



Alderwood Academy Improvement Plan 2024-2025



1. Academy Priorities, Areas for Development (AfD), Key Performance Indicators (KPIs) Summary 2024-2025

Priority 1: Delivering High Quality & Inclusive Education

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1	We will interrogate all curriculum offers provided to children, acting on identified areas for improvement	<ul style="list-style-type: none"> Consistently strong teaching observed through monitoring systems Progress seen in pupil books across all pathways Weekly trackers evidence progress Assessment trackers have been reviewed regularly and interventions identified where necessary Pupils successfully transitioning back into mainstream school Positive feedback from mainstream colleagues Pupil progress meetings held, and next steps agreed 	<ul style="list-style-type: none"> Complete all published monitoring processes Book reviews completed Assessment tracker reviewed regularly, during SENCO/SLT meetings HoP to oversee weekly tracker for Traded/Haven Outreach reports sent in line with pathway agreement Mid-placement reviews held to discuss transition plans for pupils Continued dialogue with mainstream colleagues regarding transition Internal curriculum CPD delivered throughout the year Weekly Haven meetings scheduled 			
1.6	We will monitor attendance for all children at a granular level. Where necessary, we will swiftly intervene to support improvement	<ul style="list-style-type: none"> High attendance for all pupils for RT offer High attendance for pupils when attending 	<ul style="list-style-type: none"> SLT to meet with W&S/Office manager daily to review attendance Attendance policy shared 			

		mainstream <ul style="list-style-type: none"> • High attendance for pupils attending TPP • Safeguarding overview is kept up to date and accurate • Escalation meetings used where attendance issues arise • Attendance policy adhered to in the event on unexplained absence • Time bound attendance data inputted daily • Alderwood is a calm and safe environment for all pupils to attend 	with all relevant staff if unexplained absence occurs <ul style="list-style-type: none"> • SLT to review safeguarding overview daily • Health and Safety matters discussed daily at briefings • Autumn 24, site cleanse and re-paint • New rooms being allocated to chaplains to support their work with students 			
--	--	--	---	--	--	--

Priority 2: Securing School Improvement						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2.1	AIPs, Appraisals and CPD is fully aligned to trust wide ambitions ensuring all parts of the organisation are pulling in the same direction. We will use our Rapid Action Planning protocols to intervene collectively where standards fall short of expectations.	<ul style="list-style-type: none"> • All staff engage positively with their appraisal process throughout the year • All induction is completely thoroughly with new staff and probation process from there • AIP is familiar to all staff 	<ul style="list-style-type: none"> • Hold all appraisal meetings by the deadline set • Share the AIP with staff and ask them to link the priorities into their targets • Internal CPD scheduled to review and discuss AIP 			

		<p>who can share with wider team the priorities for the Academy</p> <ul style="list-style-type: none"> • Staff have access to high quality CPD throughout the year, both internal and external. • Any RAPs put in place will be engaged with in a timely and positive way 	<p>and progress against AfDs</p> <ul style="list-style-type: none"> • Through appraisal process and well-being meetings, any CPD suggested will be taken to central team • Attend all RAP meetings 			
2.2	We will work alongside other alternative provisions and mainstream settings through impactful outreach work to secure the highest standards of education are consistently delivered to students	<ul style="list-style-type: none"> • Positive feedback from mainstream setting regarding outreach • Pupils successfully transitioning back to mainstream following placement • Professional outreach reports are sent as per schedule on SoP. • Visits to site from mainstream colleagues as per DPA. • Placement reviews are held in line with pathway parameters 	<ul style="list-style-type: none"> • RT staff to organise regular outreach with mainstream colleagues in best interests of pupil • SLT to check on destination info post placement at 6-month, 1 year and 2-year increments • SLT to QA all reports before sent to mainstream schools • SLT to invite mainstream colleagues into Alderwood for visits • SLT/teacher to organise regular review meetings 			

Priority 3: Developing our workforce						
				Evaluation RAG		

AFD	Area for Development	KPIs	Actions	Term 1	Term 2	Term 3
3.1	We will manage staff workload through carefully monitoring working hours, productivity, and access to impactful well-being support	<ul style="list-style-type: none"> • 0.25 TT accurately reflects daily working patters of all staff • All staff accessing termly well-being meetings with SLT – any actions from this shared with central team • Staff directed to Employee Assistance Programme, where necessary • SLT to adopt ‘open door’ policy at Alderwood • Staff RAs completed and reviewed, where necessary • Where gained time occurs, staff are directed to meaningful tasks linked into positive pupil outcomes • Stress Toolkit offered, where necessary. • Haven work planner embedded into daily practice for nominated staff • Staff accessed well-being support from RT chaplains • At least one termly staffs social event 	<ul style="list-style-type: none"> • Review 0.25 TT daily • SLT to organise well-being meetings and take notes • Ensure well-being and staff assistance programmes details are visible across the site • Daily briefings provide an opportunity for all staff to feedback • TT’s regularly reviewed to identify gained time • HoP to oversee implementation of work planner, this discussed in weekly Haven meetings • SLT and nominated staff to organise social events • RT chaplains have regular sessions at Alderwood every week to support pupils and staff 			
3.3	We will ensure there are clear and consistent policies in place to	<ul style="list-style-type: none"> • Behaviour systems are strong with pupils 	<ul style="list-style-type: none"> • Review behaviour system as part of CPD cycle 			

	secure a safe environment for all members of our community	<p>consistently engaged with them</p> <ul style="list-style-type: none"> • Attendance is high across all pathways, on or off-site • Alderwood is a calm, safe and welcoming environment • Staff engage positively with RT charter throughout the year • Staff all read, understand and sign key policies throughout the year • Strong Early Help offer at Alderwood • Pupils responding positively to weekly sessions with the chaplains 	<ul style="list-style-type: none"> • Monitor attendance as stated in AfD 1.6 • Regular site reviews • Health and safety discussed daily ensuring briefings • Ensure RT charter is at forefront of what we do • SLT to ensure all staff have access to and read, sign and understand all policies and any updates • DSL/DDSL's to ensure Early Help offer is present (i.e. breakfast club, food parcels/chaplain support) • Chaplains timetabled each week to support at Alderwood 			
--	--	--	--	--	--	--

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.