
PARKSIDE ACADEMY IMPROVEMENT PLAN 2023-2024



RÆDWALD
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SEPTEMBER 2023

PARKSIDE ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2023-2024

Overarching themes for Parkside URN: Establishing a culture of effective leadership cross sites, 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	4/6	6/6
1.1	Develop & implement the culture of leadership and responsibility beyond Parkside Key Stage 4, so that all sites (particularly secondary) secure high performing teams across provisions. Further strengthening Trust wide alignment and succession planning for future leaders.	<ol style="list-style-type: none"> 1. Subject leaders have established leadership and responsibility over the subject/s they teach and meet regularly to support teachers across sites. 2. Champion roles are evident across the school and support purposeful engagement with quality assurance routines. 3. Quality assurance is robust and transparent, with clear lines of responsibility and accountability. 4. Leaders and champions are accountable for policies and procedures which are highly effective. 	<ul style="list-style-type: none"> • Subject leaders and their teams take an active role in reviewing and improving subject areas and supporting colleagues. • Champions become leaders within their area of responsibility, implementing good practice cross site and support others. • Roles and responsibilities are clear and lines of management are effective. • Leaders and staff engage seamlessly with the quality assurance calendar, and robust QA is evident and feedback is given using Ethical Leadership practice. • Curriculum and Policies (attendance, behaviour, career and curriculum) are aligned, working effectively and secure high performing teams. 				

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
2.1	Ensure an ambitious programme of exceptional learning through inclusive practices.	<ol style="list-style-type: none"> 1. Full implementation of RT curriculums across pathways. 2. RT Readers for Life Curriculum is prioritised, and pupils engage with their reading/intervention sessions 3. EDI framework is evident and impactful in all classes and internal scrutiny supports this. 4. Effective assessment is used to ensure that lessons and interventions are adapted to provide exceptional learning for all pupils. Pupils make progress as a result of their curriculum and teaching and reintegrate successfully in their home schools or are ready for their next steps. IHS - 'Effective use of assisted technology to ensure pupils access their curriculum offer. 5. Implementation of effective SEND strategies are evidenced in all teaching and the impact is monitored. 6. Pupil induction programme is embedded and provides a profile of the learner that supports subsequent teacher planning. 7. Parents: Are actively involved in their child's education and supported to contribute. 8. Pupils: To improve and develop a strong voice within the school and this 	<ul style="list-style-type: none"> • Leaders and subject leaders will support staff to implement new systems and processes that will support the seamless and full implementation of RT curriculums. • Children are supported to attend their reading session and struggling readers are identified early and receive targeted intervention as per the struggling readers flow chart. • Robust monitoring through learning walks, book scrutiny and observations demonstrate that the EDI framework is evident and has impact. Pupils are making progress. IHS 'Effective tracking of AV1 in school, analysing and monitoring impact. • Comprehensive robust quality assurance of curriculum progress (RAGs), SEND and ILP targets is in place - analysing how assessment impacts progress. • SEND targeted CPD sessions to all staff at least once per half term, to support staff to develop focused and challenging SMART targets. • Staff use information gathered through induction process to ensure individual pupil learning baselines are known and inform teacher planning. • Parents are reliably consulted in aspects of education; for example, risk assessments, ILP, deliberate changes to offers, etc. • Introduce and implement a school council and become a right's respecting school by achieving the UNICEF Silver award. 				

		is used to shape our school and practices				
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Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
3.1	<p>Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the Trust (Attendance).</p> <p>- Establish a culture of purposeful learning by embedding high expectations for attendance (at both Raedwald and mainstream).</p>	<ol style="list-style-type: none"> Attendance policies and practices are clear and adhered to with safeguarding, integration and joint accountability at the core. Children feel safe and want to be at school; our attendance demonstrates this. Where needed further support through action plans and intervention plans are in place to strengthen attendance and engagement. All staff are confident in processes and practices to safeguard our pupils and are trained in mental health first aid. 	<ul style="list-style-type: none"> Track and analyse attendance to RT and Homeschool provisions (where appropriate). Report on attendance and hold regular review meetings with colleagues, parents/ carers, mainstream schools and other professionals to understand barriers, provide support and improve attendance. 				

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
4.1	<p>Grow a culture of candid conversation through openness and transparent feedback, promoting ethical accountability.</p> <p>There is effective use of professional development across Parkside Academy.</p>	<ol style="list-style-type: none"> 1. Growth: Positive engagement with accountability (such as learning and progress meetings, learning walks etc) and feedback. 2. Support: Staff will actively seek support from leaders, taking responsibility for improving their own practices. 3. CPD is delivered on a weekly basis. The importance and impact of CPD is evident through teacher planning, pedagogy and wider pastoral responsibilities. 4. Community: Staff will be an integral part of the school development and support leaders to seek out opportunities for growth and development. 5. Communication: There will be clear lines of communication between leaders and staff grounded in openness and respect. 6. Wellbeing: Staff will feel able to speak to leaders about concerns and leaders will promote staff wellbeing. 	<ul style="list-style-type: none"> • Systems are in place 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. • Leaders and champions are available to support staff. For example, behaviour champions lead and support staff with procedures etc • Staff questionnaire sent out to identify areas for development within given areas, for example ICT, SEND, Mental Health Disorders and Safeguarding. • Regular briefing and debrief will serve as a place to ask for and receive support from colleagues. • Staff wellbeing schedule in place, including team building and leadership activities, questionnaire, CPD etc. 				

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
5.1	<p>Extend our portfolio of impactful traded and professional services benefitting children at the point of need and establishing strong partnership links.</p> <p>Stakeholders have a strong voice and presence within the school (working in collaboration)</p>	<ol style="list-style-type: none"> 1. Mainstream Schools: Have a clear understanding of pupil placements, including Traded Services and actively participate to ensure joint responsibility and accountability for pupil outcomes. 2. Pupil Journey: All stakeholders understand the pupil’s placement, progress and journey: this is evidenced and well documented. 3. Practice is standardised across all provision; LA commissioned Pathways and Traded Services. 	<ul style="list-style-type: none"> • All Stakeholders are actively involved in pupil’s progress in their educational offer; a robust a regular system of reporting is in place. For example, pathway review meetings and weekly reports support this. • Good relationships are forged by all staff and collaborative working practices are evident. • Traded services and LA commissioned outreach support is further developed, and quality assurance processes are used to improve impact. 				

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 Trust Board

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 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 action plans through Trust leaders. 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 Trust Leaders 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 and Trust Leaders.