



Parkside Academy Improvement Plan 2025-2026



Priority 1: Delivering High Quality & Inclusive Education (*Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEN, so that they can achieve their full potential*).

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
	<p>Inclusion</p> <ul style="list-style-type: none"> Ensure all teaching and curriculum pathways are ambitious, inclusive, and adapted to the needs of SEND, disadvantaged, and medically vulnerable pupils. <p>Curriculum and Teaching</p> <ul style="list-style-type: none"> Prioritise adaptive teaching and curriculum sequencing, ensuring all pupils know more, remember more, and can do more, with a sharp focus on reading, communication, and maths fluency. All pupils make progress from their baseline. 	<ul style="list-style-type: none"> Pupils access the curriculum equitably and make progress from their starting points; exclusions remain at zero and reintegration outcomes improve. Teaching quality is rising, pupils engage more positively, and assessment shows improved recall and progress across subjects. 	<ul style="list-style-type: none"> Monitor the effectiveness of adaptations across provisions, demonstrating that barriers are consistently reduced, through support plans, weekly review, escalation Track the consistency of curriculum delivery across sites and provide coaching for staff where subject sequencing or adaptive practice requires refinement. 			

Priority 2: Securing School Improvement (*Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action*).

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
	<p>Behaviour and Attendance</p> <ul style="list-style-type: none"> Sustain improved behaviour through consistent routines and high 	<ul style="list-style-type: none"> Behaviour incidents have fallen significantly over time; exclusions are 	<ul style="list-style-type: none"> Implement sharper attendance 			

	<p>expectations, while prioritising attendance recovery strategies to close the gap with national averages.</p> <p>Personal Development and Well-being</p> <ul style="list-style-type: none"> Deliver a coherent programme of personal development (including PSHE, RSE, and careers) that promotes mental health, resilience, healthy lifestyles, and cultural capital. 	<p>eliminated; pupils demonstrate resilience and improved attitudes to learning</p> <ul style="list-style-type: none"> Pupils demonstrate growing confidence, respect, and independence; they understand risks (online/offline), build positive relationships, and prepare for adult life. 	<p>interventions/escalations and evidence their impact through weekly review, case studies, ensuring attendance improvement is rapid and sustained</p> <ul style="list-style-type: none"> Ensure consistent delivery of the personal development programme across all sites, including hospital provision. 			
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Priority 3: Developing our workforce – <i>(the trust creates a high performing working culture for all staff that promotes collaboration, aspiration and support. RT uses the flexibility of the trust structure to create opportunities for staff. RT recognises the critical value of high-quality teaching and champions the profession..</i>						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> Strengthen teaching quality and professional excellence through reflective practice and evaluation. <p>Leadership</p> <ul style="list-style-type: none"> Promote staff wellbeing and retention through workload monitoring, recognition, and support. 	<ul style="list-style-type: none"> QA cycle evidence improved consistency in teaching, learning, and assessment. Staff demonstrate engagement with feedback and continuous improvement. The termly wellbeing survey shows a year-on-year improvement in staff satisfaction. Staff retention and attendance 	<ul style="list-style-type: none"> Use lesson visits, book looks, and progress data to identify CPD needs. Monitor impact of CPD on classroom practice and pupil outcomes termly Continue monitoring workload via the 0.25 timetable and line management discussions. Hold termly wellbeing activities and create opportunities for informal connection (e.g., coffee & cake, walk and talk sessions). Ensure early intervention and supportive 			

		have improved compared with the previous year.	monitoring for staff where wellbeing concerns arise.			
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In order to ensure rapid progress towards these outcomes, the actions and KPIs will be monitored in the following way:

a. Academy based

2. Monitoring and Evaluation of the Action Plan

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 scrutiny of the evidence and data presented to the CEO and Trust Leaders.