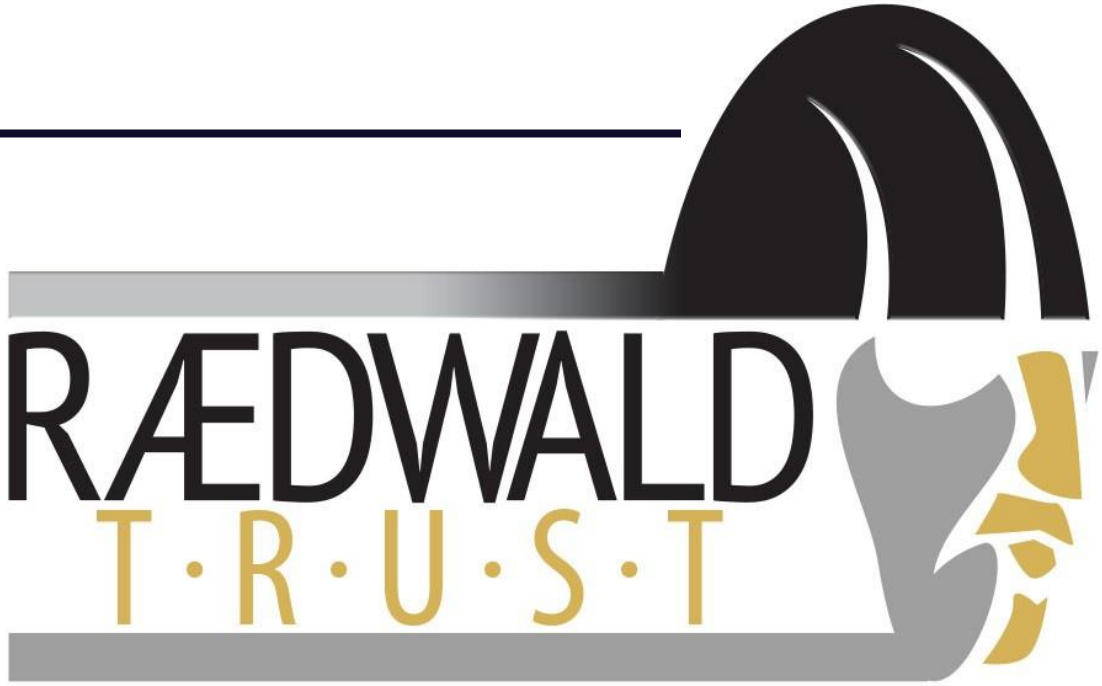
OUTREACH TEACHING SERVICE IMPROVEMENT PLAN



JUNE 2022

OUTREACH TEACHING SERVICE

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2021-2022

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
1.3	Implement and refine a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	• Evidence of LEC representative involvement in all areas of Outreach and all leadership staff • Biweekly Outreach leadership meetings to be used to drive forward the successful growth of the service, alongside improvements in teaching • Evidence of members of leadership team taking responsibility to lead aspects of the team • Evidence of Consultant Teachers leading key areas	• Arrange for Claire Allsopp to visit each area of Outreach provision throughout the year • Biweekly leadership meeting to discuss areas of development and mentoring • Each leadership team members to lead staff meetings or training session • Opportunities for Consultant Teachers to lead meetings and training sessions • Upskilling sessions with Claire Allsop to be delivered • Have held successful visits with Trustees in term 2/6 to look at H&S and Safeguarding • Claire Allsopp (Trustee) delivered training to team • Some evidence of consultant teachers taking lead in key areas • Claire Allsop carried out a Quality of Education audit in March 22						
1.6	Maximise opportunities offered by investment in digital capability to	• PH to represent StC/OTS at all ICT Strategy meetings to support our	• PH attendance to ICT Strategy meetings. To provide regular						

	increase effective, agile, working practices across the trust.	commissioned digital strategy delivering opportunity for efficient and effective, agile, growth • Reviewing of ICT equipment at St C to ensure environments have the equipment necessary to deliver exceptional pupil outcomes effective, agile, working practices across the trust. • PH to lead refresher sessions during team meetings to train/retrain staff with ICT equipment and programmes • Launch of Amazon Fire digital equipment overseen by PH	ICT updates and feedback to the team. • Allocate ICT refreshers to meeting schedule across the Autumn term. • PH to work with Total Solutions to update systems and equipment • ACG/LC/PH to ensure all staff are competent and confident in the use of Amazon Fire equipment. • Work commenced with CW regarding interactive whiteboards • Delivery of ICT training within the team • April 22 – Interactive whiteboard installed in Acorn and used regularly. 10 chrome books delivered for use with pupils						

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
2.1	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting	• Evidence of pupil involvement and engagement in target setting process through assessment spreadsheet • Evidence of termly pupil perception feedback and pupil scores. Tracking of scores to monitor progress • Evidence of Thrive (or other therapeutic interventions)	• Outreach assessment spreadsheet to be embedded in practice and is used to plan learning and set pupil targets • Introduction of RT induction toolkit to plan induction and learning programme • Staff CPD focussed on SEND, including MHFA, Thrive and P&T						

		programme for select pupils • Improved pupil wellbeing through use of PSHE and behaviour targets on assessment spreadsheet • Evidence of staff CPD focussed on address pupil wellbeing • Evidence of appropriate induction	• Thrive assessments available for selected pupils if needed • Staff to focus on pupil wellbeing, including in PSHE sessions and documented in assessment spreadsheet • Increase opportunities for staff to complete training in key therapeutic programmes eg. Drawing & Talking • Curriculum review held Dec 21 • ACG to renew Thrive training • All staff set to attend the MHFA training this academic year • March 22 – Carried out book scrutiny and shared results with staff						
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	• Emphasis on reading throughout curriculum and embedded in all aspects of learning. Evidence of reading focus documented in assessment spreadsheet • The launch of the RT Reading curriculum • All pupils to follow a clear personalised pathway in line with home schools' curriculum offer or RT curriculum • Pupils to have access to a broad PSHE programme of study and documented on assessment spreadsheet	• Regular collaboration with home schools to review personalised learning plans • PSHE included in sessions and documented on assessment spreadsheet • Reading forms part of every 1:1 outreach session and is documented on Outreach assessment spreadsheet • Curriculum developed to meet the needs identified by mainstream school • Within the outreach staff are well qualified to offer a wide						

		• Consultant teacher allocated to lead PSHE and L&P staff member allocated to support • Consultant teacher allocated to drive forward and monitor RT Reading curriculum launch within StC/OTS	curriculum • Allocated staff members to lead sessions in weekly meeting on PSHE • Allocated staff members to lead sessions in weekly meeting on RT Reading curriculum. Monitoring of staff engagement. • Bespoke curriculum put together with home school, focussing on English, maths and PSHE						

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
3.2	Establish a culture of learning by changing the way we work as a result of our scrutiny of front line experience	• Review our processes for recording and reporting of 'near misses' and 'data breaches' through which leaders learn from prior experiences.	• Experiences of near misses and data breaches this half term. Greater knowledge of processes through experience • Opportunities to reflect on the way we work and learn from experience • Shared experience with wider team to improve practice • March 22 – Leaders in Outreach better at holding staff to account. Book scrutiny carried out, staff more aware of processes to follow, 1-1 follow ups after data breaches and near misses.						
3.3	Work with our partners in social care, health and education, to	• Half termly review meeting with EP/P&T service to review CiC	• Pupil wellbeing & support to be included on team meeting						

	secure our young people's access to the support they require, at the time they require it	cohort • Evidence of partnership working with home schools and other professionals to secure access to support for identified pupils • To identify staff skills and circulate to team so that advice can be received when needed	agenda • Half termly meetings with P&T service • Staff training via P&T team to raise awareness and increase knowledge and understanding of signposting • To continue to working closely with home school and other professionals to ensure pupils have a bespoke package that meets their needs and is adapted when required • To continue to be flexible in our approach to ensure learners needs are met • Member of staff trained in MHFA and is available to support pupils as required • Put together a list of staff skills/knowledge in a range of areas, included SEND and circulate to team	

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

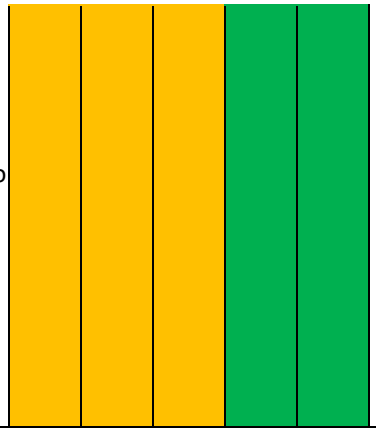
AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	• Mentoring within team to allow team members to develop skills and knowledge in a supported way • Continue to promote open discussion and questioning in weekly team meeting	• Weekly team meetings to ensure team are informed of developments/changes and continue to promote open discussion • Use of mentoring to pair stronger members of staff						

		• Establish biweekly leadership meetings	with those that need development in certain areas, e.g. report writing to improve quality across the team in a supportive way • Establish bi-weekly leadership meeting to allow leadership staff to discuss their area of the team in an open and supportive forum • Encouraged openness within the team • 1-1 staff contact to discuss concerns within the team • Open door policy • Leaders in Outreach are better at challenging staff when need and are more vigilant. Having a base at St C helps us observe teaching and learning more fully						
AFD 4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Pay Policy	• Staff to attend relevant training • Regular training sessions to be held in staff team meeting • To continue to build positive working relationships with other RT centres	• Staff to attend relevant training - SEND, ICT, Work Thrive, Curriculum, Safeguarding and Leadership • In house staff and outside partners to be invited to deliver training sessions in team meetings, including Thrive, MHFA and work experience • Support other RT centres during gained time and when our pupils transition to a RT centre • New appraisal system is more effective in supporting and						

			encouraging staff development • Leader meetings with Jenny Milsom has helped drive this forward						

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
5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	• Build on foundations put in place in 2018-2021, by strengthening our portfolio of provision across STC and OTS – growth of MNIS provision. • Create opportunities to maximize work with local business and enterprise to develop meaningful learning opportunities for our learners – allocated Consultant Teacher to lead and build links within business and enterprise • Allocate Consultant Teacher to lead on Post-16 pathways & careers to allow	• Allocate Consultant Teacher to lead on Post-16 pathways & careers • Create opportunities for CT to work across trust to build links with local businesses and enterprise • College visits took place in term 2/6 • Consultant teacher work in this area is underway						
5.3	Strengthen opportunities to learn from 'pupil voice' and influence	• To gather and analyse regular feedback from pupils across the site, evaluating development opportunities from key points raised • Work with the Raedwald Trust Children's Committee securing learners influence on	• Allocate Consultant Teacher to monitor and lead on "pupil voice" • Engage with RT Children's Committee • Link CT with existing business and enterprise partners eg. Jordan Holder						

		organisational operation and strategy • Allocate Consultant Teacher to monitor and lead on "pupil voice"	• Launch mentoring programme • Respond to pupils' individual needs or requests as part of bespoke provision • Pupil voice 'you said, we did' to be included in term 3/6 • March 22 - Survey sent to parents/carers and stakeholders. Positive feedback received. Pupil voice collected termly for reports and for safeguarding	

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.