ACADEMY IMPROVEMENT PLAN
CHILD IN CARE PROGRAMME

RÆDWALD TRUST

OCTOBER 2018

CHILD IN CARE PROGRAMME

1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

Priority 1: Enabling inspirational leadership and management

From September 2018, the Raedwald Trust has a new CEO in place who is enabling the formation of a strong leading Academy. A Heads Executive Group has formed within the trust. The Child in Care Outreach Project is growing further by working within the HEG and newly formed Trust teams to fulfil Trust ambitions.

As a result its L&M foci are to:

- *Formalise consistent policies to be applied to all services in the trust.*
- *Deliver a progressive, forward thinking, staff charter empowering and inspiring colleagues across the trust*

AFD	Area for Development	KPIs
AFD 1.2	1. Cement wider leadership support for lead teacher and team to enable individual and provision progression	• New leadership structure implemented. Clear lines of responsibility and accountability. Meetings on a weekly basis to improve information flow/sharing, support development. • Project Lead actively engaged on Leadership & Development Programme (IOA funded)

Priority 2: Delivering High Quality Learning

The quality of the Team's teaching, learning and assessment is strong. By its definition, the Project's approach is flexible and operates around the needs of its pupils. To ensure that the project is able to build on current strengths it is necessary to drive continuous improvement

As a result our foci are to:

- *Develop and standardise all processes for pupil level monitoring of learning, engagement and attendance.*

AFD	Area for Development	KPIs
AFD 2.1	1. To further develop our system to monitor progress and track outcomes	• Current process is reviewed and revised taking on all stakeholders' input. • Team's baselines of children are reviewed and centralised

		• School Pod is the central storage mechanism with strong routes for information sharing / next steps planning
AFD 2.2	1. To explore potential and appropriate assessment tools 2. Continue to build a bank of resources for Key Stages 2 to 4	• Tools' relevance and all subsequent use are assessed against our intention, implementation and impact criteria for measuring curriculum pathway • Resources are consistently matched pupils' learning needs and profiles. Clear system in place to measure effectiveness against intention, implementation and impact criteria. • Pilot of new assessment tools (BKSB) completed • ELSA training in place for all Learning Coaches with demonstrable impact on improved intervention

Priority 3: Securing Safe and Energising Learning Environments

The CiC progamme safeguarding processes and practices are secure, and the Team works hard to ensure all practice related to GDPR, Prevent and HR is as strong. In this endeavor there is no complacency: practitioners and leaders embrace partners and collaborators to do its utmost to keep children safe

As a result our foci are to:
- *Forge stronger links with all of our partners: our Raedwald Trust academies to ensure improved consistency of systems, procedures and practices; the Suffolk Virtual School and Social Care to ensure conversation and action is exemplary*

AFD	Area for Development	KPIs
AFD 3.1	1. To strengthen partnership with all Raedwald Trust academies and centres to ensure consistent safeguarding procedures are in place	• All safeguarding standards and procedures are standardised, published and in place for all matters: Prevent, GDPR, Health and Safety. • Lead Teacher actively engages with fortnightly Trust safeguarding meetings with all other DSLs and CEO.
AFD 3.3	1. To strengthen partnership with the Suffolk Virtual School and host schools to monitor and register attendance appropriately	• Partnership with all partners: Suffolk Virtual School, host schools, Designated Teachers, Social Care is strong. • SLA in place.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

As a small, strong team, the Child in Care Outreach staff are naturally supportive and nurturing. They are keen to grow and develop to increase impact on young people.

As a result our foci are to:

▪ *Ensure all members of the team receive beneficial and supportive experience of induction and performance management, which recognises excellence, expects high standards in all areas and, encourages and provides well matched opportunities for development.*

▪ *To ensure that in all areas of the team's work and practice, the Nolan Principles are clearly visible.*

AFD	Area for Development	KPIs
AFD 4.2	1. To further develop an effective staff induction programme involving all Trust provisions as well as mainstream school 2. Deliver a programme of support to the Project's Lead to effectively manage the performance of the Team.	• All staff have Raedwald Trust Staff Handbook for reference. Staff charter in place to support development opportunities for staff. Joint planning meetings with host schools who will benefit from a clear and structured summary of the programme/offer for each child or young person. • Project Lead to have received training on Perspective and its appraisal system. • Project Lead actively engaged with Leadership & Development Programme

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

By definition, the work of the Child in Care Project has solid partnerships with other stakeholders and organisations. The Suffolk Virtual School is a key commissioner and collaborator; strong links with the Local authority's Psychology and Therapy Team and Social Care are in place. The team recognizes that measuring impact of partnerships on pupil outcomes is key to securing high quality partnership.

As a result our foci are to:

▪ *Form relationship with colleagues nationally to broaden and stimulate innovation*

AFD	Area for Development	KPIs
AFD 5.4	1. The project Lead to visit outstanding provisions for children in care in order to develop strong network of challenge partners	• Mechanism(s) set up to collect and disseminate knowledge, skill, strategies and information.

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 Local Governing Bodies

The school based lead for each of the AFIs 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 write a termly impact assessment report 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 actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFI. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG 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 at each HEG meeting.

1. Action Plans

We have created action plans for each of the AFD identified in the summary above.

Priority 1: Enabling Inspirational Leadership and Management

AFD 1.2
Cement wider leadership support for lead teacher and team to enable individual and provision progression

What are the expected outcomes?	For learners:
	● Will benefit from a strong teaching and coaching team which is supported by clear, stable and consistent management
	For staff and other stakeholders:

	● Clearer lines of accountability ● Consistent and stable line management

To achieve the expected outcomes we will: (Include CPD activities) 1. Implement clear line management 2. Enable meetings to happen regularly to foster collaboration, forward and creative thinking 3. Link with partners: SVS, P&T Service, Social Care	Lead SLT ACG

How will progress be monitored?
Minutes of meetings
Feedback to HEG
General information sharing within and between the CiC Lead and RT

What evidence will be gathered to show the impact of this priority?
Minutes of meetings
Feedback to HEG
General information sharing within and between the CiC Lead and the RT
Feedback/reports from SVS

What are the cost implications of any of the actions?
● Staff time

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Priority 2: Delivering High Quality Learning

AFD 2.1	
To further develop our system to monitor progress and track outcomes	

What are the expected outcomes?	For learners: ● Clearer understanding of own progress
	For staff and other stakeholders: ● More efficient and effective methods to record progress and complete subsequent monitoring

To achieve the expected outcomes we will: ● Review and revise current benchmarks and the systems to record and monitor progress ● During the review, explore other RT academies'/centres' approaches to gather alternative thinking and practice	Lead SLT ACG

How will progress be monitored?
Minutes of meetings
Evidence of termly progress reports
An Excel spreadsheet tracking file
Pupil target setting
Feedback from schools, SVS & pupils

What evidence will be gathered to show the impact of this priority?
Development and delivery of an improved system - uploaded to School Pod
Feedback from schools, SVS and pupils

What are the cost implications of any of the actions?
● Staff time
● CPD on use/functions/features of School Pod

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AFD 2.2: Enter focus area
To explore potential and appropriate assessment tools
Continue to build a bank of resources for Key Stages 2 to 4

What are the expected outcomes?	For learners:
	● Learning opportunities will be tailored to individual need, learning profile, interest areas
	For staff and other stakeholders:
	● Skill set will develop and enable staff to better shape an individual's learning

To achieve the expected outcomes we will:	Lead SLT
● Collaborate with colleagues within and outside of the Trust to gather ideas, options and possibilities ● Research these findings and implement those which meet the needs of the children in the project	

How will progress be monitored?
- Minutes of meetings
- Trial of BKSB assessment tool and feedback meeting with LC & team

What evidence will be gathered to show the impact of this priority?
- Newly devised resources
- Learning Coach resources – eg. ELSA and Thrive resources
- Trial & feedback of BKSB assessment tool by LC

What are the cost implications of any of the actions?
- Staff time
- Cost of BKSB assessment tool

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Priority 3 Securing Safe and Energising Learning Environments

AFD 3.3		
To strengthen partnership with the Suffolk Virtual School and host schools to monitor and register attendance appropriately		
What are the expected outcomes?	For learners: ● Will benefit from a strong and consistent approach, standards and expectations	
	For staff and other stakeholders: ● An increase in joined up working between all stakeholders to ensure this key priority is met	
To achieve the expected outcomes we will: (Include CPD activities) ∉ Agreed consistent approach to monitor and record attendance in place		Lead SLT
How will progress be monitored? Minutes of meetings Discussions with/at HEG		
What evidence will be gathered to show the impact of this priority? A new and clear set of guidelines will be agreed and implemented		
What are the cost implications of any of the actions? ● Staff time		
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Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.2 enter area of focus	
To further develop an effective staff induction programme involving all Trust provisions as well as mainstream school Deliver a programme of support to the Project's Lead to effectively manage the performance of the Team.	
What are the expected outcomes?	For learners: ●
	For staff and other stakeholders: ● Smooth and effective induction to a job role with the Raedwald Trust ● Clear parameters of the project's offer for host schools as point of reference ● Project Lead will have the required confidence and skill to deliver a consistent approach to appraisal through the use of Perspective

To achieve the expected outcomes we will: (Include CPD activities) ∉ Distribute a staff handbook, published induction programme, staff charter	Lead SLT

How will progress be monitored?

Appraisal write-ups – for TR to monitor ACG's appraisals of staff via Perspective
Meeting minutes - review of appraisals and ACG's use of Perspective

What evidence will be gathered to show the impact of this priority?
- All staff have Raedwald Trust Staff Handbook for reference.
- Staff charter in place to support development opportunities for staff.
- Joint planning meetings with host schools who will benefit from a clear and structured summary of the programme/offer for each child or young person.
- Project Lead to have received training on Perspective and its appraisal system.

What are the cost implications of any of the actions?
- Staff time
- Publications
- Cpd on Perspective

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Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.4	
The project Lead to visit outstanding provisions for children in care to develop strong network of challenge partners	
What are the expected outcomes?	For learners: ● Exemplary experiences of learning and development which are rooted in best practice for children and young people For staff and other stakeholders: ● Stronger links with other organisations ● The gathering of other examples of best practice for this sector ● Skill set will grow ● Greater confidence and motivation will raise performance

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
∉ Provide the CiC Lead with opportunities to liaise with other providers in this sector, discuss approaches and strategies ∉ Disseminate the information and reshape practice as appropriate	

How will progress be monitored?
Meeting minutes Presentation of findings

What evidence will be gathered to show the impact of this priority?
Lead will have completed research and development of ideas she gathers during her visits

What are the cost implications of any of the actions?
● In house cpd to deliver new approaches/strategies ● Staff time

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