OUTREACH TEACHING SERVICE IMPROVEMENT PLAN 2022-2023

RÆDWALD
T·R·U·S·T

JULY 2023

OUTREACH TEACHING SERVICE

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2022-2023

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
1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	• Processes in place to ensure robust quality assurance across the whole service – shared with staff • Robust and meaningful appraisal system • Consultant Teachers allocated key roles and responsibilities • Roles allocated across the team in line with job descriptions. Clear lines of responsibility and accountability for all.	• Consultant Teacher meetings held half termly to establish, review, track and monitor lines of responsibility and accountability • Teachers to lead whole staff meetings and de-briefings • Consultant Teachers involved in quality assurance processes termly eg. Monitoring visits and book scrutiny • Consultant Teachers to review and improve subject areas. Roles allocated in line with appraisal system • Opportunities for all staff to lead ("champions" in specific areas eg. MHFA). • All staff allocated as 'lead' for appropriate pupils.						
1.4	Embed accountability structures to ensure spending decisions always impact learner outcomes	• Work alongside the Trust central team to develop the systems, skills and experience necessary to deliver economic, efficient and impactful learning across OTS	• Weekly monitoring of incoming / outgoing data via spreadsheet entries • Regular meetings with central						

				Evaluation RAG					
			team eg. Finance and Business Manager to review weekly/monthly data • Annual review OTS. Income/expenditure.	◻	◻	◻	◻	◻	◻

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
2.1	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 therapeutic interventions 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, assessment and tracking • Evidence RT Readers for Life Curriculum across all OTS pupils • Evidence of RWI intervention • Evidence of bespoke curriculum development for pupils inc use of RT and home school curriculum • Evidence of EDI framework	• 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 • 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 - Autumn 2022 • All remaining staff set to attend the MHFA training this academic year • Termly quality assurance • Learning walks/monitoring	◻	◻	◻	◻	◻	◻

			Actions	1/6	2/6	3/6	4/6	5/6	6/6
		embedded	• visits/teacher observations/book scrutiny • Strong and meaningful collaboration with home schools to ensure ambitious bespoke programme for all pupils. • Spring 2023 - Restructure of OTS to include review of curriculum and team will work with Greenfields to establish a RT pathway for OTS.	(orange)	(green)	(green)	(green)	(green)	(green)

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
3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	• Implement new, trust wide, leadership structures resulting from the workforce organisation 2021/2022 • Evidence of a programme of safeguarding learning for families and local communities	• Regular impactful and meaningful staff training. Robust staff induction and continuous training to ensure confident and correct use of systems and processes for reporting safeguarding. • Regular and relevant whole staff training on safeguarding topics. • Staff check-in and support systems to be strengthened. • Pilot of safeguarding programme/support for families	(green)	(green)	(green)	(green)	(green)	(green)

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
			• Weekly contact/review with PCSO on-site for OTS						
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.	• Daily team de-briefings and weekly team meeting to evaluate and review front-line experiences • Greater understanding of prior experiences of near misses and data breaches. Greater knowledge of processes through experience. • Opportunities to reflect on the way we work and learn from experience (de-briefing and team meetings) • Shared experience with wider team to improve practice • Evidence of quality assurance and feedback to staff - Book scrutiny, staff more aware of processes to follow, 1-1 follow ups after data breaches and near misses. • New curriculum to be planned for Sept 23 to bring OTS in line with centres. This will enable deeper scrutiny						

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

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 • Introduce daily briefings to discuss strengths or issues from the day	• 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 with those that need development in certain areas, e.g. report writing to improve quality across the team in a supportive way • 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 • Introduce daily briefings to review/discuss any issues from the day						
4.3	Uphold the 7 Nolan principles of public service through a shared commitment to values based process and practice	• Good practice is shared within the team and with mainstream schools • Communication is good with the Outreach team and other key stakeholders • Staff have an understanding of the role they play in public service.	• CPD session on the 7 Nolan Principles to be delivered in staff meeting • Staff to discuss how this is currently used in their own practise and how this can be used to develop the Outreach Service further • High quality education and						

	Area for Development	KPIs	Actions	Evaluation RAG					
		• Staff are committed to providing high quality education for pupils and to adapt to meet the specific needs of pupils	service delivered to pupils, home schools and other stakeholders • Support for pupils is bespoke and adapted to meet individual's needs	🟧	🟧	🟧	🟧	🟧	🟧

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
5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	• For pupils to have a strong voice in the Outreach service and how they can best support them so this is used to shape our service and practices • Parents/carers to be actively involved in their children's education • Key stakeholders such as social workers, Suffolk Virtual School, mainstream school and other professionals are actively involved in planning and support of Outreach provision	• Survey sent to parents/carers and stakeholders termly to receive feedback. • Pupil voice collected termly for reports and for safeguarding questionnaire • Key professionals around the pupil involved in the planning of support to ensure it meets pupil's needs • Good relationships with all staff and partner agencies • Pupil celebration even planned for July 23	🟧	🟩	🟩	🟩	🟩	🟩
5.4	We will learn from best practice, research and enquiry from other settings, schools and education systems in the UK and other countries.	• Best practise will be shared within the team and with partner agencies • CPD to focus on best practise • Best practise in UK and other	• Best practise to be discuss and disseminated in weekly staff meetings • Staff CPD to focus on best practise and to be included in weekly team meetings	🟧	🟧	🟧	🟧	🟧	🟧

		countries to be reasearch and promoted within the team, using tools such as TEdTalks	• Staff to be encouraged to research best practise/TED talks and to share with team as appropriate • Observations of best practise or areas of improvement to be discussed with relevant members of staff and shared with team if appropriate • Staff to share with team best practice seen in other schools or learning environments						

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 Quality of 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 Head Teacher will RAG rate each area for the CEO.

   b.   Trust based monitoring
The CEO will receive a progress report on the action. 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 CEO and Trust Board. The success measures will be communicated to the Quality of Education Committee.