ACADEMY IMPROVEMENT PLAN
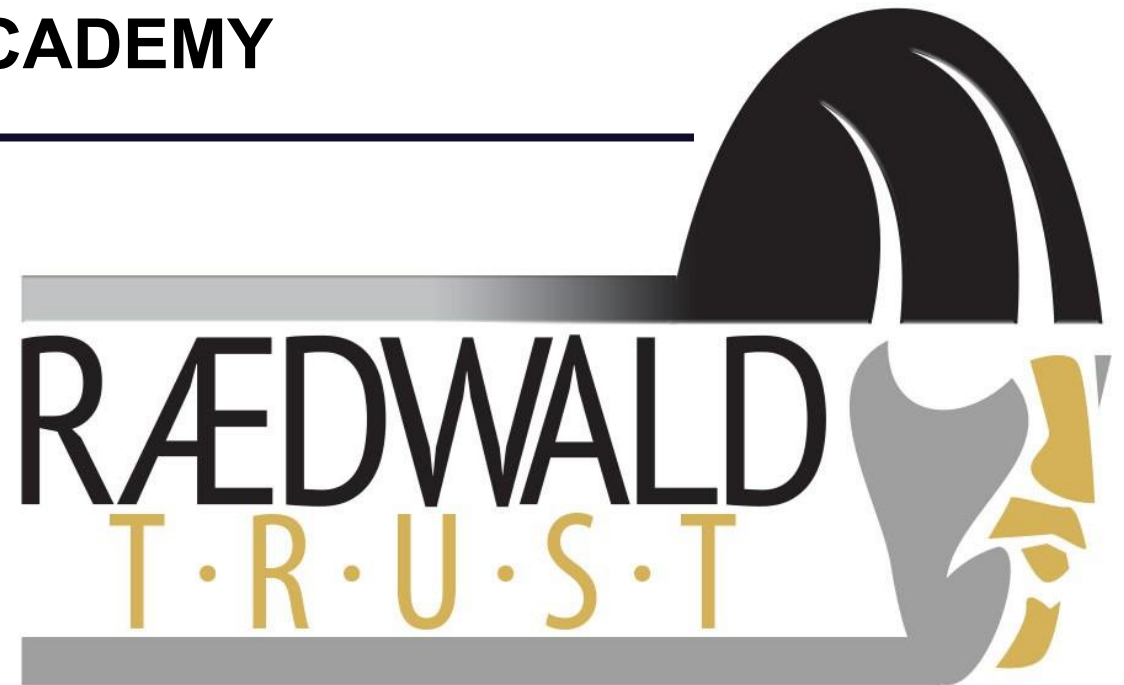# ST. CHRISTOPHER'S ACADEMY

JUNE 2019

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

Priority 1: Enabling inspirational leadership and management

After a management restructure, Sept 2018 the Headteacher took over the headship of 3 centers including St. Christopher's. The SLT at St. Christopher's include the Headteacher, Head of School and Lead Teacher.

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

AFD	Area for Development	KPIs
AFD 1.1	Deliver a trust improvement system providing a strong growth platform for inspirational leadership across the academy.	1. Clear and understandable information flow between leaders and managers promote continuous development
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	1. School 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.
AFD 1.2	The LGB needs developing	1. Specific action plan for LGB in place 2. Scheme of delegation reflects strong practice

Priority 2: Delivering High Quality Learning

Personalised learning is cornerstone of St Christopher's provision and this ensures that the school is able to meet individual pupil learning aims. A strong topic based curriculum is in place – this was developed with a local primary school and is being carefully monitored for impact. Classrooms are bright, welcoming and engaging. Displays are both informative and a celebration of pupils' work. Well planned lessons and targeted learning objectives ensure the pupils understand and make progress. Lessons are often practically based to ensure engagement. Teachers and LSAs have good behaviour management skills, and work well together Pupils show appropriate behaviour for learning. Those who struggle with their behaviour are supported with very well, and return to their learning quickly. Skilful questioning develops the pupils' knowledge and skills, and assesses how much they understand – this is evidenced in learning monitoring systems. Challenges are set at three levels and pupils are encouraged to set their own challenges.

As a result, our foci are to:
- Deliver a broad and balanced curriculum…
- Standardise processes for pupil level monitoring of learning

AFD	Area for Development	KPIs
AFD 2.1	Standards of exceptional learning are delivered through focussed challenging personalised target setting	1. Individual targets are clear and aspirational and have an impact on student learning
AFD 2.2	Develop further innovative pathways to ensure all pupils engage with an offer of full time provision	1. Learner engagement of offer evident alongside increased use of Trust wide/external resources 2. Curriculum evaluated against intention, implementation, impact criteria

Priority 3: Securing Safe and Energising Learning Environments

St. Christopher's is now part of the RT Safeguarding Team. The DSL/DDSL will be overseeing actions from the scrutineer commissioned by the Trust to review all our safeguarding procedures. St. Christopher's has good safeguarding systems in place.

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 an active role in the trust safeguarding team through DSL/DDSL involvement

AFD	Area for Development	KPIs
AFD 3.1	Trust wide safeguarding procedures secure, supporting and strengthening those in place at St. Christopher's	1. Implementation of the external Safeguarding review recommendations (Dec 18) 2. GDPR Action Plan completed
AFD 3.2	Establish a culture of learning by changing the way we work through our scrutiny of front line experience. Design and implement a programme of 'near misses' and 'data breaches'	1. Procedures established in which near misses and data breaches and open and transparent 2. Findings reported and leaders learn from prior experience
AFD 3.4	Develop further innovative pathways to ensure all pupils engage with an offer of full time provision	1. Apply robust academy procedures for reduced timetables 2. Curriculum group constantly review individual student curriculum offer and monitor to raise engagement

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

St. Christopher's Academy values and supports colleagues at every level and works hard to encourage relevant staff development to grow a multi skilled team of practitioners. The staff team has undergone changes over the past few years and as recent at September 18 which saw a big SLT reshuffle and we continue to look at skills and areas for development to deliver the best opportunities for students.

As a result, our foci are to:
- Review staffing patterns to ensure effective delivery of 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	Systems in place which promote a culture of professional dialogue with the Academy and beyond	1. Ensure all staff have the opportunity for regular 1-1 professional supervision with line managers focused on PD and growth 2. Empower staff to take leadership on key development areas to support consistently and sharing of expertise across the trust
AFD 4.2	High quality professional development and coaching is made available through the Trust to St. Christopher's staff	1. Quality target setting for staff is established and monitored through robust performance management systems and the impact they have on pupil outcomes 2. Introducing Thrive across the site and ensuring a trained Thrive practitioner oversees the implementation 3. Introduce a coaching programme through careful matching of annual coaching partnerships to empower staff to develop their own practice

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

St. Christopher's has good links with external local partnerships and collaborations which benefit student outcomes.

As a result, our foci are to:
▪ Extend our good relationships with local stakeholders
▪ Consider looking for opportunities to forge collaborations with appropriate local and national partners to promote this
▪ Share our knowledge with other centres within the trust to impact student outcomes.

AFD	Area for Development	KPIs
AFD 5.1	Strengthen opportunity to learn from pupil voice	1. Student council to be established by Nov 18
AFD 5.3	Ensure all St. Christopher's stakeholders have a voice and this is clearly recorded	2. Clear processes in place to record stakeholders voice
AFD 5.4	Engage with local and national partners to learn from best practice	3. Staff and actively engaged in professional communities to wider knowledge and improve practice impacting on student group

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 AFIs 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 AFI. 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.

3. 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
Deliver a trust improvement system providing a strong growth platform for inspirational leadership across the academy.

What are the expected outcomes?	For learners: ● Establishing a safe and stimulating environment in which the children have a platform to flourish both academically and socially ● Increased attendance levels
	For staff and other stakeholders: ● Clear and understandable information flow between leaders and managers to promote continuous development

	● Regular meetings to establish and maintain consistency between Head of Schools at St. Christopher's, Westbridge and the Montgomery Road sites.

To achieve the expected outcomes, we will: (Include CPD activities)	Lead SLT
1. Act upon and reflect upon ongoing challenges that the Academy are facing	
2. Increased attendance for the pupils at St. Christopher's.	CFish, TB

How will progress be monitored?
- Weekly meetings SLT at St. Christopher's every Tuesday morning
- Termly attendance report

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

What are the cost implications of any of the actions?
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Evaluation Commentary February 2019
- HoS meeting held on 31/1/19 at WB. Focus on assessment and progress. Outcome of the meeting was that WB, MR, and STC all have secure systems in place for reporting progress. Next meeting booked with the focus on Thrive delivered by JC. The following meeting with the focus on reward systems in place at STC shared by TB
- Weekly SLT meetings have continued with CF, TB and CFair.
- 4 reduced timetables now in place with the aim to reestablish positive experiences with St. Chris and therefore increase attendance against the offer in place for the individual pupil.
- Regular half termly meeting with TB and the EWO to look at attendance figures. TB and EWO worked closely together discussing and formalizing reduced timetable offers.
- Half termly attendance certificates introduced and celebrated in the end of half term assembly

Evaluation Commentary June 2019
- SLT Matrix updated and shared with Central Team
- Thrive training delivered by JC. TB and JC to work together over Summer Term to complete baseline assessments on St. Christopher's pupils. Additional staff member from St. Christopher's to be identified to take a lead with the Thrive programme to work alongside TB.
- 4 reintegration timetables in place. One pupil's offer has been increased due to positive behaviour and reengagement with offer/curriculum.
- Regular meetings with EWO continue to take place and regular correspondence to agree reviews of reintegration timetables.

•	New format of recording attendance against full time and against each pupil's offer. Format shared by Westbridge and JM to continue to update attendance figures each week.

AFD 1.2
Create a culture of determined leadership across the trust, rooted in growth and possibility.

What are the expected outcomes?	For learners: ● Increased access to curriculum opportunities ● Improved portfolio for accreditation
	For staff and other stakeholders: ● CPD opportunities for staff ●

To achieve the expected outcomes, we will: (Include CPD activities) 1. TB to complete NPQSL 2. CFA to complete NPQML 3. TB and CFA to attend Leadership and Development course in Autumn term	Lead SLT CF, TB, CFA

How will progress be monitored?
- Weekly SLT meetings on Tuesday's (CF, TB, CFA)
- CF meeting twice a week at St. Christopher's.

What evidence will be gathered to show the impact of this priority?
- Phonics/reading scheme impact through CFA's NPQML.
- Possible new marking possibly as assessment task for TB's NPQSL.

What are the cost implications of any of the actions?
- Trust funding CFA's NPQML
- TB's NPQSL is of no cost

Evaluation Commentary February 2019

- LQ and CFair worked closely together to plan the Spring Term topic based learning curriculum. Topic this term is linked to WW2 which was chosen after pupil feedback.
- Performance management currently being undertaken and staff have identified an area of CPD that they would like to focus on.
- TB has attended the strategic leadership session run by Bath University through Ipswich being in an opportunity area. CFair to attend the financial leadership training session on 27/2/19.
- Formative assessments, including YARC reading assessment currently being undertaken. Progress to be analysed upon completion of assessments and a possible restructure of phonics groups.
- CFair and LQ half way through their SENDCo training. Assessment 1 handed in and Assessment 2 to be completed over the Spring/Summer term.
- TB NPQSL assessment to focus on ensuring an appropriate curriculum offer to each pupil, submission date August 2019.

Evaluation Commentary June 2019
- Summer Term topic focused around 'light' planned and delivered by teaching team.
- Performance management completed and CPD identified. Attachment training delivered by CFair
- Lego Therapy training delivered by member of staff within the Trust.
- CFair and LQ both passed assessment 1 of their SENCO training and currently working on their second assessment.
- STEPS assessment up to date
- Formative assessments to be completed after May half term to complete the cycle of assessments and assess progress throughout the academic year 18/19.
- Successful implementation of Outreach work for one pupil, both at the pupil's home and named primary school.
- Daily reading introduced into each literacy session.

Priority 2: Delivering High Quality Learning

AFD 2.1 **Standards of exceptional learning are delivered through focused challenging personalised target setting**		
What are the expected outcomes?	For learners: ● Individual targets are clear and aspirational and have an impact on student learning ● Verbal, live feedback given every session to encourage pupil feedback ● Increases percentage in pupils weekly behaviour scores	
	For staff and other stakeholders: ● Clear guidance for teaching staff for planning to bridge and gaps in pupils learning	
To achieve the expected outcomes, we will: ● Use the STEPS assessment tracker to monitor progress ● Continue to use behaviour and learning targets each session		Lead SLT TB, CF, CFA
How will progress be monitored? • Termly STEPS assessment for all pupils • Teacher and SLT meetings to discuss pupil progress • React to changes in behaviour and evidence this through the pupils behaviour and learning targets		
What evidence will be gathered to show the impact of this priority? • Weekly target sheets stored in pupil files		
What are the cost implications of any of the actions? ● ●		
Evaluation Commentary February 2019 ● Pupils continue to respond well to their individual targets. Feedback from CT to make the targets more 'child friendly', class teachers currently adjusting the targets ● STEPS assessments completed for Spring term and alongside formative assessments currently being administered groupings can be looked at to ensure the pupils have access to the appropriate level of challenge. ● Verbal feedback given every session and recorded in pupils books ● CT raised that the STEPS assessment grid/tracker is possibly not in line with national averages. SLT to look into and liaise with CT's team.		

Evaluation Commentary June 2019
- Targets now written in 'child friendly' language, monitored and adapted on a more regular basis to ensure current trends in behaviour and learning are challenged.
- Rotation within Literacy and Maths groups to ensure appropriate and safe pupil groupings.
- Following the EHCP review meeting, outcomes that were being partially met were made a focus and linked into each pupil's individual targets
- SLT continue to work alongside the Trust to explore alternative assessment tracking system to have in place for academic 2019/2020.

AFD 2.2:	
Develop further innovative pathways to ensure all pupils engage with an offer of full time provision	

What are the expected outcomes?	For learners: • An engaging and exciting curriculum offer to encourage access to a full time offer • Pupils have access to a range of activities and skills to learn, explore and develop	
	For staff and other stakeholders: • Encourage the pupils use of social skills • Children can use the skills learnt in these activities and with parents take part in activities out of school hours	
To achieve the expected outcomes, we will: • Work with the Trust/MW to continue to explore and provide a wide range of external providers and activities • Throughout the topic based learning curriculum be creative with trips and afternoon activities • Early intervention with pupils who are finding the full time offer too much of a challenge		Lead SLT TB, CFA
How will progress be monitored? • Feedback from external providers		
What evidence will be gathered to show the impact of this priority? • Engagement within lessons (Behaviour Watch) • Pupil voice • Student council		
What are the cost implications of any of the actions?		

Evaluation Commentary February 2019
- Weekly RDA session has been added to the pupils offer
- 4 x reduced timetable students, working alongside parents/carers and EWO
- Student council in place. Weekly meetings. Big focus on developing outside area. PlayForce currently have a consultant designing a new outside space following a visit.
- Identifying elements of the curriculum pupils are responding better to and providing more access to those opportunities.
- Catch22 P.E have suggested some pupils take part in sport activities outside of school, one pupil has started attending a weekly boxing session accompanied with family members
- Regular reviews of the reduced offers in place for some pupils. Communication with stakeholders.

Evaluation Commentary June 2019
- Brainy Dogs weekly session introduced into the timetable
- RDA sessions have continued into the Summer Term
- 4 x reintegration timetables still in place, one with a successful increase in their timetable during the Spring term
- School council continuing to be successful, an overhaul of school snacks was put in place this term with positive feedback and outcomes.
- Weekly cooking session running alongside the P.E session responding to and acting upon pupil feedback.
- Lego Therapy training provided and now introduced within the day to promote social skills of the learners
- Alternative options offered during the school day for pupils that are finding certain session/interventions challenging, such as Gym Trail and Lego Therapy sessions.
- Introduction of termly 'access to employment' opportunities following a meeting with MW. Pizza Workshop booked at local Pizza Express in July 2019 for all pupils.

Priority 3 Securing Safe and Energising Learning Environments

AFD 3.1	
Trust wide safeguarding procedures secure, supporting and strengthening those in place at St. Christopher's	
What are the	For learners: ● To feel safe and supported while at St. Christopher's ● To feel confident in raising any concerns with the staff team

expected outcomes?	For staff and other stakeholders: ● Staff to feel confident in adhering to the Trust safeguarding policy and procedures. ● Staff to create a safe, nurturing environment where our pupils are completely comfortable	
To achieve the expected outcomes, we will: (Include CPD activities) ● Undertake necessary safeguarding and CP training ● Keep up to date with Trust and national policies around the topic of safeguarding and CP		Lead SLT CFish, TB, CO

How will progress be monitored?
- Effective and professional response from staff to any safeguarding concern
- Compare pupil and staff feedback questionnaires around the topic of safeguarding and CP

What evidence will be gathered to show the impact of this priority?
- Pupil safeguarding questionnaires
- Pupil feedback questionnaires

What are the cost implications of any of the actions?
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Evaluation Commentary February 2019
- Positive feedback from parent questionnaire
- CO currently taking the pupils out of lessons to complete the pupil SG questionnaire
- RT Safeguarding training and quiz completed
- New staff members using the induction policy to ensure all SG policies have been read and understood
- BellsCroft training up to date/or dates in calendar
- Staff continuing to use the 5 core values to promote positive behaviour and keeping themselves and others safe while at St. Christopher's

Evaluation Commentary June 2019
- NSPCC assembly and workshop delivered to all students
- OneLife Suffolk 6 week programme run during Spring Term with focus on healthy lifestyles and healthy eating
- Adaption in ethos and vocabulary used to incorporate 'making positive choices' with focus on keeping safe
- Fences on site heightened during the Easter holiday to support keeping students on site
- CFair to undertake DSL refreshed training 16/5/19

- TBaker named as site PREVENT Lead
- Regular SG meeting and internet filtering checks continuing
- Staff continuing to use the 5 core values to promote positive behaviour and keeping themselves and others safe while at St. Christopher's
- CFair developing the current Key Worker Scheme to introduce weekly 1:1 meetings with young person and their Key Worker

AFD 3.2		
Establish a culture of learning by changing the way we work through our scrutiny of front line experience. Design and implement a programme of 'near misses' and 'data breaches'		
What are the expected outcomes?	For learners: ● For pupils data and personal information to be kept safe	
	For staff and other stakeholders: ● Staff to be familiar with all areas of GDPR ● Staff to be able to identify possible threats	
To achieve the expected outcomes, we will: (Include CPD activities) ● Attend and react to GDPR training sessions ● SLT to regularly inform staff of GDPR updates		Lead SLT TBM CF TB
How will progress be monitored? ● Number of 'data breaches' and/or 'near misses'		
What evidence will be gathered to show the impact of this priority? ● See above		
What are the cost implications of any of the actions? ● ●		
Evaluation Commentary February 2019 ● GDPR Action plan in place and areas being addressed ● No data breaches or near missed to date ● GDPR emails stored in staff room to be accessible to all ● Increased use of behaviour watch to store personal data		

● Staff personnel files stored centrally with BMT

Evaluation Commentary June 2019 ● GDPR Action plan in place and areas being addressed ● No data breaches or near misses to date ● GDPR emails stored in staff room to be accessible to all ● Increased use of behaviour watch to store personal data ● Staff personnel files stored centrally with BMT ● HoS currently checking staff emails to ensure no personal pupil information is kept within staff emails

AFD 3.4 **Develop further innovative pathways to ensure all pupils engage with an offer of full time provision**		
What are the expected outcomes?	For learners: ● Pupils to access a full time offer at St. Christopher's through an engaging curriculum and a range of external activities.	
	For staff and other stakeholders: ● St. Christopher's to have an engaging, bespoke and flexible curriculum which enables all pupils to access a full time offer ● St. Christopher's to continue to maintain positive links with external providers and the wider community	
To achieve the expected outcomes, we will: (Include CPD activities) ● Continue to have weekly teacher meetings ● Allocate one day per term where the teaching team come off timetable and use that as a topic planning day ● Effective communication with stakeholders to ensure an appropriate full time provision is available for each child		Lead SLT AJ, CF, TB
How will progress be monitored? ● Number of pupils accessing a full time offer ● Engagement for both part time and full time offers		
What evidence will be gathered to show the impact of this priority? ● Attendance figures		
What are the cost implications of any of the actions? ● ●		

Evaluation Commentary February 2019
- Key worker system in place
- Timetables reviewed every 2-3 weeks of the reduced timetable offers
- Regular contact with stakeholders to ensure the offer is appropriate
- Close links continue with the EWO
- Home visits have taken place for pupils who have become disengaged with the offer/curriculum at St. Christopher's
- LQ and CFair were given planning time to plan for the Spring Topic of WW2
- Attendance figures improving against attendance to each individual offer

Evaluation Commentary June 2019
- CFair developing the current Key Worker Scheme to introduce weekly 1:1 meeting with young person and their Key Worker
- All Outreach sessions are recorded on SchoolPod
- Reintegration timetables are still reviewed at least every three weeks in live with Raedwald Trust Reduced Timetable policy.
- Daily morning briefings present opportunity to discuss each individual offer and what adaptations need to me made on a daily basis
- New format for recording attendance clearly showing attendance against the full time offer and each pupils offer.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.1	
Systems in place which promote a culture of professional dialogue with the Academy and beyond	
What are the expected outcomes?	For learners: ● Effective staff collaboration resulting in sharing ideas and visions to provide the best support for our pupils For staff and other stakeholders: ● Staff to feel confident and comfortable sharing ideas

To achieve the expected outcomes, we will: (Include CPD activities)	Lead SLT
● Continue to have morning briefings and de-briefing meetings at the end of each school day ● Encourage and offer times and forums for staff to share thoughts ● SLT to offer staff 1:1 meeting times	CF, TB
How will progress be monitored?	

• PDR cycle • Implementation and outcomes of interventions	
What evidence will be gathered to show the impact of this priority? • Evidence collated from staff to show meeting targets	
What are the cost implications of any of the actions? • •	
Evaluation Commentary February 2019 ● Whole staff meetings taking place. One emphasis on rewards and sanctions, one identifying EHCP outcomes of each pupil and a meeting around RA's. ● Continued use of morning briefings and afternoon de-brief. Both highlighted as being very pupil based and a very beneficial time of the day by CT and AR during their visits ● Recent PDR cycle has identified members of support staff that would like to develop professional development and take on more responsibilities, especially in delivering sessions to small groups ● Lego Therapy booked for 13/2/19. Whole staff training. ● Feedback from CT visit was to clarify the vision of the setting. TB, CFair and LQ have had initial conversations about what that will look like	
Evaluation Commentary June 2019 • All staff contributed to each pupils SEN Case Study, this linked in with the new Key Worker Scheme. • Teaching staff continue to collaborate to complete each pupils Individual Learning Plan (ILP) • St. Christopher's ILP example used in a whole trust training session to demonstrate good practice • Continued use of morning briefings and afternoon de-brief • All PDR complete during the Spring Term and objectives are being worked towards by all staff with an end of year review due July 19 • Lego Therapy delivered by a member of staff within the trust on 13/2/19. Lego Therapy sessions are now delivered on a daily basis with good pupil engagement • HoS at St. Christopher's, Westbridge and Montgomery Road meet regularly with a focus each session delivered by each member of staff	

AFD 4.2	
High quality professional development and coaching is made available through the Trust to St. Christopher's staff	
What are the	For learners: ● St. Christopher's to have a skilled team of staff that can support all areas of the pupils needs

expected outcomes?	● Thrive used effectively at St. Christopher's
	For staff and other stakeholders:
	● An effective performance management cycle which develops the skills of all staff to improve the level of support and opportunities our pupils have access to
	● Staff from across the Trust working together to support and develop each other's existing skills

To achieve the expected outcomes, we will: (Include CPD activities)	Lead SLT
● React to PDR targets and identify areas of possible CPD for all staff	
● Work collaboratively with other Trust sites	AR, CF,
● Thrive training for staff at St. Christopher's	TB

How will progress be monitored?
- Mid-term review of PDR cycles

What evidence will be gathered to show the impact of this priority?
- Evidence collated in relation to PDR targets

What are the cost implications of any of the actions?
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Evaluation Commentary February 2019
- Thrive to be introduced following HoS meeting, led by JC
- CT in for a day to observe practice and a report produced
- AR attended an afternoon de-brief and acknowledged how pupil focused it was and decisions were made moving forward
- CF performance managed TB first to model how to do it. TB currently half way through the staff PDR's
- Music now provided by a member of staff from another RT site
- Lego Therapy being delivered by a member of staff from another RT site who has just completed the training themselves

Evaluation Commentary June 2019
- TB and CFair have been allocated a coach as part of the Ipswich Opportunity Area Leadership Programme.
- Thrive training delivered by JC. TB and JC to work together to complete baseline assessments for pupils at St. Christopher's
- Staff member at St. Christopher's to oversee the administration take a lead on Thrive alongside TB
- 'Everyday Leader' provided the leadership group with a session called 'Coaching for Improvement' which explored effective coaching within an educational setting.
- All PDR's completed during the Spring Term and each staff member currently working towards meeting each of their objectives, review due July 19

- Lego Therapy delivered by a member of staff within the trust on 13/2/19. Lego Therapy sessions are now delivered on a daily basis with good pupil engagement
- CFair submitted NPQML in March 2019 and TB to submit NPQSL in July 2019.

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.1 **Strengthen opportunity to learn from pupil voice**		
What are the expected outcomes?	For learners: ● Pupils to feel confident to share their views and to work with staff effectively	
	For staff and other stakeholders: ● Positive home/school link relationship	
To achieve the expected outcomes, we will: (Include CPD activities) ● Implement the student council at St. Christopher's ● Link the Student Council into a support staff's PDR targets		Lead SLT CF, TB CO
How will progress be monitored? ● Effective use of student council time ● Implementation of actions from student council meetings		
What evidence will be gathered to show the impact of this priority? ● Minutes taken from student council meetings		
What are the cost implications of any of the actions? ● ●		
Evaluation Commentary February 2019 ● Weekly feedback sheets modified to not focus primarily on the pupil's individual target and more on a general summary of the week ● Student council in place ● New student council voted in each HT. Display on corridor where minutes of meetings are displayed		

- Student council have been integral in the process so far with developing the outside area. Student council had a meeting with a consultant from PlayForce and showed them round the site and shared their thoughts and visions for the site
- Rewards system continually developed based on pupil feedback, this ensures the pupils respond positively to the rewards in place and take ownership of their own rewards.

Evaluation Commentary June 2019 • School council continuing to be successful, an overhaul of school snacks was put in place this term with positive feedback and outcomes following requests from the pupils through the student council. • Pupil's continuing to respond positively to the reward system with regular park trips and cooking sessions being traded in for their tokens awarded for meeting the 5 core values throughout the school day. • Weekly reports summarising each pupils weekly progress continue to be sent home, as well as sent to home schools for dual placed pupils, this includes a section for the pupil to comment themselves on their week • Music delivered by Raedwald Staff member continues to engage the children each week • Student Council request to update 'Star of the Week Board' to have an underwater theme agreed and implemented.	

AFD 5.3	
Ensure all St. Christopher's stakeholders have a voice and this is clearly recorded	
What are the expected outcomes?	For learners: • An appropriate offer is in place for each child through working effectively with stakeholders
	For staff and other stakeholders: • Opportunities for stakeholders to come to visit the site and meet staff • Stakeholders and staff at St. Christopher's work together • Effective communication with home

To achieve the expected outcomes, we will: (Include CPD activities) • Encourage regular contact with stakeholders • Offer opportunities for a range of stakeholders to come to St. Christopher's • Family Liaison Officer to continue to build links with home	Lead SLT CF, TB, CO

How will progress be monitored?   • Contact log on Behaviour Watch updated regularly   • Parents invited in for regular meetings

What evidence will be gathered to show the impact of this priority?
• Parent questionnaires • Feedback from members of the Trust
What are the cost implications of any of the actions?
• •
Evaluation Commentary February 2019
● SALT in place for one pupil ● Art Therapy has been delivered to 4/14 of the pupils ● Parents invited in for reintegration meetings following student exclusions or visits to the family home ● Weekly summary sheets now sent to pupil's mainstream setting if they are dual placed ● CFair and LQ identifying EHCP outcomes that are currently not being met and communicated this to CF and AJ ● Key worker programme introduced ● MacMillan coffee morning well attended by a variety of stakeholders, parents, CEO, chair of trustees with positive feedback.
Evaluation Commentary June 2019
• Art Therapy is being delivered to 4/14 pupils • SALT working with one pupil and will continue to work with this pupil in their new setting • Parents invited in for reintegration meetings following student exclusions or visits to the family home • Weekly summary sheets now sent to pupil's mainstream setting if they are dual placed • Key Worker Scheme updated and introduced. Minimum of one phone call a week by Key Worker to pupil's home. • Sensory Room introduced in Spring Term following a EHCP Review for each pupil • Colin Kriedewolf undertook a school visit and a governor learning walk • All contact with stakeholders recorded appropriately on RT Contact Log on SchoolPod • Summer event open to parents currently being planned.

AFD 5.4
Engage with local and national partners to learn from best practice

What are the	For learners: • Access to a current and relevant curriculum through effective teaching and learning
	For staff and other stakeholders:

expected outcomes?	● Staff are confident to draw from outside agencies and implement new strategies at St. Christopher's ● An effective curriculum that can be shared between other RT sites	
To achieve the expected outcomes, we will: (Include CPD activities) ● Identify other RT trust sites for staff to visit and share best practice ● Encourage staff to keep up to date with the current educational climate and challenges facing the sector ● Continue to make links with local primary schools to develop staff and share best practice		Lead SLT CF, TB, CFA
How will progress be monitored? • Sharing best practice included in some staffs PDR • The implementation of CPD accessed and possible new interventions • Invite local partners into St. Christopher's to become familiar with our practice and offer		
What evidence will be gathered to show the impact of this priority? • Pupil progress • Feedback from partners		
What are the cost implications of any of the actions? ● ●		
Evaluation Commentary February 2019 ● TB in contact with the PSHE lead from WB to look at current PSHE curriculum ● NJ delivered more phonics training in Dec 18 ● NSPCC assembly and workshops have been delivered ● One Life Suffolk 6 week programme about health eating and exercise to start after Feb HT ● TB and CFair working with Bath University in developing leadership that focusses on national trends within the sector. This is being fed back to the staff team following the training sessions ● Music provided by a member of RT staff from another site ● CT working alongside the RT to offer leadership support and training has visited the site and provide feedback ● Topic based curriculum shared between sites, similar structure between the two KS2 settings in the RT		
Evaluation Commentary June 2019 • Teaching team introducing ethos of 'making positive choices' into curriculum planning and daily practice		

- Introduction of termly 'access to employment' opportunities following a meeting with MW. Pizza Workshop booked at local Pizza Express in July 2019 for all pupils. These employment opportunities to be linked into the theme of the TBL
- Successful 6 week programme working with OneLife Suffolk where the focus was the benefits of exercise and healthy eating
- TB and CFair have been allocated a coach as part of the Ipswich Opportunity Area Leadership and Development Programme.
- Change in Literacy delivery with each daily session having a specific focus, these being reading, spelling, comprehension and SPaG
- 2 x PSHE lessons are now incorporated within the curriculum offer
- New Trust PSCO has visited St. Christopher's and offered information, support and advise to children
- ASB Team through Suffolk Police delivering a workshop to children (May 2019)