



Paradigm Trust's Statement of Action
September 2015 to January 2017

Date: 27th November 2015

Version: Version 1

KEY ACTIONS BY PARADIGM TRUST

1. Release the Executive Principal to take on the Principal role at Ipswich Academy (IA) by:
 - a. appointing an Interim Principal at Solebay Primary Academy leading to a substantive appointment;
 - b. ensuring the Principals of the founding schools have the advice, support and development from the Link Directors, the Executive Principal, Central Services and Paradigm Trust's network.
2. Establish an Interim Executive Board (IEB) to monitor and accelerate the removal of Ipswich Academy from special measures on or before 31st January 2017.
3. Ensure that the Directors are abreast of the priorities at IA through regular visits and reports.
4. Take bold measures to address the issues highlighted in the Ofsted section 5 inspection in January 2015 and any subsequent HMI monitoring visits in relation to the Sixth Form and Year 14 provision.
5. Continue to engage with the RSC and the DfE regarding the demands of school improvement work and the ensuing financial costs.

Key Issues: OFSTED findings (January 2015)

Ref	Section 5 finding (January 2015)
	<p>Improve the quality of teaching, including in the sixth form, so that it is at least consistently good, by ensuring all teachers:</p> <ul style="list-style-type: none"> • have strong subject knowledge and the skills to assess students' progress accurately • have high expectations of what students can achieve and use assessment information to plan lessons effectively to meet the needs of the different groups of students • mark students' work regularly and offer high quality feedback which helps students understand how they can improve their work • extend students' understanding of their work by using effective questioning and verbal feedback and by setting appropriate homework • develop appropriate strategies in the classroom to increase the confidence and skills of students so they have a thirst for knowledge.
	<p>Improve the rates of students' progress in all Key Stages, including the sixth form, and so raise standards by:</p> <ul style="list-style-type: none"> • speeding up the pace of learning to enable students to make the best possible progress • ensuring that all students receive appropriately challenging work, especially the most able • making better use of pupil premium funding to close the gaps in students' attainment and progress • improving students' levels of literacy in Key Stage 3 • thoroughly planning all subjects in Key Stage 3 to ensure students can make consistent and even progress • reviewing admissions criteria and the advice and guidance given to students in Key Stages 3 and 4 to help them make more appropriate choices for sixth form study.
	<p>Improve students' behaviour and attitudes to learning by:</p> <ul style="list-style-type: none"> • ensuring that low level disruption is rare and that students take pride in the presentation of their work • establishing thorough and robust systems to improve attendance and reduce persistent absence.
	<p>Rapidly improve the quality and impact of leadership and management, including governance, by:</p> <ul style="list-style-type: none"> • ensuring the academy's improvement plans are thorough, realistic and monitored effectively • making certain that senior and subject managers have the correct skills and experience to secure rapid improvement in the quality of teaching, behaviour and, in doing so, achievement • increasing the capacity of governance, at all levels, to ensure it accurately challenges the leaders of the school and is able to hold them to account by independently assessing standards • developing an effective whole-school approach to raising standards in literacy • promoting opportunities in the curriculum for students' spiritual, moral, social and cultural development to positively influence students' attitudes to learning • ensuring appropriate professional development is provided, to teachers and leaders at the academy, through a more thorough and rigorous performance management system.

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1. Plan reference
2. January 2015 Section 5 areas for improvement/ September Section 8 priorities for improvement
3. Current Ofsted inspection framework

Effectiveness of leadership and management

Objective L1: To develop accurate self-evaluation that leads to sharp planning and continuous improvement. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	A comprehensive action plan is in place which responds to all key issues raised in the Section 5 and the subsequent inspections. Self-evaluation procedures are in place.			The academy is removed from special measures.

Ref	Action	Lead	Timescale		Monitoring of progress	Evaluation of impact
			Implement	Embed		
L1.1	Carry out a baseline review of the academy, led by the Paradigm team, focussing on teaching and learning, leadership and management, behaviour and general procedures.		07/09/15	11/09/15		
L1.2	Create a comprehensive action plan based on outcomes of review and Section 5 areas for improvement.		28/09/15	02/11/15		
L1.3	Implement on-going self-evaluation procedures that quickly identify key issues and inform immediate planning.		21/09/15	fortnightly		

Objective L2: To make certain that senior and subject managers have the correct skills and experience to secure rapid improvement. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	The leadership team have the skills to manage their areas on a day-to-day basis. All leaders are clear	All leaders are teaching good lessons consistently with students' books showing good progress.	All leaders have the skills to coach teachers in their teams. All leaders hold their teams to account through	Leadership is at least good in all areas.

	about expectations.		constructive challenge.	
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Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
L2.2	Strengthen the senior leadership team with the Paradigm Trust consultant leader, Bill Holledge.		01/09/15	on-going support		
L2.3	Carry out inclusion review, led by Jennie Montgomery from the Green Spring Education Trust.		10/11/15	11/11/15		
L2.7	Establish tailored one to one sessions with the Paradigm Trust leadership consultants (Touchstone Training) to respond to individual need; agree personal targets for review at next visit.		01/09/15 02/12/15	11/09/15		
L2.8	Implement a series of leadership and management training sessions (led by Touchstone Training) for the leadership team including: Expectations for managing performance Managing performance and developing talent Coaching skills and leading your team Leadership conference		07/12/15 09/12/15 11/01/16 22/02/15	01/04/16 01/04/16 01/07/16 22/02/15		
L2.9	Liaise closely with the Suffolk County Council to secure school improvement support (link Jo Merrion).		14/09/15	01/01/17		
L2.10	Secure specific leadership support in the following areas: Mathematics – Paradigm Trust mathematics consultant Penny Latham Science – Paradigm Trust science consultant, Julia Weston English – Claydon High School, Head of English Music – Paradigm Trust music consultants, Vanessa Wilson/Holly Clark Drama - Green Spring Education Trust, Jennie Montgomery SEND – Paradigm Trust SEND consultant, Mark Mahoney Inclusion/general – Green Spring Education Trust, Jennie Montgomery French – Harris Academy Greenwich/Westbourne Academy		30/09/15 14/10/15 16/11/15 22/09/15 12/10/15 03/11/15 16/09/15	monthly monthly monthly monthly weekly weekly weekly		

Objective L3: To increase the capacity of governance at all levels. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	Interim Executive Board is set up and running.			Academy is removed from special measures.

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
L.3.1	Appoint an Interim Executive Board to specifically focus on school improvement and lead the academy out of special measures.		01/09/15	04/11/15		
L.3.2	Implement the Paradigm Trust governance structure which consists of: the overall Paradigm Trust board of directors supported by the audit and risk committee, the education committee and operation and finance committee.		01/09/15	monthly		
L.3.3	Reform the existing Academy Council as an advisory body to the IEB and committees.		01/09/15	half-termly		
L.3.4	Inform board members of progress through formal reporting, academy visits including lesson observations, meetings with members of the leadership team, teachers and students.		01/09/15	monthly		
L3.5	Invite board members to all academy events and training sessions.		09/09/15	on-going		
L3.6	Link Academy Council and board members with members of the leadership team to help gain a deeper understanding of key areas leading to more robust challenge.		01/09/15	18/12/15		

Outcomes for pupils

Objective O1: To improve outcomes for all students in year 11 so that achievement is at least in line with national averages. Lead: Monitor: Evaluator:	Success criteria					
	January 2016		April 2016	September 2016		January 2017
	A*-C /9-5 English and mathematics	40%	50%	60%		65%
Progress 8	-0.5	-0.25	0		0.25	

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
O1.11	Allocate additional/external support for teaching, from Paradigm Trust and Ipswich schools, to subject areas: mathematics, English, science, music, French, drama		01/09/15	06/05/16		

Objective O5: To ensure that all SEND students and students receiving pupil premium funding achieve at least in line with national averages. Lead: Monitor: Evaluator:	Success criteria					
	January 2016		April 2016	September 2016		January 2017
	Progress 8					
SEND	-0.5	-2.5	0		0.25	
Pupil premium	-0.5	-2.5	0		0.25	

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
O5.1	Strengthen leadership of SEND through additional support from Paradigm Trust consultant, 1 day per week.		10/10/15	weekly		

Teaching, learning and assessment

Objective T1: To provide high quality teaching including questioning, discussion and verbal feedback. Lead: Monitor: Evaluator	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	Consistently good teaching: 100% leadership 50% all teachers Lesson rubric followed by all teachers Five basic strategies used by all teachers.	Consistently good teaching: 60% all teachers 0% inadequate teaching	Consistently good teaching: 70% all teachers 0% inadequate teaching	Consistently good teaching: 90% all teachers 0% inadequate teaching

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
T1.4	Carry out a baseline review of teaching and learning across the academy with the Paradigm Trust team (including retired ex-HMI Sue Gregory and Anne Pitt).		04/09/15	18/12/15		
T1.5	Conduct regular teaching and learning reviews with the Paradigm Trust team (including retired ex-HMI Sue Gregory and Anne Pitt).		25/11/15	26/11/15		
T1.9	Increase capacity by commissioning the Paradigm Trust team and other external providers to support coaching and development of teaching in the following areas: Mathematics – Paradigm Trust mathematics consultant Penny Latham Science – Paradigm Trust science consultant Julia Weston English – Claydon High School, Head of English Music – Paradigm Trust music consultants, Vanessa Wilson/Holly Clark Drama - Green Spring Education Trust, Jennie Montgomery		30/09/15 14/10/15 16/11/15 22/09/15	monthly monthly monthly monthly		

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
	SEND – Paradigm Trust SEND consultant, Mark Mahoney French – Harris Academy Greenwich/Westbourne Academy		12/10/15 03/11/15	weekly weekly		

Objective T6: To improve students' levels of literacy so that all students can access the curriculum. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
T6.3	Appoint a Read, Write, Inc. consultant (Ian Bristo) for 1 day per week to work with SENCO on implementation and monitoring of programme.		15/09/15	weekly		

Personal development, behaviour and welfare

Objective P2: To develop consistently good conduct and behaviour for learning. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	Conduct is good in classrooms and around the academy.	Students are engaged and take ownership of their learning in most subjects.	Students are engaged and take ownership of their learning in all subjects.	All students are equipped for learning, are fully engaged and take ownership of their learning in all subjects.

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
P2.8	Motivate and engage students through high quality assemblies; training delivered by Touchstone Training.		08/12/15	15/07/16		

Objective P3: To improve students' basic skills including handwriting, numeracy, reading and communication. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	All students know their times tables.	Students use cursive writing. 20% increase in number of students who read for pleasure.	Students contribute to class discussions and respond in full sentences. 40% increase in number of students who read for pleasure.	Students' handwriting is good. They are confident readers and they enjoy discussing and debating issues.

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
P3.1	Implement a programme for years 7 to 11 during base group time that includes practising handwriting, basic numeracy skills, guided reading and discussion of key issues.		01/10/15	15/07/16		

Objective P4: To review continuously safeguarding procedures including anti-bullying. Lead: Monitor: Evaluator:	Success criteria			
	January 2016	April 2016	September 2016	January 2017
	Safeguarding procedures and anti-bullying procedures are in place and are followed by all staff.	All students feel safe in school. All students believe that bullying is dealt with effectively.		All students feel safe in school. All students believe that bullying is dealt with effectively.

Ref	Action	Lead	Timescale Implement	Embed	Monitoring of progress	Evaluation of impact
P4.1	Review safeguarding procedures including Prevent through inclusion audit carried out by Jennie Montgomery from Green Spring Education Trust; make any recommended changes to procedure.		10/11/15	11/11/15		
P4.2	Deliver safeguarding and Prevent training to all staff.		02/09/15	04/09/15		
P4.4	Carry out consistent checks on staff understanding of safeguarding and Prevent procedures.		01/11/15	weekly		
P4.5	Train Associate Principal to level 3 for designated safeguarding lead (Suffolk County Council).		13/10/15	13/10/15		

Parental contributions and communications

Parents have been involved in the following ways:

- The plan was presented to the parent focus group to which all parents were invited, on Tuesday 10th November, when parents commented on and contributed to the plan;
- The plan will be shared on the academy website so that all parents have access.