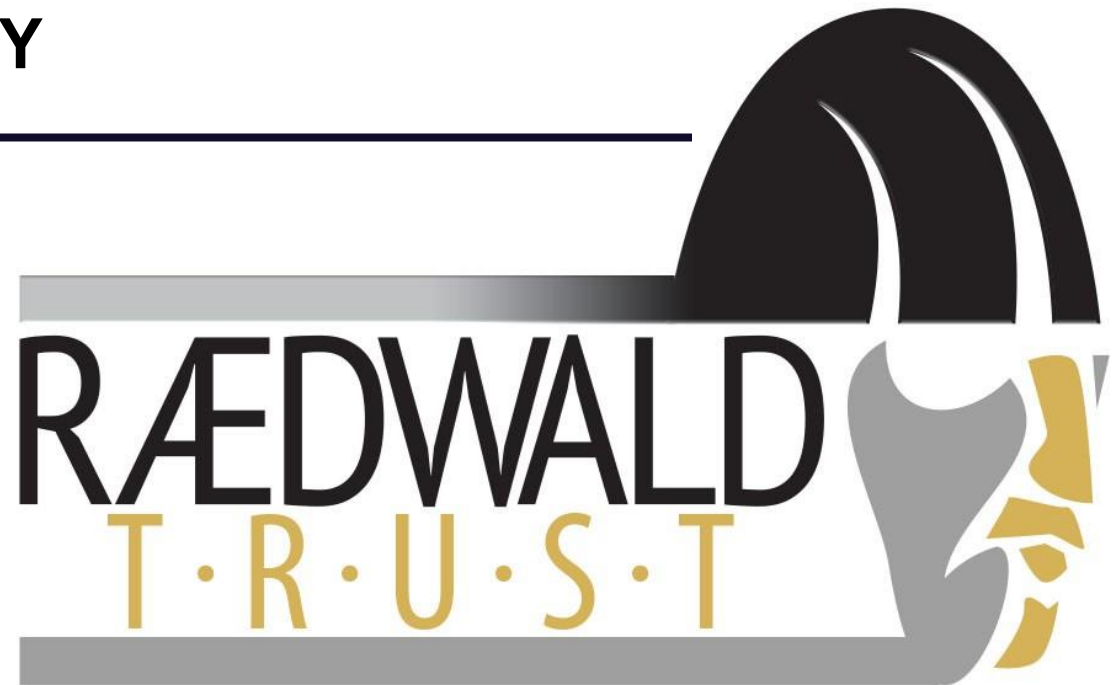# ACADEMY IMPROVEMENT PLAN
WESTBRIDGE ACADEMY

RÆDWALD
T·R·U·S·T

SEPTEMBER 2018

REVIEWED: JANUARY 2019

1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

Priority 1: Enabling inspirational leadership and management

After a management restructure in September 2018 the Headteacher took over the headship of 3 centres including Westbridge. We are working at amending the scheme of delegation at Westbridge and looking at the role of the Head of School and middle leaders and how they fit into the new centralised Trust Leadership scheme.

As a result our L&M foci are:

- Implementing Trust wide accountability framework
- Growing new and experienced leaders able to inspire learner's colleagues and other stakeholders
- Implementing Trust wide policies and procedures including digital capacity

AFD	Area for Development	KPIs
AFD 1.1	Deliver a trust improvement system providing a strong growth platform for inspirational leadership at all levels across all academies	1. Clear and understandable information flow between leaders and managers promote continuous development
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility. Empower staff to take leadership on key development areas to support consistency and sharing of expertise across the trust.	1. School leaders understand clear lines of responsibility and accountability. 2. External scrutineers are in place in key areas such as H & S, Safeguarding, and TLA to offer challenge and support

Priority 2: Delivering High Quality Learning

Westbridge is a place of learning and there is a strong culture of learning permeating all areas of the academy. Teachers have high expectations and lessons show most students engaged and making progress. Teachers challenge students to think through effective questioning. Very good and strong relationships are evident with all adults. Classrooms are good learning environments. There have been a number of new staff to the team and it is important that all staff know what they need to do to improve teaching and that marking and progress tracking is used effectively across all learning environments.

As a result our foci are to:

- Deliver a broad and balanced curriculum, reviewing accreditation to maximize opportunities for all students.
- Standardise processes for pupil level monitoring of learning

AFD	Area for Development	KPIs
AFD 2.1	Standards of exceptional learning are delivered through focused challenging personalised target setting	1. Student reviews are robust and well documented for all 2. Individual targets are clear and aspirational and have impact on student learning
AFD 2.2	Ensure curriculum offer builds on prior experience, future aspiration and a strong belief in transformation.	1. Learner engagement of offer evident alongside increased use of Trust wide resources. 2. Curriculum evaluated against intention, implementation, impact criteria and costed to ensure economic efficiency.

Priority 3: Securing Safe and Energising Learning Environments

Westbridge is now part of the RT Safeguarding Team. The DSL/DDSL will be overseeing actions from the scrutineer commissioned by the Trust to review all our safeguarding procedures. Westbridge has good safeguarding systems in place, with strong CP procedures and good links with other agencies.

As a result our foci are to:

- Develop and deliver exemplary practice following the recommendations of the external review to keep our student group safe.
- Play an active role in the Trust safeguarding team through DSL/ DDSL involvement.
- Keep students safe by engaging with a full time curriculum offer

AFD	Area for Development	KPIs
AFD 3.1	Trust wide safeguarding procedures secure, supporting and strengthening those in place at Westbridge	1. Implementation of the external Safeguarding review recommendations (Dec 18) 2. GDPR Action Plan completed.

	Ensure academy is GDPR compliant and that systems in place to support staff are clear and informed	
AFD 3.2	Establish a culture of learning by changing the way we work through our scrutiny of front line experience. Design and implement a programme of 'near misses' and 'data breaches'.	1. Procedures established in which near misses and data breaches are open and transparent. 2. Findings reported and leaders learn from prior experience.
AFD 3.4	Develop further innovative pathways to ensure all pupils engage with an offer of full time provision.	1. Apply robust academy procedures for reduced timetables 2. Curriculum Group constantly review individual student curriculum offer and monitor to raise engagement.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

Westbridge Academy values and supports colleagues at every level and works hard to encourage relevant staff development to grow a multi skilled team of practitioners. The staff team has undergone changes over the past few years and we continue to look at skills and areas for development to deliver the best opportunities for students.

As a result our foci are to:

- Review staffing patterns to ensure effective delivery of the curriculum
- Work collaboratively with other centres to promote open and frank conversations which support each other in the delivery of the curriculum.
- Ensure recruitment is robust and the Trust expectations regarding the quality of staff upheld.

AFD	Area for Development	KPIs
AFD 4.1	Systems in place which promote a culture of professional dialogue within the Academy and beyond	1. All staff have the opportunity for regular 1-1 professional supervision with line managers focused on PD and growth 2. Empower staff to take leadership on key development areas to support consistency and sharing of expertise across the trust.
AFD 4.2	High quality professional development and coaching is made available through the Trust to Westbridge staff	1. Quality target setting for staff is established and monitored through robust performance management systems and the impact they have on pupil outcomes.

		2. A coaching programme is in place to empower staff to develop their own practice.

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

Westbridge has good links locally with external partnerships and collaborators which benefit student outcomes.

As a result our foci are to:
- Extend our good relationships with local stakeholders
- Look for opportunities to forge collaborations with appropriate national /international bodies and identify key staff to promote this.
- Share our knowledge with other centres within the Trust to impact student outcomes.

AFD	Area for Development	KPIs
AFD 5.1	Ensure all Westbridge stakeholders have a voice and this is clearly recorded.	1. Clear processes in place for recording of stakeholder feedback 2. All related actions are recorded and monitored through to completion.
AFD 5.2	Strengthen opportunity to learn about Enterprise and employability	1. Increase in partnerships to support a broad and balanced curriculum. 2. RT External provision Lead provides support and guidance to Westbridge transition lead
AFD 5.3	Strengthen opportunity to learn from pupil voice	1. Student council established
AFD 5.4	Engage with local, national and international partners to learn from best practice, research and enquiry	1. Staff are actively engaged in external professional communities.

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 Local Governing Bodies

The school based lead for each of the AFIs 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 write a termly impact assessment report 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 AFI. 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.

3. Action Plans

We have created action plans for each of the AFD identified in the summary above.

Priority 1: Enabling Inspirational Leadership and Management

AFD1.1		
Deliver a trust improvement system providing a strong growth platform for inspirational leadership across the academy		
What are the expected outcomes?	For learners: ● Systems in place to deliver better student outcomes	
	For staff and other stakeholders: ● Clear and understandable information flow between leaders and managers promote continuous development	
To achieve the expected outcomes we will: (Include CPD activities) 1. Regular meetings between management staff at Academy 2. Staff to take part in a range of leadership development opportunities 3. Work in collaboration with other Trust leaders 4. NPQSL undertaken by Head of School		Lead SLT CF
How will progress be monitored? Staff evaluation of training events and feedback to other staff across trust		
What evidence will be gathered to show the impact of this priority?		

Minutes from meetings
What are the cost implications of any of the actions?   ● TBC
Evaluation Commentary February 2019   **Westbridge is on track to meet this AfD: Activity so far includes:**   *1 x completed Expedition Supervisor Training Course ESTC on 7 Dec 2018,*   *1 x taken part in webinar for careers leadership training 22/1/19 as part of ASL Careers leadership course (IOA funded)*   *All staff received programme of Teaching and learning inset for staff on Wednesday evenings, led by CO.*   *SLT engaged in Management and Leadership Programme – delivered by the University of Bath (IOA funded)*   *I x staff engaged in Trust ICT Strategy Group meetings monthly*   *2 x staff engaged Leadership and Development Training monthly - Everyday Leader*   *Varied Cross centre working in maths, science, STEAM, assessment*   **The impact of the activity on pupil outcomes is already evident in areas such as curriculum breadth; improved early intervention when practice falls short of expectations at academy or Trust level; and cross site working securing high quality learning for all**
Evaluation Commentary July 2019

		Lead SLT
AFD 1.2 Create a culture of determined leadership across the trust, rooted in growth and possibility. Empower staff to take leadership on key development areas to support consistency and sharing of expertise across the trust.		
What are the expected outcomes?	For learners: ● Increased access to curriculum opportunities ● Improved portfolio of accreditation	
	For staff and other stakeholders: ● CPD opportunities for staff ● Staff feel empowered to improve pedagogy at Academy	
To achieve the expected outcomes we will: (Include CPD activities) 1. NA to complete NPQSL 2. NA and CO to start Leadership and Development course in Autumn term (IOA) 3. BY Dyslexia course and delivery of inset to staff 4. MC/DE/El to deliver STEAM programme across sites		Lead SLT NA

5. DE & CO to support maths at MRoad / Parkside 6. DE/EL to support delivery of science at M Road – 7. NA to support CB with delivery of Art with M Road students at Westbridge 8. Cross trust department meetings 9. CO to support Monty Road to deliver RAP programme 10. AE supporting PHSE Delivery/Planning at Monty Road 11. CO to support organization of assessment tracking at St Christophers	

How will progress be monitored?
Curriculum Group, SLT meetings, staff feedback, RAP meetings, student attainment progress – improvements in rates of progress at each assessment point.

What evidence will be gathered to show the impact of this priority?
Staff CPD documents, staff feedback, SLT minutes of meetings, increase in number of exam entries at Monty Road

What are the cost implications of any of the actions? ● Cover costs staff on courses/ loss of staff time in academy ● Transport costs across sites

Evaluation Commentary February 2019
We are on track to meet this AfD. The following activity has taken place. 1 x leader has completed face-to-face component of NPQSL. 2 x leaders have completed Strategic Leadership module of Bath University Leadership and Development course. 1 x staff to deliver dyslexia training for all staff on Feb 19. STEAM @ Montgomery Road campus benefits from a regular Wednesday pm slot and the course is going well. 2x staff are supporting Montgomery Road students at Westbridge in science for 2 sessions per week. 1 x leader has had an initial meeting with Montgomery staff re use of art facilities at Westbridge and delivery of Photoshop and ceramics elements with a view to activity beginning in the future. 1 x staff supporting Montgomery Road students @ Westbridge in maths on a Friday afternoon met and with purposeful tracking of learning. Cross trust department meetings have been happening regularly; 1 staff member meeting with English across trust and receiving extra support from Montgomery Road colleague. Across trust subject department meetings to be held in Spring term. 1 x student has completed his Food Hygiene qualification at Montgomery Road

Evaluation Commentary July 2019

AFD 1.3 The LGB needs developing

What are the	For learners: ● Governance plan in place to hold leaders and academies to account

expected outcomes?	For staff and other stakeholders: ● Scheme of delegation in place, members have clear understanding of roles and responsibilities and accountability

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
1. Commission external expertise to help with governance at all levels 2. Evaluate and review SoD ensuring strong alignment with the Trust wide leadership structures 3. Consider increasing the membership of the LGB	CF

How will progress be monitored?
LGB action plans signed off with targets met

What evidence will be gathered to show the impact of this priority?
LGB minutes

What are the cost implications of any of the actions?
● Cost of external expertise

Evaluation Commentary February 2019
Progress towards meeting this objective was initially stalled due to the low numbers of LGB members. However, towards the end of the autumn term, 3 new members have been recruited.   A new clerk in place for the first LGB meeting of the meeting; the clerk has been commissioned to serve on all LGBs and Trust Boards which is supporting the implementation of the new SoD. LGB members have visited 3 times. 3 new members have visited with a view to joining the committee and plan to attend the next meeting (Spring 19)

Evaluation Commentary July 2019

Priority 2: Delivering High Quality Learning

AFD 2.1	
Standards of exceptional learning are delivered through focused challenging personalised target setting	

What are the expected outcomes?	For learners:
	● Individual targets are clear and aspirational and have impact on student learning
	● All students are entered for GCSE examinations in core subjects.
	● Students make expected progress across subject areas
	For staff and other stakeholders:
	● Work scrutiny/lesson observations demonstrate consistency across the academy
	● Staff CPD targeted at areas for development
	● Staff have up to date understanding of course requirements for their subject area

To achieve the expected outcomes we will:	Lead SLT
● Actively encourage engagement with stakeholders who may have an impact on post 16 learning opportunities	
● Set Thrive targets to direct student interventions where appropriate	NA
● Ensure displays with literacy focus in all classes	
● Make sure RAP actions are followed up and documented	
● Match staff CPD with areas identified for development	
● Baseline scrutinized to ensure they provide accurate data	

How will progress be monitored?
Through work scrutiny, lesson observations, Student Focus meetings, RAP meetings and Curriculum Group,

What evidence will be gathered to show the impact of this priority?
Student entries and outcomes and progress at each entry point

What are the cost implications of any of the actions?
●
●

Evaluation Commentary February 2019
Progress towards meeting this target is on track. Lesson observation cycle completed in November 2018 and staff given feedback to ensure consistency across subject areas. Work scrutiny took place in October 2018 and again in January 2019 to look at consistency in marking and assessment across subject areas. Staff inset on learning environments on 9th January. RAP meetings for Year 11 held in October and December 2018; and for Year 10 in November 2018. Pupil premium RAP meeting Jan 2019. Literacy and numeracy interventions set for students with EHCP. All students entered for GCSE in core subjects.

Evaluation Commentary July 2019

AFD 2.2:		
AFD 2.2: Ensure curriculum offer builds on prior experience, future aspiration and a strong belief in transformation.		
What are the expected outcomes?	For learners: ● Personalised curriculum for all students ● Maximise accreditation opportunities for all students ● Wider range of vocational opportunities on offer	
	For staff and other stakeholders: ● Opportunities for staff to work across trust and use resources ● Opportunities for staff to share best practice across trust	
To achieve the expected outcomes we will: ● Engage with RT External Provision Lead to secure training opportunities for all students ● Hold weekly curriculum meetings to evaluate student offer and adjust responding to need ● Develop School Pod to include costings for Interventions ● Monitor Intervention records and target actions against outcomes ● RAP Meetings ● Artsmark case study.		Lead SLT NA
How will progress be monitored? ● Curriculum Group minutes ● Intervention tab records		
What evidence will be gathered to show the impact of this priority? Intervention tab summaries, Student Focus meeting data, RAP meeting data, all students leave intended destinations, NEET figures		
What are the cost implications of any of the actions? TTP costs. Transport costs		
Evaluation Commentary February 2019 Progress towards this target is on track. Weekly curriculum meetings show a continual rise in the number of students with a wider curriculum offer. Work experience trust worker CH, looking at ways to expand provision of work experience and training to our students.		

Visit to Westbridge Academy on 23/1/19. 6 students have started courses with Eastern Region training. Opportunities for training at YMCA are being explored.

Evaluation Commentary July 2019

Priority 3 Securing Safe and Energising Learning Environments

AFD 3.1

Trust wide safeguarding procedures secure, supporting and strengthening those in place at Westbridge. Ensure academy is GDPR compliant and that systems in place to support staff are clear and informed

What are the expected outcomes?	For learners: ● Keeping all pupils safe	
	For staff and other stakeholders: ● Standardised procedures published and in place for Safeguarding, GDPR, HR and H&S	
To achieve the expected outcomes we will: (Include CPD activities) ● Engage with newly developed RT Safeguarding Team to strengthen internal challenge and support ● Respond to external scrutineers Safeguarding action plan for the academy and follow recommendations ● Update the Safeguarding Policy to ensure site based practices are reflected in the policy ● Review risk assessments in preparation for transitioning processes to a RT MIS ● Plan for transition of student safeguarding referrals onto cloud based system ● Staff to attend GDPR training October 2018 ● SLT to complete GDPR action plan and monitor ● Safeguarding training for DSl/DDSLs		Lead SLT CF
How will progress be monitored? SLT weekly meeting (minutes)RT Safeguarding Team monthly meetings, Westbridge Safeguarding team minutes		
What evidence will be gathered to show the impact of this priority? Successful GDPR audits, Health and Safety Audit (Nov 18) Ofsted, external safeguarding audit and findings (Dec 18)		
What are the cost implications of any of the actions? ● External expertise ● Travel costs to RT Safeguarding meetings for staff		

Evaluation Commentary February 2019
Progress towards meeting this target is on track. NH has attended monthly Safeguarding meetings with Trust and fed back and implemented changes to systems at Westbridge. GDPR action plan created and monitored by SLT. Risk assessments in place for all students and regularly reviewed by all staff. Successful Safeguarding review carried out in December 2018 by external scrutineer. All staff attended GDPR training in October. The Trust use of cloud based storage is in discussion through ICT transformation working group (NA)
Evaluation Commentary July 2019

AFD 3.2		
Establish a culture of learning by changing the way we work through our scrutiny of front line experience. Design and implement a programme of 'near misses' and 'data breaches'.		
What are the expected outcomes?	For learners: ● Keeping pupils safe	
	For staff and other stakeholders: ● Staff continually looking at ways to improve practice	
To achieve the expected outcomes we will: (Include CPD activities) ● Create effective system to log concerns in consultation with RT ● Feedback lessons learnt to staff ● GDPR checks in place and training completed ● Policies updated		Lead SLT CF
How will progress be monitored? SLT meetings		
What evidence will be gathered to show the impact of this priority? Log, TR audit		
What are the cost implications of any of the actions? ● ●		
Evaluation Commentary February 2019		
Progress towards meeting this target is on track. GDPR training in place for staff October 2018. Updates from Tracy Riches regarding best practice emailed to staff. Staff aware of protocol for recording and storing information on pupils. Development of policies led by CEO, updated in school and published on the website. Westbridge Academy Risk Register in place November 2018.		

Evaluation Commentary July 2019

AFD 3.4
Develop further innovative pathways to ensure all pupils engage with an offer of full time provision.

What are the expected outcomes?	For learners:
	● Expectations and procedures for the use of reduced timetables is clear and aimed at promoting full time engagement
	● Ensure all pupils have the offer of a full time timetable.
	For staff and other stakeholders:
	● Parental communication with FSW is clear
	● Staff offer creative ways to engage students

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
● Work with trust lead for external provision to secure trust wide QA metrics and published directory as part of safe curriculum expansion	NA
● Review every student timetable weekly at Curriculum Group	
● Create an action plan with student feedback	

How will progress be monitored?
Curriculum Group minutes
Timetable tracker

What evidence will be gathered to show the impact of this priority?
RAP documentation, student attendance data, curriculum offer spreadsheet, timetable tracker

What are the cost implications of any of the actions?
● Use of external providers
● Staff development

Evaluation Commentary February 2019
Progress towards meeting this target is on track. Curriculum Group weekly meeting is scrutinizing and continually growing the student offer. JW continues to meet with trust lead for external provision to expand training opportunities, e.g. ERT. Training providers are producing regular feedback and JW is organizing student feedback. EL is developing student voice to gauge student experience of curriculum and offer. Action plan to be in place April 19. FSW has developed a new timetable agreement document for parents that is reviewed weekly at Curriculum Group and every three weeks with parents.

●
Evaluation Commentary July 2019

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.1		
Systems in place which promote a culture of professional dialogue within the Academy and beyond		
What are the expected outcomes?	For learners: ● By operating in a culture of openness, we are better able to deliver exceptional education for pupils ● National and international opportunities for participation in projects for our pupils ● Improved outcomes for pupils across the trust	
	For staff and other stakeholders: ● Empower staff to share best practice on key development areas to support other centres ● All staff have the opportunity for regular 1-1 professional supervision with line managers focused on PD and growth ● Staff model best practice across the trust	
To achieve the expected outcomes we will: (Include CPD activities) ● Schedule regular 1-1 professional supervision for line managers (CEO/HT) ● Use key teachers to aid delivery of subjects in other centres (CO maths, DE science, SJ ICT, MC/DE STEAM and NA art at Monty Road) ● Regular dissemination of specialist training to all staff at Academy ● CO to disseminate examiner board training in maths		Lead SLT CF
How will progress be monitored? SLT minutes, minutes of 1-1 meetings, across centre department meeting minutes		
What evidence will be gathered to show the impact of this priority? Student outcomes, improved feedback on systems through staff survey		
What are the cost implications of any of the actions? ● Travel across centres ● Staff CPD costs		

- Staff shortages when staff off site

Evaluation Commentary February 2019
Progress towards meeting this objective is on track. CO has completed disseminating Exam board examiner training to maths team across the trust. Key teachers EL, DE, MC, CO delivered curriculum at Monty Road in addition to Westbridge. Students from Westbridge able to use Monty Road for Curriulum. Staff inset delivered on a Wednesday after school, focus has included EHCP, PPG, Teaching an Outstanding lesson, Student Feedback and Learning Environments. 1-1 supervision of managers at weekly SLT meeting. Staff training on going as described in AFD 1.1   ●

Evaluation Commentary July 2019

AFD 4.2	
High quality professional development and coaching is made available through the Trust to Westbridge staff	
What are the expected outcomes?	For learners: ● Improved pupil outcomes
	For staff and other stakeholders: ● CPD for staff is relevant and has an impact on pupil outcomes

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT CF
● NA to complete NPQSL at IOE ● JW to complete Level 6 training SU ● LJ to start MA in Counselling, University of Essex October 2018 ● LJ to complete ELSA training February 2019 ● NA and CO to complete coaching training as part of Leadership and Development course starting in October 2018. NA to join HoS Trust wide for Leadership Coaching ● NA/CO to set up a coaching programme to empower staff to develop their own practice through careful partnerships. ● Target setting for staff is established and monitored through robust performance management systems and the impact they have on pupil outcomes. ● CO to model examiner training in maths across sites	

• DofE training and audit activities for DofE at Westbridge.	

How will progress be monitored?
Staff CPD meetings, in professional 1-1 meetings, successful completion of staff courses
What evidence will be gathered to show the impact of this priority?
Improved student outcomes
What are the cost implications of any of the actions?
• CPD costs • Staff cover
Evaluation Commentary February 2019
Progress towards this objective is on track. NA has completed face-to-face component of NPQSL and will work towards completing project this term. JW has started Level 6 training and attended all timetabled sessions so far. LJ has successfully started MA Counselling course and is using it to help inform her ELSA curriculum. NA and CO have signed up for Coaching component of University of Bath course and are awaiting to be assigned tutors for the three coaching sessions to be carried out by phone. MC has completed DofE training and audited activities for Westbridge. He is now having a meeting with the County advisor to advise on funding.
Evaluation Commentary July 2019

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.1	
Ensure all Westbridge stakeholders have a voice and this is clearly recorded.	
What are the expected outcomes?	For learners: • Active participation with stakeholders ensures we can deliver on our commitment to pupils • Enhanced provision for students through positive partnerships with external providers
	For staff and other stakeholders: • Stakeholders feedback is listened to and acted on • Regular opportunities to give feedback

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
- Review and monitor processes for recording stakeholder feedback - Continue and develop role of FSW - All related actions are recorded and monitored through to completion. - Student voice meetings lead by EL	CF

How will progress be monitored?
SLT to review feedback regularly. Increased links made. Increased opportunity of offer

What evidence will be gathered to show the impact of this priority?
SLT minutes, stakeholder questionnaires / survey / feedback

What are the cost implications of any of the actions?
- TPP costs   - Staff time   - Travel costs

Evaluation Commentary February 2019
Progress towards this objective is on track. Parental contact, advise support offered daily and is recorded on school pod and open evenings. TPP report back weekly recorded on school pod. Timetable dialogue is recorded on signed agreement by parent and student. EL/AE facilitating student voice. CF met with SNC Deputy Principal to forge positive links.

Evaluation Commentary July 2019

AFD 5.2
Strengthen opportunity to learn about Enterprise and employability

What are the expected outcomes?	For learners: - Develop meaningful learning opportunities for pupils - Improve transition to KS5 and retention post Westbridge
	For staff and other stakeholders: Staff and stakeholders feel secure with robust terms of reference for our External Provision

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
- RT External provision Lead to provide regular support and guidance to Westbridge transition lead - JW to start Level 6 training - Improved training and work experience links	NA

● Develop partnership with All Together enterprise projects	

How will progress be monitored?
Student attainment data, intervention monitoring, student focus data

What evidence will be gathered to show the impact of this priority?
Neet figures, student outcomes

What are the cost implications of any of the actions?
- More staff time to be directed at pursuing opportunities
- Transport costs for staff and students to Enterprise events

Evaluation Commentary February 2019

Progress towards this objective is on track. We are working closely with MW to strengthen our links with TPP which enhances our student offer. Transition workers in place (Jan 19) to support students though to April 2010 (IOA funded). Work Experience lead in place across the Trust. JW begun level 6 training. Meeting with enterprise project planned for Feb 19 (NA/JC)

Evaluation Commentary July 2019

AFD 5.3	
Strengthen opportunity to learn from pupil voice	

What are the expected outcomes?	For learners: ● Student council established ● The academy will fulfil is obligation to actively participate with pupil ideas ● Weekly assembly programme
	For staff and other stakeholders: ● Staff to learn from pupil voice

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
● PSHE team to coordinate Student council meetings and minute ● Development opportunities highlighted from student feedback ● Feedback from council to inform AIP ● Contribute towards RT application for Investors in Pupils	

How will progress be monitored?

Student voice minutes, displays
What evidence will be gathered to show the impact of this priority? Student feedback questionnaires

What are the cost implications of any of the actions?
   ●   Student voice rewards, actions
   ●

Evaluation Commentary February 2019 Progress towards this objective is on track. Westbridge Academy, through EL, is a part of the UNICEF Rights Respecting Schools Award (Jan 19) and this is feeding in to student voice. Display in main area. Display in common room on Remembrance Day. Following safeguarding audit plans in place to support student feedback in to policies. Student view logged at pm staff briefing and actions taken in terms of timetable/groupings/ training.
Evaluation Commentary July 2019

AFD 5.4	
Engage with local, national and international partners to learn from best practice, research and enquiry	

What are the expected outcomes?	For learners:
	   ● Increase in partnerships to support a broad and balanced curriculum.
	   ● Partnerships developed to secure excellent learner outcomes

	For staff and other stakeholders: ● Partnerships are mutually beneficial to staff and stakeholders

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT

●   Continue to raise the profile of STEAM internationally
   ●   MC to complete Artsmark application
   ●   Students to take part in yearly art exhibition
   ●   Develop social media profile
   ● Website development	

How will progress be monitored? Staff CPD meetings	

What evidence will be gathered to show the impact of this priority?
Press coverage, pupil outcomes.
What are the cost implications of any of the actions?
•
•
Evaluation Commentary February 2019
Progress towards this objective is on track   • *CO/NA to attend leadership training from Bath University*   • *DE to attend Careers Leadership Training*   • *MC Write statement of commitment for Artsmark – Artsmark case study over 18 months.*   • *Audit DofE MC*   • *CO is an exam marker for AQA/Edexcel (to ensure exam knowledge is completely upto date)*   • *Website has been developed and updates – ongoing*   • *Twitter account active. Facebook account development ongoing.*
Evaluation Commentary July 2019