
ACADEMY IMPROVEMENT PLAN ALDERWOOD ACADEMY



RAEDWALD
T·R·U·S·T

FEBRUARY 2019

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 set clear objectives and expectations for the Trust and is providing strong leadership. As a result of a recent restructure of the management roles, the Headteacher gained responsibility for two separate Trust settings which includes Alderwood. A Head teacher Executive Group (HEG) has been formed that meet weekly.

Leaders at Alderwood and from HEG team are working to provide rapid and consistent improvement across the setting. A Rapid Improvement Plan (RIP) is in place to ensure academy improvements are prioritised and completed. Completion of the RIP is seen as a school/trust priority and takes precedence over other priorities see Appendices 1

AS a result, our foci are to:

- Incorporate all elements of the Rapid Improvement Plan and Trust Improvement Strategy.
- Review capacity of staffing
- Review capacity of leadership
- leadership monitoring to deliver the curriculum

Please note that all other priorities contain areas that impact on priority 1

AFD	Area for Development	KPIs
AFD	1.1 Use designated staff within each team to support the RIP's delivery 1.2 Complete an Audit of Need 1.3 Complete an Audit of Role responsibilities	1. a) RIP in place and making a difference b) Sharing of information across the trust c) Agreed priorities achieved 2. Teachers delivering the curriculum programme and using Timetable accurately 3. SLT delivering RIP and other responsibilities on a daily basis

	1.4 Attend EveryDay Leader session to understand Curriculum Design	4. a) Staff have a coherent SoW/MTP/Lesson Plan b) Staff deliver the lesson as planned
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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. Further adjustments can then be implemented in a structured and timely manner, with appropriate interventions identified.

As a result our foci are to:

Aspects of Leadership and Management in this priority are:

- Develop a culture of aspiration amongst staff.
- Centralise curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision
- Draft and implement a curriculum policy.
- Understand how successful the curriculum is, and its impact on student success
- Ensure staff are trained on assessment for learning and statutory assessment
- Ensure that the assessment policy is aligned with the national framework
- Establish a programme of peer observation and feedback.
- Engender a culture of collective accountability

Aspects relating directly to Teaching and Learning and Assessment are:

- Delivering High Quality Learning
- Standardise processes for pupil level monitoring of learning
- Introduce a new curriculum that caters for the needs of all pupils.
- Review pupil need and implement personalised learning programme including off site provision
- Ensure that the assessment offer is aligned with the curriculum
- To ascertain whether the curriculum in place is fit for purpose
- Quality of Teaching improved

AFD	Area for Development	KPIs
L&M AFD 2	<p>2.0 Provide staff with a full understanding of the purpose of the APC and what success means</p> <p>2.1 Discuss the curriculum standards and expectations of AAPC through HEG and RT Pedagogical and RT External Provision</p> <p>2.2 Write the Curriculum Policy</p> <p>2.3 Plan a cycle of review for the curriculum</p> <p>2.4 Provide a programme of training in Assessment4Learning and the National Assessment Framework for all staff</p> <p>2.5 Write a policy for assessment that takes into consideration the National Framework</p> <p>2.6 Initiate a programme of peer observation can be</p> <p>2.7 Through supervision ensure teaching staff know what they are accountable for and who to.</p>	<p>0. a) Students Enter and Exit the programme to expectation b)OFSTED criteria Good+ in SEF and Report</p> <p>1. a)Introduce concept to HEG b) Respond to Questioning and QA Assessment by Peers</p> <p>2. a)Write the Curriculum Policy b) Introduce to staff for draft proofing c) introduce to HEG/LGB/Trustees</p> <p>3. a)Collate evidence through work scrutiny b)Collate evidence from Teachers with regard to planning and suitability c)Access information regarding curriculum through student voice d) Observe the curriculum in Action through L/Walk and Observation</p> <p>4. a) All teaching staff to know what A4L is. b)All staff to know what the NAF is c)All staff to be able to use these strategies to support learning in the classroom.</p> <p>5. a)Write the Assessment Policy b)Introduce to staff for draft proofing c) introduce to HEG/LGB/Trustees</p> <p>6. a) teaching staff observe each other b)teaching staff have directed time peer supervision opportunities</p> <p>7. a). identifying gaps in knowledge, skills and understanding. b).Improved staff culture based on support, openness and transparency c).Outcomes from performance management through lesson observations and drop ins identifying areas for concern.</p>

<p>AFD T&L&A 2.8+</p>	<p>2.8 Implement a curriculum model that fully meets the needs of the pupils and meets all statutory requirements.</p> <p>2.9 Develop an assessment tool which is all staff use to assess learning (progression).</p> <p>2.10 Implement a curriculum model that fully meets the needs of the pupils and meets all statutory requirements.</p> <p>2.11 Needs Analysis and Assessment of Student Need</p> <p>2.12 Develop an assessment tool which is consistent with the Learning Objectives and skill/knowledge taught within the programme.</p> <p>2.13 Undertake a review of the curriculum offer.</p>	<p>8. a) work can be seen on displays and in workbooks b) students make progress in line with assessment protocols c) pupils attend lessons and complete tasks set.</p> <p>9. a) All teaching staff can use the same criteria for assessing skill and knowledge b) All teaching staff can use the "marking protocol and Cross monitoring system to recognise progress c) SLT can monitor progress through work scrutiny and use of assessment tool. d) Robust assessment procedures in place, in line with all statutory requirements</p> <p>10. a) Training b) Programme clearly planned and bespoke to the needs of the school c) personalisation of the programme based on Needs Analysis d) pupils attend lessons and complete tasks set.</p> <p>11. a) MH to look at Files and complete RA's and Needs Analysis b) FD to supplement this analysis through deeper observation and search</p> <p>12. a) All teaching staff can use the same criteria for assessing skill and knowledge b) All teaching staff can use the "marking protocol and Cross monitoring system to recognise progress c) SLT can monitor progress through work scrutiny and use of assessment tool. d) Robust assessment procedures in place, in line with all statutory requirements</p> <p>13. a) Look at the Needs of students b) Look at the New Curriculum # Judge whether Learning and progress has taken place and to what extent.</p> <p>14. a) Look at the Needs of teachers</p>
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	2.14 Teachers know the curriculum and subjects they are teaching.	b) Look at the New Curriculum c) Develop teacher Learning to ensure full understanding on what students require to Learn Learning and progress has taken place and to what extent.
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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:

- Establish a strong culture and value of safeguarding throughout the setting.
- Establish and maintain full safeguarding compliance.
- Establish a clear behavior policy and best practice of behavior management.
- 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
RIP	<ul style="list-style-type: none"> - Improve the culture & value of safeguarding around the school. - Implement the central trust induction policy. - Restructure staff & establish clear lines of responsibility. - Develop a system of monitoring safeguarding processes. - Ensure clarity in roles and responsibilities and accountability for safe, secure, well 	<ol style="list-style-type: none"> 1. Staff confidence in safeguarding procedures and effectiveness demonstrated through swift action, robust decision making and holding each other to account. 2. Clear procedures in place for monitoring the effectiveness of safeguarding processes throughout the setting. 3. Transparent, statutory compliant and robust safeguarding procedures in place with key personnel fully understanding of their role and responsibilities. 4. Reduction in the number of behavior related incidents.

	<p>understood systems supporting pupil education.</p> <ul style="list-style-type: none"> - Improve systems and understanding of effective behavior management. - Provide consistency of positive staff relationships with pupils. 	<p>5. Staff confidence in behavior management policy and procedures, resulting in effective methods of de-escalation that consider pupils needs.</p>
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"> 1. Robust, effective and consistent safeguarding procedures in place. 2. Standardised procedures published and in place across the Trust for Safeguarding, GDPR, HR and Health and Safety.

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. 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. A Staff Charter is in place and all new staff undertake the Trust Induction process as per the Induction Policy.

As a result our foci are to:

- Implement a CPD programme that relates to teacher subject knowledge.
- Ensure staff receive appropriate training and coaching on key areas of their role.
- Ensure senior leaders at Alderwood receive appropriate CPD.
- Implement a policy of professional growth and use the CPD outline to ensure all staff take responsibility for self study supported by the school.
- Formalise consistent policies for HR to be applied to all academies.
- Deliver a full staff induction upon entry to the trust.
- 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
RIP	<ul style="list-style-type: none"> - Implement the Trust induction policy. - Ensure all new staff receive appropriate training, including safeguarding, restraint, GDPR, Prevent, Risk assessments, subject knowledge, assessment, curriculum planning, behavior management, school pod. - Develop a culture of aspiration amongst the staff team. 	<ol style="list-style-type: none"> 1. New staff are fully informed about procedures and processes relating to the school and Trust and have received statutory information. 2. Rapid and increased response to arising pupil requirements. 3. Effective strategies and approaches used in de-escalating challenging pupil behavior that is responsive to specific pupil need. 4. An effective coaching programme is in place to empower staff to develop their own practice. 5. Effective delivery of curriculum with improving levels of pupil progress, achievement and levels of engagement. 6. Quality of teaching improved. 7. Staff are striving to provide best outcomes for pupils and are pro- active in developing and sharing of good practice throughout the setting.
AFD 4.1	To further improve the culture of the setting.	<ol style="list-style-type: none"> 1. All staff are actively engaged in professional dialogue during staff meetings. Minutes of staff briefings/meetings. 2. Clear HR processes in place and published across the Trust. 3. Staff feel valued and supported.
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"> 1. Performance Management procedures identifying professional development opportunities for staff.

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:

- Strengthen and extend our relationships with external providers and other stakeholders.
- Consistently monitor the quality of off-site provision and value added.
- Improve communication between teaching staff and off site provision for individual pupils.
- To develop and enhance our links with local partners, agencies and grow connections with local businesses and beyond.

AFD	Area for Development	KPIs
RIP	<ul style="list-style-type: none"> - Teaching staff to have responsibility for communicating with off-site providers and monitoring the impact and value added in relation to the pupils individual needs. 	<ol style="list-style-type: none"> 1. Teacher and other stakeholders aware of pupil progress and clear individual targets and progress made, with plans monitored, adjusted and fully communicated. Close monitoring through regular communication by teachers is in place and evidenced. 2. Regular reviews are in place to demonstrate monitoring of quality and value added. Impact on pupil outcomes shared and recorded.
AFD 5.2	Learner and Parent/Carer voice to be captured and effectively acted upon.	<ol style="list-style-type: none"> 1. Clear process in place for pupil and parent/carer feedback through school processes. 2. RT Pedagogical Lead confirms RT Pupil Charter and establishes a RT Young Persons Committee.
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"> 1. Staff better informed of pupils learning, behavioural, social and emotional needs. 2. Individual learning plans for pupils better tailored to pupils needs. 3. Better informed transition process for pupils returning to mainstream settings.

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 AFIs 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 AFI. 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.

Partnerships	Develop a regular system of monitoring the quality of off-site provision and value added
	Improve communication between teaching staff and off site provision leaders to enable focus on. pupil targets
	Improve communication between teaching staff and off site provision for individual pupils

1. Action Plans

A Rapid Improvement Plan has been developed at Alderwood and proposed actions have been identified. All actions have been prioritised for immediate implementation.

Priority 1: Implement Rapid Improvement Plan

RIP - To work alongside colleagues from across the Trust and other stakeholders, to successfully incorporate all elements of the Alderwood Rapid Improvement Plan

School improvement focus	Proposed actions
Quality of teaching, learning and assessment: Mathematics Literacy inc. reading	Implement a policy of professional growth & use the CPD outline to ensure all staff take responsibility for self-study supported by the school
Personal development, behaviour and welfare Attendance and punctuality	Review the quality of teaching safeguarding & Prevent
	Establish a clear teaching programme of teaching safeguarding eg digital literacy
Outcomes Disadvantaged The most able Lower attaining SEND Off-site provision	Write a raising achievement plan (RAP)
	Implement and monitor the RAP

School improvement focus	Proposed actions
Overall effectiveness	
SMSC	
Effectiveness of leadership and management: Safeguarding Governance Pupil Premium	Develop a system of monitoring risk assessments
	Develop a system of restraints swiftly impacting risk assessments
	Train staff in pupil risk assessment
	Improve the culture & value of safeguarding around the school
	Ensure restraint log is complete
	Ensure new staff are restraint trained
	Develop restraint policy
	Implement the central trust induction policy
	Develop a system of monitoring the restraint log
	Implement new trust wide job descriptions
	Restructure staff & establish clear lines of responsibility
	Develop a system of monitoring safeguarding processes
	Establish a CPD plan for the senior leaders
	Review & refine capacity of staffing and leadership to deliver the curriculum and leadership monitoring
Review Head Teacher diary management to ensure leadership & monitoring time and work with First Base & the academy trust	
Curriculum	Write & implement a curriculum model
	Write & implement a curriculum policy
	Implement a new timetable
	Review pupil need and implement personalised learning programme including off site provision
	Perform a resource audit
	Plan a cycle of review for the curriculum
Assessment	Writing an assessment policy that aligns with the national framework

	Writing an assessment offer that aligns with the curriculum
	Staff training on statutory assessment
	Staff training on assessment for learning
Pedagogy	Develop a CPD programme that relates to teacher subject knowledge
	Planning support for teachers
	Develop a culture of aspiration amongst staff
	Develop a timetable for sharing good practice across the school and trust
Behaviour	Develop a positive reward system for pupils
	Training for staff on the behaviour approach
	Coaching for support staff on managing behaviour
	Develop a formal system of monitoring behaviour & recording
	Embed a character development programme within the curriculum
	Fully embed the Thrive core principles in the school
	Develop a monitoring programme for prejudicial behaviour
	Develop a monitoring programme for attendance
	Develop an academy trust programme for monitoring prejudicial behaviour
	Develop an academy trust programme for monitoring attendance
	Monitor the impact of changes to the behaviour management system on learning
	Trust level review of the new behaviour, attendance and prejudicial behaviour systems
Staffing	Continue the capability process with staff where necessary
	Develop a system of quality of provision and feedback
	Develop rigorous challenge of underperformance
	Implement a performance management process

The RIP takes precedence over the following previous/existing Priorities as included within tables below.

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?	<p>For learners:</p> <ul style="list-style-type: none"> To deliver and maintain the best possible standard of education for all pupils. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> All staff are fully aware of expectations and levels of accountability. Closer collaboration through the Trust Central Teams and opportunities for sharing of good practice. Greater sense of shared responsibility and improved culture throughout the setting. More effective lines of communication and engagement with Trust policies and procedures.
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ol style="list-style-type: none"> Provide full clarity of role and expectations for all staff. Provide opportunities for greater collaboration between staff and leadership across the Trust. School leaders to complete relevant professional development to enhance skills in leadership and school management. Ensure opportunities are available for staff to hold professional dialogue and share information via staff meetings, working groups, Trust Central Team meetings, etc. 	Lead SLT
How will progress be monitored?	<ul style="list-style-type: none"> HEG Central Team meetings Head teacher reports Minutes of staff meetings Lesson observations and work scrutiny
What evidence will be gathered to show the impact of this priority?	<ul style="list-style-type: none"> Minutes of meetings, Lesson observation reports and feedback, Head teacher reports and LGB meeting minutes, HEG and Central Teams reports.
What are the cost implications of any of the actions?	<ul style="list-style-type: none"> Staff training

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See RIP.

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

What are the expected outcomes?

For learners:

- Consistency of practice leading to better outcomes for pupils (progress, achievement, support, behavior).

For staff and other stakeholders:

- Staff to have clear understanding of individual and collective responsibility and accountability.
- Participation in robust and transparent support and performance management procedures.
- Greater collaboration with colleagues across the Trust and with Trust Central Teams, identifying changes to practice.
- Identified outcomes from Trust Central Teams shared and implemented.
- Appropriate staff training identified and provided.
- Opportunities for staff to engage in professional dialogue, based on transparency and openness.

To achieve the expected outcomes we will: (Include CPD activities)

1. Professional development opportunities provided for staff.
2. Trust wide and school training to assist in understanding of roles and responsibilities.
3. Regular staff meetings/briefings.
4. School leadership to engage in leadership training programme.
5. Robust system of performance management.
6. Provide adequate resources to support engaging teaching of the curriculum.

Lead SLT

How will progress be monitored?

- HEG
- Staff meetings
- Trust Central Team meetings.
- Professional development outcomes.
- Performance Management reviews.

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

Priority 2: Delivering High Quality Learning

AFD 2.2: Undertake a review of the curriculum offer and increase the range of subjects provided for pupils.		
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • A more balanced and broad curriculum offer tailored to the individual needs of pupils. engagement. • A more engaging curriculum offer that fully supports pupils in their learning and achievement. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Tailored curriculum offer in helping to meet pupils' academic and social, emotional needs. • Increased collaboration and sharing of resources and expertise across the Trust. • The quality of provision increased, providing pupils with greater opportunity and wide ranging experiences. 	
<p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> • Further develop across trust collaboration and sharing of resources and practice. • Identify appropriate enrichment activities and providers, working closely with the Lead of the Transition and Vocational Central Trust Team. 		
		<p>Lead SLT</p>

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"> ● 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. ● Outcomes of pupil progress data and identification gaps in pupil attainment and development. ● Greater understanding of progress made and knowledge of how to improve. ● Stronger learner engagement in all subject areas. ● Mainstream settings aware of pupil progress made 	
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Outcomes from performance management through lesson observations and drop ins, identify areas for further development. ● Improved levels of progress and achievement for learners. ● Use of school pod to track and report pupil data. 	
<p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> ● Ensure regular lesson observations and learning walks are used to inform areas of strength and areas for development. ● Complete baseline assessments for each child. ● Provide opportunities for peer observations both within the setting and across the Trust. ● Provide staff with opportunities to observe practice beyond the Trust, including mainstream settings. ● Ensure marking and feedback is consistent and effective and in line with Trust policy. ● Engage and deliver School Pod training. 	<p>Lead SLT</p>	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> ● HEG ● Staff meetings ● Trust Central Team meetings. ● Professional development outcomes. ● Performance Management reviews. 		
<ul style="list-style-type: none"> ● Ensure all statutory outcomes are achieved in terms of Health and Safety and Safeguarding, during activities planning phase. ● Devise an annual curriculum plan. 		

<ul style="list-style-type: none"> • Staff training • Lesson observations • Peer reviews
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • 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.
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Staff training • Assessment tools
<p>Evaluation Commentary February 2019 See RIP.</p>
<p>Evaluation Commentary July 2019</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • HEG • Staff meetings • Trust Central Team meetings. • Lesson observations • Peer reviews • Learner voice • Curriculum review
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Minutes of meetings, Head teacher reports and LGB meeting minutes, HEG and Central Teams reports, student Council/Learner voice meetings, Curriculum review meetings.

Priority 3 Securing Safe and Energising Learning Environments

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

<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Minutes of meetings, Head teacher reports, HEG and Central Teams reports, Safeguarding meeting minutes, Peer review reports.
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Staff training • External scrutiny visits
<p>Evaluation Commentary February 2019 See RIP.</p>
<p>Evaluation Commentary July 2019</p>

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

<p>AFD 4.1 To further improve the culture of the setting.</p>	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • Positive experience for pupils with high levels of support and engagement in learning. • Effective pupil/staff relationships in an environment that responds to individual pupil needs. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Staff positively engaging in the processes and procedures of the Trust. • Staff to receive quality professional development opportunities. • Robust performance management procedures in place. • Consistency of leadership and drive to improve standards across the setting. • Regular communication and information sharing across the setting
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Provide staff with professional development opportunities to widen understanding and improve practice. • Ensure professional development reviews are robust, with appropriate challenging and inspirational target setting completed. • School leaders to complete leadership programme. 	<p>Lead SLT</p>

<ul style="list-style-type: none"> ● Ensure close collaboration between leaders and staff across the Trust, for mutual support and the aim of standardising and sharing effective practice. ● Ensure staff have opportunity to raise and discuss concerns and that this is managed and dealt with effectively and timely. 	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> ● HEG ● Staff meetings ● Trust Central Team meetings. ● Safeguarding meetings ● Peer reviews ● Health and Safety audits ● GDPR audits/action plans ● PDR's 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> ● Minutes of meetings, Head teacher reports, HEG and Central Teams reports, Safeguarding meeting minutes, Peer review reports. 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> ● Staff training ● Staff hours 	
<p>Evaluation Commentary February 2019 See RIP.</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"> ● Better qualified and expert staff that provide pupils with more effective levels of support and better quality teaching. ● Increased levels of progress and more effective learning opportunities.
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	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Professional development of staff resulting in widening of staff knowledge and skills. ● Implementation of innovative learning opportunities and sharing of effective practice throughout the school. ● Staff feeling empowered and better focused on developing culture of learning within the setting. 	
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> ● Provide close collaboration with colleagues across the Trust and through the Trust Central Groups, identifying good practice. ● Staff to reflect upon practice and engage fully in the professional development review process, ● Support staff to play an active role, identifying appropriate professional development opportunities. ● Ensure staff have clarity and expectations of role. ● To ensure professional standards and practice are fully understood and complied with. ● Staff to be confident in their understanding of Trust policies and procedures. ● 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. 	<p>Lead SLT</p>	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> ● HEG ● Staff meetings ● Trust Central Team meetings. ● Peer reviews ● PDR's 		
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> ● Minutes of meetings, Head teacher reports, HEG and Central Teams reports, Peer review reports, PDR's. 		
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> ● Cost of Training opportunities ● Staff availability/hours 		
<p>Evaluation Commentary February 2019 See RIP.</p>		
<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.	
What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> ● Engagement with the school council, implementing positive change through participation and information sharing. ● Pupils feeling an increased sense of value, empowerment and participation. ● Increased pupil satisfaction and strengthened opportunities for pupil engagement. ● Pupils to engage in meaningful activities that encourage respect and tolerance of others, politeness, empathy and kindness to others. ● Reinforced understanding of the core values of Alderwood Academy (respect, resilience, reflection, engagement and success) ● Parents/Carers fully informed of pupil progress and involvement at school <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Opportunity to learn from pupils experience and to develop practice to cater for pupils needs. ● Improved communication with parents/carers. ● Mainstream schools better informed of pupil participation and progress in all areas of the school
To achieve the expected outcomes we will: (Include CPD activities)	
	<ul style="list-style-type: none"> ● Termly parent/carers and pupil surveys to be completed and reviewed. ● Half termly Parent/Carer review meetings to take place. ● Capture the Learner voice through class representatives on the School Council. ● Regular contact with parents/carers (daily/weekly) ● Outcomes of school council included within Headteachers report to LGB.
	Lead SLT
How will progress be monitored?	
	<ul style="list-style-type: none"> ● HEG ● Staff meetings ● School Council meetings ● LGB meetings ● Parent/carers meetings ● Pupil review meetings

<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> Minutes of meetings, Head teacher reports, School Council minutes and actions, LGB minutes, Head teacher reports, Pupil progress data, attendance data. 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> Staffing 	
<p>Evaluation Commentary February 2019 See RIP.</p>	
<p>Evaluation Commentary July 2019</p>	
<p>AFD 5.4 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"> Smoother transition for pupils to and from settings. Successful teaching and support strategies identified and prepared for pupils upon immediate entry to the setting. Pupils familiar with behavioural expectations and expected levels of academic progress upon entry to the setting. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> Staff able to set appropriate levels of work to ensure continuation of curriculum offer. Better understanding of pupils SEN, academic, behavioural, social and emotional needs upon referral to the setting. Greater levels of understanding of mainstream education and current initiatives. Better informed parents/carers during the transition process to Alderwood Academy and reintegration into mainstream. Information used gained to modify and improve provision/practice.
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> Ensure that GDPR criteria are fully met for data handling of pupil information. 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. 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. 	
<p>Lead SLT</p>	

<ul style="list-style-type: none"> ● 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. 	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> ● HEG ● Staff meetings ● LGB meetings ● Parent/carer meetings ● Pupil review meetings ● IYFAP ● Pedagogical Team meeting ● Head teacher report 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> ● 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. 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> ● Staff availability/hours 	
<p>Evaluation Commentary February 2019 See RIP.</p>	
<p>Evaluation Commentary July 2019</p>	