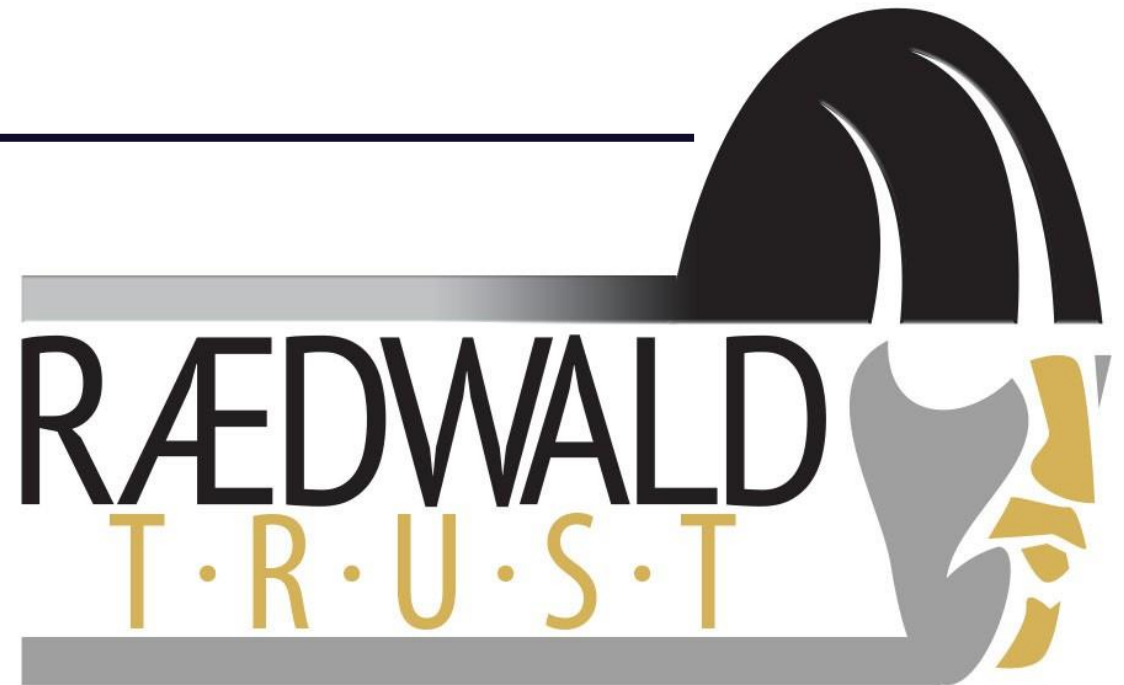# ACADEMY IMPROVEMENT PLAN
PARKSIDE ACADEMY

JUNE 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	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 though 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 Teachers' practice, 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

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

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

What are the expected outcomes?	For learners: ● Improvements in planning and learning ● Engaging and relevant delivery of lessons ● Increase support for pupils (Community groups/outreach arm) ● Improvements in behaviour for learning
	For staff and other stakeholders: ● Staff skill set increased and embedded in: marking and feedback, tracking, monitoring and assessment

To achieve the expected outcomes, we will: ● 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	Lead SLT TR

How will progress be monitored?
Work scrutiny monitoring forms
Progress and data meeting minutes
T and L meetings
Online Thrive system

What evidence will be gathered to show the impact of this priority?
Minutes of meetings
Monitoring forms

Pupil work Lesson observations On line tracking
What are the cost implications of any of the actions? ● Staff time ● Resources ● Thrive
Evaluation Commentary February 2019 ● 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.
Evaluation Commentary June 2019 • Marking and Feedback Policy remains under review. This has been overtaken by a curriculum review and so will feed in to and reflect the new shape for 2019/20 • Thrive's implementation is slow but continues. Individual students are having a baseline assessment completed. New Team members are being inducted so that the pace of assessment and delivery of strategies can be increased. • Community Groups are strengthening. For 19/20, the profile of Community Tutors will increase in order for them to take a lead in the co-ordination of students' pathway. • Progress and Target meetings have returned to be part of our rhythms to monitor students' progress. The SENDCo. will be involved in the last round for the year so that from Sept., ILPs can be updated in line with need/progress. • TR meets with Pastoral Manager (AM) and SENDCo. (EO) to monitor students' attendance, provision and tts. The culture of reduced tts as a matter of course is being overturned. Since February, a further 7 students have moved to full time tts. • For admissions, 19/20, a reduction will only be granted in extraordinary circumstances.

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	

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

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

How will progress be monitored? ● School Pod ● Head Teacher's 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 reports Safeguarding team minutes
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 June 2019	

Evaluation Commentary June 2019

- April 2019, we moved from the paper based to the School Pod system to record and monitor safeguarding. This was a smooth transfer and has improved the efficiency and co-ordination of our response. In addition, it has helped us co-ordinate with colleagues from other RT sites, such as the Hospital School to ensure up to date information is available promptly.
- Weekly Panel meetings continue between DSL, DDSLs to discuss each incident/record. Actions discussed, recorded and then collective decision made as to whether the record remains open or is closed.
- DDSL continues to attend RT Safeguarding Group.

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

	For learners:

What are the expected outcomes?	For staff and other stakeholders: ● 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) • Twilight CPD: Finance (in house) • Twilight CPD: GDPR (external training)		Lead SLT TR

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? ● Staff training ● Staff time ● Lockable filing cabinets ● Extra keys for CEO
Evaluation Commentary February 2019 ● 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 June 2019 • GDPR Action Plan remains in place with updates as above. • Finance training will continue once RT has implemented an online invoicing/ordering system

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?	For learners: ● Increased chances of success for pupils in post 16 education/employment	
	For staff and other stakeholders: ● Minimum NEET figures	

To achieve the expected outcomes we will: (Include CPD activities)
   Work with the Trust VTT team on the Raedwald VTT Directory
   Link PSHE Lead with VTT coordinator to plan appropriate learning through PSHE in preparation for VTT
		Lead SLT
		
		 TR

How will progress be monitored? VTT School Pod Head Teacher's report HEG		
What evidence will be gathered to show the impact of this priority? Attendance data NEET figures Pupil voice		
What are the cost implications of any of the actions? ● Staff time ● Vocational provisions		
Evaluation Commentary February 2019 ● 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. ● 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 June 2019
- PHSE/Careers Lead with TA Team delivering a coherent service to students at KS4 in readiness for transition
- All students in Y10 planning for an appropriate work experience placement.