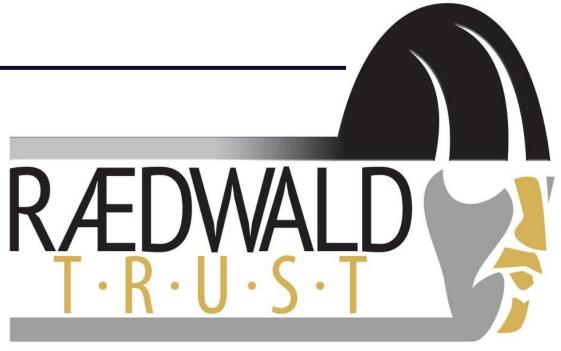# PARKSIDE ACADEMY IMPROVEMENT PLAN

SEPTEMBER 2019

Parkside 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 1.1	To further develop collaboration with Trust leaders to support, improve practice and grow opportunities for staff and pupils	Clear and understandable information flow between leaders and managers promote continuous developments	Build routines to ensure regular and meaningful collaboration Develop standardisation/scrutiny routines trust wide Ensure practice is strong Collaborate to recruit of head of school and implement leadership transition plan						
AFD 1.3	Work with the Trust and CEO to implement a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	Efficient information sharing and 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 member/s to be linked to Parkside Schedule and link up to ensure regular and meaningful information sharing, scrutiny and improvements are evident						

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				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, challenging, broad balanced curriculum Upskill teachers knowledge of pedagogy and curriculum To imbed ILPs and Learning logs to ensure focussed targeted teaching and capturing pupil progress To embed Thrive within our schools through ILPs to ensure secure developments in emotional wellbeing To refine Assessment Policy to reflect this New staffing structure for SEND across sites to include SEN Lead, and SEN Champions in each site	Curriculum is designed and planned for the school year: broad balanced curriculum which demonstrates concentricity Staff confidently delivering and pupils demonstrating progress and learning that is 'sticky' ILPS/LL are being completed and demonstrate meaningful progress Pupils emotional wellbeing improves as evidenced by presentation in school and Thrive assessment data Policies in place, shared with stakeholders and adhered to Parkside SEND practice improves demonstrated by pupil progress SEND champions in place: LIST THESE	Link with Greenfields for input in areas where staff are not delivering their subject areas: Maths, History Staff have time allocated to refine and write progressive curriculum appropriate to needs of our learners Focussed staff meetings on curriculum Monitoring of teaching and learning/progress to be carried out Monitoring of Thrive with the Thrive team Regular Thrive slots at staff meetings diarised to ensure all staff by in – standard item at staff meetings Link with Trust SEND lead to carry out planned actions/training within allocated timeframe						

AFD 2.2	To grow curriculum offer: History, Geography, RE, Vocational opportunities	Broad balanced appropriate curriculum designed for Parkside 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 Contribution from Greenfields with curriculum design to increase RE coverage within Parkside						
	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
AFD 3.4	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	Number of pupils on maximum time 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
AFD 4.1	Invest in colleagues across the trust through a system of professional development aligned to the RT Pay Policy	Ignite professional curiosity, passion and energy 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 programme, 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	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1/5.3	Develop systems to collect stakeholder voice and act on findings	Systems in place to gather and analyse stakeholder voice	Follow up from Parental Forum Summer 19 and build momentum in this arena going forward Devise system, in line with Trust, to capture all stakeholder views regularly. Work with Trust to set up a Raedwald Trust Children's Committee securing learners influence on organisational operation and strategy						

AFD 5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	All pupils have a post 16 plan and support package in place For pupils to feel confident in taking their next steps For engagement, attendance and accreditations increase as pupils motivated in learning opportunities	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.