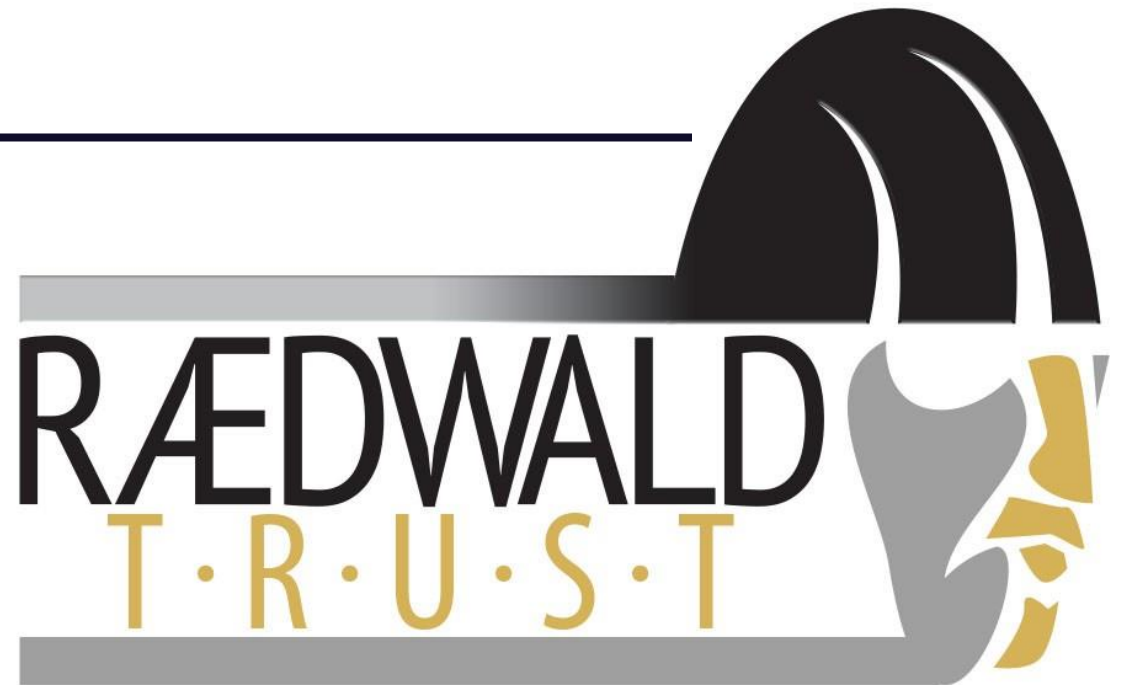

OUTREACH SERVICE IMPROVEMENT PLAN



JANUARY 2019

OUTREACH SERVICE IMPROVEMENT PLAN

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 Outreach Service 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 1.1	Deliver a trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies.	1. Cement wider leadership support for Outreach service to enable individual and provision progression.
AFD 1.2	Create a culture of determined leadership across the Trust, rooted in growth and possibility.	1. New leadership structure implemented. Clear lines of responsibility and accountability. 2. Meetings between CEO, HoS & PL on a weekly basis to improve information flow/sharing, support development. 3. Head of Service & Pedagogical Lead actively engaged on Leadership & Development Programme (IOA funded)
AFD 1.3	Design and implement a Trust wide Governance plan aimed at advancing governance capacity to hold leaders and academies to account.	1. Tracking feedback mechanisms incorporated into Heads Report.
AFD 1.5	Construct a fit for purpose framework of policies and procedures.	

AFD 1.6	Increase agility across the Trust through conscious investment in digital capacity.	1. Tracking and monitoring systems incorporated into whole Trust digital strategy.
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Priority 2: Delivering High Quality Learning

The quality of the Team’s teaching, learning and assessment is strong. By its definition, the Outreach Service’s approach is flexible and operates around the needs of its pupils. To ensure that the service 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	Centralise clear Trust wide standards for exceptional learning delivered through focused, challenging pupil target setting.	1. System to monitor progress and track outcomes fully developed. 2. New systems are reviewed and revised taking into account stakeholders’ input.
AFD 2.2	Centralise trust wide expectations for site based curriculum offers that build on prior experience, future aspiration and a strong belief in transformations resulting from exceptional education.	1.Strong learner engagement evident across all offers of Outreach support. 2.Increased curriculum agility demonstrated through full use of Trust wide resources and internal partnership.

Priority 3: Securing Safe and Energising Learning Environments

The Outreach Service 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 (for our CiC outreach cohort) and Social Care to ensure conversation and action is exemplary.

AFD	Area for Development	KPIs
AFD 3.1	Set RT centralised standards of safeguarding, mutually strengthening procedures within and beyond the Trust.	<ol style="list-style-type: none"> 1. Standardised procedures in place for all Outreach services that follow RT Safeguarding, GDPR, HR, GDPR, and H&S expectations. 2. HoS actively engages with fortnightly Trust safeguarding meetings with all other DSLs and CEO. 3. HoS, CEO & PL meet weekly to discuss & review referrals. 4. To strengthen partnership with all Raedwald Trust academies and centres to ensure consistent safeguarding procedures are in place
AFD 3.2	Establish a professional culture of learning through open and transparent scrutiny of near misses and data breaches.	<ol style="list-style-type: none"> 1. Procedures in place for recording and reporting of near misses and data breaches 2. Transparent routes for ensuring 'lessons learnt' are shared across academies and governance.
AFD 3.3	Strengthen our partnerships with other professionals to secure our learners access to support at the point of need.	<ol style="list-style-type: none"> 1. Development of secure partnerships with Health, psychology service and the Virtual School. 2. Development of on-going collaborative commissioned work with mainstream providers.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

As a small (but expanding), strong team, the 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 4.1	Grow clear systems promoting a culture of open professional conversations at all levels in the Trust.	<ol style="list-style-type: none"> 1. Clear process in place for staff to engage with the Trust.
AFD 4.2	Invest in colleagues through a Trust wide programme of development and coaching.	<ol style="list-style-type: none"> 1. To further develop an effective staff induction programme involving all Trust provisions as well as mainstream school

		<ol style="list-style-type: none"> 2. Programme of support to the HoS/PL to effectively manage the performance of the Team. 3. All staff have Raedwald Trust Staff Handbook for reference. Staff charter in place to support development opportunities for staff. Joint planning meetings with home schools who will benefit from a clear and structured summary of the programme/offer for each child or young person. 4. HoS to have received training on Perspective and its appraisal system 5. HoS & PL actively engaged with Leadership & Development Programme .
AFD 4.3	Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organization.	<ol style="list-style-type: none"> 1. Nolan Principles evident in practices across all areas of the organisation.

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

By definition, the work of the Outreach Service inc Child in Care programme has solid partnerships with other stakeholders and organisations. Social Care are in place for the CiC cohort. The team recognizes that measuring impact of partnerships on pupil outcomes is key to securing high quality partnership. The Outreach team is building strong links with local schools.

As a result our foci are to:

- Form relationship with colleagues nationally to broaden and stimulate innovation

AFD	Area for Development	KPIs
AFD 5.1	Secure strong Trust wide systems for providing all stakeholders with a voice positively impacting improvement.	<ol style="list-style-type: none"> 1. Process in place to capture feedback from stakeholders (SVS and commissioning schools) on a termly/end of year basis.
AFD 5.3	Strengthen opportunities to learn from pupil voice.	<ol style="list-style-type: none"> 1. Procedures in place for monitoring pupil voice in Outreach placements through home visits and pupil questionnaires 2. Recording of pupil voice and sharing with commissioning schools 3. Development & implementation of Safeguarding pupil questionnaire in Outreach
AFD 5.4	Engage with local, national and international partners to learn from best practice, research and enquiry	<ol style="list-style-type: none"> 1. Mechanism(s) set up to collect and disseminate knowledge, skill, strategies and information.

		2. The HoS/PL to visit outstanding provisions for Outreach in order to develop strong network of challenge partners.
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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 Local Governing Bodies

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 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 AFD. 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 1.1 - Deliver a trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies.

What are the	For learners: <ul style="list-style-type: none"> • Will benefit from a strong teaching and coaching team which is supported by clear, stable and consistent management
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expected outcomes?	<ul style="list-style-type: none"> • Raedwald Trust will be able to confidently communicate to schools, social care and the Virtual School offers of outreach provision as needed.
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Clearer lines of accountability • Consistent and stable line management • Information effectively communicated to our commissioners • Pupil progress to be communicated to commissioners eg. Schools and Virtual School via pupil progress report system • Outreach team and Senior Leaders able to easily access monitoring system to track outreach (inc CiC) provision.
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ol style="list-style-type: none"> 1. Implement clear line management 2. Enable meetings to happen regularly to foster collaboration, forward and creative thinking 3. Link with partners: home schools, SVS, P&T Service, Social Care 4. Development of key tracking document that enables effective monitoring of outreach pupil provision. 5. Further develop pupil progress reports 	<p>Lead SLT</p> <p>ACG</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Development and use of tracking document • Minutes of meetings • Feedback to HEG • General information sharing within and between the HoS, PL and RT • Feedback from commissioners eg. Schools and VS 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Minutes of meetings • Feedback to HEG • General information sharing within and between the CiC Lead and the RT • Feedback/reports from home schools and SVS • Ongoing tracking documents and pupil reports. 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • 	
<p>Evaluation Commentary February 2019</p>	
<p>Evaluation Commentary July 2019</p>	

AFD 1.2 - Create a culture of determined leadership across the Trust, rooted in growth and possibility.

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • Will benefit from a strong teaching and coaching team which is supported by clear, stable and consistent management • Raedwald Trust outreach support to learners and schools to enhance opportunities to support while still attending mainstream settings. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Clearer lines of accountability • Consistent and stable line management • PG to continue positive contributions and partnership development through IYFAP • Continued development and expansion of outreach project • Positive feedback and increased engagement of schools through IYFAP leading to further commissioning outside of IYFAP process.
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Implement clear line management • Enable meetings to happen regularly to foster collaboration, forward and creative thinking • Link with partners: home schools, SVS, P&T Service, Social Care • Continued monthly attendance (PG) at IYFAP to expand offer of support to mainstream schools. 	<p>Lead SLT ACG/AJ</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Minutes of meetings • Feedback to HEG • General information sharing within and between the HoS, PG and RT • Development of Outreach team • Tracking of bespoke referral requests from mainstream schools. • Feedback from mainstream schools 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Minutes of meetings • Feedback to HEG • General information sharing within and between the CiC Lead and the RT • Feedback/reports from home schools and SVS 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Staff costs to grow Outreach team 	

Evaluation Commentary February 2019	
Evaluation Commentary July 2019	
AFD 1.3 - Design and implement a Trust wide Governance plan aimed at advancing governance capacity to hold leaders and academies to account	
What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> • Learner progress and admissions to Outreach will be consistently reviewed and evaluated. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Tracking feedback mechanisms incorporated into Heads Reports • Development of reporting structure to be fed into HEG • Tracking feedback to be communicated to commissioners – home schools and Virtual School.
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ol style="list-style-type: none"> 1. Agreement among HEG about specific reporting structures that would allow effective tracking and monitoring of Outreach pupil progress 2. Development of half-termly reporting structure updating HEG on pupil progress, admissions. 3. Support to Head of Service for half-termly reporting structure (Pedagogical Lead) 	Lead SLT
How will progress be monitored?	<ul style="list-style-type: none"> • Continued development of fit-for-purpose monitoring/tracking document • All sites inc Outreach positively engaging with reporting mechanism
What evidence will be gathered to show the impact of this priority?	<ul style="list-style-type: none"> • Consistent contributions to HEG and wider Trust as required
What are the cost implications of any of the actions?	<ul style="list-style-type: none"> • None
Evaluation Commentary February 2019	
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Evaluation Commentary July 2019	

AFD 1.5 - Construct a fit for purpose framework of policies and procedures

What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> • Learners and families will have a clear understanding about expectations and procedures throughout placement with the Raedwald Trust. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Policies and procedures relating to Learning and Teaching/SEND created and implemented Trust wide • Collaboration with LA about new HNF proposed structure and development of Service Level Agreement (SLA)
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Consult on key documents for Trust-wide use, across all key stages • Applicable policies will be amended, updated and/or created • Creation of SLA, including Trust wide admission framework. 	Lead SLT
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Creation of identified documents 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Mainstream settings engaging with new SLA expectations • Stakeholders able to access statutory information 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • None 	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> • SLA (amended to suit Outreach) created and being rolled out to new referrals into Trust Outreach Service. • Review of policies linked to SEND has occurred. • Review of policies and documentation linked to PPG in progress 	
<p>Evaluation Commentary July 2019</p>	

AFD 1.6 - Increase agility across the Trust through conscious investment in digital capacity

What are the	<p>For learners:</p> <ul style="list-style-type: none"> • Clear staff communication system will ensure that learner needs are addressed and met quickly and efficiently.
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expected outcomes?	For staff and other stakeholders: <ul style="list-style-type: none"> Tracking and monitoring systems incorporated into whole Trust digital strategy 	
To achieve the expected outcomes we will: (Include CPD activities) <ol style="list-style-type: none"> Active input into requirements for digital accessibility. Move all monitoring and tracking documentation to online access through SharePoint in anticipation of next phase of digital strategy development. 	Lead SLT ACG	
How will progress be monitored? <ul style="list-style-type: none"> Key documents accessible to relevant staff through shared area Staff consistently engaging with online model of communication and monitoring. 		
What evidence will be gathered to show the impact of this priority? <ul style="list-style-type: none"> High level and quick engagement of relevant staff. 		
What are the cost implications of any of the actions? <ul style="list-style-type: none"> Those associated with overall Trust development of digital strategy. 		
Evaluation Commentary February 2019 <ul style="list-style-type: none"> All documents available and accessible to relevant staff through Share Point. 		
Evaluation Commentary July 2019		

AFD 2.1 Centralise clear trust wide standards for exceptional learning delivered through focused, challenging pupil target setting

<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • Pupils will have support to identify learning/behavior targets and a clear understanding about their progress. 	
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Collaboration with home schools to set clear targets that are regularly reviewed. • Outreach team implementing formal review process of pupil progress. 	
<p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> • Development of central document which shares termly updates with regards to pupil progress. • All staff supported with target setting • Development of clear procedures for regular reviews of pupil progress which are shared with home schools. 		<p>Lead SLT</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • All outreach staff using central document for information sharing and ongoing monitoring strategy 		
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Staff will have clear understanding relating to pupil progress, targets and associated additional needs. This will be evident during pupil monitoring visits and lesson observations. 		
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • None 		
<p>Evaluation Commentary February 2019</p>		
<p>Evaluation Commentary July 2019</p>		



AFD 2.2: Centralise trust wide expectations for site based curriculum offers build on prior experience, future aspiration and a strong belief in transformations resulting from exceptional education	
What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> Pupil voice as a strategy to construct personalised timetables will ensure higher levels of engagement and progress. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> Approach to curriculum offer to dovetail with and compliment home schools' curriculum offer Collaboration with home schools re bespoke timetable packages in place for pupils who require additional specialist support.
To achieve the expected outcomes we will:	Lead SLT
	<ul style="list-style-type: none"> Weekly internal referral meetings which include CEO, PG & HoS to discuss complex cases and brainstorm solutions of support Develop proposal for changes to provision
How will progress be monitored?	
	<ul style="list-style-type: none"> Collaboration with home schools re personalised curriculum offer through review of timetables and pupil voice.

<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Attendance improvements for pupils with historic attendance below 90% • Overall improvements in levels of engagement with decreased levels of behavioural incidents inc FTE
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Those associated with some bespoke provision third party providers.
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> • Ongoing support occurring as needed through central team • Weekly referrals meetings (CEO, PG, HoS) now occurring as supportive mechanism for pupils presenting with complex and/or exceptional need.

Priority 3 Securing Safe and Energising Learning Environments

AFD 3.1 Set RT centralised standards of safeguarding, mutually strengthening procedures within and beyond the Trust	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • A robust, centralised safeguarding procedure. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Centralised standards of safeguarding, mutually strengthening procedures. • Weekly safeguarding meeting between HoS and TR • Monthly whole Trust safeguarding meetings held for DSLs and CEO. • Appropriate safeguarding training • New staff induction programme
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Work in collaboration with home schools to establish Raedwald safeguarding procedure • Regular DSL check of SCR 	<p>Lead SLT</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Regular documented checks conducted by TR. • Pupil voice – safeguarding questionnaires • Safeguarding meeting minutes • Staff training records • Record of DSL check of SCR • Records of new staff induction programme 	

<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Safeguarding file check records • Meeting minutes • Staff training records • Record/outcomes of SCR checks conducted by DSLs
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Staff training
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> •
<p>Evaluation Commentary July 2019</p>

AFD 3.2 Establish a professional culture of learning through open and transparent scrutiny of near misses and data breaches	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Establish a professional culture of learning through open and transparent scrutiny of near misses and data breaches
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • 	<p>Lead SLT</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • 	

Evaluation Commentary February 2019
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Evaluation Commentary July 2019

Priority 3 Securing Safe and Energising Learning Environments

AFD 3.3 Strengthen our partnerships with other professionals to secure our learners access to support at the point of need

What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> • Learners will be evaluated on need and allocated to Outreach provision/setting that will support individual needs appropriately. <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Head of Service appointed and established as point of referral for mainstream schools • Pedagogical Lead established as single point of referral for internal outreach • Development of partnerships with Health, Psychology service and Virtual School
To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
<ul style="list-style-type: none"> • Updates to website and single point of referral email address • All Trust teams directing Local Authority contacts to single point of contact (AJ) • Pedagogical Lead attendance at IYFAP and key planning meetings with LA representatives. 	
How will progress be monitored?	<ul style="list-style-type: none"> • New Outreach pupil intake will be tracked, monitored and considered based on need across the Trust as a whole.
What evidence will be gathered to show the impact of this priority?	<ul style="list-style-type: none"> • All new pupils will be tracked on centrally held document and discussed/reviewed during weekly internal referral meeting. • Regular pupil communication strategies leading to regular feedback to schools

What are the cost implications of any of the actions?
<ul style="list-style-type: none"> • None
Evaluation Commentary February 2019
Evaluation Commentary July 2019

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.1 Grow clear systems promoting a culture of open professional conversations at all levels in the Trust

What are the expected outcomes?	For learners:	
	<ul style="list-style-type: none"> • Staff will communicate with pupils, home schools and families in a clear, consistent and professional way. 	
	For staff and other stakeholders:	
	<ul style="list-style-type: none"> • Clear process in place for staff to engage with the Trust • Accessibility of key documents to staff 	
To achieve the expected outcomes we will: (Include CPD activities)		Lead SLT
<ul style="list-style-type: none"> • Development of monthly Trust PG Panel • Key documents available initially through share point (as digital strategy evolves). 		
How will progress be monitored?		
<ul style="list-style-type: none"> • Staff engagement with on-line platform and ongoing requests for input and communication. 		
What evidence will be gathered to show the impact of this priority?		
<ul style="list-style-type: none"> • Minutes from monthly internal SEND/PG meetings and follow-up discussions relating to progress. 		
What are the cost implications of any of the actions?		
<ul style="list-style-type: none"> • None 		

Evaluation Commentary February 2019
<ul style="list-style-type: none"> • Key documents accessible through Share Point.
Evaluation Commentary July 2019

AFD 4.2 Invest in colleagues through a Trust wide programme of development and coaching

What are the expected outcomes?	For learners:	
	For staff and other stakeholders:	
	<ul style="list-style-type: none"> • Learners will be supported by inspired and well equipped staff who are able to respond to need. • HoS & PG actively engaged in Leadership Development Programme • HoS & PG actively engaged in coaching support • Internal Outreach team mentoring – half termly meeting 	
To achieve the expected outcomes we will: (Include CPD activities)		Lead SLT
<ul style="list-style-type: none"> • Development of Outreach network 		
How will progress be monitored?		
<ul style="list-style-type: none"> • Ongoing mentor sessions facilitated through HoS • Increased liaison between SSC's, Social Care, SVS 		
What evidence will be gathered to show the impact of this priority?		
<ul style="list-style-type: none"> • Increased communication and collaborative working across the sector. 		
What are the cost implications of any of the actions?		
<ul style="list-style-type: none"> • Those associated with additional staff training. 		
Evaluation Commentary February 2019		
<ul style="list-style-type: none"> • 		
<ul style="list-style-type: none"> • Evaluation Commentary July 2019 		

AFD 4.3 Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organization	
What are the expected outcomes?	For learners: <ul style="list-style-type: none"> • Learners and families will trust and value an honest and open approach to their educational provision.
	For staff and other stakeholders: <ul style="list-style-type: none"> • Nolan Principles evident in practices across all areas of the organisation
To achieve the expected outcomes we will: (Include CPD activities) <ul style="list-style-type: none"> • Nolan Principles known and referred to across all levels of the Trust • All policies and procedure demonstrate alignment to the Nolan Principles 	Lead SLT
How will progress be monitored? <ul style="list-style-type: none"> • All planning and monitoring will be open and transparent. • All information will be accessible as needed. 	
What evidence will be gathered to show the impact of this priority? <ul style="list-style-type: none"> • Staff discussion and communication will reflect a clear understanding of the Nolan Principles. 	
What are the cost implications of any of the actions? <ul style="list-style-type: none"> • None 	
Evaluation Commentary February 2019 <ul style="list-style-type: none"> • Nolan Principles being applied to all work completed. 	
Evaluation Commentary July 2019	

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.1 Secure strong trust wide systems for providing all stakeholders with a voice positively impacting improvement

What are the expected outcomes?	For learners: <ul style="list-style-type: none"> Confidence that key stakeholders are clear about educational provision and how learners are being supported.
	For staff and other stakeholders: <ul style="list-style-type: none"> Planning for 'Friends Of' group to provide opportunity for end of year event Clear processes in place for stakeholder feedback through website and Outreach pupil/end of provision report/feedback
To achieve the expected outcomes we will: (Include CPD activities) <ul style="list-style-type: none"> Website development that allows feedback and communication Develop an Outreach pupil monitoring document that allows for home schools to submit regular feedback/set pupil targets 	Lead SLT
How will progress be monitored? <ul style="list-style-type: none"> Ongoing positive discussions with mainstream schools through IYFAP and beyond Feedback being given through online platform Opportunity for home schools to give feedback during and at end of Outreach placement 	
What evidence will be gathered to show the impact of this priority? <ul style="list-style-type: none"> Positive feedback and increasing requests for specialist support through Outreach service 	
What are the cost implications of any of the actions? <ul style="list-style-type: none"> Those associated with hosting an end of year event 	
Evaluation Commentary February 2019 <ul style="list-style-type: none"> Consultations and discussions with mainstream schools are ongoing with Outreach support now up and running. Website established and allows feedback. 	
Evaluation Commentary July 2019	
Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes	
AFD 5.3 Strengthen opportunities to learn from pupil voice	
	For learners:

What are the expected outcomes?	<ul style="list-style-type: none"> Pupil voice will be valued and supported across Outreach and close collaboration with home schools to support pupils For staff and other stakeholders: <ul style="list-style-type: none"> Establish an Outreach team who value and promote pupil voice and recognize the importance of it in improving outcomes Establish a process for capturing pupil voice and sharing outcomes with home schools to encourage partnership working
To achieve the expected outcomes we will: (Include CPD activities) <ul style="list-style-type: none"> Develop pupil voice questionnaires to monitor progress and to promote teaching of safeguarding Work closely with Outreach team and home schools to adopt a collaborative approach to pupil voice 	Lead SLT ACG
How will progress be monitored? <ul style="list-style-type: none"> Monitoring of pupil voice documents Feedback from home schools and pupils 	
What evidence will be gathered to show the impact of this priority? <ul style="list-style-type: none"> Pupil voice questionnaires Evidence of sharing pupil voice with home schools 	
What are the cost implications of any of the actions? <ul style="list-style-type: none"> None initially 	
Evaluation Commentary February 2019 <ul style="list-style-type: none"> Elements of this initiative have been started 	
Evaluation Commentary July 2019	
AFD 5.4 Develop links with local partners to further enhance the curriculum offer	
What are the expected outcomes?	For learners: <ul style="list-style-type: none"> Learners will have access to well trained and inspired staff across all sites. For staff and other stakeholders:

	<ul style="list-style-type: none"> • Process in place to capture and cascade knowledge and skills across the Trust • Members are actively involved with national organisations and development outside of local area with focus on learning and teaching development and SEND.
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Knowledge and skills database built into digital transformation • Membership in national organisations and actively seeking further professional development. 	Lead SLT
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Staff accessing and requesting additional CPD opportunities 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Improved resilience and enthusiasm of staff • Positive impact on curriculum delivery and direct work with children/young people 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Those associated with CPD development 	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> • CPD occurring but more focused work on this needed at SEND level. Further active encouragement of staff to seek professional development will need to occur. • New training not yet being cascaded across whole Trust. • Continued need to support staff involvement at national level. 	
<p>Evaluation Commentary July 2019</p>	

