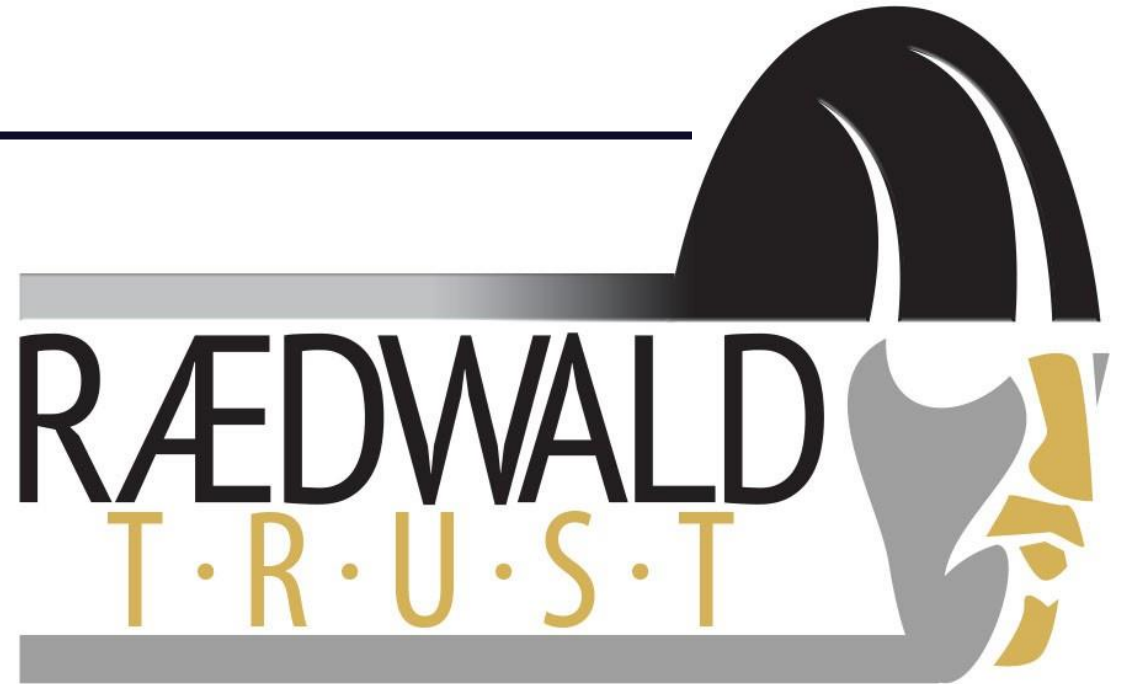

ALDERWOOD ACADEMY IMPROVEMENT PLAN 2022-2023



FEBRUARY 2023

ALDERWOOD ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2022-2023

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
1.1	Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies	<ul style="list-style-type: none"> Regular Trust wide leadership meeting are held to promote cross-site dialogue/sharing of best practice In line with monitoring cycle, audits completed by trustees (Safeguarding, allocated phase trustee, H&S) Internal audits completed in line with RT monitoring cycle (Safeguarding, H&S, QofE) 	<ul style="list-style-type: none"> Regular leadership meeting opportunities provided by Central Team Trust leaders to have some allocated time in each setting with particular areas of support agreed. Standard of practice upheld in line with policies to ensure positive outcome from all audits Provide Trust Board with a regular picture of the provision through monthly data returns 						
1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	<ul style="list-style-type: none"> QTS staff with subject lead responsibility to support cross site where needed, with a focus on Ofsted/Deep Dives 	<ul style="list-style-type: none"> Trust wide staff draw on expertise of subject leads at AW. All staff are able to demonstrate progress in their CPD targets which 						

		<ul style="list-style-type: none"> HT to support other RT sites where need is identified All Staff to have CPD targets linked into AIP areas of focus to drive the provision forward 	match the academy priorities.						
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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"> Monitoring cycle in place to monitor full breadth of the curriculum Impactful SEND monitoring incorporated into site level QA cycle Parents are informed on admission of curriculum structure and desired outcomes from placement Pupils engage daily with RT Reading Curriculum Parent/carer half termly questionnaires reflect a good understanding of curriculum. Pupils have developed their cultural capital during their 	<ul style="list-style-type: none"> HT to oversee the monitoring cycle, supported by subject leads and SENCO. Admissions information shared with parents to be adapted to focus more on curriculum content/overview. Half termly pupil and parent/carer questionnaires to be distributed. A trip/visitor experience at the end of each topic to consolidate and embed the learning. 						

		placement at Alderwood through engaging in opportunities to learn outside the classroom.	<ul style="list-style-type: none"> Feb 2023, all programmes of study to be reviewed to ensure fully calibrated with planning and books 						
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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"> Internal audits will reflect a strong and effective safeguarding culture at Alderwood DSL/DDSL to offer support across the Trust with safeguarding queries/questions. Parents/carers feel safe with their child attending Alderwood Positive feedback obtained from mainstream partners regarding safeguarding practice at Alderwood 	<ul style="list-style-type: none"> Follow safeguarding policies and procedures at all times to ensure site-based practice is strong, which will then reflected in audit feedback/outcomes. DSL/DDSL to draw on knowledge and expertise Trust Safeguarding Leads/Trust PCSO to support with safeguarding matters. Half termly safeguarding questionnaires to be completed by pupils, with support of DSL/DDSL where necessary. Half termly pupil and parent/carer 						

			<p>questionnaires to be distributed.</p> <ul style="list-style-type: none"> • End of placement questionnaires to be sent to home schools to obtain their view on placement, including safeguarding procedures. • New staff receive necessary training (GDPR/safeguarding) 						
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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"> • HT to lead weekly teacher meetings with pre-agreed agenda • Positive engagement and response from staff in their termly meetings with HT • All staff have developed confidence to engage in professional dialogue in the two daily whole staff team briefings. 	<ul style="list-style-type: none"> • Inform QTS staff of weekly agenda for teacher meetings in advance in order for meeting to be as impactful as possible • Notes from weekly teacher meetings to inform actions which are reviewed weekly. • Ensure all staff have a half termly, protected 						

			<p>meeting time allocated with HT</p> <ul style="list-style-type: none"> HT/Office manage to note take during daily meetings 						
4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Appraisal Procedures	<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 Opportunity for all staff to observe practice from across the Trust 	<ul style="list-style-type: none"> Direct staff to AIP to familiarise themselves to gain understanding of the direction of improvement for the site Pre the initial appraisal meeting HT to advise staff to link their initial CPD targets into the AIP where they can Identify areas of focus on staff CPD targets and consider if support can be sought from colleagues across the trust to best support. 						

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"> Parents feel fully involved in the placement of their child at Alderwood and are 	<ul style="list-style-type: none"> Review admissions process and paperwork, ensuring parent voice is 						

		<p>aware of the aims of the pathway</p> <ul style="list-style-type: none"> • Parents provide feedback through half termly parental questionnaires • Positive feedback from partner mainstream schools through questionnaires • Trustees provided feedback following completion of audits 	<p>appropriately and accurately captured</p> <ul style="list-style-type: none"> • During placement questionnaires sent to parents/carers requesting feedback of all aspects of provision • End of placement feedback to be obtained from mainstream setting • Share feedback from external audits with all relevant staff and recommendations to be actioned • Feb 2023, parent event being held where parents can share view through completion of questionnaire 						
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 • Student Council becomes an integral part of the Alderwood community 	<ul style="list-style-type: none"> • Half termly safeguarding questionnaires to be completed by pupils, with support of DSL/DDSL where necessary. • Weekly student council to be reinstated • Student council representatives to change termly to allow equal 						

		<ul style="list-style-type: none"> • Pupils are able to see positive outcomes from the Student Council • Develop self-esteem and confidence of each pupil who sits on the Student Council during their time at Alderwood. • Share the Alderwood pupil voice with stakeholders through newsletters/Class Dojo, RT social media 	<p>opportunity to all pupils during their placement</p> <ul style="list-style-type: none"> • Liaise with Trust PA to share good news stories from Alderwood, especially ones from a pupil perspective. 						
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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 Quality of 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 Head Teacher will RAG rate each area for the CEO.

b. Trust based monitoring

The CEO will receive a progress report on the action. 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 CEO and Trust Board. The success measures will be communicated to the Quality of Education Committee.