li> <li>• Central Team meetings</li> <li>• Head teacher reports</li> <li>• Minutes of staff meetings</li> <li>• Lesson observations and work scrutiny</li> </ul>	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>• Minutes of meetings, Lesson observation reports and feedback, Head teacher reports and LGB meeting minutes, HEG and Central Teams reports.</li> </ul>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>• Staff training</li> </ul>	
<p>Evaluation Commentary February 2019</p>	
<p>Evaluation Commentary July 2019</p>	

**AFD 1.2** Develop a strong and effective school culture that is based upon effective leadership, shared responsibility and staff empowerment.

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>• Consistency of practice leading to better outcomes for pupils (progress, achievement, support, behavior).</li> </ul>
	<p>For staff and other stakeholders:</p>

	<ul style="list-style-type: none"> <li>● Staff to have clear understanding of individual and collective responsibility and accountability.</li> <li>● Participation in robust and transparent support and performance management procedures.</li> <li>● Greater collaboration with colleagues across the Trust and with Trust Central Teams, identifying changes to practice.</li> <li>● Identified outcomes from Trust Central Teams shared and implemented.</li> <li>● Appropriate staff training identified and provided.</li> <li>● Opportunities for staff to engage in professional dialogue, based on transparency and openness.</li> </ul>	
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ol style="list-style-type: none"> <li>1. Professional development opportunities provided for staff.</li> <li>2. Trust wide and school training to assist in understanding of roles and responsibilities.</li> <li>3. Regular staff meetings/briefings.</li> <li>4. School leadership to engage in leadership training programme.</li> <li>5. Robust system of performance management.</li> <li>6. Provide adequate resources to support engaging teaching of the curriculum.</li> </ol>	<p>Lead SLT</p> <p>MW</p>	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● Trust Central Team meetings.</li> <li>● Professional development outcomes.</li> <li>● Performance Management reviews.</li> <li>● Staff training</li> </ul>		
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Lesson observation reports and feedback, Head teacher reports and LGB meeting minutes, HEG and Central Teams reports, training certificates, PDR's</li> </ul>		
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Training costs</li> </ul>		
<p>Evaluation Commentary February 2019</p>		
<p>Evaluation Commentary July 2019</p>		



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**Priority 2: Delivering High Quality Learning**

**AFD 2.1** Embed a standardised approach to pupil assessment and feedback that demonstrates opportunities for pupils to consistently improve their work. Engender a culture of collective responsibility in ensuring that school monitoring and reporting systems are implemented, ensuring that pupil progress and achievement is closely monitored and effective interventions in place.

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Pupil assessments, outcomes from work scrutiny and pupil, parent/carer feedback, identify gaps in knowledge, skills and understanding and appropriate interventions are identified and measured for impact.</li> <li>● Outcomes of pupil progress data and identification gaps in pupil attainment and development.</li> <li>● Greater understanding of progress made and knowledge of how to improve.</li> <li>● Stronger learner engagement in all subject areas.</li> <li>● Mainstream settings aware of pupil progress in order to support successful transition</li> </ul>	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Outcomes from performance management through lesson observations and drop ins, identify areas for further development.</li> <li>● Improved levels of progress and achievement for learners.</li> <li>● Use of school pod to track and report pupil data.</li> </ul>
<p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> <li>● Confirm assessment methods and tools and ensure staff are trained in their use.</li> <li>● Ensure regular lesson observations and learning walks are used to inform areas of strength and areas for development.</li> <li>● Complete baseline assessments for each child.</li> <li>● Provide opportunities for peer observations both within the setting and across the Trust.</li> <li>● Provide staff with opportunities to observe practice beyond the Trust, including mainstream settings.</li> <li>● Ensure marking and feedback is consistent and effective and in line with Trust policy.</li> <li>● Engage and deliver School Pod training.</li> </ul>	<p>Lead SLT  MW</p>	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● Trust Central Team meetings.</li> <li>● Professional development outcomes.</li> <li>● Performance Management reviews.</li> <li>● Staff training</li> </ul>		

<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Peer reviews</li> </ul>
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>• Minutes of meetings, Lesson observation reports and feedback, Head teacher reports and LGB meeting minutes, HEG and Central Teams reports, PDR's, Student progress data.</li> </ul>
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Assessment tools</li> </ul>
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Evaluation Commentary July 2019</p>

<b>AFD 2.2: Undertake a review of the curriculum offer and increase the range of subjects provided for pupils.</b>	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>• A more balanced and broad curriculum offer tailored to the individual needs of pupils.</li> <li>• Increased pupil engagement in more creative subjects that include Music and Art.</li> <li>• Core values to be reinforced and threaded throughout whole curriculum offer.</li> <li>• Increased enrichment opportunities for both key stage 2 and 3 pupils and additional trips linked to learning topics.</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>• Increased flexibility of offer in helping to meet pupils' academic and social needs.</li> <li>• Increased collaboration and sharing of resources and expertise across the Trust.</li> <li>• The quality of provision increased, providing pupils with greater opportunity and wide ranging experiences.</li> <li>• Cost efficiency savings.</li> </ul>
<p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> <li>• Further develop across trust collaboration and sharing of resources and practice.</li> <li>• Identify appropriate enrichment activities and providers, working closely with the Lead of the Transition and Vocational Central Trust Team.</li> <li>• Ensure all statutory outcomes are achieved in terms of Health and Safety and Safeguarding, during activities planning phase.</li> </ul>	<p>Lead SLT</p> <p>SS</p>

<ul style="list-style-type: none"> <li>● Devise an annual curriculum plan, identifying the termly offer.</li> </ul>	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● Trust Central Team meetings.</li> <li>● Lesson observations</li> <li>● Peer reviews</li> <li>● Learner voice</li> <li>● Curriculum review</li> </ul>	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Head teacher reports and LGB meeting minutes, HEG and Central Teams reports, student Council/Learner voice meetings, Curriculum review meetings.</li> </ul>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Sharing Trust expertise and resources – providing scope for cost reduction</li> <li>● Payment for trips and visits</li> <li>● Staffing costs</li> </ul>	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p>Evaluation Commentary July 2019</p>	

### Priority 3 Securing Safe and Energising Learning Environments

<p><b>AFD 3.1</b> System of peer review of safeguarding procedures to be developed further, in line with Trust Safeguarding Central Team.</p>		
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Pupils feel safe and supported in the school environment.</li> <li>● Pupils feel confident to speak out, safe in the knowledge they are listened to and information is acted upon.</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Robust, effective and consistent safeguarding procedures are compliant and maintained.</li> <li>● Health and Safety procedures across the Trust and within the setting, consistently meet all statutory obligations.</li> <li>● External providers meet all Trust quality assurance criteria prior to use.</li> <li>● Robust Trust procedures are in place for Safeguarding, GDPR, HR and Health and Safety.</li> </ul>	
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>● Ensure standardised Trust procedures are in place for school leaders and staff to follow.</li> <li>● Provide support and guidance via the Trust Central Teams to provide clarity and ensure full compliance in GDPR, Health and Safety, Safeguarding and HR.</li> <li>● Implement action plans resulting from across Trust and external scrutiny of key areas.</li> <li>● Weekly safeguarding meetings take place between DSL and DDSL's to monitor and maintain effective practice.</li> <li>● Complete peer review of Safeguarding practice at HEG and between Alderwood and First Base, Ipswich.</li> </ul>		<p>Lead SLT</p> <p>MW</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● Trust Central Team meetings.</li> <li>● Safeguarding meetings</li> <li>● Peer reviews</li> <li>● Health and Safety audits</li> <li>● GDPR audits/action plans</li> </ul>		
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Head teacher reports, HEG and Central Teams reports, Safeguarding meeting minutes, Peer review reports.</li> </ul>		
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Staff training</li> </ul>		

<ul style="list-style-type: none"> <li>External scrutiny visits</li> </ul>
Evaluation Commentary February 2019
<ul style="list-style-type: none"> <li></li> </ul>
Evaluation Commentary July 2019

**Priority 4: Empowering Supportive, Skilled and Nurturing Staff**

**AFD 4.1 To further improve the culture of the setting.**

What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> <li>Positive experience for pupils with high levels of support and engagement in learning.</li> <li>Effective pupil/staff relationships in an environment that responds to individual pupil needs.</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>Staff positively engaging in the processes and procedures of the Trust.</li> <li>Staff to receive quality professional development opportunities.</li> <li>Robust performance management procedures in place.</li> <li>Consistency of leadership and drive to improve standards across the setting.</li> <li>Regular communication and information sharing across the setting</li> </ul>
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>Provide staff with professional development opportunities to widen understanding and improve practice.</li> <li>Ensure professional development reviews are robust, with appropriate challenging and inspirational target setting completed.</li> <li>School leaders to complete leadership programme.</li> <li>Ensure close collaboration between leaders and staff across the Trust, for mutual support and the aim of standardising and sharing effective practice.</li> <li>Ensure staff have opportunity to raise and discuss concerns and that this is managed and dealt with effectively and timely.</li> </ul>	Lead SLT
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>HEG</li> <li>Staff meetings</li> </ul>	

<ul style="list-style-type: none"> <li>● Trust Central Team meetings.</li> <li>● Safeguarding meetings</li> <li>● Peer reviews</li> <li>● Health and Safety audits</li> <li>● GDPR audits/action plans</li> <li>● PDR's</li> </ul>
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Head teacher reports, HEG and Central Teams reports, Safeguarding meeting minutes, Peer review reports.</li> </ul>
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Staff training</li> <li>● Staff hours</li> </ul>
<p>Evaluation Commentary February 2019</p>
<p>Evaluation Commentary July 2019</p>

**AFD 4.2 Provide opportunities for staff to engage in professional development both internal and external to the Trust.**

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Better qualified and expert staff that provide pupils with more effective levels of support and better quality teaching.</li> <li>● Increased levels of progress and more effective learning opportunities.</li> </ul>
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Professional development of staff resulting in widening of staff knowledge and skills.</li> <li>● Implementation of innovative learning opportunities and sharing of effective practice throughout the school.</li> <li>● Staff feeling empowered and better focused on developing culture of learning within the setting.</li> </ul>
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>● Provide close collaboration with colleagues across the Trust and through the Trust Central Groups, identifying good practice.</li> <li>● Staff to reflect upon practice and engage fully in the professional development review process,</li> <li>● Support staff to play an active role, identifying appropriate professional development opportunities.</li> <li>● Ensure staff have clarity and expectations of role.</li> <li>● To ensure professional standards and practice are fully understood and complied with.</li> </ul>	<p>Lead SLT</p>

<ul style="list-style-type: none"> <li>● Staff to be confident in their understanding of Trust policies and procedures.</li> <li>● Allow and encourage staff to form partnerships with colleagues from referring mainstream and educational settings, with the aim of sharing effective practice, to help gain additional understanding of the needs of the pupil and identify successful strategies and interventions.</li> </ul>	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● Trust Central Team meetings.</li> <li>● Peer reviews</li> <li>● PDRs</li> </ul>	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Head teacher reports, HEG and Central Teams reports, Peer review reports, PDR's.</li> </ul>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Cost of Training opportunities</li> <li>● Staff availability/hours</li> </ul>	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p>Evaluation Commentary July 2019</p>	

### Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.2 Learner and Parent/Carer voice to be captured and effectively acted upon.	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Engagement with the school council, implementing positive change through participation and information sharing.</li> <li>● Pupils feeling an increased sense of value, empowerment and participation.</li> <li>● Increased pupil satisfaction and strengthened opportunities for pupil engagement.</li> <li>● Pupils to engage in meaningful activities that encourage respect and tolerance of others, politeness, empathy and kindness to others.</li> </ul>



	<ul style="list-style-type: none"> <li>● Reinforced understanding of the core values of Alderwood Academy (respect, resilience, reflection, engagement and success)</li> <li>● Parents/Carers fully informed of pupil progress and involvement at school</li> </ul>
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Opportunity to learn from pupils experience and to develop practice to cater for pupils needs.</li> <li>● Improved communication with parents/carers.</li> <li>● Mainstream schools better informed of pupil participation and progress in all areas of the school</li> </ul>
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>● Termly parent/carer and pupil surveys to be completed and reviewed.</li> <li>● Half termly Parent/Carer review meetings to take place.</li> <li>● Capture the Learner voice through class representatives on the School Council.</li> <li>● Regular contact with parents/carers (daily/weekly)</li> <li>● Outcomes of school council included within Headteachers report to LGB.</li> </ul>	Lead SLT
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● School Council meetings</li> <li>● LGB meetings</li> <li>● Parent/carer meetings</li> <li>● Pupil review meetings</li> </ul>	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Head teacher reports, School Council minutes and actions, LGB minutes, Head teacher reports, Pupil progress data, attendance data.</li> </ul>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Staffing</li> </ul>	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p>Evaluation Commentary July 2019</p>	
<p><b>AFD 5.4</b> Develop closer links with mainstream schools at Key Stage 2 and 3 for sharing of best practice and approaches, thus remaining fully informed of updates to mainstream education that affect pupils returning.</p>	

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Smoother transition for pupils to and from settings.</li> <li>● Successful teaching and support strategies identified and prepared for pupils upon immediate entry to the setting.</li> <li>● Pupils familiar with behavioural expectations and expected levels of academic progress upon entry to the setting.</li> </ul>
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Staff able to set appropriate levels of work to ensure continuation of curriculum offer.</li> <li>● Better understanding of pupils SEN, academic, behavioural, social and emotional needs upon referral to the setting.</li> <li>● Greater levels of understanding of mainstream education and current initiatives.</li> <li>● Better informed parents/carers during the transition process to Alderwood Academy and reintegration into mainstream.</li> <li>● Information used gained to modify and improve provision/practice.</li> </ul>
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>● Ensure that GDPR criteria are fully met for data handling of pupil information.</li> <li>● Work closely with the Lead of the Pedagogical Trust team to ensure that protocols are agreed and in place for specific pupil information to be made available for each and every pupil referral.</li> <li>● Individual learning plans to be implemented in a timely fashion to ensure the immediate learning needs of the child are in place prior to start date.</li> <li>● Collaborate closely with the Lead of Pedagogical Central Team, mainstream/educational partners, professional agencies and parents/carers to ensure all needs specific to the individual pupil are considered and appropriate action identified to support the pupil during referral to and from the setting.</li> </ul>	<p>Lead SLT</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> <li>● HEG</li> <li>● Staff meetings</li> <li>● LGB meetings</li> <li>● Parent/carer meetings</li> <li>● Pupil review meetings</li> <li>● IYFAP</li> <li>● Pedagogical Team meeting</li> <li>● Head teacher report</li> </ul>	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> <li>● Minutes of meetings, Head teacher reports, Pedagogical Lead meeting minutes, IYFAP minutes, parent review minutes, Head teacher reports, pupil progress data, pupil satisfaction surveys, attendance data.</li> </ul>	

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What are the cost implications of any of the actions?

- Staff availability/hours

Evaluation Commentary February 2019

Evaluation Commentary July 2019