
WESTBRIDGE ACADEMY IMPROVEMENT PLAN



SEPTEMBER 2021

WESTBRIDGE ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2021-2022

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
1.4	Embed accountability structures to ensure spending decisions always impact learner outcomes	<ul style="list-style-type: none"> Ensure that spending on individuals relate to progress, engagement, accessibility and opportunity. 	<ul style="list-style-type: none"> Budget received for centre and is managed fairly to allow all students opportunities to improve cultural capital. Use RAP meetings to plan spending as a collective approach. Evaluate spending against progress and attendance. IEPs carefully monitored and spending allocated in line with THRIVE criteria. 						
1.5	Strengthen the framework of Trust and Academy policies and procedures that meet statutory requirements, take account of local contexts, and support ethical accountability measures	<ul style="list-style-type: none"> Regularly review and update curriculum policies. Clear processes and policies are in place for managing behaviour. Ensure support is available for Quality assurances . Health and safety policies and processes meet legal requirement. Safeguarding measures are effective and understood by all. 	<ul style="list-style-type: none"> September 21- Curriculum leads to ensure all policies are up to date. Behaviour policy is updated and shared Work alongside TBMs to seek support for H and S reviews. Health and safety procedures are understood by all and quality assured. This is evidenced by site audits. Daily updates on safeguarding from DDSL and ensure all staff are up to date with training. 						

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
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 have a working ILP reviewed each term impacting progress and learning Evidence that students are able to articulate their targets and progress towards short term and long term goals SEND expectations in all classrooms 	<ul style="list-style-type: none"> Train new staff on how to create and update ILPs. Calendar half termly reviews of students. Ensure that all students are aware of ILP goals and know what they need to do achieve them. Develop ILP recording in exercise books alongside Schoolpod. Weekly SEND meetings and also SEND workshops. Tutor time to allow students to discuss progress and next steps. 						
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"> Implement RT Focused Pathway Establish and strengthen subject leadership over multi site academy Westbridge Reading Strategy is implemented to improve access to the curriculum Induction process positions students on aspirational curriculum pathways. Improve the cultural capital of stakeholders 	<ul style="list-style-type: none"> Subject leads create Policy, POS, Overview and MTPs for subject areas Develop curriculum offer of ICT, RE and Humanities with cross site support. Recovery curriculums in place across subject areas Daily reading sessions timetabled Calendarised department meetings to strengthen cross site working Weekly teaching and learning meeting to share best practice 						

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
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"> Pen portraits highlight the impact of multi-agency support and high level safeguarding. All staff are able to report safeguarding concerns to a high level. New staff to complete Safeguarding induction. Staff attend weekly Safeguarding updates and are made aware of changes to practice. Training for new DSL 	<ul style="list-style-type: none"> Tutors to attend daily briefings to become active stakeholders in the support that sits around our learners. A weekly slot within whole school meeting to refresh knowledge of safeguarding training. Evaluation of staff reporting of safeguarding slips with training provided. Support from RT safeguarding lead to upskill DSL 						
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"> Ensure each student has a full time offer of education Remote learning strategy is developed to respond to changing local lockdown restrictions Attendance improvement for Academy in line with national figures (Ofsted19) 	<ul style="list-style-type: none"> Any deviations from a full timetable are consciously made in conjunction with families and key professionals and reviewed according. Work with stakeholders to find strategies to improve and increase attendance (Ofsted19) Use a wide range of TPP opportunities to improve engagement. Collectively planned through IEP's. 						

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
4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	<ul style="list-style-type: none"> Staff will actively seek support from leaders and take an active role in improving their own professional development. All staff to be active stakeholders in the development of the school. 	<ul style="list-style-type: none"> Daily briefings to allow transparent communication and support. Opportunities to receive specialist support for both Safeguarding and SEN training. All staff to participate in training sessions and online training. Working party to be created to develop opportunities for creating a cohesive school community. 						
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"> Refine professional development programme. All staff to actively participate in new appraisal process. 	<ul style="list-style-type: none"> Support cross centre working for subject leads Provide opportunities for professional discussions In-house training sessions within weekly meetings to share good practice. 						

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
5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	<ul style="list-style-type: none"> positive stakeholder feedback Practice changes in relation to feedback Good attendance at open evenings 	<ul style="list-style-type: none"> clear and open lines of communication to all stakeholders. Explore all avenues to improve communication with parents. 						
5.3	Strengthen opportunities to learn from 'pupil voice' and influence	<ul style="list-style-type: none"> Secure learners influence on organisational, operation and strategy Gather feedback from pupils across the site, evaluating development opportunities from key points raised through a student council Positive evaluation of 'Student Voice' through questionnaires. 	<ul style="list-style-type: none"> Introduce a student council at Westbridge which impacts upon decision making. Create a team of staff to oversee and run regular meetings. Continue involvement in 'Right Respecting Schools' partnership and work towards Silver award. Create an evaluation process in which students can feedback regarding impact of the school council. Develop methods of capturing parental feedback. 						

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.