Raedwald Trust

connection   learning without exception   resilience   respect

First Base Bury St Edmunds Academy Improvement Plan 2025-2026

Priority 1: Delivering High Quality & Inclusive Education (*Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEN, so that they can achieve their full potential*).						
AFD	**Area for Development**	**KPIs**	**Actions**	**Evaluation RAG**		
				Term 1	**Term 2**	**Term 3**
	Ensure quality first teaching is delivered in all lessons, enabling pupils to make progress from their individual baselines.	- Lessons follow EDI framework - Lesson objectives are personalised and ability appropriate - Content is engaging, varied and multi-sensory - Teachers have secure knowledge of subjects and progression - Pupils are engaged - Pupils make good progress from starting points	- Revisit EDI framework 'how this looks at KS1' - Ensure accurate baselines from mainstream and challenge where they are inaccurate - Revisit CPD for supporting early writing and CPA model - Complete book looks and learning walks - Monitor progress data			
	Ensure adaptive teaching is evident to meet all pupil needs	- Pupil needs are identified early - Intervention/adaptions are put in place - Student support plan details APDR cycle - Pupils make good progress from starting points	- Align induction assessments with AC offer - Interventions/adaptions put in place, documented and monitored			

Priority 2: Securing School Improvement (*Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action*).						
AFD	**Area for Development**	**KPIs**	**Actions**	**Evaluation RAG**		
				Term 1	**Term 2**	**Term 3**
	Continue to identify need in mainstream and adapt provision, where possible, to better support inclusion and multi-agency working	- Positive feedback from mainstream settings regarding pathway/support - Positive outcomes for pupils; in terms of inclusion and reintegration	- Survey to mainstream regarding new pathway - Review of pathway offer and potential changes			
	Ensure pupil, parent/carer and	- Feedback has positive impact on	- Key areas where feedback is required			

	mainstream voice is regularly obtained regarding key areas and that this then impacts policy/curriculum/pathway.	policy/curriculum/pathway/	identified - Mechanisms to collect feedback developed - Feedback collated - Feedback used to impact offer		

Priority 3: Developing our workforce – *(the trust creates a high performing working culture for all staff that promotes collaboration, aspiration and support. RT uses the flexibility of the trust structure to create opportunities for staff. RT recognises the critical value of high-quality teaching and champions the profession)*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
	Staff retention	- Staff retention improves	- Review staff exit surveys to identify any trends in reason for high staff turnover - Investigate Trauma Informed training for staff - Staff wellbeing 1:1s used to identify concerns			
	Ensure staff engage fully in meaningful CPD opportunities and appraisal process	- Staff attend and engage in all CPD opportunities - CPD is meaningful and impactful on day to day working - Staff appraisal targets enable professional development	- Review Trust CPD schedule; PD days and T&L meetings - Moderation of staff appraisals - Investigate Trauma Informed training for staff			

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 Trust Board
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 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 action plans through Trust leaders. 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 Trust Leaders and Trust Board. The success measures will be RAG rated by the Trust Board based on scrutiny of the evidence and data presented to the CEO and Trust Leaders.