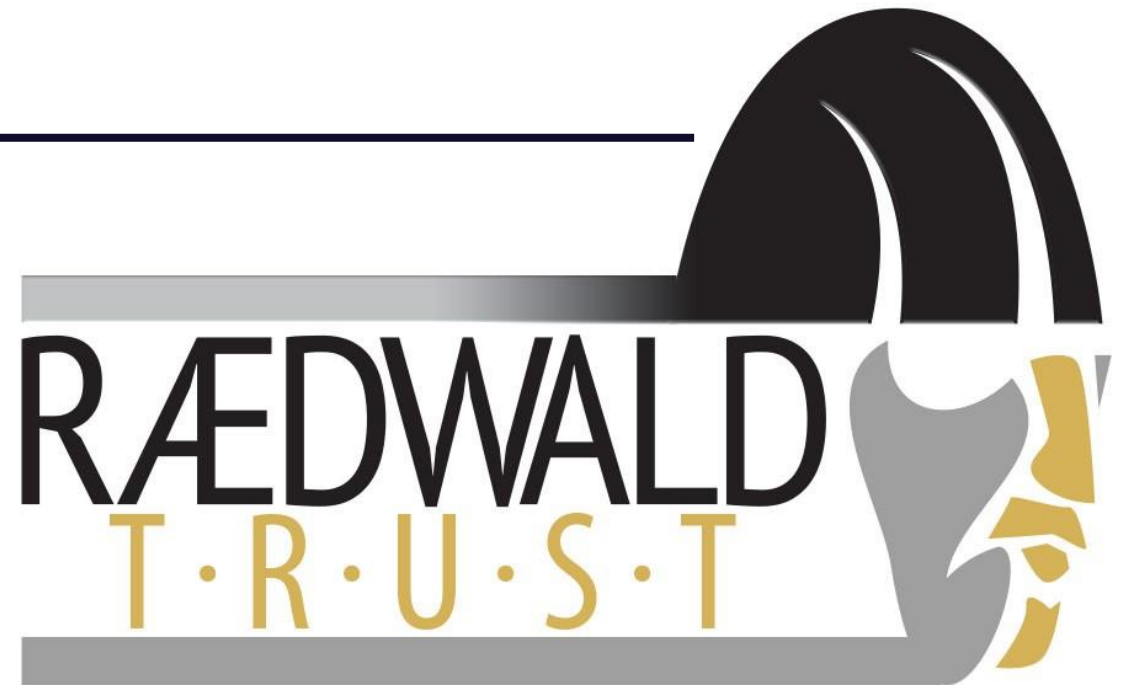


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# ACADEMY IMPROVEMENT PLAN LINDBERGH CAMPUS

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FEBRUARY 2019

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## LINDBERGH CAMPUS

### 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	<ol style="list-style-type: none"> <li>1. All staff aware of roles of procedures/systems. These practices are enhancing practice and performance</li> <li>2. Clear and understandable information flow between leaders and managers promote continuous developments</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Specific action plans for LGBs in place for all academies and provisions</li> <li>2. Dynamic SoD reflects strong practice across all setting</li> <li>3. LGB work is evident and leads to supportive challenge</li> <li>4. LGB presence will be regular and evidenced</li> <li>5. To increase number of LGB</li> </ol>

## 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	
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### 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?	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Improved systems of management ensuring quality of provision is accessible and delivered to pupils</li> <li>●</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● All staff aware of roles of procedures/systems. These practices are enhancing practice and performance</li> <li>● Clarity and streamlining in communication and monitoring and recording</li> <li>● Greater confidence in procedures and policy</li> <li>● Greater support through Trust groups for staff</li> </ul>
To achieve the expected outcomes we will: (Include CPD activities)	
1. Restructure and redefine roles within Trust	Lead SLT
2. Training to understand full duties and responsibilities: Budget training, GDPR, Health and Safety,	SS
3. Staff meetings and 1:1 meetings with staff to clarify, refine, support with role	

<p>4. Observations and links with other sites and Lead staff within the Trust to look at good practice</p> <p>5. Use findings to shape and improve provision</p>	
<p>How will progress be monitored?</p> <p>HEG  Heads report  Monitoring visits  School Pod data  Learning walks/drop ins</p>	
<p>What evidence will be gathered to show the impact of this priority?</p> <p>Minutes of meetings(HEG, Trust groups, T and L, 1:1) School Pod records,</p>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Staff training</li> <li>● Staff time</li> <li>● School Pod</li> </ul>	
<p>Evaluation Commentary February 2019</p> <p>Staff re structure completed Jan 19. New structure in place. SS to meet with all staff term 3 of 6 to ensure all are aware and working to the refined JD and that progression routes are understood. Appraisal objectives to be amended accordingly.</p> <p>Budget training delivered to Heads by Finance officer during twilight session.</p> <p>GDPR training completed with all staff (an extra session is being organised for any staff who were unable to attend). GDPR audit completed Sept 18. Action plan completed and is monitored by Head and Office Manager.</p> <p>Health and Safety Audit completed Nov 18. Action plan in place and monitored by Head and Office Manager. Reds actioned immediately.</p> <p>Head to head metrics taking place this half term. To support, challenge and monitor provision.</p>	
<p>Evaluation Commentary July 2019</p>	

**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: <ul style="list-style-type: none"> <li>● For supportive challenge from LGB to have positive impact on standards within Academy</li> </ul>
	For staff and other stakeholders: <ul style="list-style-type: none"> <li>● With a more accurate understanding of need support can be targeted to be more effective</li> <li>● Specific action plans for LGBs in place for Lindbergh</li> <li>● Dynamic SoD reflects strong practice across setting</li> </ul>

To achieve the expected outcomes we will: (Include CPD activities) <ol style="list-style-type: none"> <li>1. Work more closely with LGB and Trust Clerk to upskill LGB</li> <li>2. Devise a termly working plan identifying when LGB are in centre</li> <li>3. Governor Hub to be set up to ensure all LGB contacts are logged and monitored</li> </ol>	Lead SLT SS
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How will progress be monitored? HEG Heads report Monitoring visits School Pod data Learning walks/drop ins Governor Hub
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What evidence will be gathered to show the impact of this priority? Heads report
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What are the cost implications of any of the actions? Kate Thomas, Clerk, time
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Evaluation Commentary February 2019 LGB has external Clerk. All LGB have access to Governor Hub
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LGB members establishing roles: safeguarding, health and safety, CIC and disadvantaged groups, SEND  
 LGB safeguarding members attending at least termly to monitor  
 Head to link with LA SEO to set up guided learning walks with LGB termly during term 3 of 6

Evaluation Commentary July 2019

**Priority 2: Delivering High Quality Learning**

**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:

- Greater engagement for pupils
- Better value for money
- 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

**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: <ul style="list-style-type: none"><li>● Improved Numeracy and improved Literacy.</li><li>● Improved progress over time</li><li>● Increased emotional and social well being</li><li>● Increased access to appropriate curriculum</li></ul>
	For staff and other stakeholders: <ul style="list-style-type: none"><li>● Improved outcomes for learners in a range of curriculum areas</li><li>● Increased outcome</li></ul>

To achieve the expected outcomes we will: <ul style="list-style-type: none"><li>● Enable identified staff to attend appropriate CPD</li><li>● Enable staff to have time to deliver interventions in centre]</li><li>● Timetable pupils to have interventions</li><li>● CPD for all staff</li><li>● Time for in house training</li><li>● monitoring of Thrive regularly</li><li>● Create Thrive Room</li></ul>	Lead SLT  SS
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How will progress be monitored? Intervention monitoring Assessment data Thrive online system
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What evidence will be gathered to show the impact of this priority? Assessment data, standardised scores Attendance Assessment
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How will progress be monitored?
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School pod input Reduced exclusions
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Staff training/time</li> <li>● Thrive training</li> <li>● Thrive room resources</li> </ul>
<p>Evaluation Commentary February 2019</p> <p>Focus has been on improved curriculum offer and more nurturing provision to suit needs of learners. Exclusion rates and behaviour in the centre has reduced. Heads report and bw will provide evidence of this.</p> <p>Thrive in first stage of implementation in centre. A group has been identified and base lined. Strategies are in place. A thrive room is being implemented. Action plan in place for this.</p> <p>Currently exploring use of: Nessy, number/work shark as intervention for pupils, led by Pedagogical lead</p> <p>Hot lunches offered to all pupils free from Jan 19. Pupil numbers have increased steadily since this has been introduced. Behaviour at lunch times is consistently good.</p>
Evaluation Commentary July 2019
<ul style="list-style-type: none"> <li>● HEG</li> <li>● School Pod</li> <li>● Learning scrutiny</li> <li>● Head Teacher's reports</li> </ul>
<p>What evidence will be gathered to show the impact of this priority?</p> <p>Attendance data</p> <p>Outcomes</p>
<p>What are the cost implications of any of the actions?</p> <p>Staff training</p>

Evaluation Commentary February 2019  
 Vocational Lead has been working with Heads to develop strong system for off-site provision.  
 All off site provision has been QA'd by Raedwald and clear accountable processes are in place to ensure appropriate placements are sought, delivered and are value for money. Pupil offer has increased: Construction is offered at Great Eastern Training, PLOT, Brickmakers Wood.

Evaluation Commentary July 2019

**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:
	For staff and other stakeholders:

- Exemplary safeguarding practice supports learning cultures
- Exemplary safeguarding practice supports learning cultures

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
<ul style="list-style-type: none"> <li>• Formation of Trust Safeguarding group</li> <li>• Regular monitoring safeguarding meetings</li> <li>• Regular staff safeguarding quizzes/email updates</li> </ul>	SS

How will progress be monitored?
<ul style="list-style-type: none"> <li>• School Pod</li> <li>• Head Teacher's report</li> <li>• HEG</li> <li>• Trust Safeguarding team</li> <li>• Safeguard monitoring meetings</li> <li>• Safeguarding audits</li> </ul>

<p>What evidence will be gathered to show the impact of this priority?</p> <p>Safeguarding concerns Head Teacher's reports Safeguarding team minutes</p>
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Exemplary safeguarding</li> <li>● Beacon of excellence in safeguarding</li> </ul>
<p>Evaluation Commentary February 2019</p> <p>Regular, timely meetings set up between Head and DDSL to monitor safeguarding procedures, See monitoring forms Safeguarding Audit Dec 18 undertaken by Andrew Hall's team stating Lindbergh has highly effective safeguarding procedures Safeguarding emails circulated to all staff regularly Safeguarding standing agenda at staff meetings</p>
<p>Evaluation Commentary July 2019</p>

<p><b>AFD 3.4</b></p> <p>Continue to develop the provision offered to each pupil, securing pupil engagement in the full time curriculum offer</p>	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Increased educational offer</li> <li>● Increased outcomes</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Pupil engagement in fuller offer</li> <li>● Increased outcomes</li> </ul>
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>● Work with VTT to broaden the VT offer for pupils and explore further opportunities within the world of work</li> <li>● Refine timetable to broaden offer</li> </ul>	<p>Lead SLT</p> <p>SS</p>

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? Off site Third party costs Additional time by staff to offer 1:1 sessions to pupils off site	
Evaluation Commentary February 2019 Timetable for pupils was refined to match pupil need. Timetables now bespoke and monitored regularly (as per part time timetable policy) to ensure offer is appropriate and enabling pupils to maximise success and engagement in learning. Behaviour for learning has increased and the centre has a purposeful atmosphere.	
Evaluation Commentary July 2019	

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

<b>AFD 4.2</b> Train staff to deliver Catch Up Literacy and Catch Up Numeracy	
What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> <li>● Increase in literacy/numeracy progress and attainment</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>● Increased outcomes for pupils</li> </ul>

<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Time to embed and timetable in centre</li> </ul>	<p>Lead SLT SS</p>
<p>How will progress be monitored? Assessment data</p>	
<p>What evidence will be gathered to show the impact of this priority? Assessment data</p>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>• Training costs</li> </ul>	
<p>Evaluation Commentary February 2019 Head linking with Paedagogical lead to identify most appropriate interventions for pupils. Exploring Nessy, Word/Number Shark. Tria logins circulated Jan 19.</p>	
<p>Evaluation Commentary July 2019</p>	

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

<p><b>AFD 5.1</b> Develop use of School Pod so that close monitoring all pupil progress can be made by Lindbergh SLT and HEG</p>	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> <li>• Monitoring supports swift action to any issues that arise for pupils</li> </ul> <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>• Supports efficient monitoring system to ensure and blocks to progress can be challenged and response devised to maximise progress</li> </ul>

<p>To achieve the expected outcomes we will: (Include CPD activities) Devote time to training</p>	<p>Lead SLT  SS</p>
<p>How will progress be monitored? HEG Head Teacher Report Curriculum reviews</p>	
<p>What evidence will be gathered to show the impact of this priority? School Pod SLT feedback</p>	
<p>What are the cost implications of any of the actions?  <ul style="list-style-type: none"> <li>● Training time</li> <li>● School Pod</li> </ul> </p>	
<p>Evaluation Commentary February 2019 Work in progress</p>	
<p>Evaluation Commentary July 2019</p>	
<p><b>AFD 5.2</b> New qualifications to be sought to enhance pupil offer such as Sports Leaders (Preparation for working life to embed during second year.)</p>	
<p>What are the expected outcomes?</p>	<p>For learners:  <ul style="list-style-type: none"> <li>● Greater engagement</li> <li>● Accreditation</li> </ul> </p>
	<p>For staff and other stakeholders:  <ul style="list-style-type: none"> <li>● Increased attendance</li> </ul> </p>



<ul style="list-style-type: none"> <li>● Increased accreditation</li> </ul>	
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> <li>● Train appropriate staff</li> <li>● Adjust timetable to accommodate</li> </ul>	<p>Lead SLT</p> <p>SS</p>
<p>How will progress be monitored?</p> <p>Assessment data</p>	
<p>What evidence will be gathered to show the impact of this priority?</p> <p>Improved attendance and engagement</p> <p>Increased accreditation</p>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> <li>● Training (plans to be confirmed)</li> </ul>	
<p>Evaluation Commentary February 2019</p> <p>PWL being delivered to year 11 pupils.</p> <p>Great Eastern Training delivering Construction Level 1 to 6 year 11 pupils</p> <p>Sports Leaders training for staff being pursued</p>	
<p>Evaluation Commentary July 2019</p>	