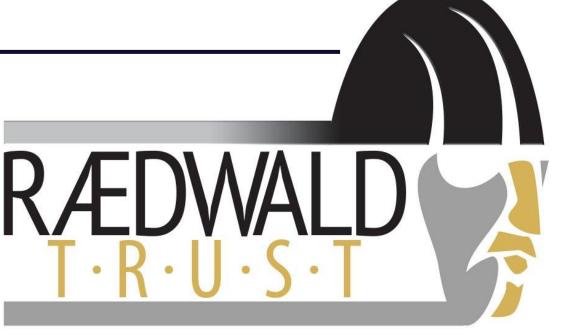
LINDBERGH CAMPUS ACADEMY IMPROVEMENT PLAN



SEPTEMBER 2019

Lindbergh Campus

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
	collaboration with Trust leaders	flow between leaders and managers promote continuous developments	Build routines to ensure regular and meaningful collaboration Develop standardisation/scrutiny routines trust wide						
	implement a trust wide	scrutiny takes place regularly ensuring the Academy is self-improving	Previous LGB members to decide whether to remain as part of Raedwald Governance structure Identify members to link to Lindbergh. Schedule drawn up to ensure regular and meaningful information sharing, scrutiny and improvements are evident						

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions		Ev	3/6 4/6 5/6			
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Revise and refine whole school curriculum offer to ensure aspirational teaching and exceptional learning for all learners through focussed,	Curriculum is designed and planned for the school year: broad balanced curriculum which demonstrates concentricity Staff confidently delivering and pupils	Link with Greenfields for support in areas where staff are not delivering their subject areas/new subject areas: English RE						
	challenging, broad balanced curriculum	demonstrating progress and learning that is 'sticky'	Staff have time allocated to refine and write progressive curriculum appropriate to needs of our learners Cultural Education discussed fully at						
	Upskill teacher's knowledge of pedagogy, curriculum, cultural capital		staff meeting						
			Focussed staff meetings on						
	To embed ILPs and Learning logs to ensure focussed targeted teaching and capturing pupil progress	ILPS/LL are being completed and demonstrate meaningful progress	curriculum Work scrutiny to be carried out	out					
			Monitoring of Thrive with newly						
	To embed Thrive within our	Pupils emotional wellbeing improves	appointed Thrive Lead						
	schools through ILPs to ensure secure developments in emotional wellbeing	as evidenced by presentation in school and Thrive assessment data	Regular Thrive slots at staff meetings diarised to ensure all staff by in						
	emotional Weilseling	Policies in place, shared with	,						
	To refine Assessment Policy to reflect this	stakeholders and adhered to							
		Lindbergh SEND practice improves	Link with Trust SEND lead to carry						
	New staffing structure for SEND across sites to include SEN Lead, and SEN Champions in each site	demonstrated by pupil progress SEND champions in place: LIST THESE	out planned actions/training within allocated timeframe						
			Increased tutor time in timetable						

To develop tutor roles.	Pupils and parents grow strong links with tutor to support in pastoral and academic progress	Share tutor role guidance and what a good tutor looks like at staff meetings. Refine over the course of the year			
To grow curriculum, offer: Humanities (RE, History, Geog.), Vocational opportunities during the course of the year	Broad balanced appropriate curriculum designed for Lindbergh pupils including humanities and an increase in vocational opportunities	Staff reorganisation within Trust to ensure capacity to deliver humanities Trust wide support to grow vocational offer Support from Greenfields with curriculum design to increase RE coverage and support the planning of English			
To formalise Character Education within Centre	Character Education clearly planned and in place in centre.	Devise Character Education Action Plan in line with other Trust settings			

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG						
				1/6	2/6	3/6	4/6	5/6	6/6	
	where a reintegration timetable	in learning increasing Support to pupils to increase offer is robust and scrutinised regularly	Attendance action plan to be written to support pupils to attend school for maximum hours To continually develop links with parents, agencies, professional bodies to ensure wrap around support for pupils							

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG						
				1/6	2/6	3/6	4/6	5/6	6/6	
	trust through a system of professional development aligned to the RT Pay Policy	Forge strong collaborations and supportive working practice across the Trust Standards in centre improve due to elevated practise	Launch our bespoke trust wide professional development program supported through a local teaching school Through newly established working groups or academy ambitions, pilot opportunities for staff to undertake and publish practitioner research aimed at strengthening our understanding of 'what works'							

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions		Ev	aluat	ion R	4G	
				1/6	2/6	3/6	4/6	5/6	6/6
			Devise new system, in line with Trust, to capture all stakeholder views regularly. Work with Trust to sset up a Raedwald Trust Children's Committee securing learners influence on organisational operation and strategy						
	employability in order to better prepare pupils for post 16 transitions	For pupils to feel confident in taking	To work with Trust lead to grow Vocational offer to pupils To grow work experience off to pupils To embed work of TRF in 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 Learning and Education Committee

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 the 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 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.