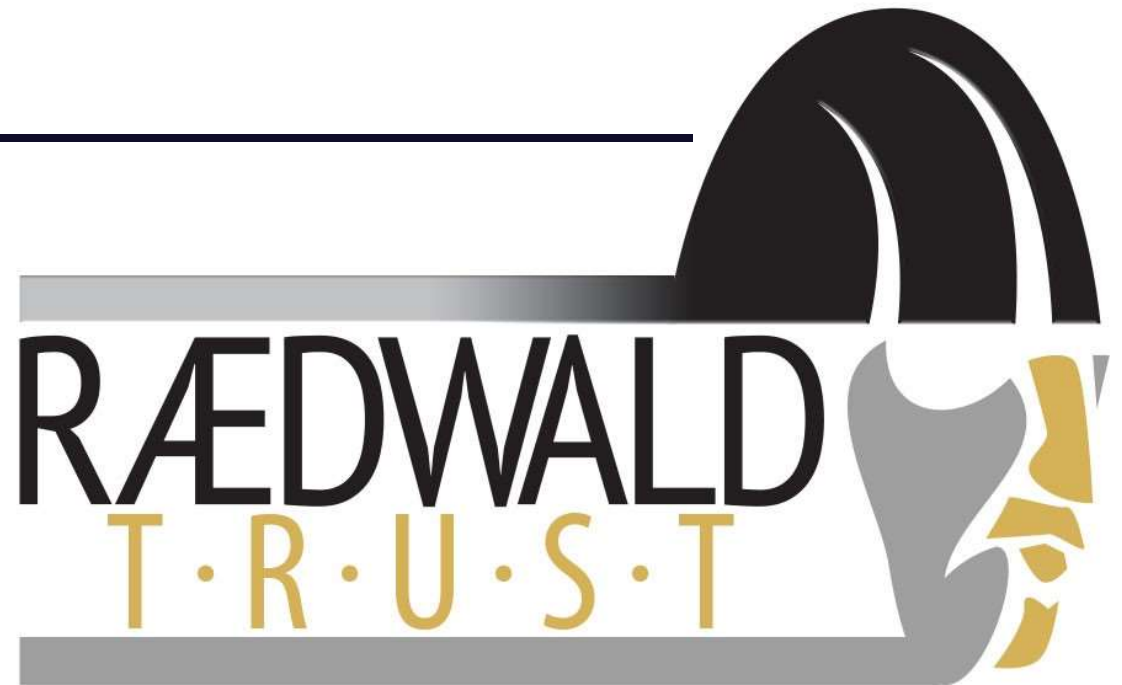

MONTGOMERY ROAD CAMPUS ACADEMY IMPROVEMENT PLAN



APRIL 2020

Montgomery Road Campus (St Christopher's Academy)

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
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility	<ul style="list-style-type: none"> Undertake determined and effective cross site reviews with a specific focus to develop and share best practice. 	<ul style="list-style-type: none"> Share AIPs with other KS4 provisions within the Trust and identify areas of development Utilise existing strengths across the Leadership Team to support each site's need. 						

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	<ul style="list-style-type: none"> The curriculum offer is innovative challenging and engaging; it offers accreditation at all levels of ability in every subject delivered and staff are clear about the intent implementation and impact of their subjects. 	<ul style="list-style-type: none"> All pupils will have subject targets and personal development targets on their assessment trackers for every core subject. Pupils meet or exceed their target grades across 						

			core subjects on the assessment tracker						
AFD 2.2	Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education	<ul style="list-style-type: none"> • Every subject has intent vision statement that reflects cultural capital, literacy and numeracy skills and commits to FBV of celebrating the social cultural diversity of contemporary Britain. • All pupils continue to gain post 16 places and have experienced work based encounters, experiences and education regarding planning their future. 	<ul style="list-style-type: none"> • SOW explicitly map SOW AO's in all subjects to evidence coverage and opportunities for cross curricular sequencing of skills and content • Continue to work with Lauren Meadows to address the area of development from the curriculum review in July • GATSBY benchmarks tracked and met. 						

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
AFD 3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	<ul style="list-style-type: none"> • All safeguarding is logged followed through and passes scrutiny internal (weekly and monthly) and external (annual). • Centre is represented at all RT safeguarding 3 weekly group meetings and 	<ul style="list-style-type: none"> • Weekly safeguarding reviews of DSL and DDSL Monthly RT scrutiny with DSL and DDSL. • Monitoring of BehaviourWatch logging by RT safeguarding leads. 						

		actions are implemented in a timely manner.						
AFD 3.4	Offer the maximum time of learning to all learners and, where a reintegration timetable is necessary, ensure we are doing all we can to increase contact hours	<ul style="list-style-type: none"> Review any pupil on a reintegration timetable fortnightly 	<ul style="list-style-type: none"> Work with the LA and all other professionals and stakeholders to focus on a full-time school attendance. 					

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RA1G					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	<ul style="list-style-type: none"> Staff have successfully self-led their professional development this year and developed areas of their practice that were originally identified as areas for growth to further improve the outcomes of our students. 	<ul style="list-style-type: none"> Team to peer observe with specialists partner staff from other sites and peer learning walks pairing with SLT. Weekly learning walks, monthly RAP meetings and book scrutinies, and termly lesson observations. 						
AFD 4.3	Uphold the 7 Nolan principles of public service through a shared commitment to values based process and practice	<ul style="list-style-type: none"> Shared vision and values of the school incorporate the Trust values and are shared with all stakeholders including governors. 	<ul style="list-style-type: none"> Review vision and values and behaviour expectations involve all staff and pupils as part of our annual review. Send to Parent/carers and other stakeholders 						

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	<ul style="list-style-type: none"> Feedback gathered from stakeholders Evidence available showing impact of feedback on learners and their outcomes. 	<ul style="list-style-type: none"> Provide regular opportunities for stakeholder feedback termly Analysis of feedback recorded alongside actions 						
AFD 5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	<ul style="list-style-type: none"> To arrange work based encounters per term across a range of professions to raise pupil awareness about employability 	<ul style="list-style-type: none"> Link with external providers who are willing and able to offer suitable opportunities for students Record engagements in line with Gatsby benchmarks Ensure each curricular area makes clear and explicit links with career opportunities. 						

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.