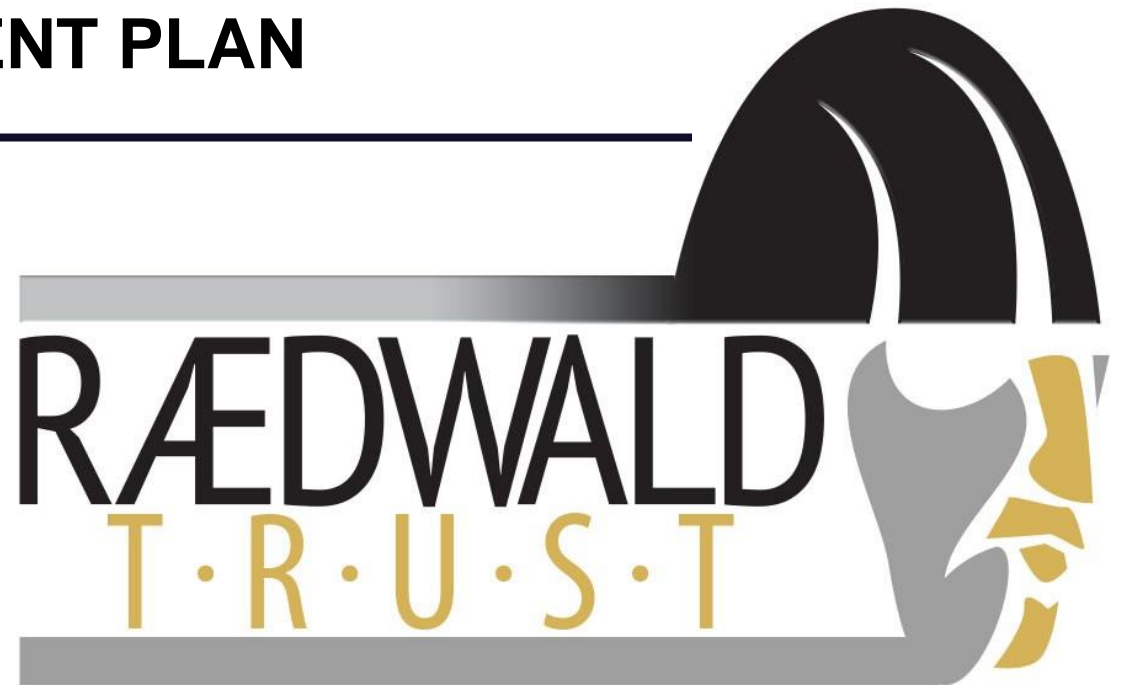


# ALDERWOOD ACADEMY IMPROVEMENT PLAN

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DECEMBER 2019

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## ALDERWOOD ACADEMY

### 1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

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

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.1	To develop collaboration with Trust leaders to support, improve practice and grow opportunities for staff and pupils	Consolidate and refine leadership responsibilities at Trust level	Clear roles and responsibilities to be identified and delegated with clear structures for monitoring and holding to account						
			Collaboration with Trust central team where necessary in sharing expertise						
		Ensure that all leaders and teachers fulfil their professional responsibilities	Clear roles and responsibilities to be identified and established at local level with clear structures for monitoring and holding to account						
			Embed school values into culture and practice						
			Leaders to create space to ensure strategic role is fulfilled and momentum in improvements is sustained						
		Further embed new polices and processes	Develop standardisation/scrutiny						
		Review how new policies at local level and refine where necessary	Subject leaders to have oversight and review as necessary						
		Strengthen partnerships and work in collaboration with leaders across the Trust	More evidence of partnership working / calling upon support when necessary						

AFD 1.3	Work with the Trust to implement a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	Establish the LEC	Efficient information sharing and scrutiny takes place regularly ensuring the Academy is self-improving	Red	Yellow				
		Schedule LEC review of each component of provision	Robust challenge to be in place and evidenced						
AFD 1.4	Embed accountability structures to ensure spending decisions always impact learner outcomes	Secure value for money for our offer	Review spending patterns across the curriculum in ensuring all aspects of spending at local level are challenged	Red	Yellow				

### Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	Robust challenge provided by internal reviews / assessments models embedded within practice	Embed curriculum model and assessment systems	Yellow	Yellow				
			Ensure staff follow expectations of how this is applied	Red	Yellow				
			SEND and Inclusion review – what does provision for pupils with SEND look like and what is the impact?	Red	Yellow				
			Continued support for pedagogy and subject knowledge, alongside professional self-study (TS8)	Yellow	Green				
			Implement Pupil Progress meetings to review progress	Red	Green				
			Monitoring of books, lessons and planning	Green	Green				

			Review the impact of off-site provisions	Red	Yellow				
			Create an action plan for further embedding Thrive practice	Red	Yellow				
			Map BV/SMSC	Red	Yellow				
			Review SRE provision	Red	Yellow				
		Robust challenge provided by external reviews	Implement programme of external monitoring and accountability	Yellow	Green				
AFD 2.2	Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education	All students to have opportunities to study outside of the classroom	TPP set clear aspirational targets for all individuals. Offer shows clear collaboration with curriculum and targets embedded throughout	Yellow	Yellow				
		Students follow a clear pathway through a coherently planned and sequenced curriculum to gain sufficient knowledge and skills for future learning and employment	Clear plan in place for careers development throughout curriculum offer	Yellow	Yellow				

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

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	Robust and tenacious approach to safeguarding evidenced across all work within centre	All aspects of health and safety to be compliant including all risk assessments across site and for educational activities	Yellow	Yellow				
			Teaching of safety, including e safety to be reflected and embedded across curriculum and all practice	Yellow	Yellow				

			Review and refine attendance strategy	Yellow	Yellow				
			Review and refine behaviour policy	Yellow	Yellow				
			Curriculum is responsive and flexible to pupil need	Yellow	Yellow				
			Embed system for logging and monitoring incidents of bullying/prejudicial behavior	Yellow	Yellow				
			Complete pupil survey	Red	Yellow				
			Complete case studies to exemplify impact of changes on pupils	Red	Red				
			Commission external safeguarding review	Red	Red				
			Embedding of safeguarding panel within centre which provides robust challenge	Red	Yellow				
			Staff member trained in MHFA able to offer support to students and staff	Red	Green				
AFD 3.2	Establish a culture of learning by changing the way we work as a result of our scrutiny of front line experience	Robust and tenacious approach to challenging ourselves professional resulting in professional dialogue at all levels	Recording of all near misses and data breaches in learning from prior experiences	Yellow	Yellow				
			Reflective practice by all staff with debriefing and internal investigations where necessary being undertaken	Red	Yellow				
AFD 3.3	Work with our partners in social care, health and education, to secure our young people's access to support they require, at the time they require it	Cement links with existing and new partners through engagement with local networks, bespoke training and proactively seeking new opportunities for collaboration	Tenacious approach to engagement with all stakeholders at all levels	Red	Yellow				

AFD 3.4	Offer the maximum time of learning to all learners and , where reintegration timetable is necessary, ensure we are doing all we can to increase contact hours	Ensure that all learners needs are met and that attendance complies with statutory requirement	Review any pupil on reintegration timetable every three weeks	Red	Green				
			Ensure all pupils have a full time offer of education in line with NC requirements and in fully meeting their needs	Red	Yellow				
			Work with LA officers and other professionals to ensure all stakeholders are focused on full time school attendance	Red	Yellow				

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

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	All staff to participate in the new RT Professional development modules working with reviewers within the Trust	Reviewers to take part in training to facilitate successful mentoring for RT Professional development modules	Yellow	Yellow				
			Staff to complete portfolio as evidence in response / evidence base will show through refinement and sharing of practice with colleagues within centre and across Trust	Yellow	Yellow				
AFD 4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT pay policy	Staff take part in working groups reflecting Academy ambitions  Clearly identify practices to support trust wide improvement	Staff to attend monthly working groups SEND, ICT, Work related Learning, Thrive, Curriculum, Safeguarding and Leadership, bespoke training	Yellow	Green				

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

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the school	To ensure that all stakeholders deliver on their commitment to all young people	Embedding of Alderwood Charter	Red	Yellow				
			Embedding of RT pupil charter	Red	Yellow				
			Embed student council	Red	Red				
			Pupil questionnaires	Red	Yellow				
			Parent questionnaires	Red	Green				
Other external stakeholder questionnaires	Red	Red							
AFD 5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for transition to long term placements and post 16 transition	Extending provision to make sure more pupils have access to Employability and Enterprise activities	Grow Vocational offer to pupils	Red	Yellow				
			Gatsby Benchmarks in place	Red	Yellow				
			Embedding of enterprise work and careers education throughout curriculum offer	Yellow	Yellow				
AFD 5.3	Strengthen opportunities to learn from 'pupil voice' and influence	Pupil voice from Alderwood to become embedded in RT Children's Committee	Gain accreditation with bronze award for Rights Respecting Schools programme (UNICEF)	Yellow	Green				
			Gain accreditation with silver award for Rights Respecting Schools programme (UNICEF)	Red	Yellow				
		Secure learners influence on organisational, operation and strategy	Alderwood representative on RT Committee	Red	Green				

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## 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 Learning and Education Committee

*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 RAG rate the each area 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.*