



Westbridge Academy Improvement Plan 2025-2026



Priority 1: Delivering High Quality & Inclusive Education *(Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEN, so that they can achieve their full potential).*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1	Inclusion To sustain the rigorous monitoring of the progress of all pupils to consistently ensure that any barriers to success are swiftly and effectively addressed.	- All pupils, particularly those with SEND and SEMH needs, receive timely and targeted support. - Pupil outcomes are improved, and gaps are reduced in progress and engagement. - A culture of high expectations is fostered with personalised interventions. - Reduction in behaviour incidents for pupils. - Increased attendance rates for pupils from the point of referral. - Improved engagement in learning activities, measured through pupil voice and feedback.	- Embed a structured progress tracking system that includes academic, attendance and behaviour indicators. - Train staff in data interpretation and early intervention strategies. - Implement 6-weekly reviews for pupils with complex needs with dual schools, and wider professionals where required. - Develop individualized student support plans co-produced with pupils and parents/carers. - Sustain and develop support from Chaplains focused on resilience, self-regulation and goal setting. - Use pupil voice surveys to inform intervention planning and curriculum adaptation. - Strengthen links with duals schools to ensure continuity and consistence in support for pupils. 16.10.25 - Amendment to morning			

			routine for PSED to allow pupils time to have breakfast and settle for learning			
1.2	Curriculum Strengthen the use of formative and summative assessment data to inform curriculum planning and individualised teaching strategies. Enhance staff confidence and consistency in delivering adaptive teaching strategies that meet diverse learning needs. Review and strengthen the PSHE and ICT curriculum to ensure relevance, progression, and integration with wider personal development.	- Teaching is responsive to pupils' starting points and progress. - Tracking of small-step progress is in place through student support plans. - Staff use data to adapt interventions and measure impact effectively. - Increased pupil engagement and progress in PSHE and ICT, evidenced through work scrutiny and pupil voice. - Staff confidence in adaptive teaching improves, measured through QA activities and CPD feedback. - Curriculum planning reflects individual learning pathways and vocational aspirations.	- Introduce regular data review cycles. - Provide CPD to staff focused on interpreting assessment data and applying it to planning. - Embed pupil progress reviews into termly planning and curriculum mapping. - With the Assessment Centre, develop a whole-school adaptive teaching framework and share best practice through the quality assurance cycle and CPD. - PSHE and ICT is mapped across the 2-year curriculum sequence with interlinking cross-curricular enrichment and vocational learning. Support to be provided by external consultants where required. - Implement a curriculum audit to identify gaps in relevance and progression.			

Priority 2: Securing School Improvement *(Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action).*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2.1	Achievement Strengthen the strategic decision-making process around GCSE and qualification pathways to ensure they are fully aligned with pupil needs, aspirations, and progression routines.	- The curriculum choices reflect the diverse profiles of learners, including those with SEND, SEMH and disrupted educational histories. - Pupil achievement is maximised as qualifications are accessible and aspirational. - Post-16 transition outcomes are improved by aligning the curriculum with future education, employment, and training pathways. - Positive feedback from pupils and families on curriculum relevance and personalisation. - Improved destination data showing sustained post-16 engagement.	- Conduct a curriculum audit to evaluate the relevance, accessibility, and impact of current GCSE and vocational options. - Engage pupils, parents/carers, dual schools and other external partners in shaping the curriculum offer. - Use progress and destination data to inform future curriculum planning and qualification selection. - Develop a decision-making framework that balances academic rigour with therapeutic and vocational relevance.			
2.2	Attendance and Behaviour Sustain exceptional standards of attendance and behaviour over time by embedding inclusive	- A highly inclusive school culture exists where all pupils, regardless of background or need, feel safe, valued, and connected.	- Continue targeted attendance interventions, including transport support, home visits, and reintegration timetables for EBSA pupils.			

	practices and ensuring all pupils feel a strong sense of belonging. Focus on refining tailored support for pupils who require additional help to engage consistently and positively.	- Pupils receiving targeted support will show measurable improvements in attendance and behaviour, evidenced by: - o Increased attendance rates and reduced persistent absence. - o Fewer behaviour incidents and improved emotional regulation. - o Positive pupil voice feedback on belonging and safety. - o Stronger engagement with learning and readiness for post-16 transitions. - Curriculum offer reflects pupil interests, needs, and post-16 aspirations. - Pathways show improved completion rates and outcomes.	- Expand use of the Wellbeing Hub and individual safety plans to support emotional regulation and behaviour. - Deliver ongoing staff CPD on trauma-informed and restorative practices. - Strengthen data analysis and weekly tracking to identify trends and inform proactive support strategies. - Collaborate with local colleges and training providers to enhance transition planning and post-16 readiness.			
--	--	---	---	--	--	--

Priority 3: Developing our workforce – *(the trust creates a high performing working culture for all staff that promotes collaboration, aspiration and support. RT uses the flexibility of the trust structure to create opportunities for staff. RT recognises the critical value of high-quality teaching and champions the profession).*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3

3.1	Leadership and Governance Strengthen strategic decision-making and governance oversight to ensure sustained improvement across key areas such as curriculum, safeguarding, and pupil outcomes. Enhance the visibility of leadership at all levels, including trustees.	- Curriculum choices reflect the diverse profiles of learners, including those with SEND, SEMH, and disrupted educational histories. - Pupil achievement is maximised through qualifications that are both aspirational and accessible. - Post-16 transition outcomes are improved by aligning the curriculum with future education, employment, and training pathways. - Governance oversight is robust, with trustees actively engaged in monitoring impact and strategic planning. - Leadership visibility increases across the provision, with clear lines of accountability and communication. - Safeguarding and pupil outcomes are regularly reviewed and acted upon at leadership and governance levels.	- Conduct a curriculum audit to evaluate the relevance, accessibility, and impact of current GCSE and vocational options. - Engage pupils, parents/carers, and external partners in shaping the curriculum offer. - Use progress and destination data to inform future curriculum planning and qualification selection. - Develop a decision-making framework that balances academic rigour with therapeutic and vocational relevance. - Establish regular governance review cycles focused on curriculum, safeguarding, and pupil outcomes. - Provide training for trustees on alternative provision contexts and strategic oversight responsibilities. - Increase leadership presence through pupil forums, learning walks, and stakeholder engagement events.			
-----	--	---	--	--	--	--

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 scrutiny of the evidence and data presented to the CEO and Trust Leaders.