

---

# ST CHRISTOPHER'S ACADEMY IMPROVEMENT PLAN 2022-2023

---



JULY 2023

---

## ST CHRISTOPHER'S ACADEMY

### 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.	<ul style="list-style-type: none"> <li>Roles across the team are in line with job descriptions. Clear lines of responsibility and accountability for all.</li> <li>Next steps medical staff engage fully with RT CPD appraisal system.</li> <li>Next steps medical team continue to liaise with IHS and wider agencies to increase local understanding of the pathway and MNIS.</li> <li>The impact of leader's work will be clear and marketed well.</li> </ul>	<ul style="list-style-type: none"> <li>Lead teacher to support new staff to ensure understanding of curriculum, teaching and progress.</li> <li>Individual meetings for Medical Needs staff held half termly to establish, review, track and monitor lines of responsibility and accountability.</li> <li>All staff can demonstrate progress in their CPD targets which align with the Medical Needs pathway priorities.</li> <li>Continue to work alongside IHS to promote and embed wider stakeholder understanding of the Medical Needs pathway.</li> <li>Head teacher, Lead teacher and Director of Curriculum and Learning to regularly monitor and evaluate leader's work.</li> </ul>						
		<ul style="list-style-type: none"> <li>New pathways are well understood and established</li> </ul>	<ul style="list-style-type: none"> <li>Central team designs successful rubric and remit for</li> </ul>						

		before being distributed to overarching lead	new pathways as agreed with SCC (TATE)						
1.6	Maximise opportunities offered by investment in digital capability to increase effective, agile, working practices across the trust.	<ul style="list-style-type: none"> <li>There is evidence that use of digital technology is impacting on pupil engagement and progress.</li> <li>Digital technologies enhance pupil learning experiences and are high profile in the Medical Needs setting.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase i- pads to enhance the effectiveness of access to mainstream lessons via the AV1 robot.</li> <li>Medical Needs staff work collaboratively with partner schools with medical needs pupils in sharing AV1 robot technologies.</li> <li>Work with partner schools to share details of upcoming training for robots in schools.</li> </ul>						

## 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	<ul style="list-style-type: none"> <li>Pupils feel confident accessing lessons using the AV1 .</li> <li>Pupils maintain progress and do not fall behind in their learning.</li> <li>Pupils engage daily with RT Reading Curriculum.</li> <li>Parents are informed on admission of pathway intentions and desired outcomes from placement.</li> <li>Medical Needs staff will feel confident in identifying next steps in learning for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-lesson learning is requested from staff and provided by the home school.</li> <li>Medical Needs staff support any catch up necessary and provide interventions to fill any gaps in learning.</li> <li>Pupils continue to engage with daily RT reading lessons when on -site.</li> <li>Links with Home Schools/parents and professionals to support with</li> </ul>						

			<p>IHPs, planning and transition work are ongoing and strengthened</p> <ul style="list-style-type: none"> <li>• Medical Needs staff will have specific support in the completion of pupil learning logs with a focusing on pupils next steps and targets to support their ILPs.</li> <li>• Feedback from pupils and parents is routinely sought to aid with target setting and next steps and informs ILP target setting.</li> <li>• Weekly meetings with Director of Curriculum and Learning.</li> </ul>						
--	--	--	---	--	--	--	--	--	--

### 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	<ul style="list-style-type: none"> <li>• Pupil voice demonstrates that pupils feel safe and know what to do if they are worried.</li> <li>• Safeguarding monitoring visits reveal high standard of practice within the St. Christopher's setting and all practice linked to Next Steps medical pathway.</li> <li>• All staff training up to date.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have regular access to PCSO on-site to support with on-line safety and healthy relationships.</li> <li>• All staff to always follow safeguarding practices.</li> <li>• Weekly safeguarding panel.</li> <li>• Fortnightly attendance at Trust safeguarding meeting.</li> <li>• Staff to attend training updates.</li> <li>• Pupils are given opportunity to contribute to displays :</li> </ul>						

			mental health and well-being; online safety; reading; diversity as part of their placement.						
--	--	--	---	--	--	--	--	--	--

#### 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	<ul style="list-style-type: none"> <li>Staff will feel valued and heard as a result of weekly team meetings.</li> <li>Next steps medical team are confident in the aims and objectives of the pathway and are positively engaged and included in moving this forward.</li> <li>Ensure regular opportunities for Lead teacher to discuss and develop the Next Steps Medical pathway alongside the Central team.</li> </ul>	<ul style="list-style-type: none"> <li>Lead teacher to lead weekly team meetings</li> <li>Briefings notes from weekly Medical Needs meetings to inform actions which are reviewed weekly.</li> <li>Weekly meetings scheduled with Head teacher</li> <li>External support to continue to develop the pathway and raise queries.</li> <li>As the Next steps medical team continues to grow, ensure all staff PDR targets inform a termly focused 1:1 meeting to ensure targets remain relevant to developing the quality of offer in place</li> </ul>						
4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Appraisal Procedures	<ul style="list-style-type: none"> <li>Medical Needs staff positively engage in appraisal procedure</li> <li>All staff take responsibility for CPD</li> <li>Medical Needs staff will demonstrate developed levels of Maths and English skills in both</li> </ul>	<ul style="list-style-type: none"> <li>Medical Needs staff engage in appraisal.</li> <li>Medical Needs staff take joint responsibility for selecting their own targets linked to AIP.</li> <li>Medical Needs staff will explore opportunities that exist within the trust to</li> </ul>						

		<p>their face-to-face work with pupils and in written logs.</p> <ul style="list-style-type: none"> <li>Medical Needs staff through MNiS contributes to local initiatives to improve outcomes for pupils with medical needs.</li> </ul>	<ul style="list-style-type: none"> <li>develop their own English and Mathematics skills.</li> <li>Home school staff are better equipped to support their pupils with their medical needs and know where to access support.</li> </ul>						
--	--	--	---	--	--	--	--	--	--

#### 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	<ul style="list-style-type: none"> <li>Leaders of other Suffolk schools will be fully informed of the Medical Needs purpose and aims, including admission criteria and the process of referring pupils to the school.</li> <li>Leaders will have a clear picture of pupil access to mainstream school via the AV1 robot.</li> <li>Parents, pupils and mainstream schools will continue to feel fully involved in the placement of their child.</li> </ul>	<ul style="list-style-type: none"> <li>Regular communication with the local authority to promote and market the provision of the Medical Needs pathway</li> <li>Head teacher, Lead teacher and Pedagogical lead will regularly review what is working well and what needs improving.</li> <li>Head teacher, Lead teacher and Director of Curriculum and Learning to monitor the quality and quantity of pupils work when accessing learning via the AV1 robot.</li> <li>Feedback is gained from pupils, parents/carers and mainstream settings.</li> <li>Key professionals around the pupil involved in the planning of support to ensure it meets pupil's needs.</li> </ul>						

			<ul style="list-style-type: none"> <li>Good relationships with all staff and partner agencies.</li> </ul>						
5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	<ul style="list-style-type: none"> <li>Pupil Induction will include access to RT Careers program.</li> <li>Pupils will feel supported in making informed choices regarding their post 16 choices.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils access RT careers during 4-week induction.</li> <li>Pupil given careers materials/advice about Post 16 options in their local area before placement end.</li> <li>Pupils taken to explore Post 16 options by RT staff.</li> </ul>						

---

## 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.*