

---

# ALDERWOOD ACADEMY IMPROVEMENT PLAN 2023-2024

---



JANUARY 2024

---

## ALDERWOOD ACADEMY

### 1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2023-2024

#### Priority 1: Enabling Inspirational Leadership and Management

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	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"> <li>Members of staff with key areas of responsibility have developed practice of the wider staff team, resulting in positive outcomes for pupils</li> <li>Staff are supportive and engaged of the QA cycle and practice across the site is improved</li> <li>Staff are confident in delivering and fully understand the various offers/pathways on offer at Alderwood</li> </ul>	<ul style="list-style-type: none"> <li>Key roles and responsibilities of all staff are identified and shared</li> <li>CPD cycle to include sessions led by wider staff team</li> <li>Site based practice is reviewed regularly</li> <li>Leaders to support staff who are delivering new pathways/curriculums to ensure being appropriately delivered</li> <li>Ensure all staff feel supported, leaders always focus on staff well-being</li> </ul>				

## Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
2.1	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	<ul style="list-style-type: none"> <li>• Staff are confidently delivering the curriculum</li> <li>• All staff understand the parameters regarding each pathway at Alderwood</li> <li>• Assessment trackers are used regularly and inform future planning</li> <li>• The site provision map is impactful and confidently used by all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders meet regularly with all staff to review/discuss curriculum delivery</li> <li>• Encourage staff to share strategies to support all Alderwood pupils accessing varying pathways/packages.</li> <li>• SENCO to deliver CPD on interventions available</li> <li>• Regular meetings with teaching team to review assessment trackers and discuss ways forward</li> </ul>				

## Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with	<ul style="list-style-type: none"> <li>• Safeguarding is effective</li> <li>• Feedback from External audits are positive</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of weekly safeguarding panel</li> </ul>				

	<p>statutory requirement and mutually strengthening procedures within and beyond the trust</p>	<ul style="list-style-type: none"> <li>• Feedback from internal NoV's are positive</li> <li>• Parents feel their children are safe at Alderwood</li> <li>• Children feel safe at Alderwood</li> <li>• Effective safeguarding practice and procedures are shared to the wider trust</li> <li>• High attendance for all pupils</li> </ul>	<p>meetings to review and action upon current slips</p> <ul style="list-style-type: none"> <li>• Allocate time for DDSL to share safeguarding CPD at weekly whole team meeting slot</li> <li>• Continue to gather feedback from parents and students on a half termly basis</li> <li>• Safeguarding continues to be stranding agenda on twice daily briefings</li> <li>• Ensure all attendance reporting mechanism are understood and inputted correctly</li> <li>• In the event of an attendance issue arising, have a clear understanding of what process to follow.</li> <li>• Weekly local SCR meetings</li> </ul>				
--	--	---	--	--	--	--	--

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

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	<ul style="list-style-type: none"> <li>Staff positively engage in feedback follow learning walk, book reviews and lesson observations</li> <li>Feedback from leaders to staff has been used constructively to professionally develop</li> <li>Team meetings are a positive forum for ideas and strategy sharing across all pathways/packages.</li> <li>Every staff member is confident</li> </ul>	<ul style="list-style-type: none"> <li>Ensure QA cycle is clearly shared with staff team</li> <li>Complete termly welfare meetings with all staff</li> <li>Daily staff briefings are encouraged by leaders to be constructive and allow the opportunity for idea sharing</li> <li>Ensure staff who regularly work in the local community feel supported and part of the Alderwood team</li> <li>Open door policy promoted by site leader</li> </ul>				

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

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
5.1	Extend our portfolio of impactful traded services benefitting children at the point of need	<ul style="list-style-type: none"> <li>The unite curriculum is consistently delivered to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>Regular timetable monitoring to ensure appropriate coverage for all students</li> </ul>				

		<ul style="list-style-type: none"> <li>• Tracking systems are used across all pathways</li> <li>• Systems and procedures around Traded admissions are efficient.</li> <li>• Referral/admission procedures are completed within given timeframes</li> <li>• Positive feedback from partners in home schools on Traded services received</li> </ul>	<ul style="list-style-type: none"> <li>• Regular monitoring of tracking systems</li> <li>• Action plan created following weekly referral meeting</li> <li>• Sharing of pupil information with wider team on referral to collectively deem compatibility</li> </ul>				
--	--	---	--	--	--	--	--

---

## 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 Trust Board

*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 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 action plans through Trust leaders. 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 Trust Leaders 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 and Trust Leaders.*