



Alderwood Academy Improvement Plan 2025-2026



Priority 1: Delivering High Quality & Inclusive Education (*Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEN, so that they can achieve their full potential*).

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.6	Adapting school behaviour approach to encompass Social and Emotional Learning core skills (EEF 2021)	<ul style="list-style-type: none"> • Consistent positive engagement from pupil and families • Reduction in behaviour across throughout this academic year • SEL skills to be interwoven across aspects of everyday life at Alderwood • External feedback capturing and highlighting the positive impact of SEL skills approach at Alderwood • Support other RT sites with the implementation of the SEL skills as an approach to behaviour and pupil development • Whole school SEL approach visible in the physical environment at Alderwood • Positive termly feedback from parents regarding pupil progress regarding behaviour and self-management • RT Contact logs evidencing discussion with parent with a SEL focus 	<ul style="list-style-type: none"> • Weekly behaviour meetings (TB/CD) to address any themes/trends • Behaviour discussion as whole staff team in both morning and afternoon briefings • SEL focused weekly assemblies run by various staff and monitored by leadership • Termly parent events • Collaboration with other RT sites with impact of SEL focus shared and advice/guidance given • Maintain positive presentation of school site and ensure SEL displays are accessible and engaging in all areas • Weekly celebration assemblies, highlighting SEL skills demonstrated by pupils each week. • Contact with parents each week with discussion around all behaviour each week referencing SEL skills 			

Priority 2: Securing School Improvement *(Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action).*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2.2	Through effective review, ongoing curriculum development of pathways implemented 25/26	<ul style="list-style-type: none"> • Positive learning walks seen throughout year, with clear alignment with EDI expectations • Positive use of Student Support Plan to inform home school of progress against pathway throughout placement • 3-weekly pupil progress meetings held with class teacher and leadership • Staff briefing used positively to share curriculum progress/updates • Feedback from external reviews highlights effective and engaging learning offer in place for all students • Effective use of interventions in collaboration with assessment centre colleagues and mainstream schools • Destination data shows pupils successfully reintegrate back into most appropriate educational settings • Weekly reports to home schools show positive engagement in curriculum 	<ul style="list-style-type: none"> • Set CPD schedule for year which includes regular learning walks • Work with Assessment Centre colleagues to ensure timely completion of student support plan cycles and subsequent meetings with home schools • Within CPD calendar, incorporate 3-weekly pupil progress meetings • Ensure daily opportunity for staff to discuss curriculum ideas/queries and feedback via staff briefing notes • If interventions are identified as necessary through pupil progress meetings, leaders liaise with assessment centre. • Positive engagement and interaction from leaders in any external curriculum reviews • Ensure all post placement/destination checks are completed 			

Priority 3: Developing our workforce – *(the trust creates a high performing working culture for all staff that promotes collaboration, aspiration and support. RT uses the flexibility of the trust structure to create opportunities for staff. RT recognises the critical value of high-quality teaching and champions the profession).*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
3.2	We support the development of talent through participation in NPQs; internal promotion opportunities; and ambitious standard setting. We will use our appraisal system to support staff to hone their skills and knowledge	<ul style="list-style-type: none"> • Completion of NPQH for HoP • Completion of NPQSL for Consultant Teacher • Impactful CPD completed in line with staff appraisal process • Staff demonstrate positive approach to supporting pupil across various pathways and key stages • Effective internal CPD delivered through the year • Productive appraisal meetings held throughout year which trigger positive professional dialogue focused on professional development to further enhance the pupils we serve • Broad range of staff deliver weekly SEL focused assemblies • CPD sessions allocated throughout the year for staff to share their own professional development • RT Charter praise slips showcase and celebrate staff contributions • Open door policy from leaders in place, where staff are comfortable and confident to discuss and share any ideas 	<ul style="list-style-type: none"> • HoP continues to meet criteria and deadlines for NPQH • Consultant Teacher continues to meet criteria and deadlines for NPQSL • Mid-cycle appraisal reviews used by staff to show progress against targets and discuss any CPD completed • Internal CPD calendar shared and key info notes on staff briefing logs • All CPD resources added to SharePoint file so accessible to all staff • SEL assembly timetable monitored to ensure wide span of staff lead on topic areas • HoP collates praise slips each week and distributes to staff (email/PDF) • Morning and afternoon briefings are used as a forum for all to discuss/reflect. 			

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 scrutiny of the evidence and data presented to the CEO and Trust Leaders.