

**Westbridge KS4 IMPROVEMENT PLAN 2022-
2023**



SEPTEMBER 2022

Westbridge (KS4)

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2022-2023

Overarching themes for Parkside URN: Establishing a culture of effective leadership, 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	3/6	4/6	5/6	6/6
AFD 1.2	Establish and develop a culture of leadership and responsibility.	<ol style="list-style-type: none"> Teachers have established leadership and responsibility over the subject/s they teach Champion roles are evident across the school. Quality assurance is robust and transparent, with clear lines of responsibility and accountability. 	<ul style="list-style-type: none"> Teachers take an active role in reviewing and improving their subject area and supporting colleagues. Champions become leaders within their area of responsibility, implementing good practice and supporting others. Roles and responsibilities are clear and lines of management are effective. Leaders release a quality assurance calendar at the beginning of the academic year. Robust QA is evident and feedback is given using Ethical Leadership practice. 						
AFD 1.5	Strengthen policies and procedures across the school to ensure that statutory requirements are met and accountability measures are supported	<ol style="list-style-type: none"> Leaders and champions are accountable for policies and procedures which are highly effective. Behaviour processes are 	<ul style="list-style-type: none"> Curriculum and Area Policies (attendance, behaviour, career and curriculum) are realigned by identified staff to meet the needs of our cohort and reviewed regularly to support effective working. 						

		<p>clear and well managed, leading to a reduction in behaviour logs.</p> <p>3. Pupil offer: Meets legal requirements and deviations are conscious and evidenced.</p>	<ul style="list-style-type: none"> • Policies are in place at the start of term and/or regularly reviewed both internally and externally within timeframes set • Quality Assurance calendar is implemented and working well. • Behaviour champions and panel in place. Procedures are refined to support policies and practice is improved. Behaviour policy is well established and is evident throughout the school. • Pupil offer deviations are recorded and lines of communications between all stakeholders are evidenced. 						
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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

<p>AFD 2.1</p>	<p>Ensure an ambitious programme of exceptional learning through inclusive practices.</p>	<ol style="list-style-type: none"> 1. RT Readers for Life Curriculum is prioritised daily to ensure all pupils can access learning 2. Struggling readers have access to RWI fresh start to support inclusion. 3. Pupils engage with their reading/intervention sessions 4. EDI framework is evident in all classes and internal scrutiny supports this. 5. Implementation of effective SEND strategies are evidenced in all classes and the impact is monitored. 	<ul style="list-style-type: none"> • A clear programme of support is in place to ensure that all teachers and LAPs have the opportunity to understand, adapt resources to support pupils and teach reading • Children are supported to attend their reading session • Struggling readers are identified early and receive targeted intervention as per the struggling readers flow chart. • EDI framework is evident in all classes, with a focus on key vocabulary • EDI framework is evident across all classes providing consistency for pupils and reducing cognitive load • Comprehensive robust quality assurance of SEND across the school through QA calendar • SEND targeted CPD sessions to all staff at least once per half term. 						
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AFD 2.2	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	<p>1. Staff can talk comprehensively about their revised 2022 programmes of study, pedagogy and pupil progress demonstrating impact of:</p> <p>a) Pupils making progress as a result of their curriculum and teaching. b) Pupils reintegrate successfully in their home schools or are ready for their next steps.</p> <p>2. Pupil induction programme is embedded and provides a profile of the learner that supports subsequent teacher planning.</p>	<ul style="list-style-type: none"> • Use of internal/external curriculum and SEND reviews to interrogate and challenge curriculum progress and micro assessment • Implementation of Quality Assurance calendar to support adherence to curriculum planning and structures. • Regular curriculum and assessment meetings to review and analyse the impact of their Programmes of Study, pedagogy and assessment decisions. • See AFD 5.2 • Staff use information gathered through induction process to ensure individual pupil learning baselines are known and inform teacher planning. 						
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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 (Attendance). - Establish a culture of	<p>1. Children feel safe and want to be in school; our attendance demonstrates this.</p> <p>2. Attendance policies and practices are clear; these are adhered to.</p> <p>3. Action plans and intervention plans are in place.</p>	<ul style="list-style-type: none"> • Bespoke and personalised approach to improve poor attendance and implement appropriate intervention. • Regular review meetings are held with parents/carers/mainstream schools and other professionals allocated to improve attendance and understand barriers. 						

	purposeful learning by embedding high expectations for attendance (at both Raedwald and mainstream).								
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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	Create a culture of openness, respect, transparency and responsibility.	<ol style="list-style-type: none"> 1. Positive engagement with Progress and Learning meetings with Headteacher 2. Support: Staff will actively seek support from leaders, taking responsibility for improving their own practices. 3. Community: Staff will be an integral part of the school development. 4. Communication: There will be clear lines of communication between leaders and staff grounded in openness and respect. 5. 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. • 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. 						
AFD 4.2	There is effective use of professional development across secondary sites.	<ol style="list-style-type: none"> 1. Through the RT Professional Development modules, implement a programme of professional supervision focused on development and growth. 2. CPD: CPD is delivered on a weekly basis. The importance and impact of CPD is evident through teacher planning, pedagogy and wider pastoral responsibilities. 	<ul style="list-style-type: none"> • Support staff in implementing the PD and appraisal procedures. • Weekly CPD schedule shared via Calendar • Staff questionnaire sent out to identify areas for development within given areas, for example ICT, SEND and Safeguarding. • Leaders and champions are available to support staff. For example, behaviour champions lead and support staff with procedures etc 						

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 5.1 & 5.3	Stakeholders have a strong voice and presence within the school (working in collaboration)	1. Pupils: To improve and develop a strong voice within the school and this is used to shape our school and practices 2. Parents: Are actively involved in their child's education and supported to contribute. 3. Mainstream Schools: Have a clear understanding of pupil placement and actively participate to ensure joint responsibility and accountability for pupil outcomes. 3. Pupil Journey: All stakeholders understand the pupil's placement, progress and journey: this is evidenced and well documented.	<ul style="list-style-type: none"> • Introduce and implement a school council and become a right's respecting school by achieving the UNICEF Silver award. • 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. • Parents are reliably consulted in aspects of education; for example, risk assessments, ILP, deliberate changes to offers, etc. • Good relationships are forged by all staff and collaborative working practices are evident. • 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 Quality of 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 Head Teacher will RAG rate each area for the CEO.

b. Trust based monitoring

The CEO will receive a progress report on the action. 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 CEO and Trust Board. The success measures will be communicated to the Quality of Education Committee.