ACADEMY IMPROVEMENT PLAN
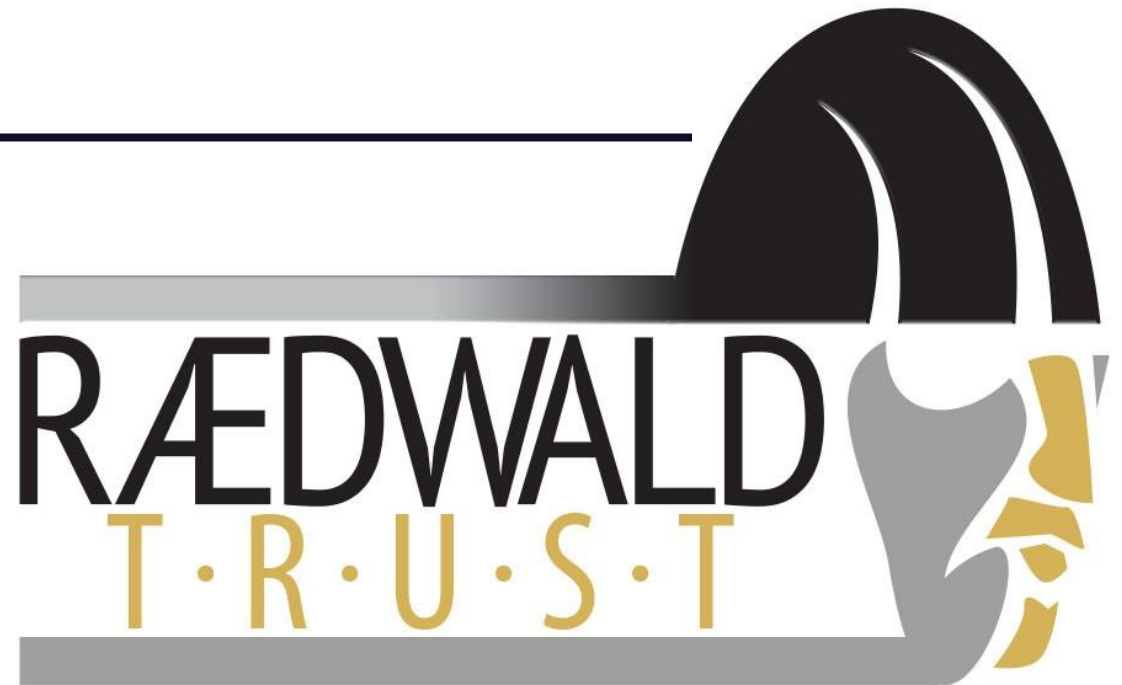# LINDBERGH CAMPUS

OCTOBER 2018

1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

Priority 1: Enabling inspirational leadership and management

September 2018 the Raedwald Trust has a new CEO in place which is enabling the formation of a strong leading Adacemy. A Heads Executive Group has formed within the trust. Within Lindbergh a new SLT has formed and with the support of HEG, it is working to develop a stable and effective centre with strong leadership.

As a result our foci are to:

- Construct and deliver a fit for purpose trust wide accountability framework, holding all aspects of the organization to account through transparent, ethical metrics
- Grow new and experienced leaders able to inspire learners, colleagues and stakeholders
- Co-construct a published portfolio of policies and procedures enabling inspirational leadership at all levels, including digital capacity

AFD	Area for Development	KPIs
AFD 1.1	New Trust structure and changing roles. Time required to change/embed procedures and systems on trust wide scale	1. All staff aware of roles of procedures/systems. These practices are enhancing practice and performance **2.** Clear and understandable information flow between leaders and managers promote continuous developments
AFD 1.3	Closer links with LGB to ensure LGB have a more accurate understanding of Lindbergh Campus and are able to support more effectively and continue to challenge to support improvements	1. Specific action plans for LGBs in place for all academies and provisions 2. Dynamic SoD reflects strong practice across all setting 3. LGB work is evident and leads to supportive challenge 4. LGB presence will be regular and evidenced 5. To increase number of LGB

Priority 2: Delivering High Quality Learning

The Lindbergh Campus is examining its curriculum offer and SLT are working with the Trust team to improve and embed a more suitable provision mapped to pupil need

As a result our foci are to:
- Centralised curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision
- Standardise processes for pupil level monitoring of learning
- Improving responses to pupil behaviour with appropriate interventions and learning packages

AFD	Area for Development	KPIs
AFD 2.1	Upskill colleagues through cascading catch up literacy and catch up numeracy, lexia and in house training related to classroom expectations and standardised assessments	Pupils able to access appropriate intervention and make good or better progress TA to be confident to deliver a range of appropriate interventions Overall engagement to learning and progress over time improves
AFD 2.2	For the Lindbergh Campus to refine its curriculum offer and develop its nurturing supportive culture to enable pupils to feel valued, safe and secure at Lindbergh Strengthen subject team links across the trust to share expertise and enhance learning opportunities for pupils Support Thrive implementation across the trust Secure new processes for monitoring outcomes and therefore value for money from alternative providers being used Introduce new accreditations such as Sports Leaders program School nurse links to be improved by introducing services that can be provided through PSHE lessons to all	Clear knowledge and understanding of offer to pupils in each centre Support network formed to improve practice and sharing of resources Curriculum evaluated against intention, implementation, impact criteria and costed to ensure economic efficiency Strong learner engagement evident across the academies Wider accreditation on offer to pupils Increased curriculum agility demonstrated through full use of Trust wide resources and internal partnership Staff development through training and input from SLT to improve and refine practice Thrive approach to be phased into the Campus Thrive room set up to support practice Social and emotional progress is tracked (Thrive) and demonstrate improvement

	Develop a reward system to recognise and reward pupil effort and progress	

Priority 3: Securing Safe and Energising Learning Environments

Lindbergh has strong safeguarding procedures. It is working with Trust groups to ensure this practice grows and swiftly and successfully is transferred to School Pod where it can be managed digitally. With the formation of a Trust safeguarding group we have the opportunity to have exemplary safeguarding

As a result our foci are to:

- Centralise support, challenge and supervision in relation to this area
- Establish strong 'fierce friends' to examine our policies and practices
- Regular monitoring and reflective cross trust practice

AFD	Area for Development	KPIs
AFD 3.1	Plan for migration of safeguarding to be on school pod Weekly safeguarding meeting to take place between DSL/DDSL to monitor practice and ensure robust procedures, consistency and to reaffirm a culture of reflective practice Engage fully within Trust Safeguarding group forming this term to co-ordinate safeguarding issues across this to be collected	Agile robust and consistent safeguarding procedures in place Confidence in safeguarding procedures and effectiveness. Built in time for reflective thinking and collaboration to ensure support and challenge is in place

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

Lindbergh has a strong supportive group of staff who are now realigning with Trust wide policies and practices. HR JDs and CPD are being refined to ensure they are consistent across the Trust.

As a result our foci are to:

- Formalise consistent policies for HR to be applied to all academies

- Review staffing patterns across the academy
- Deliver a progressive, forward thinking, staff charter empowering and inspiring colleagues across the trust
- CPD where required to ensure best practice

AFD	Area for Development	KPIs
AFD 4.2	Improve core learning interventions through training staff to deliver Catch Up Literacy and Catch Up Numeracy	Progress improves over time

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes
The Lindbergh has strong links with local agencies and partners. It is growing its links and support networks with businesses and employers locally
As a result our foci are to:
- To develop and enhance our links with local partners, agencies and grow connections with local businesses and beyond

AFD	Area for Development	KPIs
AFD 5.1	Develop use of School Pod so that close monitoring all pupil progress can be made by Lindbergh SLT and HEG	Staff confident in use of improved School Pod. Monitoring can take place with agility and accurately indicate patterns, staff/pupil actions Increased rate of response to arising pupil need
AFD 5.2	New qualifications to be sought to enhance pupil offer such as Sports Leaders (Preparation for working life to run a second year.)	Broader accreditation offer to motivate and engage pupils To increase options at post 16 transition

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 Local Governing Bodies
The school based lead for each of the AFIs 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 write a termly impact assessment report 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.

6. Action Plans

We have created action plans for each of the AFD identified in the summary above.

Priority 1: Enabling Inspirational Leadership and Management

AFD1.1 New Trust structure and changing roles. Time required to change/embed procedures and systems on trust wide scale		
What are the expected outcomes?	For learners: ● Improved systems of management ensuring quality of provision is accessible and delivered to pupils ●	
	For staff and other stakeholders: ● All staff aware of roles of procedures/systems. These practices are enhancing practice and performance ● Clarity and streamlining in communication and monitoring and recording ● Greater confidence in procedures and policy ● Greater support through Trust groups for staff	
To achieve the expected outcomes we will: (Include CPD activities) 1. Restructure and redefine roles within Trust 2. Training to understand full duties and responsibilities: Budget training, GDPR, Health and Safety, 3. Staff meetings and 1:1 meetings with staff to clarify, refine, support with role		Lead SLT SS

4. Observations and links with other sites and Lead staff within the Trust to look at good practice 5. Use findings to shape and improve provision	

How will progress be monitored?
HEG Heads report Monitoring visits School Pod data Learning walks/drop ins

What evidence will be gathered to show the impact of this priority?
Minutes of meetings(HEG, Trust groups, T and L, 1:1) School Pod records,

What are the cost implications of any of the actions?
● Staff training ● Staff time ● School Pod

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AFD 1.3 Closer links with LGB to ensure LGB have a more accurate understanding of Lindbergh Campus and are able to support more effectively and continue to challenge to support improvements	
What are the expected outcomes?	For learners: ● For supportive challenge from LGB to have positive impact on standards within Academy
	For staff and other stakeholders:

	- With a more accurate understanding of need support can be targetted to be more effective - Specific action plans for LGBs in place for Lindbergh - Dynamic SoD reflects strong practice across setting

To achieve the expected outcomes we will: (Include CPD activities) 1. Work more closely with LGB and Trust Clerk to upskill LGB 2. Devise a termly working plan identifying when LGB are in centre 3. Governor Hub to be set up to ensure all LGB contacts are logged and monitored	Lead SLT SS

How will progress be monitored?
HEG
Heads report
Monitoring visits
School Pod data
Learning walks/drop ins
Governor Hub

What evidence will be gathered to show the impact of this priority?
Heads report

What are the cost implications of any of the actions?

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Priority 2: Delivering High Quality Learning

AFD 2.1
Upskill colleagues through cascading catch up literacy and catch up numeracy, lexia and in house training related to classroom expectations and standardised assessments
For the Lindbergh Campus to develop its curriculum and nurturing supportive culture to enable pupils to feel valued, safe and secure at Lindbergh

What are the expected outcomes?	For learners: ● Improved Numeracy and improved Literacy. ● Improved progress over time ● Increased emotional and social well being ● Increased access to appropriate curriculum	
	For staff and other stakeholders: ● Improved outcomes for learners in a range of curriculum areas ● Increased outcome	
To achieve the expected outcomes we will: • Enable identified staff to attend appropriate CPD • Enable staff to have time to deliver interventions in centre] • Timetable pupils to have interventions • CPD for all staff • Time for in house training • monitoring of Thrive regularly • Create Thrive Room		Lead SLT SS
How will progress be monitored? Intervention monitoring Assessment data Thrive online system		
What evidence will be gathered to show the impact of this priority? Assessment data, standardised scores Attendance Assessment		

| School pod input |
| Reduced exclusions |

| What are the cost implications of any of the actions? |
| ● Staff training/time |
| ● Thrive training |
| ● Thrive room resources |

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| **AFD 2.2:** Strengthen subject team links across the trust to share expertise and enhance learning opportunities for pupils Support Thrive implementation across the trust Secure new processes for monitoring outcomes and therefore value for money from alternative providers being used Introduce new accreditations such as Sports Leaders program School nurse links to be improved by introducing services that can be provided through PSHE lessons to all Develop a reward system to recognise and reward pupil effort and progress |

What are the expected outcomes?	For learners: ● Increased opportunities for learners within Lindbergh Campus and Trust ● Improved support for pupils emotional and social well being ● Improved educational and vocational offer for pupils
	For staff and other stakeholders: o Greater engagement for pupils o Better value for money o Increased outcomes for pupils

To achieve the expected outcomes we will: ● Refine and develop cross Trust collaboration ● Work with VTT to ensure Lindbergh uses high quality providers to maximise opportunities for outcomes ● Identify staff to lead Sports Leaders Qualification ● Identify staff to support SLT with reward system	Lead SLT SS
How will progress be monitored? ● HEG ● School Pod ● Learning scrutiny ● Headteachers reports	
What evidence will be gathered to show the impact of this priority? Attendance data Outcomes	
What are the cost implications of any of the actions? Staff training	
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Priority 3 Securing Safe and Energising Learning Environments

AFD 3.1
Plan for migration of safeguarding to be on school pod
Weekly safeguarding meeting to take place between DSL/DDSL to monitor practice and ensure robust procedures, consistency and to reaffirm a culture of reflective practice
Engage fully within Trust Safeguarding group forming this term to co-ordinate safeguarding issues across the trust and share good working practice

What are the expected outcomes?	For learners: ● Exemplary safeguarding practice supports learning cultures
	For staff and other stakeholders: ● Exemplary safeguarding practice supports learning cultures

To achieve the expected outcomes we will: (Include CPD activities) ● Formation of Trust Safeguarding group ● Regular monitoring safeguarding meetings ● Regular staff safeguarding quizzes/email updates	Lead SLT SS

How will progress be monitored?
- School Pod
- Heads report
- HEG
- Trust Safeguarding team
- Safeguard monitoring meetings
- Safeguarding audits

What evidence will be gathered to show the impact of this priority?
Safeguarding concerns
Heads Heads reports
Safeguarding team minutes

What are the cost implications of any of the actions?
- Exemplary safeguarding
- Beacon of excellence in safeguarding

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AFD 3.4		
Continue to develop the provision offered to each pupil, securing pupil engagement in the full time curriculum offer		
What are the expected outcomes?	For learners: ● Increased educational offer ● Increased outcomes	
	For staff and other stakeholders: ● Pupil engagement in fuller offer ● Increased outcomes	
To achieve the expected outcomes we will: (Include CPD activities) ● Work with VTT to broaden the VT offer for pupils and explore further opportunities within the world of work ● Refine timetable to broaden offer		Lead SLT SS
How will progress be monitored? Assessment data Attendance data		
What evidence will be gathered to show the impact of this priority? Assessment data Attendance data		
What are the cost implications of any of the actions?		
Evaluation Commentary February 2019 ●		
Evaluation Commentary July 2019		

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.2	
Train staff to deliver Catch Up Literacy and Catch Up Numeracy	

What are the expected outcomes?	For learners: ● Increase in literacy/numeracy progress and attainment	
	For staff and other stakeholders: ● Increased outcomes for pupils	
To achieve the expected outcomes we will: (Include CPD activities) ● Training for staff ● Time to embed and timetable in centre		Lead SLT SS
How will progress be monitored? Assessment data		
What evidence will be gathered to show the impact of this priority? Assessment data		
What are the cost implications of any of the actions? ● Training costs		
Evaluation Commentary February 2019 ●		
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Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.1	
Develop use of School Pod so that close monitoring all pupil progress can be made by Lindbergh SLT and HEG	
What are the	For learners: ● Monitoring supports swift action to any issues that arise for pupils
	For staff and other stakeholders:

expected outcomes?	● Supports efficient monitoring system to ensure and blocks to progress can be challenged and response devised to maximise progress	
To achieve the expected outcomes we will: (Include CPD activities) 　　Devote time to training		Lead SLT SS
How will progress be monitored? HEG HT Report Curriculum reviews		
What evidence will be gathered to show the impact of this priority? School Pod SLT feedback		
What are the cost implications of any of the actions? 　● Training time 　● School Pod		
Evaluation Commentary February 2019 　●		
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AFD 5.2 **New qualifications to be sought to enhance pupil offer such as Sports Leaders** **(Preparation for working life to embed during second year.)**		
What are the	For learners: 　● Greater engagement	

expected outcomes?	● Accreditation
	For staff and other stakeholders: ● Increased attendance ● Increased accreditation

To achieve the expected outcomes we will: (Include CPD activities)
    ● Train appropriate staff
    ● Adjust timetable to accommodate
	Lead SLT
	
	SS

How will progress be monitored?
Assessment data

What evidence will be gathered to show the impact of this priority?
Improved attendance and engagement
Increased accreditation

What are the cost implications of any of the actions?
    ● Training (plans to be confirmed)
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