



Academy Improvement Plan 2022-2023



SAFEGUARDING
To ensure safeguarding is effective at all levels;

Priority	Actions	Who; Review; Oct '22 Feb '23 May '23	Impact/success criteria (KPI's)
Maintain accurate records on the Single Central Record	<p>Review SCR every half term. QEGSMAT QA SCR termly.</p> <p>Safer Recruitment training for all Leadership team who have not done so in last two years.</p> <p>Initiate process of completing new DBS checks for all staff (as requested by QEGSMAT)</p>	<p>PSM/EYR</p> <p>Half termly Central HR Team</p> <p>HVH – Sept 22</p>	<p>Accurate and up to date Single Central Record, reflecting culture of safeguarding.</p> <p>All Leadership team have current training certificate</p> <p>Staff with oldest DBS to have new check from September</p>
<p>Ensure safeguarding is effective within the school;</p> <p>Ensure that there is an active and evident 'culture of safeguarding'</p>	<p>Safeguarding Roles and Responsibilities for ALL staff are written. This structure and expectations embedded effectively.</p> <p>The use of CPOMS is reviewed and staff retrained in its effective use</p> <p>Gatehouse safeguarding procedures to be reviewed</p> <p>All staff and governors are trained and up to date with current policy and practice. This includes KCSIE training at the start of the academic year/on starting. Child Protection, Prevent, Peer on Peer and FGM (Flick Learning) training;</p> <p>Regular training, reminders and assessment of SG knowledge throughout the academic year</p>	<p>PSM/EYR</p> <p>PSM/EYR/HVH - Sept 22</p> <p>PSM/EYR</p> <p>PSM/EYR/Safeguarding team/Central Team - By end of Sept 22</p> <p>PSM/EYR/Safeguarding team/Central Team</p>	<p>Safeguarding is reviewed as effective at all levels.</p> <p>Data is accurate and records/actions are timely.</p> <p>No safeguarding concerns raised at the front of school. Safeguarding effective.</p> <p>Training log demonstrates engagement/participation. Staff have up to date knowledge of safeguarding.</p> <p>SG Training is planned into calendar/meeting time – Training plan in place</p>

	<p>Safeguarding remains a standing agenda item in every meeting, is regularly reviewed and reported to the DSL, HT and Central Team</p> <p>Updates to L3 and L4 training for the Safeguarding Team</p> <p>All Safeguarding procedures are Quality Assured.</p> <p>Re-establish safeguarding flows and protocols with regards to absence or blended learning packages.</p> <p>Work Experience RA and welfare checks are effective.</p>	<p>PSM/EYR/HVH/Safeguarding Team</p> <p>EYR – by Oct 22</p> <p>PSM/EYR/Safeguarding team/Central Team – Oct 22 Review</p> <p>HVH/EYR - July 22</p> <p>EYR/SHD</p>	<p>Appropriate colleagues pass courses.</p> <p>September - All staff aware of protocols for 'N' code absence, attendance and blended learning.</p> <p>Work experience meets statutory requirements for welfare and safeguarding.</p>
<p>Continue to utilise a standardised cycle of safeguarding audit/action planning.</p>	<p>Annual audit from DDSCP to be completed by DDSL in May/June;</p> <p>Half termly CPOMS audits reported to QEGSMAT by DDSL;</p> <p>Termly audits to be reported to governors by DDSL;</p> <p>Regularly update staff on contextual safeguarding updates from Carol Woods.</p> <p>Areas of concern/issues affecting our students identified in fortnightly VSM and Inclusion meetings and used to inform planning and delivery of our SG curriculum</p>	<p>HVH/Safeguarding team</p> <p>June 22</p> <p>July/Oct 22</p> <p>Dec 22</p> <p>HTermly – briefings</p> <p>Fortnightly</p>	<p>Safeguarding is reviewed and recognised as effective. Regular meetings have minutes, and an evidence trail is clear.</p> <p>Safeguarding audits fully in place; actions taken where identified. Trends and priorities feed into PD and training curriculum.</p> <p>Staff fully understand and practice in a culture of safeguarding</p> <p>Comprehensive SG curriculum in place and delivered through PD, PSHCE, tutors, subject areas and extra events.</p>



OUR CURRICULUM

To offer a broad, balanced and creative curriculum, which enables our young people to achieve the very best outcomes and leave education well prepared for the next steps in their lives by;

Priority	Actions	Who; Review; Oct '22 Feb '23 May '23	Cost	Impact/success criteria (KPI's)
1. Ensuring that the SEND provision at CA is effective.	Refer to Chellaston Academy SEND Strategy Plan 2022	SENDCO Half termly review		Gaps in SEND performance reduce. Latest SEND review is positive. IGR in place and impacting on students. Suspensions reduce. Community voice is positive.
2. Strengthening and expanding the Personal Development programme offered to our young people.	<p>Review and increase PD curriculum time for the 2023-24 curriculum plan.</p> <p>PD Intent and Implementation document written and embedded.</p> <p>To improve and update the planning of PSHCE lessons making them even more relevant to each cohort and our local context. To expand provision and resources and ensure plans dovetail with SG priorities.</p> <p>To analyse attendance to PSHCE lessons and ensure all pupils receive any missed statutory content with catch up sessions.</p> <p>To monitor delivery and progress more effectively within QA.</p> <p>To ensure staff are trained effectively to deliver the content through the training plan.</p> <p>Retrain and relaunch role of Form Tutors</p> <p>Embed the Chellaston Charter further in the academy.</p>	<p>PSM/EYR</p> <p>JNE JULY 22</p> <p>JNE review termly</p> <p>JNE/ HOYS fortnightly</p> <p>CLR/WLK</p> <p>JNE / HVH / WLK</p> <p>July / Sept 22 EYR/HVH / JNE</p> <p>JNE</p>	Curriculum time	<p>Clear vision for PD established for all stakeholders.</p> <p>Pupils receive the knowledge and understanding of the world around them that equips them to understanding issues relevant to the local area and National priorities.</p> <p>Pupils receive key information and statutory content – also signposting to support.</p> <p>QA cycle embedded into 2022-2023 calendar. QA shows 'good' PD curriculum.</p> <p>QA cycle embedded into 2022-2023 calendar. QA shows 'good' PD curriculum.</p> <p>QA cycle embedded into 2022-2023 calendar. QA shows 'good' PD curriculum.</p> <p>QA cycle embedded into 2022-2023 calendar. QA shows 'good' PD curriculum.</p>

<p>3. Developing and embedding an active and evident reading programme/culture.</p>	<p>Reciprocal Reader to be embedded into every lesson. This is written into the 'classroom code' and QA'd. RR resources to be provided to staff (visualisers)</p> <p>Reading for pleasure is nurtured through reading with adult sessions within school – either form time or bespoke interventions such as 'Reader Leader'</p> <p>Online reading program to be purchased and embedded, which includes development of 'tiered' vocabulary for each subject.</p> <p>Improve the academy library space and reading resources and recruit a librarian for January 2023.</p> <p>Below chronological reading age interventions in place including identification and progress monitoring.</p> <p>Train appropriate staff with 'phonics' skills. This teacher to deliver 'Ignite' and Extended Learning interventions.</p> <p>CA to prepare and participate in the Derby Law Debating society. Debating becomes embedded into the 'wider' curriculum.</p>	<p>HVH/EYR</p> <p>HVH/EYR</p> <p>HVH/EYR</p> <p>PSM/HVH</p> <p>SENDCO/HVH</p> <p>SENDCO/HVH</p> <p>EYR/HVH</p>	<p>TBC</p> <p>£20000</p>	<p>Students develop vocabulary acquisition, language comprehension, fluency and inference so that all students are at or above their chronological reading age at the end of KS3, so that they are well prepared for progressing into KS4.</p> <p>Reading data shows proportion of students at RA increases.</p> <p>Overall outcomes improve – gaps for PP, SEND and PP/SEND decrease.</p> <p>Library open and accessed by students effectively.</p> <p>Reading plan and mapping in place. Interventions in place and reducing reading gaps.</p> <p>Engagement in curriculum increases. Suspensions and out of lesson logs decrease. Gaps in performance for identified students reduce.</p> <p>Students experience debating.</p>
<p>4. Ensuring that the Pupil Premium funding is planned, utilised and reviewed effectively to support all those eligible.</p>	<p>Refer to the detailed PP Strategy and plans 2022-23</p>	<p>GLE/PS</p>		<p>Gaps in PP performance reduce. Latest PP review is positive.</p> <p>Community voice is positive.</p>
<p>5. Ensuring the 'wider curriculum' offer is broad, balanced and accessed by all.</p>	<p>Embed strategy for registering and analysing attendance at all 'wider curriculum' events.</p> <p>Place on all DIPS as an action to develop the commitment to a wider curriculum.</p>	<p>JNE / SLT / GLE/HOY A.S AND HODs</p>	<p>Time – administrative support</p>	<p>Report of engagement increases.</p> <p>No of activities increases.</p> <p>Pupils have an enriched experience and develop interests at school whilst acquiring skills to prepare them for a modern world.</p>

	Standing item on Departmental and SLT meeting agendas (under calendar).	CLR		Positive student and staff voice.
	HOYs half termly review of pupil groups' attendance and sustained attendance.	HOYS		
6. Building an effective student leadership programme across the academy.	Further embed form reps, year reps and academy council. Ensure meetings are diarised. Regular academy council meetings held and fed back to whole school. Deliver training to Student leadership teams Continue VIA DC representation and Youth Mayor. Ensure all other roles of student leadership e.g. sports leaders, wellbeing ambassadors, Rainbow team are recorded, rewarded and recognised.	JNE HOYs, MOE JNE JNE JNE JNE	Time £300 for lanyards, badges and enterprise.	Number of student leaders increases and impact of these is seen in the day to day running of the school, student voice and charitable engagement. Leadership skills and experiences are gleaned. Community voice is positive. Part of a positive PD review.
7. Maintaining the high-quality, inclusive KS5 curriculum and provision.	Review curriculum numbers at KS4, and subsequently assess curriculum development, expansion and reduction needs if necessary. Review curriculum numbers at KS5 (September 2022). Active steps to increase market and recruit from Year 11. Analyse recruitment and retention data across all KS5 courses over the past 3 years to assess trends and to inform curriculum planning/changes for 2023-2024. Ensure PSHCE, Next Step and Enrichment curriculum is appropriate, meets need of students and supports student development.	MOE Subject Leaders MOE, A Stevenson MOE	Staffing implications Time	Students are placed on appropriate pathways and courses that meet their need and career aspiration. Students with ranges of APS at GCSE achieve well with positive value added at KS5. Overall positive VA. Increased student applications from within and outside Chellaston Academy. 0% NEET (excluding chosen gap year students)
8. Ensuring that careers education is effective and 'safe'.	Review 'Skills for Life' and plan written for fully embedding them. Aspiration displays in all classrooms. Staff trained on implementation of these.	SHD, WLK	Time Cost of posters	Pedagogy around "Skills for Life" created and shared with staff. Further training in place and SFL to be implemented in all classrooms.

	<p>Skills for Life embedded into the rewards culture at CA. SFL evident in classrooms and curricula across the academy.</p> <p>Work Experience process reviewed internally and externally.</p> <p>Signposting to careers linked to subjects/curriculum disciplines.</p> <p>SFL quality assured</p> <p>Student voice for careers in place.</p>	<p>SHD</p> <p>SHD/WLK</p> <p>SHD</p> <p>SHD</p>	<p>(approx. £1200)</p>	<p>Continuous improvement to Work Experience.</p> <p>Increased use of careers within subject areas.</p> <p>Student voice used to improve/ adapt careers education.</p>
<p>9 - Continuing to support the wellbeing of students in the academy.</p>	<p>WEMWBS surveys completed by students.</p> <p>Wellbeing ambassadors trained and accessible to peers.</p> <p>Wellbeing briefing notices delivered regularly.</p> <p>Develop a graduated response alongside Behaviour and SEND</p> <p>School counsellor 1-2 x per week to address Tier 3 support need and allow greater control over timelines for referrals</p> <p>Review of the Hub and how this supports the academy's IGR.</p>	<p>JNE</p> <p>By Oct- HVH</p> <p>Weekly -HVH/ EYR/ JNE</p> <p>Sept</p> <p>July '22</p> <p>Oct 22</p>	<p>Time</p> <p>£10000</p>	<p>Regular communication around wellbeing is cascaded to all staff and students. Results provide support for individual learners and identified groups.</p> <p>Students voice demonstrates that wellbeing is an important part of the academy work.</p> <p>Students demonstrate improved wellbeing (via baseline and post-intervention feedback data).</p>



OUR TEACHING & LEARNING

To deliver high quality teaching, learning and assessment and effective leadership at all levels by;

Priority	Actions	Who; Review; Oct '22 Feb '23 May '23	Cost	Impact/success criteria (KPI's)
1. Ensuring all students have access to quality first teaching including embedding the Chellaston Classroom expectations.	<p>Classroom Code and Behaviour Code and Assessment Code written and embedded. These should include the Magnificent 7 (Rosenshine's Principles), RR and 'relationships' expectations. Provide regular CPD videos and tips surrounding the Chellaston Classroom Code.</p> <p>Create a staff teaching and learning staff handbook providing simplistic and effective strategies to embed all the above.</p> <p>Priority Groups of SEND(k), PP and LPA are supported with training and development and a focus within QA.</p>	WLK, CLR, HODs	<p>Time Cost of display production Approx. £2000 T&L staff handbook printed for every member of staff Approx £500</p>	<p>Ensures quality first teaching for all students. QA inclusive of lesson visits, book scrutiny and student voice, shows an improving picture over time.</p> <p>The four key elements of the Chellaston Classroom are consistently evident within lesson visits and SLT climate walks</p> <p>KPIs met and Valued Added improving through the year for both year groups over the course of the year.</p> <p>Gaps for PP, SEND(k) and LPA reduce.</p>
2. Implementing consistent departmental Quality Assurance processes so Intent, Implementation and Impact are effective.	<p>Continue the QA process developed during summer term 2022. Train MLs on HTly QA processes. Deep Dive strategy and timeline planned and embedded Ensure SEND/PP runs as a golden thread through all QA processes.</p> <p>SLT duty rota to support and inform informal QA through 'climate walks'</p> <p>Identify subject areas of strong and underperformance over time and support strategies to improve outcomes collaboratively.</p>	CLR/ WLK	Annual subscription to BlueSky	<p>Greater knowledge of staff, to share best practice and develop areas of weakness. Quality of Education grading becomes 'good'. Curriculum Intent, Implementation and Impact is judged 'good'.</p> <p>Increased understanding of departmental strengths/weaknesses. Opportunity to share best practice.</p>

<p>3. Ensuring the revised assessment, marking and feedback protocols are embedded consistently and effectively.</p>	<p>New Feedback and Marking policy launched in summer term. Training with staff on first INSET days. Monitoring through QA process. In class coaching on high quality teaching techniques to support students with additional needs.</p> <p>Assessment marking and feedback policy to have particular reference to SEND and PP where appropriate.</p> <p>Refine the accuracy of 'predictions' through continuing training and development, sharing of good practice (internally and externally) and foci in line management meetings.</p>	<p>CLR/WLK Department leads</p>		<p>Improved outcomes for students. Increased engagement of pupils and understanding of target grades.</p> <p>Reduction in workload for staff.</p> <p>Greater clarity of assessment/feedback for all stakeholders.</p> <p>Predicted vs Actual residuals become closer to 0.</p>
<p>4. Ensuring students have caught up on missed work due to any absence; implementing procedures to ensure this is consistent.</p>	<p>This priority is embedded in all DIPs, for individual departmental actions.</p> <p>To promote the use of Firefly and EdClass.</p>	<p>CLR/WLK Attendance Lead Department Leads</p>	<p>EdClass and Firefly subscriptions</p>	<p>Students have no gaps in their learning, All areas of the curriculum can be accessed on firefly</p>
<p>5. Ensuring ALL staff access the best training to ensure that they have effective pedagogical knowledge.</p>	<p>Ensure all current ECTs and mentors complete the Early Career Professional Development work within the online portal and sign up any new ECTs and mentors onto the platform for the new Academic year.</p> <p>Circulate a variety of CPD opportunities throughout the academic year to help staff apply for training tailored to their needs and personal development.</p>	<p>WLK</p>	<p>Training time and cost of CPD courses.</p>	<p>All members of staff have a bespoke and purposeful CPD structure which allows them to develop their teaching and career opportunities. Staff voice is positive.</p>
<p>6. Embedding and effective strategic training and development plan.</p>	<p>Calendared CPD training for all staff and bespoke training for selected staff in areas such as de-escalation, effective SEND, language, T&L, 'relationships', trauma, etc.</p> <p>Develop the effective use of G04Schools through specific training and development opportunities.</p>	<p>PSM/EYR/WLK</p>	<p>Training time and CPD cost</p>	<p>All staff equipped with the latest SEND and behaviour for learning strategies to ensure quality first teaching.</p> <p>G4S used effectively by the whole school community. G4S effectively used for producing and understanding performance data in school.</p>

7. Embedding an effective home learning protocol that supports the development of skills of knowledge.	Homework protocols reviewed, re-researched and re-written. Clear protocols launched and embedded.	CLR/WLK		Students acquire knowledge/skills and home learning supports learning. KPIs are achieved and gaps in learning reduce.
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OUR CULTURE

To support the culture and individuality of each school/academy in our Trust, building strong communities in and around them by;

Priority	Actions	Who; Review; Oct '22 Feb '23 May '23	Cost	Impact/success criteria (KPI's)
1. Review and embed an effective school 'culture' which builds confidence in the whole school community.	Review, at all levels, what the current culture is at CA. Consult and embed an updated culture. Brand and embed the new culture. Review updated culture.	PS/SLT – Jan 23 Mar 23 July 23		Improvements in all KPIs and evidenced in SEF commentary. Chellaston 'Culture' is evident and recognised in all forms of QA.
2. Improving attendance for all students.	Attendance flows and processes reviewed. Updated procedures in place, utilising the FSW, DHOYS, HOYS and admin team. PA protocols and strategy written and embedded.	PS/EYR/HVH BLA/DHOYS/HOYS		Attendance improves. PA reduces for all groups, in particular SEND and PP.
3. Improving the pastoral structures, processes and capacity so students at CA receive at least 'good' pastoral care.	Plan written and embedded for new 'pastoral structure' including 5 teaching HOYS, 5 non-teaching DHOYS a pastoral officer in a 'student support' hub. Suspension, attendance, relationship and other 'flows' rewritten and embedded. The role of the form tutor relaunched and effective pastoral care in place. Ensure tutor time activities allow time for pastoral conversations. 3Rs room plan written and embedded.	EYR July 22 Sept 22 EYR/HVH - July 22 Sept 22 PS		Student services open, embedded and effective. KPIs improve, suspensions reduce, attendance improves. Community voice positive. QA demonstrates that behaviour and PD are 'good'
4. Embedding effective and inspirational rewards culture.	Review current rewards systems in place Consult on rewards process including how we link ICE to daily rewards.	EYR/ JNE July 22		High percentage of students achieving reward days (>90%) Student voice is positive. Attendance and participation is high. Rewards recognised as part of CA culture.

	<p>Create rewards plan for short / medium and long term inc. proposed budget breakdown</p> <p>Launch and train staff on culture of praise – INSET and briefings</p> <p>Provide easy guide to rewards and trial initiatives e.g. lunch passes</p> <p>Embed rewards shop / Activity days</p> <p>Assign Activity Day leader (s)</p>	<p>Sep and ongoing</p> <p>See Rewards plan</p> <p>JNE/EYR</p> <p>JNE/EYR</p> <p>JNE/EYR</p>		
5. Ensuring staff and students feel safe at school.	<p>Review and embed updated ‘relationships’ protocols.</p> <p>Embed a ‘relationships’ code so staff and students consistently follow expectations.</p> <p>Review the CULTURE at CA. Review and rewrite school culture – does ICE work?</p> <p>Embed TIL into processes and culture.</p> <p>Review duty spots/on calls.</p> <p>Toilets are redesigned and monitored more closely.</p> <p>Termly SG questionnaires for staff/students - take actions from issues highlighted/data.</p> <p>Searching, Screening and Confiscation logs written and process used when necessary. Positive handling logs written and used when necessary.</p> <p>Staff Self-Referral log created and launched in staff training.</p>	<p>PSM/EYR All of Leadership team including; DSL Safeguarding team and behaviour lead</p> <p>CLR/HDG</p> <p>PSM</p> <p>EYR</p> <p>EYR/PSM</p> <p>PSM/EYR</p>	<p>T/T staff on toilet duty. Cost of cards/keys</p>	<p>Safeguarding audits and reviews demonstrate effectiveness. Community voice positive. KPIs achieved. Suspension reduce. Attendance increases. Positive behaviours increase.</p>

	<p>Staff Harm log created and process used when necessary.</p> <p>Continue to develop strong links and lines of communication with PDSCO.</p>	<p>HVH</p> <p>SLT</p>		
6. Developing and expanding a 'Connect' Alternative Provision at CA.	<p>Recruit an AP centre lead (similar to the role at CODA).</p> <p>Rebrand/refurnish the space</p> <p>Develop the curriculum to support both academic and personal development.</p> <p>To include 1 hour a week of compulsory DoF. Timetable one staff member to run AP DoF</p>	<p>For September 2022.</p> <p>For September 2022.</p> <p>September 2022 GWD</p> <p>September 2022 FRD</p>	<p>~£50,000</p> <p>£6,000</p> <p>£22 per child</p>	<p>Behaviour incidents reduce. If effective, referrals to Connect reduce in long term. Students in Connect feel safe and achieve targets. 0 NEETs from Connect. Students have appropriate adapted curriculum demonstrated in attainment and student voice.</p>
7 Review and embed effective Equality Objectives.	<p>To review Equality objectives of school and trust. Ensure they are fit for purpose, published and shared with all stakeholders.</p> <p>To deliver staff training around these objectives and the protected characteristics.</p> <p>Include further in tutor / assembly / PSHCE time for students to learn about and understand the importance.</p> <p>To monitor the data on bullying against those with protected characteristics and provide targeted staff and student training.</p>	<p>EYR/JNE / HVH</p> <p>JNE / EYR/ LA</p> <p>Staff training Sep</p> <p>JNE</p>	<p>CPD time</p>	<p>Pupils are respectful and tolerant of all protected characteristics and understand the legal and moral frameworks surrounding them.</p>



OUR WORKPLACE

To offer a rewarding and stimulating workplace for staff by;

Priority	Actions	Who; Review; Oct '22 Feb '23 May '23	Cost	Impact/success criteria (KPI's)
1. Establishing effective governance.	Advertise governor posts. Appoint new LGB./ Appoint COG, VCOG, parent and staff governors. Embed governance structure and protocols, expectations.	AMA/PSM		Governance plays an effective part of school leadership.
2. Introducing a new academy 'relationships' policy with clearly defined rewards and sanctions, built around restorative practice and the 'Kindness Principle'.	MIC current protocols and re-write behaviour 'relationships' protocols to incorporate IGR processes and include logical, embedded 'flows' to support consistency. Relationships CODE written and embedded Training for teaching staff on how to embed the protocols and the 'flows' Training for Pastoral leads on how to provide internal interventions. 3Rs room embedded.	EYR, SCN, GWD Pastoral Team.	Time	Positive language and behaviours embedded. Negative behaviours decrease. The proportion of students qualifying for activity days increase. QA demonstrates that 'relationships' code is effective. Restorative action and reflection embedded.
3. Continuing to review and develop Chellaston Academy induction process for employees.	Induction processes clearly delineated in induction handbook. Review of current process and MIC the provision.	HVH/WLK	Time	Induction process in place. Needs to be fully understood by all line managers. Positive feedback from new staff.
4 Developing an academy "Wellbeing Charter" for staff.	Wellbeing staff group established. Charter developed from this group, demonstrating ongoing commitment to staff wellbeing.	JHN	Time	Staff "Wellbeing Charter" developed and staff feel wellbeing is supported at CA. Staff voice is positive.
Ensuring that communication is effective.	Communication protocol written and embedded. This includes how timely responses should be and also how members of the community should conduct communication. Email guidance written and embedded. Coffee morning plan written and embedded. Headteacher welcome events in place.	PSM GLE/WLK PSM	Jan 23	All staff and members of the community are aware of protocol. Complaints reduce. Community feedback is positive. Community trust in CA improves.



OUR ENVIRONMENT

To provide a strong, secure and financially sustainable environment by;

Priority	Actions	Who; Review; Oct '22 Feb '23 May '23	Cost	Impact/success criteria (KPI's)
1. Adding capacity to Chellaston Academy to support both increasing numbers and an updated and ambitious curriculum.	<p>Ensure capital grants are targeted at phase 22-23</p> <p>Update:</p> <ul style="list-style-type: none"> A) Progress the plans for refurbishment/new build B) Work with Rob Tozer and YMDBoom to finalise plans C) Link with IT and estates strategies. <p>Implement capital build programme</p>	PSM	Up to £4m	<p>Business case submitted to DfE.</p> <p>Consultation shared with stakeholders – Feb 23.</p> <p>Evidence of targeted capital expenditure and impact.</p> <p>Improved accommodation that meets curriculum requirements.</p>
2. Rebranding the academy with effective website, marketing, digital strategy and communication strategy in place.	<p>Partly completed (website/branding). 22-23 update – signage and communication strategy next steps. Aesthetics plan written and in place.</p> <p>Create a new promotional video of the school featuring Mr Smith and the vision for the school.</p>	WLK/PSM	Cost of new website and rebranding and signage	New website in place. Marketing and branding update and shared with all stakeholders.
3. Developing a premises strategy for the aesthetic environment.	<p>Upgrade all existing toilet facilities – open areas with full height doors and CCTV @ entrances</p> <p>Increase water stations near toilets</p> <p>Develop a rolling plan of classroom improvements starting in A Block</p> <p>Block re-branding and re-naming</p> <p>Improve teaching areas with decoration and display</p> <p>Review cleaning and caretaking with focussed project management</p> <p>Renew signage</p>	SLT	<p>~£30,000</p> <p>~£4,000 per classroom</p> <p>~£500 per block</p> <p>~£4000</p>	The aesthetic environment improves. Students demonstrate more care for the environment. Some of this is tied to the capital build programme.

<p>Ensuring school systems are effective and support high quality provision (SIMS, Go4Schools, BlueSky, CPOMs, FireFly, MS Teams, 3CX, EdClass etc)</p>	<p>Ensure all staff are trained on Trust-wide systems and packages. More training put in place to meet need.</p>	<p>SLT</p>	<p>Cost of systems/training</p>	<p>Effective provision and communication with stakeholders. Streamlining of time. Positive community voice.</p>
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