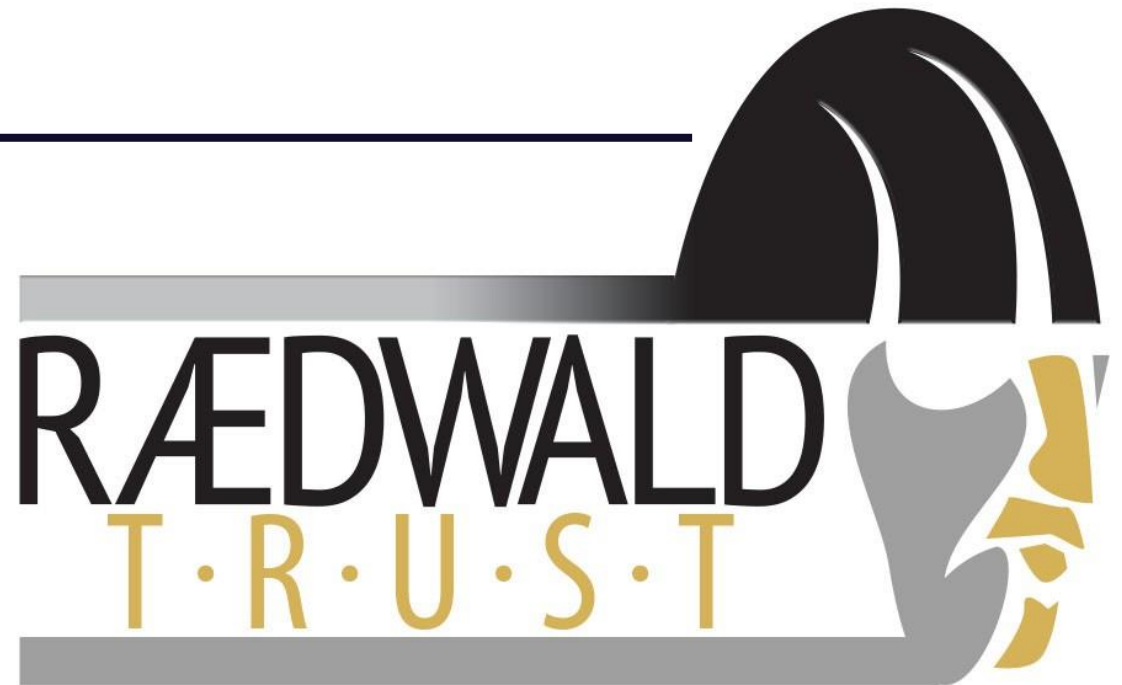


ACADEMY IMPROVEMENT PLAN PARKSIDE ACADEMY



FEBRUARY 2019

PARKSIDE ACADEMY

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

Priority 1: Enabling inspirational leadership and management

From September 2018 the Raedwald Trust has a new CEO in place which is enabling the formation of a strong leading Academy. A Heads Executive Group has formed within the trust. Parkside is growing further by working within the HEG and newly formed Trust teams to fulfil Trust ambitions

As a result our L&M foci are to:

1. Formalise consistent policies to be applied to all academies
2. Review staffing patterns across each academy
3. Deliver a progressive, forward thinking, staff charter empowering and inspiring colleagues across the trust

AFD	Area for Development	KPIs
AFD 1.1	To further develop collaboration with Trust leaders to support, improve practice and grow opportunities for staff and pupils	1. Clear and understandable information flow between leaders and managers promote continuous developments
AFD 1.3	To develop the role of the LGB within the school to provide further challenge and support	<ol style="list-style-type: none"> 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

Parkside is always striving to improve and enable pupils to access an appropriate and engaging curriculum. Our PBL approach at Key Stage 3 is now being embedded and is integral to our way of working. We are further developing our offer to improve pupils emotional and social wellbeing (Thrive)

As a result, our foci are to:

- Consistency of high impact practice in Assessment and Feedback
- Growing teacher skill set through peer observations
- Embedding support for pupils through Community groups and outreach
- Raising accessibility, achievement and attainment in ICT and Art
- Implementing the Thrive approach

AFD	Area for Development	KPIs
AFD 2.1	Ensure marking and feedback is consistently delivered and of same standard across all staff Ensure tracking and monitoring records are consistently used Develop peer to peer observations to grow teacher confidence and broaden skill set Embed KS3 ladders within PBL To embed Community Tutor Groups Review and revise our reward system To explore the opportunity of developing an Outreach arm of our work to enable us to work with more pupils Raise outcomes in Art and ICT Implement the Thrive approach across the whole school	Review and revisions made to current policy. All teachers involved. High standards of Marking and feedback are consistently in place Accurate monitoring and tracking records Teaching practices, skill set, resources, support network increasing New KS 3 curriculum embedded and assessment data gathered is robust and easily trackable Pupil engagement increases Pupil behaviour for learning increases Engagement, achievement and attainment in ICT/Art increases

Priority 3: Securing Safe and Energising Learning Environments

Parkside 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 practice.

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 practices

AFD	Area for Development	KPIs
AFD 3.1	To contribute to the setting up and implementation of a safeguarding system that is consistent across the Trust Collaborate with partners to devise a Trust wide approach to safeguarding to be embedded and recorded on SchoolPod Form a weekly safeguarding meeting to take place between DSL and DDSL to monitor practise and ensure robust procedures are consistently followed Trust Safeguarding group forming this term to co-ordinate safeguarding across the Trust and share good working practice	Agile, robust and consistent safeguarding procedures in place Confidence in safeguarding procedures and effectiveness shown through robust decision making, including holding other services to account

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

Parkside SLT are committed to developing their skill set within GDPR and Finance to ensure consistency within the Trust and ensure excellent standards in these areas.

As a result our foci are to:

- Identify where academy is at in relation to GDPR and work through Auditing processes and action plans
- To undertake Finance training (in house)

AFD	Area for Development	KPIs
AFD 4.2	SLT to continue to develop their skill set by engaging in CPD: GDPR, Finance	All leaders are engaged in a high quality professional development programme and align practice with new policies and procedures

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

We are committed to increasing opportunities for our pupils. Parkside is committed to grow strong links with local agencies and partners. It is growing its links and support networks with local businesses and employers.

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 5.2	To work with colleagues in the Trust to increase opportunities for pupils to access a range of engaging and relevant vocational opportunities to support post 16 transition	All pupils at Parkside have access to Vocational offer.

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 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 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 ADI. 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.

1. Action Plans

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

Priority 1: Enabling Inspirational Leadership and Management

Priority 2: Delivering High Quality Learning

AFD 2.1 Enter focus area statement

Ensure marking and feedback is consistently delivered and of same standard across all staff
 Ensure tracking and monitoring records are consistently used
 Develop peer to peer observations to grow teacher confidence and broaden skill set
 Embed KS3 ladders within PBL
 To embed Community Tutor Groups
 Review and revise our reward system
 To explore the opportunity of developing an Outreach arm of our work to enable us to work with more pupils
 Raise outcomes in Art and ICT
 Implement the Thrive approach across the whole school

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> ● Improvements in planning and learning ● Engaging and relevant delivery of lessons ● Increase support for pupils (Community groups/outreach arm) ● Improvements in behaviour for learning
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Staff skill set increased and embedded in: marking and feedback, tracking, monitoring and assessment
<p>To achieve the expected outcomes, we will:</p> <ul style="list-style-type: none"> ● Complete work scrutiny (peer/cross centre/trust) to standardise ● In house training as appropriate ● Progress and data meetings half termly to ensure accurate and robust recording ● Thrive training 	<p>Lead SLT TR</p>
<p>How will progress be monitored? Work scrutiny monitoring forms Progress and data meeting minutes T and L meetings Online Thrive system</p>	
<p>What evidence will be gathered to show the impact of this priority? Minutes of meetings</p>	

<p>Monitoring forms Pupil work Lesson observations On line tracking</p>
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> ● Staff time ● Resources ● Thrive
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> ● Marking and Feedback Policy is out for review. Sam Tyrrell (Science Lead) is co-ordinating the review. ● Thrive introduction has begun. Initial group baseline assessment has been completed for one teaching group. Action plan will be finalised for discussion at next whole staff meeting (05.02.19) and then implementation/delivery after half term. ● Community Groups are embedding well. Groups meet twice weekly and after slight amendments to the groups to ensure dynamics are balanced, the culture of kindness, acceptance and tolerance are being fostered between students. ● The new KS3 assessment system was implemented at the start of the academic year as the next phase of our delivery of Project Based Learning approach. Progress & Target meetings will be scheduled later in the term in order for subject leads and SLT to meet and discuss students' progress. ● Reduced timetables (as a result of medical need) are being reviewed comprehensively to ensure provision is tailored to suit each young person.
<p>Evaluation Commentary July 2019</p>

Priority 3 Securing Safe and Energising Learning Environments

AFD 3.1 enter are of focus

To contribute to the setting up and implementation of a safeguarding system that is consistent across the Trust
 Collaborate with partners to devise a Trust wide approach to safeguarding to be embedded and recorded on SchoolPod
 Form a weekly safeguarding meeting to take place between DSL and DDSL to monitor practise and ensure robust procedures are consistently followed
 Trust Safeguarding group forming this term to co-ordinate safeguarding across the Trust and share good working practice

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> ● Exemplary safeguarding <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Exemplary safeguarding
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> ● Formation of Trust Safeguarding group ● Regular monitoring safeguarding meetings ● Regular staff safeguarding quizzes/email update 	<p>Lead SLT TR</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> ● School Pod ● Head Teacher’s report ● HEG ● Trust Safeguarding team ● Safeguard monitoring meetings ● Safeguarding audits 	
<p>What evidence will be gathered to show the impact of this priority?</p> <p>Safeguarding concerns Heads reports Safeguarding team minutes</p>	

What are the cost implications of any of the actions?

Evaluation Commentary February 2019

- Internal Safeguarding Audit (December 2018) was a very useful experience to review our policy and processes. Report received 30.01.19. Actions to be built in to AIP.
- JHT now meeting weekly with DDSL in order to discuss the safeguarding matters of the week and audit internal procedure.
- DDSL attends Trust Safeguarding meetings to contribute to the set up and monitoring of consistent process across all sites.
- Moving from a paper-based process to one on School Pod becomes our next priority.

Evaluation Commentary July 2019

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.2 SLT to continue to develop their skill set by engaging in CPD: GDPR, Finance

What are the expected outcomes?	For learners:	
	<ul style="list-style-type: none"> • 	
	For staff and other stakeholders:	
	<ul style="list-style-type: none"> • Increased awareness of value for money in curriculum offer • Staff developing skill set and increasing confidence in GDPR and Finance • Compliance in policy/procedure 	
To achieve the expected outcomes, we will: (Include CPD activities)		Lead SLT TR
<ul style="list-style-type: none"> • Twilight CPD: Finance (in house) • Twilight CPD: GDPR (external training) 		
How will progress be monitored?		
HEG		
Trust groups FOHR		
What evidence will be gathered to show the impact of this priority?		
Audits		
What are the cost implications of any of the actions?		
<ul style="list-style-type: none"> • Staff training • Staff time • Lockable filing cabinets • Extra keys for CEO 		
Evaluation Commentary February 2019		
<ul style="list-style-type: none"> • GDPR Action Plan in place. Updated half-termly. • Finance training session 1 attended. • Monitoring systems to monitor spend being considered. Needs to be consistent with other schools and in line with Trust systems. To be discussed at HEG. 		
Evaluation Commentary July 2019		

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.2 enter area of focus

To work with colleagues in the Trust to increase opportunities for pupils to access a range of engaging and relevant vocational opportunities to support post 16 transition

What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> ● Increased chances of success for pupils in post 16 education/employment
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Minimum NEET figures
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <p>Work with the Trust VTT team on the Raedwald VTT Directory</p> <p>Link PSHE Lead with VTT coordinator to plan appropriate learning through PSHE in preparation for VTT</p>	<p>Lead SLT</p> <p>TR</p>
<p>How will progress be monitored?</p> <p>VTT</p> <p>School Pod</p> <p>Head Teacher's report</p> <p>HEG</p>	
<p>What evidence will be gathered to show the impact of this priority?</p> <p>Attendance data</p> <p>NEET figures</p> <p>Pupil voice</p>	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> ● Staff time ● Vocational provisions 	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> ● Transition Team comprising PHSE and Careers Lead with two Teaching Assistants is now in place. ● PHSE and Careers Lead setting up clear programme which links transition and careers planning. ● All students in Y10 now being supported to plan for, and then engage in an appropriate work experience placement. ● All Y11 students who are able to, are now engaging in weekly session (half to whole day) of work experience. Drop in monitoring visits from the team. ● Work Experience Worker (cross Trust role) beginning to build relationships with Y10 and Y11 students. 	

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- Transition and Reintegration Facilitators (from SCC) have joined as partners to support our young people in their transition to post 16 learning, training or work.
 - Initial meetings between them and our PHSE and Careers Lead due February 2019.

Evaluation Commentary July 2019