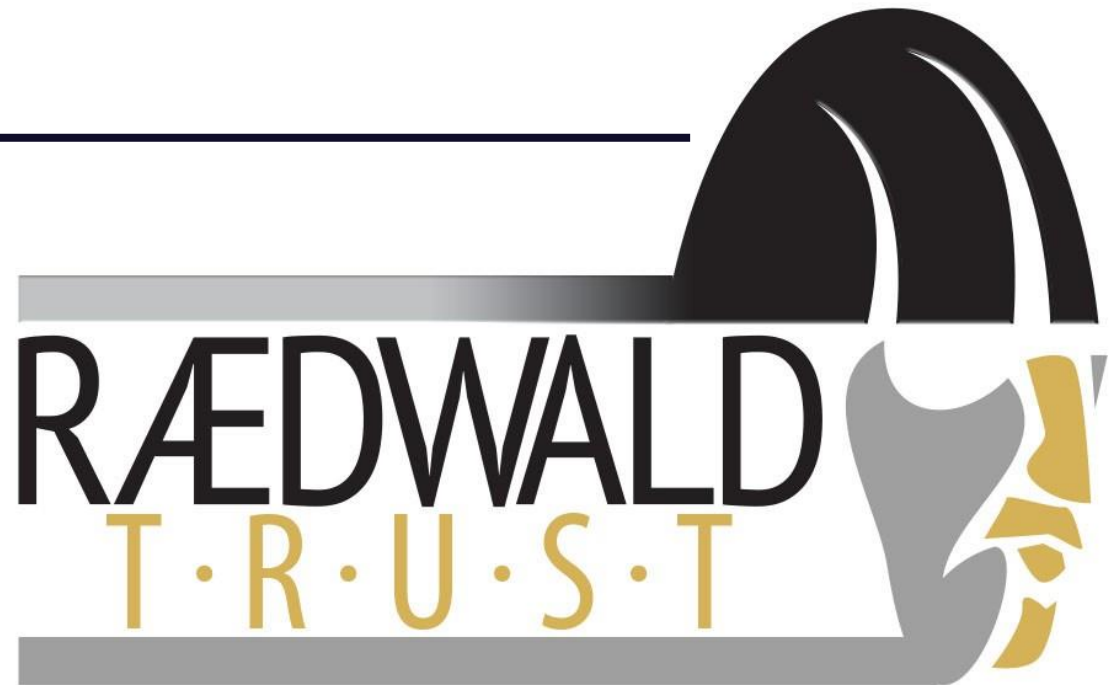


OUTREACH PROGRAMME IMPROVEMENT PLAN



SEPTEMBER 2019

Outreach Programme

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	<ul style="list-style-type: none"> All leadership staff to participate in the new RT Professional development modules working with reviewers within the Trust Evidence of successful growth of the Outreach service and new ventures across the year Evidence of leadership meetings Evidence of leadership staff representing the trust externally to promote growth and possibility 	<ul style="list-style-type: none"> Reviewers to take part in training to facilitate successful mentoring for RT Professional development modules All staff to complete online modules and record evidence in response Weekly team/service meetings to drive forward growth 						
AFD 1.6	Maximise opportunities offered by investment in digital capability to increase effective, agile, working practices across the trust.	<ul style="list-style-type: none"> Evidence of staff/service engagement in commissioned digital strategy to deliver opportunities for efficient and effective growth Evidence of all Raedwald Trust environments having the equipment necessary to deliver exceptional pupil outcomes 	<ul style="list-style-type: none"> Outreach team attendance and engagement to ICT Group meetings Ensure ICT is featured on team meeting agenda Provide team ICT training to ensure staff are competent and confident – one member of the Outreach team is able to provide this Explore and trial ICT options and possibilities for agile working/teaching – Skype meetings, Skype pupil sessions 						

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting	<ul style="list-style-type: none"> Evidence of pupil involvement and engagement in target setting process Evidence of OPPs and ILPs for all pupils Evidence of termly pupil perception feedback and pupil scores. Tracking of scores to monitor progress Evidence of Thrive programme for select pupils. Improved pupil wellbeing 	<ul style="list-style-type: none"> Amendment of current pupil report progress Ensure all OPPs are updated with pupils Implement ILPs for all pupils Identify pupils for Thrive programme Focused and clear staff meetings Monitoring visits of 1:1 T&L, work scrutiny and feedback Evaluation of pupil perception surveys 						
AFD 2.2	Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education	<ul style="list-style-type: none"> Access to curriculum in line with home schools – improved partnership working to ensure no pupil misses out Increased opportunities for outreach pupils to learn in small groups – to enhance group work and social & emotional wellbeing All pupils to follow a clear personalised pathway in line with home schools' curriculum offer Increased opportunities for pupils to read widely and regularly Pupils to have access to a broad PSHE programme of study which includes healthy living and life skills 	<ul style="list-style-type: none"> Regular collaboration with home schools to review personalised learning plans To promote the importance of reading and ensure reading forms part of every 1:1 outreach session. For staff to visit other RT centres to see KS2/KS3/KS4 programmes of study For staff to forge links with other successful outreach provisions to explore curriculum 						

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	<ul style="list-style-type: none"> Safeguarding group using Office 365 to share knowledge Staff member trained in MHFA able to offer support to students All staff training is kept up to date 	<ul style="list-style-type: none"> To ensure continued and consistent support is provided to staff for the correct and effective use of Office 365 MHFA training for staff member To ensure training records are accurate and flag up renewal of training in advance For safeguarding to feature on every weekly team meeting agenda Completion of termly pupil safeguarding surveys 						
AFD 3.3	Work with our partners in social care, health and education, to secure our young people's access to the support they require, at the time they require it	<ul style="list-style-type: none"> HoS to attend half termly review meeting with EP/P&T service to review cohort Evidence of partnership working with home schools and other professionals to secure access to support for identified pupils 	<ul style="list-style-type: none"> Pupil wellbeing & support to be included on team meeting agenda P&T team to attend staff meetings to discuss support and services with staff Half termly meetings with P&T service Staff training via P&T team to raise awareness and increase knowledge and understanding of signposting 						

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	<ul style="list-style-type: none"> All staff to participate in the new RT Professional development modules working with reviewers within the Trust 	<ul style="list-style-type: none"> Reviewers to take part in training to facilitate successful mentoring for RT Professional development modules All staff to complete online modules and record evidence in response 						
AFD 4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Pay Policy	<ul style="list-style-type: none"> Staff take part in working groups reflecting Academy ambitions Clearly identify practices to support trust wide improvement Forge strong working relationships across centres. 	<ul style="list-style-type: none"> Staff to engage in monthly working groups Staff to attend relevant training - SEND, ICT, Work Thrive, Curriculum, Safeguarding and Leadership 						

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	<ul style="list-style-type: none"> Outreach team engagement in FORT group and representation at future events Evidence of stakeholder feedback including pupils and parents/carers Outreach growth – to provide schools with tailored pupil packages according to need/demand 	<ul style="list-style-type: none"> To create further opportunities for stakeholder feedback To evaluate stakeholder feedback to create action plan Attendance to IYFAP to promote RT Outreach traded services 						
AFD 5.2	To improve opportunities for learning about enterprise and	<ul style="list-style-type: none"> Develop provision to ensure more pupils have access to 	<ul style="list-style-type: none"> To ensure staff have knowledge and understanding 						

employability in order to better prepare pupils for post 16 transitions	employability and enterprise activities and high quality IAG <ul style="list-style-type: none"> • Partnership working between RT and home schools • Post 16 plans and support package for all year 11 pupils / post 16 surveys completed termly to monitor plan progress 	of Gatesby Benchmarks – invite MW to team meeting <ul style="list-style-type: none"> • To work with home schools to develop work experience opportunities • To provide opportunities for pupils to attend local careers/FE events eg. Suffolk Skills Show • Work with Trust lead / attendance to team meetings 						
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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 Learning and Education Committee

The school based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority. The lead will RAG the completion of the actions as follows:

- *RED: the action is not yet started and/or there is a high risk of slippage or non-completion.*
- *AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.*
- *GREEN: the action is fully complete as specified*

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will RAG rate the each area for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.

b. Trust based monitoring

The CEO will receive a progress report on the 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.