



St Christopher's Academy Improvement Plan 2024-2025



1. Academy Priorities, Areas for Development (AfD), Key Performance Indicators (KPIs) Summary 2024-2025

Priority 1: Delivering High Quality & Inclusive Education – creates a culture that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that children can achieve their full potential

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1	Curriculum: We will interrogate all curriculum offers provided to children, acting on identified areas for improvement	<ul style="list-style-type: none"> NSM curriculum will provide broad, balanced and engaging curriculum that is age appropriate and relevant to cohort needs Accurate curriculum PoS will be shared with all stakeholders - Oct 24 RSHE shared. Lesson observations/learning walks/pupil books will show high level of pupil engagement; staff expert knowledge in subject delivery and pupils will make good progress RSHE will be embedded across the curriculum in adherence to new statutory guidance Interventions will be relevant and impactful 	<ul style="list-style-type: none"> Regular time will be in planned at NSM meetings for Curriculum Review Health and Wellbeing curriculum will be reviewed and refined with planned opportunities for enrichment RSHE will be reviewed, mapped across the curriculum (PSHE/H&W) Communication - PoS will be distributed to families/mainstream schools on pupil admission Interventions will be carefully chosen; timetabled to target need of cohort and tracked on SEND tracker for impact Lesson observations to QA delivery of curriculum and follow up with staff CPD as necessary will be planned and undertaken in accordance with Trustwide schedule - ongoing Lesson sequencing will be tracked across subjects and in pupil progress trackers Identified areas for improvement 			

			<p>will be addressed eg through CPD; request for RT specialist support; support through Greenfields consultancy; SALT support etc</p> <ul style="list-style-type: none"> • Ensure all lessons adhere to EDI framework – new staff to receive CPD as required • Implement SEND exit surveys for parents • 3 weekly SALT support – to assess C&L needs - ongoing 			
1.5	<p>Enrichment: We will implement a programme of strong personal development that ensures all children experience the wider world</p>	<ul style="list-style-type: none"> • Pupils have access to broad range of experiences across the curriculum • Pupils will take part in cultural opportunities that enrich the curriculum (DCF weekly; Dec 24 trip to Panto; Xmas dinner; Jimmy's Farm careers/day out) • Pupils will have the opportunity to engage in real life experiences that will assist them in life (Post office visit; shopping trip to do budgeting; Travel training; Bike maintenance; Post 16 visits; BBQ and outside cooking; Electrical safety – see H&W curric) • Pupil's wider development is supported, and they are prepared for, and understand, multicultural 	<ul style="list-style-type: none"> • Cultural visits to be planned into curriculum eg Jimmy's Farm (Careers); London theatre trip; Colchester Zoo (careers); Bawdsey/Felixstowe; St Elizabeth Hospice (Volunteering); Wolsey Theatre; Local Library visits; • Explore opportunities for further travel training for all pupils • Plan life skills opportunities for REAL purpose eg Post Office visit to buy stamps/send postcard etc • Seek advice from careers advisor – plan in outside visitors to enhance careers curriculum • Explore ways to capture pupil voice • CPD – Pupil voice to be delivered • Create opportunities to explore Post 16 provision 			

		<p>life in Britain</p> <ul style="list-style-type: none"> Pupil voice is collected and celebrated, and is used to shape our school and practices Opportunities to explore Post 16 provision are exploited (through careers programme) 				
1.6	<p>Attendance: We will monitor attendance for all children at a granular level. Where necessary, we will swiftly intervene to support improvement</p>	<ul style="list-style-type: none"> Attendance improves from baseline for majority of pupils Non-attendance is always followed up and home visits are routine Attendance certificates are routinely given and have motivational impact Meeting agendas and reports from joint St C's and Mainstream liaison show attendance is a clear priority and is routinely discussed Attendance data is mutually shared with mainstream Safeguarding team monitor attendance daily and act on safeguarding concerns immediately 	<ul style="list-style-type: none"> Monitor daily attendance for all pupils including attendance on mainstream days Respond swiftly to absence – including home visits where possible Refer to further support eg medical teams where/when necessary; safeguarding teams Work in close liaison with mainstream to coordinate joint attendance strategies for individual pupils as required Incorporate attendance targets into IHPs in consultation with clinicians; share timetables for approval Regularly review part time timetables – aiming for attendance progression where possible Support pupils transition back into mainstream school as soon as possible Where AV1 is used on mainstream days, liaise closely with mainstream to ensure 			

			attendance at AV1 lessons is monitored <ul style="list-style-type: none"> Implement reward certificates for attendance Add attendance to weekly meeting agendas 			
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Priority 2: Securing School Improvement - 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
2.1	School Improvement model: AIPs, Appraisals and CPD is fully aligned to trust wide ambitions	<ul style="list-style-type: none"> Full alignment to Trust wide ambitions is evident in all documentations All staff contribute to site CPD sessions – leading CPD sessions; sharing expertise 	<ul style="list-style-type: none"> Complete staff appraisals ensuring SMART targets align to site AIP Ensure all staff engage in CPD opportunities Develop T&L meetings to deliver impactful CPD opportunities Agreed RT Charter is to be reflected throughout SIP documentation 			
2.3	System led improvement: We will participate in local and national forums aimed at improving standards and driving excellence in our sector. We will work alongside colleagues from other settings and sectors to secure a joined-up approach	<ul style="list-style-type: none"> Strong links are maintained with Health partners – evidenced through referrals and request for support MNiS continues to expand into Western Areas (WSH Physio meeting Jan 25 attended and presented; WSH team involved with MNiS delivery; Western area schools sign up for MNiS) 	<ul style="list-style-type: none"> HT attendance at Health and Wellbeing conference (Attended Nov 24) HT attendance at NAHE and PRUsAP conference (Postponed) HT will attend tri-weekly oncology meetings at Ipswich Hospital Requests for support will be 			

		<ul style="list-style-type: none"> Suffolk Schools continue to value support from MNiS - impact is demonstrated through feedback and testimony 	tracked – system to be devised to assist with this <ul style="list-style-type: none"> MNiS team will be expanded into Western Area Further partner schools will sign up to MNiS project 			
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Priority 3: Developing our workforce – creates a high performing working culture for all staff that promotes collaboration, aspiration and support. RT uses flexibility of the Trust structure to create opportunities for staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
3.1	Workload: We will manage staff workload through carefully monitoring working hours, productivity, and access to impactful wellbeing support.	<ul style="list-style-type: none"> RT Charter is implemented and upheld Staff feedback indicates a supportive working environment where concerns about workload are swiftly addressed Staff use their work stream as a daily support to their workload; leaders understand individual workload demands and give support where necessary New reporting structure in place significantly reduces staff workload Site based SOPs support staff in reducing workload 	<ul style="list-style-type: none"> St C's will have a cross section of representation at the RT Charter Champions 0.25 timetable is maintained daily to ensure adherence to TPC and Green Book staff allocation Any discrepancies in hours are swiftly dealt with Implementation of Work Stream spreadsheet for St C's staff Monitor travel time for mobile staff – impact of this on working hours Implementation of online Risk Assessment Wellbeing check-ins to be timetabled every half term Undertake review of Trust 			

			<p>Mental Health Procedures</p> <ul style="list-style-type: none"> • Explore further opportunities for staff views to be heard on workload; wellbeing; mental health • Implementation of protected time outside of contracted hours (Eg. Schedule send of emails after 6pm) • Monitor new report system • Share site-based SOPs so all clear as to local systems and processes 			
3.6	<p>Collaboration: Through our academy staff teams, and central leaders, we will collaborate to bring strength and innovation to our sector. We will do this by participating in research, undertaking pilot programmes, and providing key training where it will be beneficial</p>	<ul style="list-style-type: none"> • RT Staff will have access to MHFA training • Knowledge and understanding of wellbeing and mental health across the Trust is strengthened • St C's staff will participate in delivering pilot CBT scheme to parents • Participation of Suffolk Schools in MNiS continues to grow – extending our reach across Suffolk through links with WSH 	<ul style="list-style-type: none"> • Deliver Mental Health First Aid across the Trust, to partners and beyond, offering termly CPD opportunities (HT) • Attendance at Mental Health and Wellbeing in Schools conference 2024 (HT) • Trial Pilot CBT 'Overcoming' program – delivered to parent (SEND) • Through MNiS, continue effective collaboration with MNiS Oxon; School nursing teams; clinical colleagues • Continue to support all Suffolk schools with MNiS: policies; procedures – through MNiS SEF process; consultancy • Mental Health Leads 			

			meetings are scheduled termly – enabling collaboration across the Trust <ul style="list-style-type: none"> • SCC Careers 			
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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 a scrutiny of the evidence and data presented to the CEO and Trust Leaders.