
ALDERWOOD ACADEMY IMPROVEMENT PLAN



JUNE 2022

ALDERWOOD ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2021-2022

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
1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	<ul style="list-style-type: none"> Re-calibrate lines of responsibility and accountability for all colleagues, matched to trust and academy priorities, tracked through daily performance management and professional development processes 	<ul style="list-style-type: none"> Quality Assurance cycle produced alongside Greenfields for academic year 21/22. Open document that has been shared with relevant staff HoS leads morning briefing with outline of the day and reminders of roles and responsibilities. Ensure HoS is familiar with all staff PDR targets to enable them to be focused around a school priority 						
1.4	Embed accountability structures to ensure spending decisions always impact learner outcomes	<ul style="list-style-type: none"> Align professional development modules with appraisal systems to ensure staff have tools necessary to deliver cost effective, impactful, learning. 	<ul style="list-style-type: none"> Weekly teacher meetings to discuss curriculum planning and delivery. LKS2 and UKS2 Building Pathway curriculum mirror each other to ensure consistency of delivery and effective resource sharing Whole school access to 6 weekly locality experience Sharing of resources/facilities/staff expertise from other RT sites 						

			<ul style="list-style-type: none"> To continue to monitor pupils on exit and their future placement success/ability to maintain a mainstream setting 						
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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
2.1	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting	<ul style="list-style-type: none"> Thrive is embedded as an effective intervention at Alderwood Strong communication with parents and other stakeholders securing well informed co-construction of learning ambitions 	<ul style="list-style-type: none"> Intervention timetable used to secure weekly THRIVE sessions in the timetable Collaborative work within mainstream settings Share ILP's termly targets with stakeholders regularly Ensure pupils are included in discussions around ILP targets and subsequent progress against those, when and how they are met and if/when new targets are created. Pupil and parent questionnaires distributed termly including questions focussed on QofE and progress 						
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	<ul style="list-style-type: none"> Implementation of our RT Curriculum, securing deliberate, conscious, collaborative decision making in each of our pathways Ensure a curriculum + offer is in place for all children at the RT 	<ul style="list-style-type: none"> Ensure home schools provide 'home school information sheet' prior to admission. Regular meetings with teaching team to discuss curriculum delivery and opportunity for open conversations 						

			<ul style="list-style-type: none"> Regular support for leaders focussed on Curriculum delivery Employment encounters and locality experiences linked to Topic themes to enhance pupil's cultural capital Communicate with home opportunities within the local community to further build on existing skills or enable access to new skills and activities. 						
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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
3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	<ul style="list-style-type: none"> Extend the work of the RT Safeguarding Group to create areas of knowledge shared through the 365 environment. Pilot a programme of safeguarding learning for families and local communities 	<ul style="list-style-type: none"> Safeguarding Team to update and inform whole staff team on local and national safeguarding trends Key safeguarding policies and advice shared with whole staff team Use daily meetings (whole team and/or individual) as an opportunity to discuss safeguarding related queries Work alongside Trust Safeguarding Lead's to draw on expertise, weekly meetings scheduled and prioritised. Reflect on prominent areas/natures of concerns of 						

			safeguarding to work with stakeholders to deliver a programme of work to the wider community.						
3.3	Work with our partners in social care, health and education, to secure our young people's access to the support they require, at the time they require it	<ul style="list-style-type: none"> Cement links with existing and new partners through leader engagement with local networks, bespoke training and proactively seeking new opportunities for collaboration 	<ul style="list-style-type: none"> Weekly meeting with site leaders and SENCO to review current SEND provision and practice Work collaboratively with professional involved with families to ensure best outcomes for the pupil Be tenacious in pursuing support from external agencies if identified by the site as benefitting the family and pupil 						

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
4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	<ul style="list-style-type: none"> Through the RT Professional Development modules, implement a programme of professional supervision focused on development and growth Implement an accountability and feedback calendar for staff to feedback / engage with trust developments 	<ul style="list-style-type: none"> HoS to ensure the targets are focused around growing and developing the quality of offer in place 						
4.2	Invest in colleagues across the trust through a system of professional	<ul style="list-style-type: none"> Refine our bespoke trust wide professional development 	<ul style="list-style-type: none"> Ensure leaders are clear with the RT professional 						

development aligned to the RT Appraisal Procedures	programme, supported through a local teaching school	development model and can direct staff to relevant modules and subsequent learning.						
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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
5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	<ul style="list-style-type: none"> Refocus our 'friends of' (FORT) group by focused follow up and planning for 2021/22 event 	<ul style="list-style-type: none"> Continue to embed with pupils they are part of the Raedwald community with lots of other children of different ages in different schools. Provide the opportunity for Alderwood students to have access to other settings within the Raedwald Trust Welcome students from across the Trust to come to Alderwood and use the facilities/resources available and integrate with their peers Open conversations with pupils to ensure they understand their reason and length of placement and the intended outcomes from it 						
5.3	Strengthen opportunities to learn from 'pupil voice' and influence	<ul style="list-style-type: none"> Systematically gather feedback from pupils across the site, evaluating development opportunities from key points raised 	<ul style="list-style-type: none"> Termly pupil questionnaires completed Data from questionnaires collated and shared with staff, subsequent action taken 						

			<ul style="list-style-type: none"> Continuation of Student Council, overseen by Pastoral Lead. Weekly meetings undertaken Student Council members gather views from student community and provide the opportunity to feed that back to their peers. 	
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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.