PARKSIDE ACADEMY KS3 IMPROVEMENT PLAN 2022-2023
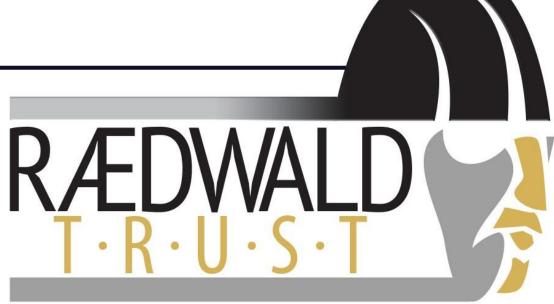

SEPTEMBER 2022

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2022-2023

Overarching themes for Parkside URN: Establishing a culture of leadership, Reading and Supporting struggling readers, Attendance and Working in Partnership (Selected from the Trust Priorities and identified areas of focus from last inspection).

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 at Parkside Key Stage 3.	1. Leadership and responsibility over the subject/s areas are embedded across the site. 2. Champion roles are embedded across the school. 3. Where appropriate, cross-trust working is evident; drawing on the expertise of others and providing support to those who need it. 4. Quality assurance is robust, transparent and embedded across the site to allow for strategic change.	• Teachers continue to review and improve their subject area, drawing on evidence-based research to inform their practice. • Teachers are to use peer support and scrutiny to drive forward improvement across the site. • The champion role is evident across the site, every champion has an action plan on how they are going to drive forward change and improvement across the site. • Champions and subject leads use their initiative to draw on support across the trust when needed. They take part in cross trust working teams. They offer their expertise in supporting those with similar responsibilities across the trust. • Robust QA is evident and feedback is given using Ethical Leadership practice. Peer scrutiny/coaching/mentoring is included in the QA						

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
			cycle.						
AFD 1.5	Strengthen policies and procedures across Parkside KS3 to ensure that statutory requirements are met and accountability measures are supported	1. Leaders and champions are accountable for policies and procedures which are highly effective. 2. Behaviour processes are consistent and embedded throughout the school. There is a clear system for training staff that join during the academic year. 3. Pupil offer: Conscious and evidenced deviations are analysed to improve our personalised and flexible offer to students.	• Curriculum and Area Policies (attendance, behaviour, career and curriculum) have a regular review cycle whereby identified staff use evidence-based research and knowledge of the profile of students we support to improve procedures to support effective working. Leaders and champions use internal and external scrutiny to consciously review policy and procedures. • Behaviour champion continues to support and train staff to ensure that our approach to behaviour remains consistent. Behaviour champion work with other behaviour champion to improve practice at KS3 and beyond. • Pupil offer deviations continue to be recorded on the SEND/Pastoral Spreadsheet, trends are analysed termly to make adjustments for the next terms. Lines of communications between all stakeholders are evidenced.						

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. | 1. RT Readers for Life Curriculum is prioritised daily to ensure all pupils can access learning
2. Struggling readers have access to RWI fresh start to support inclusion.
3. Pupils engage with their reading/intervention sessions
4. EDI framework is evident in all classes and internal scrutiny supports this.
5. Implementation of effective SEND strategies are evidenced in all classes and the impact is monitored. | • The reading champion actively supports is all teachers and LAPs to ensure they understand the foundation of the RT Readers for Life Curriculum in order to support pupils and teach reading. Staff training audit to take place, reading champion to point staff towards reading CPD sessions on StaffHub.
• Process of identifying struggling readers is embedded throughout the school as per the struggling readers flow chart.
• There is a regular spot in debrief to analyse the success of reading sessions and make adjustments for the next day to ensure that reading/reading intervention remains successful.
• EDI framework is embedded throughout the curriculum focus on key vocabulary and retrieval practice.
• Our comprehensive robust quality assurance of SEND across the school through QA calendar is embedded. Our process of reviewing staff need for SEND CPD via a questionnaire in July to inform CPD for the next academic year continues to develop so that it is highly effective. | | | | | | |

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.2	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	1. Staff can talk comprehensively about their revised 2022 programmes of study, pedagogy and pupil progress demonstrating impact of: a) Pupils making progress as a result of their curriculum and teaching. b) Pupils reintegrate successfully in their home schools or are ready for their next steps. 2. Pupil induction programme is embedded and provides a profile of the learner that supports subsequent teacher planning. ILPs are developed from the induction to create targets that are highly effective in re-engaging students in education and to give them the skills and knowledge they need to succeed in mainstream education.	• Use of internal/external curriculum and SEND reviews to interrogate and challenge implementation of curriculum, progress and micro assessment. • Quality Assurance calendar to support adherence to curriculum planning and structures. • See AFD 5.2 • Staff use information gathered through induction process to ensure individual pupil baselines are known and inform teacher planning. • Senior Leaders have a robust system of QA in place to ensure quality of learning targets and ILPs.	🟧	🟧	🟧			

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	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the Trust (Attendance). - Establish a culture of purposeful learning by embedding high expectations for attendance (at both Raedwald and	1. Children feel safe and want to be in school; our attendance demonstrates this. 2. Attendance policies and practices are clear; these are adhered to. 3. Action plans and intervention plans are embedded and developed using current guidance and evidence-based research.	• Bespoke and personalised approach to improve poor attendance and implement appropriate intervention. • Regular review meetings are held with parents/carers/mainstream schools and other professionals allocated to improve attendance and understand barriers.	🟧	🟧	🟧			

	mainstream).							

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Create a culture of openness, respect, transparency and responsibility.	1. Positive engagement with Progress and Learning meetings with Head of School (and Headteacher where appropriate). 2. Support: Staff will actively seek support from leaders, taking responsibility for improving their own practices. 3. Community: Staff will be an integral part of the school development. 4. Communication: There will be clear lines of communication between leaders and staff grounded in openness and respect. 5. Wellbeing: Staff will feel able to speak to leaders about concerns and leaders will promote staff wellbeing.	• Systems are embedded to positively manage staff progress and workload (ie. Access to purpose-built curriculum to reduce planning time, etc). • Leaders will be a visible presence throughout the school and use purposeful coaching to improve practice. • Regular briefing and debrief will serve as a place to ask for and receive support from colleagues. • Staff wellbeing schedule is embedded, including team building and leadership activities, questionnaire, CPD etc.	🟨	🟨	🟨			
AFD 4.2	There is effective use of professional development across Parkside Academy.	1. Through the RT Professional Development modules, implement a programme of professional supervision focused on development and growth. 2. CPD: CPD is delivered on a weekly basis. The importance and impact of CPD is evident through teacher planning, pedagogy and wider pastoral responsibilities.	• Support staff in implementing the PD and appraisal procedures. • Weekly CPD schedule shared via calendar • Staff questionnaire sent out to identify areas for development within given areas, for example behaviour, teaching, SEND and Safeguarding. • Leaders and champions are available to support staff. For example, behaviour champions lead and support staff with procedures etc • System of peer observation and scrutiny is set up to ensure that staff have an opportunity to learn from each other.	🟨	🟨	🟨			

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 the school **(working in collaboration)**	1. Pupils: To improve and develop a strong voice within the school and this is used to shape our school and practices 2. Parents: Are actively involved in their child's education and supported to contribute. 3. Mainstream Schools: Have a clear understanding of pupil placement and actively participate to ensure joint responsibility and accountability for pupil outcomes. 4. Pupil Journey: All stakeholders understand the pupil's placement, progress and journey: this is evidenced and well documented.	• School council is effective and embedded within the new cohort (UNICEF Silver Award achieved). • Stakeholders are actively involved in pupils progress and their educational offer. For example, through pathway review meetings, weekly reporting, open evenings, etc. • Outreach support is further developed, and quality assurance processes are used to improve impact. All stakeholders are clear about pupil progress including timelines for their pupil's journey and next steps.	▮	▮	▮			

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 Quality of 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 Head Teacher will RAG rate each area for the CEO.

    b.   Trust based monitoring

The CEO will receive a progress report on the action. 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 CEO and Trust Board. The success measures will be communicated to the Quality of Education Committee.