
WESTBRIDGE ACADEMY IMPROVEMENT PLAN



JUNE 2020

WESTBRIDGE ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

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 1.3	Design and implement a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	<ul style="list-style-type: none"> Strong governance will ensure self-improving systems have impact 	<ul style="list-style-type: none"> Participate in new governance structure Prepare reports for Governance Teaching and Learning Committee 						
AFD 1.4	Embed accountability structures to ensure spending decisions always impact learner outcomes	<ul style="list-style-type: none"> Secure value for money for our offer 	<ul style="list-style-type: none"> Review spending patterns across the curriculum 						

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	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	<ul style="list-style-type: none"> All students to have a working ILP reviewed each term impacting progress and learning Evidence that students are able to articulate their targets and progress 	<ul style="list-style-type: none"> Implement ILPS for all students and regularly track progress for all students ILP subject trackers in workbooks used to 						

		<p>towards short term and long term goals</p> <ul style="list-style-type: none"> Some students to be entered through the Thrive programme 	<p>document performance against target</p> <ul style="list-style-type: none"> Staff to profile a group of targeted students for Thrive and follow action plans across subject areas Thrive targets to be transcribed into ILPs 					
AFD 2.2	Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education	<ul style="list-style-type: none"> All students to follow a curriculum that includes Healthy living options and the chance to work cooperatively in groups (Ofsted19) All students to have opportunities to study outside of the classroom with a curriculum that includes student leadership, character education and challenge (Life Skills) Students follow a clear pathway through a coherently planned and sequenced curriculum to gain sufficient knowledge and skills for future learning and employment 	<ul style="list-style-type: none"> Staff to make links and look at good and better practice from other alternative provisions (Ofsted19) Develop curriculum offer across subjects by increasing opportunities for developing healthy living skills Establish curriculum intent and clear rationale for what is included and not included in the curriculum defining areas of study evidencing how curriculum will meet the needs of all learners. Reading is prioritised in lessons using effective methods as outlined by English lead and SENCO 					

		<ul style="list-style-type: none"> Reading is prioritised to allow pupils to access the full curriculum offer and pupils are able to read widely and often 								
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Priority 3: Securing Safe and Energising Learning Environments

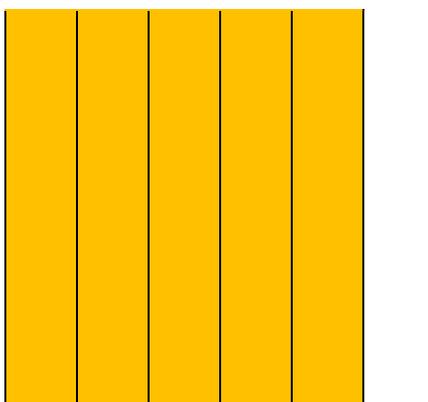
AFD	Area for Development	KPIs	Actions	Evaluation RAG						
				1/6	2/6	3/6	4/6	5/6	6/6	
AFD 3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	<ul style="list-style-type: none"> Safeguarding group using Office 365 to share knowledge Staff member trained in MHFA able to offer support to students All staff training is kept up to date 	<ul style="list-style-type: none"> Take part in safeguarding monitoring visits Staff member to attend training for MHFA Calendared safeguarding meetings weekly 							
AFD 3.4	Offer the maximum time of learning to all learners and, where a reintegration timetable is necessary, ensure we are doing all we can to increase contact hours	<ul style="list-style-type: none"> Attendance improvement for PA students Attendance improvement for Academy in line with national figures (Ofsted19) 	<ul style="list-style-type: none"> Review student offer and those students on a Reintegration timetable every week at Curriculum Group Meetings. Work with stakeholders to find strategies to improve and increase attendance (Ofsted19) 							

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	
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	<ul style="list-style-type: none"> All staff to participate in the new RT Professional development modules working with reviewers within the Trust 	<ul style="list-style-type: none"> Reviewers to take part in training to facilitate successful mentoring for RT Professional development modules Staff to complete online modules and record evidence in response 							
AFD 4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT pay policy	<ul style="list-style-type: none"> Staff take part in working groups reflecting Academy ambitions Clearly identify practices to support trust wide improvement 	<ul style="list-style-type: none"> Staff to attend monthly working groups SEND, ICT, Work related Learning, Thrive, Curriculum, Safeguarding and Leadership 							

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 5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	<ul style="list-style-type: none"> Extending the provision to make sure more pupils have access to employability and Enterprise activities 	<ul style="list-style-type: none"> Gatsby Benchmarks in place Liaise with TRF support Develop work experience to provide more opportunities for pupils 							

AFD 5.3	Strengthen opportunities to learn from 'pupil voice' and influence	<ul style="list-style-type: none"> • Take part in RT children's committee • Secure learners influence on organisational, operation and strategy 	<ul style="list-style-type: none"> • Continue with the silver award for Rights Respecting Schools programme (UNICEF) • Regular Pupil meetings to illicit student views regarding curriculum, placement and policy • Evaluate pupil feedback and record action 	
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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.