

---

# PARKSIDE ACADEMY KS3 IMPROVEMENT PLAN

---



**RÆDWALD**  
T·R·U·S·T

APRIL 2022

---

## PARKSIDE ACADEMY KS3

### 1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2021-2022

#### 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	Establish and develop a culture of leadership and responsibility within Parkside KS3.	<ul style="list-style-type: none"> <li><b>Teachers:</b> Establish leadership and responsibility over their subject area/s. See also 2.2.</li> <li><b>SEND/champions:</b> Roles are evident across the school.</li> <li><b>Lines of responsibility and accountability:</b> These are clear across the academy.</li> <li><b>Scheduled quality assurance:</b> Reviews are</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take an active role in reviewing and improving their subject area and supporting colleagues.</li> <li>SEND champions become leaders within their area of SEND, implementing good practice and supporting others.</li> <li>Roles and responsibilities are clear and lines of management are effective.</li> <li>Leaders release a quality assurance calendar at the</li> </ul>						

		<p>established and transparent.</p> <ul style="list-style-type: none"> <li>• <b>Governors:</b> Develop the role of governance across Parkside KS3.</li> </ul>	<p>beginning of the academic year and feedback is given using Ethical Leadership practice.</p> <ul style="list-style-type: none"> <li>• Staff interact with governors to improve practice across Parkside KS3.</li> </ul>					
<b>AFD 1.5</b>	Strengthen policies and procedures across Parkside KS3 to ensure that statutory requirements are met and accountability measures are supported.	<ul style="list-style-type: none"> <li>• <b>Curriculum Leaders:</b> Regularly review and update school policies within time frames set.</li> <li>• <b>Behaviour:</b> Clear processes and policies are in place for managing behaviour.</li> <li>• <b>Quality Assurance:</b> Implement quality assurance calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum policies are in place at the start of term.</li> <li>• Behaviour policy is in place and shared with school staff.</li> <li>• Behaviour policy has been established and is evident throughout the school.</li> <li>• Implement and share Quality Assurance calendar.</li> </ul>					

		<ul style="list-style-type: none"> <li>• <b>Health and safety:</b> Meet legal requirements.</li> <li>• <b>Pupil offer:</b> Meets legal requirements and deviations are conscious and evidenced.</li> <li>• <b>Safeguarding:</b> Measures are effective and understood by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety procedures are understood by all and quality assured. This is evidenced by site audits.</li> <li>• Pupil offer deviations are recorded and lines of communications between all stakeholders are evidenced.</li> <li>• New staff are up to date with safeguarding training and following school/government policy.</li> </ul>						
--	--	--	---	--	--	--	--	--	--

**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	Ensure an ambitious programme of exceptional learning through inclusive practices.	<ul style="list-style-type: none"> <li>• <b>SEND:</b> Staff use all key documents to inform practice, widen inclusive practices and participation and ensure progress for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Induction suite is comprehensive and is used to inform practice</li> <li>• SEND practice is evident across the range; for example SEND</li> </ul>						

		<ul style="list-style-type: none"> <li>• <b>Pupil Journey:</b> understand their placement, progress and journey</li> </ul>	<p>boxes are available and in use in every classroom.</p> <ul style="list-style-type: none"> <li>• SEND champions are trained and supported by SENCo.</li> <li>• SEND targeted CPD sessions to all staff at least once per half term.</li> <li>• ILP's are part of a regular programme of review and do to ensure children make progress. See 5.1 for input from parents and stakeholders.</li> <li>• Comprehensive robust quality assurance of SEND across the school.</li> <li>• Curriculum offer is adapted by leaders and teachers to account for needs. Deviations are clearly communicated and documented.</li> <li>• Teachers demonstrate that they have a good understanding of pupils' needs.</li> <li>• Intervention is monitored and used wisely.</li> <li>• Form tutors will be supported to lead their groups and work with children and the adults</li> </ul>			
--	--	--	---	--	--	--

			<p>and professionals involved with their journey</p> <ul style="list-style-type: none"> <li>• Close collaboration with home schools, reporting, outreach and transition work will support their journey and ensure they understand both their journey and progress at each step</li> </ul>					
AFD 2.2	Ensure the curriculum is fit for purpose (19 week building pathway), implemented successfully and has impact.	<ul style="list-style-type: none"> <li>• <b>Fit for purpose:</b> Staff are able to talk fluidly and comprehensively about their revised 2021 programmes of study and pedagogy.</li> <li>• <b>Implement:</b> (a) a programme of personal, social and emotional development, (b) the <b>Raedwald Trust Reading Curriculum Model, embedded culture and practice.</b></li> <li>• <b>Impact:</b> (a) Pupils make progress as a result of their curriculum. (b) Pupils reintegrate successfully in their home schools or are ready for their next steps.</li> <li>• <b>Curriculum +:</b> It will be evident that Parkside KS3 develops not</li> </ul>	<ul style="list-style-type: none"> <li>• Regular curriculum and assessment meetings to review and analyse the impact of their PoS, pedagogy and assessment decisions.</li> <li>• Robust monitoring of the implementation of this plan and support for non-specialist staff</li> <li>• Regular, robust quality assurance regarding feedback and assessment. So what?</li> <li>• Link to actions (AFD 5.1)</li> <li>• Gatsby benchmarks are met throughout the school.</li> </ul>					

		<p>only pupils' academic ability but their character in other ways such as PSED, Cultural Capital, life skills and career development.</p>	<ul style="list-style-type: none"> <li>• Cultural capital is embedded in the curriculum and used to complement and expand the curriculum offer.</li> <li>• PSED is embedded in the curriculum.</li> <li>• Links to careers are embedded in all curriculum areas. Pupils are supported to think about their next steps and afforded opportunities to engage/meet/visit/hear about professionals across all sectors of work.</li> <li>• Breakfast, lunch and after school clubs are developed at Parkside KS3.</li> </ul>						
--	--	--	---	--	--	--	--	--	--

**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	Safeguarding and Health and Safety are equally strong across the school	<ul style="list-style-type: none"> <li>• <b>Safeguarding:</b> New staff are able to use Raedwald policies and process effectively to continue to maintain a high standard of safeguarding</li> <li>• <b>Health and Safety:</b> (a) The electronic system for reporting and monitoring hazards is effective, (b) The</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training through induction and CPD to ensure they feel confident in using reporting systems and spotting the signs and indicators of concern.</li> <li>• Use, review and refine the systems</li> </ul>						

		premises is safe and secure (c)Health and safety policies and procedures are robust	<ul style="list-style-type: none"> <li>Weekly health and safety meetings will take place with the HoS and Trust Business Manager to ensure compliance (graduated approach).</li> </ul>						
<b>AFD 3.4</b>	All pupils have access to a full offer when onsite as per the building pathway	<ul style="list-style-type: none"> <li><b>Attendance:</b> Pupil's attendance is exceptional and demonstrates that they feel safe and secure at school</li> </ul>	<ul style="list-style-type: none"> <li>Any deviations from a full timetable are consciously made in conjunction with families and key professionals and reviewed according using RT reduced timetable agreements.</li> <li>Attendance strategy to be put in place and led by key member of staff.</li> </ul>						

#### 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
<b>4.1</b>	Create a culture of openness, respect, transparency and responsibility.	<ul style="list-style-type: none"> <li><b>Support:</b> Staff will actively seek support from leaders, taking a key role in improving their own practices.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders will be a visible presence throughout the school and use purposeful coaching to improve practice</li> </ul>						



		<ul style="list-style-type: none"> <li>• <b>Community:</b> Staff will be an integral part of the school development.</li> <li>• <b>Communication:</b> There will be clear lines of communication between leaders and staff grounded in openness and respect.</li> <li>• <b>Wellbeing:</b> Staff will feel able to speak to leaders about concerns and leaders will promote staff wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how you will manage staff workload (ie. Access to purpose built curriculum to reduce planning time, etc).</li> <li>• Regular briefing and debrief will serve as a place to ask for and receive support from colleagues.</li> <li>• Staff will be guided to take a role in school developments through working parties.</li> <li>• Leaders to release a staff feedback questionnaire in order to gather areas for improvement.</li> <li>• Staff wellbeing schedule to be released.</li> </ul>						
4.2	Develop the use of professional development across Parkside Academy KS3.	<ul style="list-style-type: none"> <li>• <b>Appraisal:</b> Staff engage fully with the Raedwald Trust PD and appraisal procedures.</li> <li>• <b>CPD:</b> CPD is delivered on a weekly basis. Time is given to staff to complete independent CPD. The</li> </ul>	<ul style="list-style-type: none"> <li>• Support staff in implementing the PD and appraisal procedures.</li> <li>• Weekly CPD schedule to be sent out</li> </ul>						

		<p>importance of CPD is clear throughout Parkside Academy.</p> <ul style="list-style-type: none"> <li><b>Development:</b> Staff have clear targets for development; written jointly with leaders. Staff take the lead in developing their own practice.</li> </ul>	<ul style="list-style-type: none"> <li>Staff questionnaire sent out to identify areas for development.</li> <li>Ensure that all staff have time and resources they need to complete their PD/appraisal process.</li> </ul>					
--	--	--	--	--	--	--	--	--

**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	Stakeholders have a strong voice and presence within our schools.	<ul style="list-style-type: none"> <li><b>Pupils:</b> To improve and develop a strong voice within the school and this is used to shape our school and practices.</li> <li><b>Parents:</b> Are actively involved in their children's education and supported to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and implement a school council and become a right's respecting school by achieving the UNICEF bronze award.</li> <li>Pupils work alongside staff, parents, governors and other professionals to achieve this.</li> <li>Ensure parents are consulted in aspects of education; for example, risk assessments, ILP, deliberate changes to offers, etc. Support parents to</li> </ul>						

		<ul style="list-style-type: none"> <li>• <b>Dual placement schools &amp; key professionals:</b> Are actively involved in the induction, programme, progress and transition of their pupils between their home school and placement.</li> </ul>	<p>understand pathway and next steps for their child, curriculum and regular sharing of progress.</p> <ul style="list-style-type: none"> <li>• A robust a regular system of reporting and outreach are in place to support the progress of our pupils.</li> <li>• Good relationships are forged by all staff and collaborative working practices are evident.</li> <li>• Ensure outreach is developed and formulate a quality assurance calendar.</li> </ul>						
<p><b>AFD 5.4</b></p>	<p>Learn from best practice, research and enquiry.</p>	<ul style="list-style-type: none"> <li>• Expand and develop pedagogical thinking and enquiry and investigate how or if they can be used in our school.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a bi-weekly book club session for staff to discuss the latest developments from British Education Research Journal.</li> <li>• Identify best practice from chosen articles and investigate how these can be used in practice.</li> <li>• Introduce a system of trial and feedback based on staff generated ideas through best practice scenarios.</li> </ul>						

				Ensure that this is rooted in current practice.					
--	--	--	--	---	--	--	--	--	--

**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.*