PARKSIDE ACADEMY KS4 IMPROVEMENT PLAN

APRIL2022

PARKSIDE ACADEMY KS4

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
	Review and strengthen the framework of Trust and Academy policies and procedures at Parkside KS4 that meet statutory requirements, take account of local contexts, and support ethical accountability measures.	Ensure that the policies at Parkside KS4 meet statutory requirements and support our students to succeed.	Ensure that the policies such as the behaviour policy, the assessment and feedback policy, the digital skills policy are robust, effective and are consistently implemented throughout the academic year.	🟧	🟧	🟧	🟧		
	Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies	Ensure that staff have opportunities to progress and further develop knowledge and skills	Through CPD Reviews, Head of School to identify staff that would like to develop and progress within the Trust. Once staff have identified, regular meetings to determine tasks and projects.	🟧	🟧	🟧	🟩		

2

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
	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting.	Ensure that ILP's reflect students' needs and that all staff are clear in how to support them in class. Hold Pupil Progress Meetings termly to review and assess progress	SENCo to work with Head of School to complete a review cycle. Meetings to be put on the staff calendar and reviewed on a termly basis. Meetings to include HOS, SENCo and Teacher and Inclusion Lead where appropriate.	Amber	Amber	Green	Green		
	Ensure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education	Head of School to regularly review the timetable, student engagement and attendance to identify any areas of the curriculum that made require further support. To work collaboratively with parents/carers to celebrate success and further support the student whilst they Parkside KS4.	Student timetables are regularly reviewed on a weekly basis. Head of School to work closely with the Office Manager to create a new parent/carer charter and timeline of communication.	Amber	Green	Amber	Amber		

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
	Offer the maximum time of learning to all learners and, where a reintegration timetable is necessary, ensure	Timetables to be reviewed weekly to ensure all students are receiving the maximum amount of hours where possible. Track the amount	Continue to hold the Pupil Overview Meeting on a weekly basis to look at student timetables and work closely with	Amber	Amber	Amber	Amber		

AFD	Area for Development	KPIs	Actions	1/6	2/6	3/6	4/6	5/6	6/6
	we are doing all we can to increase contact hours	of hours each student is undertaking and where a reintegration timetable is required, this is to communicated to parents/carers and all professionals around the child.	Pedagogical Lead to ensure that students are on a 25 hour a week offer.	🟧	🟧	🟧	🟧		
	Work with our partners in social care, health and education, to secure our young people's access to the support they require, at the time they require it	Ensure that we are meeting the needs of all our students through working effectively with external organisation. This will help support student engagement and progress. Weekly meetings to be held with Pastoral Manager, Inclusion Lead and SENCo to ensure that every child is supported.	Work closely with external agencies and the Trust PCSO to offer support for our students and also create new opportunities for collaboration.	🟧	🟧	🟩	🟩		

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
	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	Ensure that through weekly team meetings and CPD sessions, staff are provided with opportunities to give feedback, engage with trust developments and be able to have open discussions with both the leadership team and their peers.	Through CPD Reviews, provide staff with opportunities to feedback concerns or areas they wish to develop and embed a culture where staff can have open and honest conversations with Head of School.	🟧	🟧	🟧	🟧		

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
	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	Parent and carers need to feel that the school values their voice and opinions. Parkside Academy KS4 to create a parent and carer questionnaire and create drop sessions for them to meet with staff at the end of a school day.	Head of School to work closely with the team to create a new questionnaire and look at dates for parent/carer drop in sessions.						
	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	Reading has been identified as a key driver in improving our students' confidence and their employability opportunities. Work closely with NALEP to provide students with work experience and mock interview skills and provide high quality transition sessions to prepare our students for Post-16.	Implement and monitor Trust Level Reading curriculum and ensure are supported and feel confident in delivering sessions. Transition Lead to be identified. Sessions to be timetabled form Transition meetings and activities.						

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.