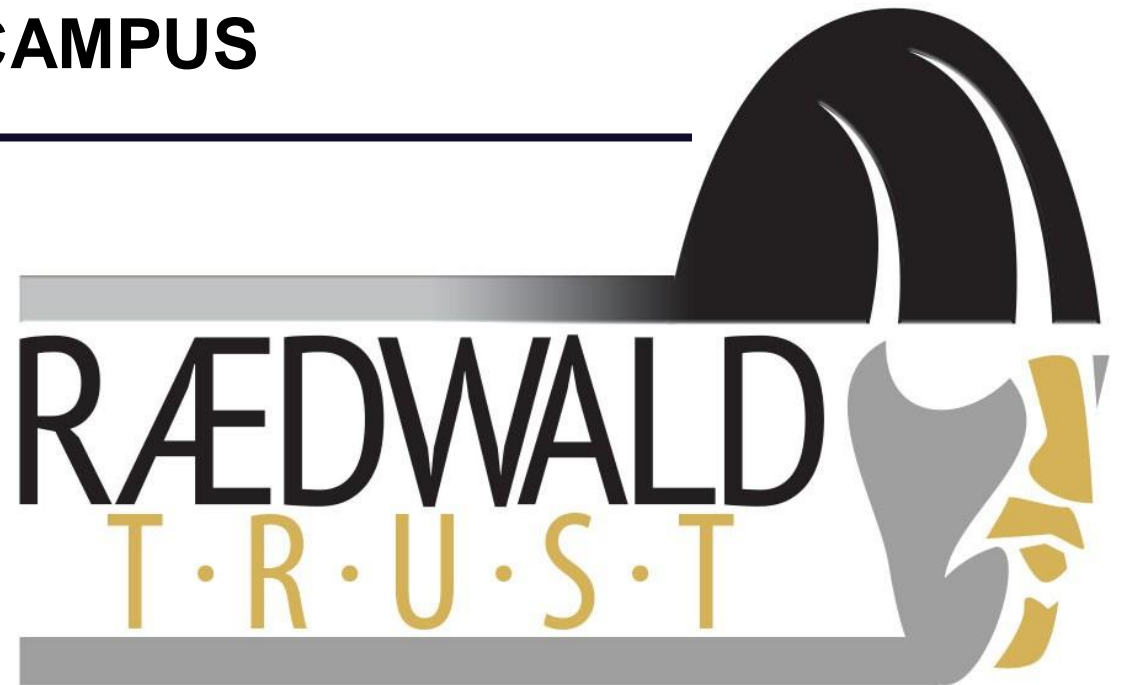# ACADEMY IMPROVEMENT PLAN MONTGOMERY ROAD CAMPUS

OCTOBER 2018

MONTGOMERY ROAD CAMPUS

1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

Priority 1: Enabling inspirational leadership and management

Leaders have an accurate and comprehensive understanding of the quality of education at the school. They plan monitor and refine actions to improve all key aspects of the school's work. Leaders and governors are ambitious for all students and new arrangements for governance secure processes for increased support and challenge. Since joining the Trust, a culture of transparency amongst leaders is driving improvement. Relationships across sites are positive and stakeholders report feeling valued.

Leaders have established and implemented accurate monitoring systems to ensure immediate support is available at the point of need. This system allow mechanisms for school to school support, particularly through a closer relationship with Westbridge Academy. The strategic flexible deployment of staff and resources is positively impacting the curriculum offer and student outcomes.

As a result our L&M foci are to:
- Implement trust wide accountability framework
- Grow new and experienced leaders able to inspire learners colleagues and other stakeholders
- Implement trust wide policies procedures including digital capacity

AFD	Area for Development	KPIs
AFD 1.1	Further strengthen leadership capacity through internal supervisions with the Head Teacher, and targeted enrolment on NPQSL / NPQML	1. HOS joins SLT ks4 @ WB weekly, HT joins SLT @ MR and weekly supervisions every Friday/Tuesday. Minuted meetings with actions to strengthen joint working and consistent practice. 2. HOS enrolls and successfully completes NPQSL and local mentoring leadership courses. Subject coordinators (teachers) enroll on NPQML course and successfully complete course to take on school responsibilities (grow and strengthen leadership). Senior and middle leaders understand clear lines of responsibility and accountability.

AFD 1.2	Create a culture of determined leadership rooted in growth and possibility. Empower staff to take leadership on key development areas to support consistency and sharing expertise across the Trust.	1. Senior and middle leaders understand clear lines of responsibility and accountability 2. External scrutineers are in place in key areas such as H&S safeguarding and TLA to offer challenge and support.

Priority 2: Delivering High Quality Learning

Accurate standardised assessments and baseline screening is providing key insights necessary to hold teachers to account for learning progress and outcomes. With the Head Teacher, the Head of School action plan provides intervention when standards fall short of Trust expectations. As a result of clearly laid out processes, all staff understand what is expected of them. Recent lessons observations in English and Maths show good progress, personalised learning and effective questioning. A revised system of marking and feedback has allowed student progress to increase. Under the direction of the Head Teacher and Head of School, Montgomery Road Campus staff are supported by colleagues from Westbridge Academy.

As a result our foci are to:
- Deliver a broad and balanced curriculum , reviewing accreditation to maximize opportunities for all students.
- Standardize processes for pupil level of monitoring

AFD	Area for Development	KPIs
AFD 2.1	Deliver high expectations in course offers, planning, and learning objectives to secure ambitious stretch and challenge across the school.	1.Core curriculum offer published on website matches the core offer of other RT KS4 provisions Sept 2018. Consistent to WB Academy. (GCSE Art and Science offer). 2.SOW plans in core subjects shared half termly in advance reflect stretch and challenge on offer to pupils against their baseline assessments. 3. Target setting reflects expectation that all pupils will achieve at least 2 grades progress across KS4 (eg start at GCSE grade 1 attain at least grade 3 by the end of yr11). This means it would be possible to pass entry level courses and move onto GCSE or equivalent courses as part of the KS4 learning journey.

AFD 2.2	1.Through established links with Westbridge Academy, strengthen quality first teaching practices across the school. Develop further innovative pathways to ensure all pupils are offered the opportunity make two grades progress across Key Stage 4.	1.Joint site SLT work scrutinies termly 2. Shared timetabling enables SLT to provide opportunities for MR students and staff to use science lab and art studio/ equipt and team-teach where needed. 3. Assessment coordinators joint work together to consistently introduce, embed and advance the revised assessment tracker system on both sites. 4. Embed/strengthen team CPD on marking, record –keeping and subject "smart" target- setting through on –site work scrutinies and RAP meetings half- termly. Identify individual CPD needs via performance management cycle 2018-19.

Priority 3: Securing Safe and Energising Learning Environments:

Systems and processes are compliant with KCSiE, 2018. The SCR is up to date and accurate. Key staff are appropriately trained and a programme of additional staff training is planned. Child protection procedures are strong and appropriate actions are taken and followed up and records of all concerns / restraints, and kept securely. Leaders work with a range of agencies to ensure risks are mitigated where possible and information is shared. Safety has a high priority in the Montgomery Road Campus curriculum and at social times, focusing on online safety, road safety, and gang cultures. The learning environment highlights key messages for students keeping safe and are tailored to issues currently affecting pupils. Montgomery road is now part of the RT safeguarding Team. The DSL will be overseeing actions from the scrutineer commissioned by the Trust to review all our safeguarding procedures.

As a result our foci are to:
- Develop and deliver exemplary practice following the recommendations of the external review to keep our student group safe
- Play a significant active role in the Trust Safeguarding Team through DSL involvement.

AFD	Area for Development	KPIs

AFD 3.1	Trustwide safeguarding procedures secure supporting and strengthening those in place at Montgomery Road.	Implementation of the external safeguarding review recommendations Dec 2018.
AFD 3.2	Alter the physical learning environment to reinforce culture of learning	1.Displays reflect commitment to sharing assessment objectives and course information; key words/dictionaries and thesaurus and subject reading material promote improving student literacy across the curriculum; current "active" displays reflect what is being learnt. 2.Teachers review SOW and resources to look for opportunities to celebrate and reflect cultural diversity in the society and world we live in. 3. Purchase /source an interactive white board to use at MR site. 4. Begin to develop outdoor learning opportunities for RT pupils at the MR site.
AFD 3.3	Learning environment development to represent modern Britain including diversity ethnic minorities SMSC and BV.	1.Personal safety and PSHE boards are updated to assist students seeking support and reflect current safeguarding issues within the unit. Assemblies and events representing modern BV and SMSC as well as cultural diversity are part of our calendar.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

School leaders have an accurate and comprehensive understanding of the quality of education at the school. Comprehensive action plans enable staff to understand exactly what is expected.   Staff relationships are positive between Westbridge and Montgomery Road and stakeholders report feeling valued.

 SLT staff have successfully trained as thrive practitioners and introduced the Thrive programme to the school; it is to be offered to all pupils. There is a commitment to all staff to engage in CPD as part of their school working life; Montgomery Road and The Raedwald Trust enable all staff to develop professionally through courses, joint working, shadowing, and mentoring.

    As a result our foci are to:
- Review staffing patterns to ensure effective delivery across the curriculum

- Work collaboratively with other centres to promote open and frank conversations which support each other in the delivery of the curriculum.
- Ensure recruitment is robust and the Trust expectations regarding the quality of staff upheld.

AFD	Area for Development	KPIs
AFD 4.1	Put systems in place which promote a culture of professional dialogue withn the Academy and beyond.	• Ensure all staff have the opportunity for regular 1-1 professional supervision with line managers focused on PD and growth .
AFD 4.2a	Embed Thrive programme for all pupils at Montgomery Road.	• Staff are all trained to baseline and deliver programmes for student personal development
AFD 4.2b	Continue to develop the impact TAs have on pupil outcomes	• July 2018-Sept 2018 assign specific curriculum areas for TA's to support and deliver lessons under teacher supervision. (LS PSHE, SF Food and catch –up programmes, SH AQA unit awards). Joint working with WB staff established on planning and CPD observation. LS /AE , SH/ JW, SF/ MR. • Embed/strengthen team CPD on marking, record -keeping, use of resources and plans through on –site work scrutinies and 1-1 supervisions half termly. • Well matched individual CPD needs implemented via performance management cycle 2018-19.
AFD 4.3	Embed CPD opportunities within performance Management for all staff.	• external courses and training opportunities on offer within the RT for all staff in line with their current team roles and responsibilities.

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes
Since joining the Trust, a culture of transparency amongst leaders is driving improvement. Relationships across sites are positive and stakeholders report feeling valued.
Leaders have established and implemented accurate monitoring systems to ensure immediate support is available at the point of need. This system allow mechanisms for school to school support, particularly through a closer relationship with Westbridge Academy. The strategic flexible deployment of staff and resources is positively impacting the curriculum offer and student outcomes.

As a result our foci are to:

- Embed and strengthen the joint working routines between WB and MR staff to ensure better outcomes for students.
- Enable staff to develop their skills whilst being supported by one another.

AFD	Area for Development	KPIs
AFD 5.1	Ensure all stakeholders have a voice that is recorded and feeds into our school development. Continue to embed the joint working of SLT between WB and MR.	Feedback pro forma to use with partner providers and collate with other feedback questionnaires (parent, students). Minutes of SLT meetings and work scrutinies reflect closer consistent staff practice to raise standards. Assessment grid 2018-19 reflects more consistent progress (rag- rated) across subjects by MR students at KS4.
AFD 5.2	Strengthen opportunities to learn about enterprise and employability	Increase in partnerships to support a broad and balanced curriculum
AFD 5.4	Engage with local and national partners to learn from best practice research and enquiry	Staff are actively engaged in external professional communities to broaden knowledge improve practice impacting on student progress and learning experiences.

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

AFD1.1 Further strengthen leadership capacity through internal supervisions with the Head Teacher, and targeted enrolment on NPQSL / NPQML		
What are the expected outcomes?	**For learners:** ● A broader curriculum offering accreditation in every subject area to full range of ability ● Higher attainment (value added) against baselines across all subject areas (consistently high performance)	
	For staff and other stakeholders: ● Staff are trained to confidently deliver best practice in their subject areas/roles and ensure students make expected progress or higher. Stakeholders are confident RT are delivering a high quality service at MR. ● Joint working strengthens RT practice through greater consistency and shared expertise across sites at KS4.(collective convergence).	
To achieve the expected outcomes we will: (Include CPD activities) 1. July 2018-Sept 2018 assign specific curriculum areas for TA's to support and deliver lessons under teacher supervision.(LS PSHE, SF Food and catch –up programmes, SH AQA unit awards). 2. Joint working with WB staff established on planning and CPD observation.		Lead SLT JC

3. Embed/strengthen consistent team practice on marking, record -keeping, use of resources and plans through on –site work scrutinies half termly. 4. Identify individual CPD needs via performance management cycle OCT 2018. HOS enrols and successfully completes NPQSL and local mentoring leadership courses. Subject coordinators (teachers) enrol on NPQML course (if this isn't affordable then 2i/c does this) and successfully complete course to take on school responsibilities (grow and strengthen leadership). HOS joins SLT ks4 @ WB weekly, HT joins SLT @ MR and weekly supervisions every Friday/Tuesday. Minuted meetings with actions to strengthen joint working and consistent practice.	

How will progress be monitored?

1. Half termly assessments and RAP meetings
2. Half termly work scrutinies (marking and target setting)
3. Weekly HOS supervisions/ SLT joint meetings WB and MR
4. Half termly in advance SOW plans submitted for scrutiny
5. Performance Management and Job Descriptions

What evidence will be gathered to show the impact of this priority?

What are the cost implications of any of the actions?
- The CPD for HOS is free as MR is within IOA. This should apply to NPQML as well.
- Internal CPD is free but we may need to cover staff occasionally so they can observe peers across sites.

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AFD 1.2 Continue to develop the impact TAs have on pupil outcomes

What are the expected outcomes?	For learners: ● Clear consistent approach to next-step marking and target setting enables them to understand how to secure progress faster ● Empowers learners to co-own their learning journey by understanding the assessment objectives For staff and other stakeholders:

	● Clear explicit consistent planning, assessment and target- setting routines enable staff to compare student attainment across the curriculum and share best practice to accelerate individual student attainment and evidence progress/interventions ● It is clear and accessible for stakeholders to monitor and validate the measured progress of students and effectiveness of teaching and learning at MR.

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
1. July 2018-Sept 2018 assign specific curriculum areas for TA's to support and deliver lessons under teacher supervision. (LS PSHE, SF Food and catch –up programmes, SH AQA unit awards). Joint working with WB staff established on planning and CPD observation. LS /AE , SH/ JW, SF/ MR. 2. Embed/strengthen team CPD on marking, record -keeping, use of resources and plans through on –site work scrutinies and 1-1 supervisions half termly. 3. Identify individual CPD needs via performance management cycle 2018-19. 4. Focus with RT on Middle Leaders' Job Descriptions	JC

How will progress be monitored?
● Plans submitted
● Work scrutiny notes
● Performance management CPD logs and any 1-1 supervisions

What evidence will be gathered to show the impact of this priority?
- Student workbooks or folders
- Staff Planning
- Schemes of Work
- CPD Logs
- Staff Files
- Learning Walk notes and Work Scrutinies.

What are the cost implications of any of the actions?
● Release time to observe staff and gather resources and meet 1-1 for help visit partner sites for CPD
● Printing and stationery for resources

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Priority 2: Delivering High Quality Learning

AFD 2.1 Deliver higher expectations in course offers, planning, and learning objectives to secure ambitious stretch and challenge across the school		
What are the expected outcomes?	For learners: ● Equality of opportunity on curriculum offer and accreditation ● Clear progress pathways entry level through to GCSE or equivalent	
	For staff and other stakeholders: ● Consistency on core offer across RT ● Student progress is consistently "good" across subjects	
To achieve the expected outcomes we will: ● Offer GCSE Biology (science) and GCSE Art as part of our core offer. Offer Preparation for Working Life to all students and introduce Functional Skills ICT. ● Share SOW plans in core subjects half- termly in advance reflecting stretch and challenge on offer to pupils against their baseline assessments. ● Introduce new assessment tracking system to set smart targets (joint work with Westbridge).		Lead SLT JC
How will progress be monitored? ● Assessment tracking system monitored via work scrutinies and learning walks ● Website to publish curriculum offer sept 2018 ● Assessment grid 2018-19 tracks all student grades and progress in all subjects		
What evidence will be gathered to show the impact of this priority? ● Work scrutiny and learning walk forms ● Minutes of RAP meetings ● Assessment data on grid 2018-19 compared to progress data from other sites ● Exam results June 2019		
What are the cost implications of any of the actions? ● Resources and revision guides and exam fees for new courses (see subject development plans)		
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AFD 2.2: 1.Through established links with Westbridge Academy, strengthen quality first teaching practices across the school 2.Focus team on marking and assessment so as to embed plans for next step marking and target setting across all subjects		
What are the expected outcomes?	For learners: ● Clearer understanding of assessment objectives and how to attain them ● Accelerated secure progress	
	For staff and other stakeholders: ● Shared ownership of learning journeys with students ● Student progress is consistently good across core subjects	
1.Carry out joint SLT led work scrutinies termly and team shared scrutinies termly 2. Shared timetabling between WB and MR to provide opportunities for MR students and staff to use science lab and art studio/ equipt and team- teach where needed. 3. Assessment coordinators joint work together to consistently introduce, embed and advance the revised assessment tracker system on both sites. 4. Embed/strengthen team CPD on marking, record –keeping and subject "smart" target- setting through on –site work scrutinies and RAP meetings half- termly. Identify individual CPD needs via performance management cycle 2018-19.		Lead SLT JC
How will progress be monitored? ● Minutes/scrutiny forms from SLT work scrutinies and work scrutiny forms from team scrutinies ● Timetable reflects use of WB facilities and joint teaching. ● Assessment trackers monitored via work scrutinies ● Minutes from RAP meetings ● Assessment grid to track overall progress in unit grades tracked and rag rated action plans for subjects or pupils falling behind expected progress.		
What evidence will be gathered to show the impact of this priority? Grades every half term rag rated Student exam results higher point scores		
What are the cost implications of any of the actions? ● Exam fees		

● Stationery for tracking system
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Priority 3 Securing Safe and Energising Learning Environments

AFD 3.1 Trust wide Safeguarding procedures supporting and strengthening those in place at Montgomery Road.	
What are the expected outcomes?	For learners: ● Pupils continue to be kept and feel safe. Bullying and racist Prevent incidents continue to be rare/non existent
	For staff and other stakeholders: ● Staff are up to date on all aspects of Safeguarding and know best practice ● Stakeholders are confident that MR continues to keep students safe and is a place of best practice (RT)

To achieve the expected outcomes we will: (Include CPD activities) ● Continue to maintain CPD in Safeguarding for all (continuous) ● Use new RT staff handbook(shared with stakeholders/carers) ● Undertake review of Safeguarding and implement action plan (Dec 2018)	Lead SLT JC
How will progress be monitored? ● Action plan will be drafted with points to be signed off. ● Safeguarding group RT will gather information from HOS and DSL's on school progress and support plans to ensure RT consistent practice.	
What evidence will be gathered to show the impact of this priority? ● School safeguarding training records of RT and internal CPD for staff	

• School safeguarding records show the individual and collective risk being managed by the unit and how MR works with other agencies to effectively reduce the risks and as far as possible prevent its students from coming to serious harm. • Records of information sent to parent/carers and students on local and national help; current local issues impacting on safety in the community. The quality of information available to stakeholders on the RT website.	
What are the cost implications of any of the actions? • printing • website design/maintenance • 1x staff (DSL) T4T training autumn term 2018.	
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AFD 3.2 Improve the physical learning environment to reinforce culture of learning		
What are the expected outcomes?	For learners: • The learning environment (displays and resources) reflect diverse, modern Britain (BVMSC) • Displays are helpful and informative.	
	For staff and other stakeholders: • Staff offer a rich, diverse range of learning experiences to students in KS 4 across the curriculum.	
To achieve the expected outcomes we will: (Include CPD activities) • Update and review displays to promote what is being Learnt (LO's) and assessment objectives/ course information. • Provide information to students, parent/ carers on how to access help and advice for learning and learning support • Support cross- curricular literacy through additional catch up sessions, additional access to reading material in common areas (kitchen) and key words in all subjects on display for current topics.		Lead SLT JC
How will progress be monitored? • Displays current and checked • SOW checked • Information / on RT website and sent home from MR		

What evidence will be gathered to show the impact of this priority?
● Pupil work
● Displays, photos (enrichment)
● Pupil progress in literacy (reading and writing) assessment scores across KS4.

What are the cost implications of any of the actions?
● Printing
● Resources via subject development plans

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AFD 3.3 Learning environment development to represent modern Britain including diversity ethnic minorities SMSC and BV.

What are the expected outcomes?	For learners:	
	● Current points of learning and interest re. diversity incorporated into formal and informal curriculum.	
	● Students able to articulate understanding of diversity issues	
	For staff and other stakeholders:	
	● Staff able to support learning through curriculum and guided discussion.	
	● Stakeholders are confident how MR fulfils its duties to prepare students for citizenship in modern Britain and the world today.	

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
● Staff review resources, displays, SOWs to maximize opportunities to celebrate our cultural diversity. BV and SMSC EM	
● Review curriculum PSHE and PWL; work with pupils on MR values and how they reflect BV and relate to issues in the wider world.	JC

How will progress be monitored?
● Displays current and checked
● SOW checked
● Calendar of events, review enrichment programme.
● MR vision and values

What evidence will be gathered to show the impact of this priority?
● Low/nil incidents of racist, extremist, sexual abuse recorded at Montgomery Road

● Pupil surveys on their school experience refer to their awareness of bullying safety and being valued.	

What are the cost implications of any of the actions?
● Printing
● Appropriate subject resources

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<table>
<tr><td style="background-color:#3aa9a0">Priority 4: Empowering Supportive, Skilled and Nurturing Staff</td></tr>
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<table>
<tr><td colspan="3" style="background-color:#3aa9a0">AFD 4.1 Put systems in place to promote a culture of professional dialogue within the Academy and beyond.</td></tr>
<tr>
<td rowspan="2">What are the expected outcomes?</td>
<td colspan="2">For learners:
● Equal opportunity for learning and support across RT</td>
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<tr>
<td colspan="2">For staff and other stakeholders:
● Support to achieve best outcomes for learners.
● Improved service (fair, good, efficient, cost-effective).
● Consistent and 'best practice' through team approach across RT.</td>
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<tr>
<td colspan="2">To achieve the expected outcomes we will: (Include CPD activities)
● Provide opportunities for all staff to receive regular 1-1 professional supervision with line manager's focused on PD and growth.</td>
<td>Lead SLT
JC</td>
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<tr>
<td colspan="3">How will progress be monitored?
● Performance management cycle.
● Membership of and involvement in staff groups.</td>
</tr>
<tr>
<td colspan="3">What evidence will be gathered to show the impact of this priority?</td>
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- Staff questionnaires.
- Pupil outcomes (assessment/exam data).
- Performance management data.

What are the cost implications of any of the actions?
- Possible course fees / release time for CPD / supervisions.
- Possible recruitment if our staff leave for promoted posts elsewhere.

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AFD 4.2	**(a)** Embed Thrive programme for all pupils at Montgomery Road. **(b)** Continue to develop the impact TAs have on pupil outcomes.

What are the expected outcomes?	For learners: ● Learners feel safe, valued and accepted at MR. They view school as a place where they belong, can succeed and enjoy learning again. ● Raised attendance ● Raised progress ● Reduced incidents.
	For staff and other stakeholders: ● Staff empowered to deliver best practice. ● Stakeholders see improved pupil outcomes.

To achieve the expected outcomes we will: (Include CPD activities) ● Train staff to deliver baseline assessments and individual / group action plans. ● Ensure bespoke timetables reflect pupils' thrive needs. ● Assign TA's to specific curriculum areas to support / deliver lessons under teacher supervision. ● Work jointly with WB staff on planning CPD and work scrutinies.	Lead SLT JC

How will progress be monitored?
- Half termly reviews of pupil progress and personal development.
- Half termly work scrutinies.

	Half termly teacher / TA supervisions for plans and assessments

What evidence will be gathered to show the impact of this priority?
- Pupil folders.
- Assessment grid.
- Thrive progress reviews.
- Incident logs.
- Safeguarding logs
- Performance Management documents.

What are the cost implications of any of the actions?
- Some timetables at MR require bespoke offers to meet pupil needs, eg Art Therapy.
- Possible release time for staff CPD.

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AFD 4.3 Embed CPD opportunities within performance Management for all staff.	

What are the expected outcomes?	For learners: ● Better outcomes. ● Better curriculum offer. ● Quality of learning and teaching consistently good or better. ● Quality of support we offer consistently good or better.
	For staff and other stakeholders: ● Fair and equal access to CPD within RT linked to RT Academy improvement plans. ● A clear pathway for career progression via RT links to local / national training programmes.

To achieve the expected outcomes we will: (Include CPD activities) ● Ensure CPD is identified for staff as individuals as well as part of a team.	Lead SLT JC
How will progress be monitored?	

• Log kept of CPD opportunities at MR (academy) and RT level.	
What evidence will be gathered to show the impact of this priority? • Performance management documentation. • Recruitment / retention data for staff.	
What are the cost implications of any of the actions? ● Possible costs for some courses. ● Release time for some CPD opportunities.	
Evaluation Commentary February 2019	
Evaluation Commentary July 2019	

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.1 Ensure all stakeholders have a voice that is recorded and feeds into our school development. Continue to embed the joint working of SLT between WB and MR.		
What are the expected outcomes?	For learners: ● They play an active part of the school community and share their learning journeys (ownership of learning and development).	
	For staff and other stakeholders: ● Staff review and develop the aip and feed into RT development individually and through academy/working teams ● Parent/carer feedback shapes and helps review practice and routines ● Stakeholders' needs also form part of the dynamic development of the life of the RT	
To achieve the expected outcomes we will: (Include CPD activities) ● Review our questionnaires (in line with current Ofsted) to all stakeholders, develop an RT feedback proforma for all stakeholders that incorporates new Ofsted guidelines.		Lead SLT JC

● Continue to meet as a joint SLT weekly, share work scrutinies and develop a consistent assessment tracking system between WB and MR staff.	

How will progress be monitored?
- Reviews for pupils and their parent/carers (termly).
- Collate feedback forms/ progress reports from partner providers half termly and at end of placements; feed results into AIP.

What evidence will be gathered to show the impact of this priority?
- Minutes of SLT work scrutinies reflect closer consistent staff practice to raise standards.
- Assessment grid 2018-19 reflects more consistent progress (rag- rated) across subjects by MR students at KS4.
- Questionnaires /feedback forms are collated at reviews and analysis shared with stakeholders in HT report.
- Reward Booklet system records weekly 1-1 pupil voice reviewing progress and setting targets with key staff.

What are the cost implications of any of the actions?
- Printing of questionnaires or development of the RT website to incorporate feedback online.

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AFD 5.2 Strengthen opportunities to learn about enterprise and employability

What are the expected outcomes?	For learners: Increased opportunities to gain work experience/shadowing/interview preparation ● Greater awareness of local job market and employment/training opportunities ● Planned programme of PYF (Planning Your Future) throughout KS4.
	For staff and other stakeholders: ● Increased choice and use of partnerships to support a broad and balanced curriculum. ● A fair quality -assured system of partnership working that enables all pupils to gain education employment/ training at 16+.

To achieve the expected outcomes we will: (Include CPD activities):	Lead SLT
● Quality assure all partner providers used by RT, and share the central list. Provide opportunities for work experience/ vocational training/ volunteering.	JC

● Work with local employers to provide work related activities, experiences, visits.   ● Embed our new enterprise project opportunity with Volunteering Matters Autumn 2018.
How will progress be monitored?   ● Work experience/contacts monitored with Jordan Holder (Ipswich Opportunities Fund) monthly (pupil access to contacts)   ● Reports on training and placements and visits minuted/documented   ● Destination planning/16+ applications
What evidence will be gathered to show the impact of this priority?   ● NEET/16+ data   ● How many pupils have taken part in work experience/ vocational training/ volunteering (monthly data)   ● Reports on training and placements and visits
What are the cost implications of any of the actions?   ● Some partner placements (training) costs   ● Some transport costs
Evaluation Commentary February 2019   ●
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AFD 5.4. Engage with local and national partners to learn from best practice, research and enquiry.

For learners: ● Pupils receive an education that uses best up to date practice
For staff and other stakeholders: ● Staff are informed and empowered to source, share and deliver best practice. Rt staff are a learning staff.

● Stakeholders play an active part in sharing/ delivering/ researching: RT develops a strong reputation (locally,nationally).	
To achieve the expected outcomes we will: (Include CPD activities) ● Strengthen and develop our links to partner schools/LA- listen to local need and co-develop local service and strategy to meet current/emerging need. ● Share research/ news via RT staff bulletins, academy bulletins, staff subject teams. ● Access information and best practice via membership of professional bodies (local/national). ● Staff visits/ CPD	Lead SLT JC
How will progress be monitored? ● RT trust plan reviews ● AIPs reviewed ● Feedback from stakeholders on training/ publications received.	
What evidence will be gathered to show the impact of this priority? ● Professional development documentation ● Pupil results (outcomes) Academy to RT scores, compared to national outcomes in AP. ● Local data on exclusions/ referral from mainstream, return to mainstream, local to national data comparisons. ● Publications of RT practice, training provided locally, nationally.	
What are the cost implications of any of the actions? ● Some Staff training may have travel costs and fees ● Professional organisation membership fees ● Staff release time/cover	
Evaluation Commentary February 2019 ●	
Evaluation Commentary July 2019	