



Westbridge Academy Improvement Plan 2024-2025



1. Academy Priorities, Areas for Development (AfD), Key Performance Indicators (KPIs) Summary 2024-2025

Priority 1: Delivering High Quality & Inclusive Education

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1 & 1.2	Curriculum: We will interrogate all curriculum offers provided to children, acting on identified areas for improvement Student Outcomes: We will focus on the impact our curriculum has on learners, clearly identify why it is high quality and how it is inclusive	- The Springboard curriculum is ambitious, broad, well sequenced and knowledge rich across a two-year period - The curriculum is accessible across several pathways - The curriculum is designed so that it can be delivered by both specialists and non-subject specialists. - All pupils make positive progress from their starting point - Assessment is used effectively to ensure that lessons and interventions are adapted to provide exceptional learning for all pupils - Pupil voice is collected and celebrated, and is used to shape our school and practices	- Schedule Greenfields curriculum Review - Set a robust quality assurance cycle of book reviews, learning walks and observations to ascertain the impact the curriculum sequence and teaching has on learning - Internal scrutiny of pupil progress through assessment trackers and pupil review through Teaching and Learning Meetings - Analysis of interventions used through the regular scrutiny of the SEND tracker - CPD and teaching and learning is informed by the QA cycle findings - Trust wide Leadership work to support curriculum development.			
1.5	Enrichment: We will implement a programme of strong personal development that ensures all children experience the wider world	- Students have access to broad range of experiences across the curriculum - Students will take part in sport, music and cultural opportunities that enrich the curriculum - Student wider development is	- Engage with Wolsey 550 project, providing world of work encounters, offering young people 'real life' insights into career paths in organisations across Ipswich - Visits to colleges and post-16 provisions			

		supported, and they are prepared for, and understand, multicultural life in Britain - Pupil voice is collected and celebrated, and is used to shape our school and practices	- PE, RE and Citizenship have opportunities planned to provide opportunities to interact with wider world - SEMH sessions are to be targeted to include providing pupils with opportunities to engage with the wider world			
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Priority 2: Securing School Improvement						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2.1	School Improvement Model: AIPs, appraisals and CPD is fully aligned to trust wide ambitions ensuring all parts of the organisation are pulling in the same direction. We will use our Rapid Action Planning protocols to intervene collectively where standards fall short of expectations.	- Westbridge is aligned to the trust's clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the trust, as well as those that join. - Appraisal targets aligned to the AIP and trust ambitions, and have been assured externally - CPD cycle supports and empowers staff to align their development with the AIP and trust wide ambitions - New employee induction is robust, and staff integrate quickly and confidently - Rapid action plan is implemented efficiently when standards fall short of expectations.	- Academy Improvement plans align with areas of development and the trust ambitions; quality assured by the CEO. - Staff are to be supported so that appraisals targets are aligned to both staff and trust ambitions and are quality assured externally. - CPD cycle ensures that areas for improvement outlined in 1.1 and 1.2 are well supported. - New employees are to be supported with a robust induction and support to ensure they can carry out trust and self-development			

			ambitions. - Rapid action planning is to be used to support schools and individuals where standards fall short of expectations.			
2.2	Transformation: We will work alongside other alternative provisions and mainstream settings through impactful outreach work to secure the highest standards of education that are consistently delivered to students.	- There are excellent working relationships with mainstream schools that support the delivery of all SCC commissioned pathways and Traded Services packages, including Copleston Connect. - Reporting processes are followed and implemented to a high standard - Lines of communication are clear and professional at all times	- Reporting and rubrics of pathways and traded services packages are to be established and maintained, quality assured by leaders. - Single point of contacts are established for pupils or traded service contracts			

Priority 3: Developing our workforce						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
3.1	Workload: We will manage staff workload through carefully monitoring working hours, productivity, and access to impactful wellbeing support.	- A supportive working environment is fostered by managing workload, prioritising wellbeing and taking action to support all staff. - Trust Leadership SOPs are followed robustly. - Staff attendance at work will be high and well-being meetings will be utilised to support where appropriate.	- 0.25 Timetable will be adhered to daily to ensure that all staff have their correct allocation and entitlement. The document will be updated as per Trust Leadership SOPs. - Wellbeing and support will be accessed through: Termly 1-1's, open door policy, productivity monitoring and support, adherence to 0.25TT			

			- Where productivity falls short, impact support is to be put in place and monitored leading to improved outcomes - Leadership SOPs to be referred to daily and as required - Wellbeing events such as Westbridge Marvel of the Month to be implemented. - An open door policy the head teacher will be in place - Employee Access Support is to be advertised regularly to staff as a resource to utilise if they require support			
3.3	Working Environment: We will ensure there are clear and consistent policies in place to secure a safe environment for all members of our community.	- Safeguarding, behaviour and attendance policies create a safe environment in which to work and learn. - Westbridge structures are used so that staff are empowered to deliver their best. - Sites are organised, well-presented and are welcoming places to work and learn - Students have improved attendance from that at the point of referral.	- Routines and systems are to be created in order to ensure that sites are organised, well presented and are welcoming places to work and learn in. Regular site walks will be carried out to monitor this and initiate change - Safeguarding panel is to be held weekly with communication shared amongst relevant professionals. Safeguarding data is recorded and present in the safeguarding file. - Behaviour panel is to be carried out weekly. Actions are fed back to staff and trends are analysed and actioned			

			- Attendance is monitored daily and is discussed with central team weekly			
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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 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 a scrutiny of the evidence and data presented to the CEO and Trust Leaders.