



St Christopher's Academy Improvement Plan 2025-2026



Priority 1: Delivering High Quality & Inclusive Education (*Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEN, so that they can achieve their full potential*).

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1	<p>Attendance Increase inclusive engagement and attendance by ensuring that 90% of pupils with medical/mental health needs and those with EBSA profile have access to suitable education (on-site, remote or blended offers), with improved attendance from baseline, supported by personalised support plans and multi-agency collaboration.</p>	<ul style="list-style-type: none"> - Monitoring: Attendance for all pupils is robustly monitored at a granular level with swift intervention to support improvement - Data: Attendance from baseline improves for all students - Information sharing: Attendance is mutually shared with mainstream schools - Collaboration with medical colleagues and all stakeholders is routine to ensure 5-day offer is agreed; fit for purpose and regularly reviewed through IHPs and part time timetables – all are informed of safeguarding responsibilities - Parental Engagement: Regular communication with parents about the importance of attendance takes place. - Incentives: Recognition or rewards for good or improved attendance are routine - Reintegration support – plans for pupils returning to mainstream in place and reviewed 	<ul style="list-style-type: none"> - Implement new systems for monitoring attendance and tracking across the full 5 day offer - Ensure parents are aware of their safeguarding duties and sign their agreement for when pupils are on a part time timetable. - Regular reviews of parttime timetables at least every 6 weeks - 5 day offer to be tracked including where pupils have independent learning sessions; online learning and Av1 support with mainstream schools - Findings from tracking process is acted upon eg professional challenge to mainstream schools where sessions and feedback may not result in progress; challenge non attendance with parents especially around AV1 - Safeguarding team monitor attendance and act swiftly on concerns - Strengthen routines that promote resilience and persistence, particularly where pupils find learning more challenging, so they remain motivated; confident and attend all sessions. - Collaborate with medical colleagues and all stakeholders – IHPs, Part time timetables are regularly reviewed 			

			<ul style="list-style-type: none"> - Review current attendance incentives, consider alternatives where necessary - Timetable support following holiday periods to re-establish routines before withdrawing support - Timetable package of support around those transitioning from pathways back into mainstream 			
1	<p>SEND Increase inclusive engagement and attendance by ensuring that 90% of pupils with medical/mental health needs and those with EBSA profile have access to suitable education (on-site, remote or blended offers), with improved attendance from baseline, supported by personalised support plans and multi-agency collaboration.</p>	<ul style="list-style-type: none"> - All pupils joining the academy undergo a comprehensive SEND induction assessment within the first 4 weeks of entry,(or at a later date if applicable), to identify learning needs early and inform personalised support plans - Collaborative work takes place routinely with mainstream schools and assessment centre teams on implementing Pupil Premium Strategies so all disadvantaged pupils and those with SEND needs are supported with suitable approaches that meet their needs. - All pupils have a Student Support Plan in place that is relevant to their needs and details the plan going forward and the pupil journey - Links are established with the virtual school so that when pupils who are looked after, or previously looked after, access the academy, their personal education plans 	<ul style="list-style-type: none"> - In collaboration with RT Assessment centre, a comprehensive SEND induction assessment takes place for all NSM pupils (and those identified on Engage with potential SEND specific needs) within the first 4 weeks of entry(or at a later date if applicable), - Engage pupils – ‘ready for classroom’ assessment takes place - Findings from SEND assessments are acted upon and implemented into student plan - Student Support Plan is in place for all students - Review of student support plans take place at least 6 weekly – with all stakeholders - Plans are shared and adapted – showing pupil journey - Escalation and deviation processes are well understood and implemented when necessary - Provide staff training on adaptive teaching strategies, with a focus on checking understanding and addressing misconceptions promptly. - Staff CPD and bespoke support where needed 			

		<p>improve their learning opportunities and experiences.</p> <ul style="list-style-type: none"> - CiC – leaders are aware of their responsibilities around Child in Care procedures and best practice to support individuals that may join the academy in the future 	<ul style="list-style-type: none"> - Through book looks/learning walks and monitoring - ensure all teachers consistently adapt teaching and activities to meet the full range of pupils' needs, enabling them to access the curriculum effectively. - Further refine the systems in place to support pupils acquire the skills and knowledge for their next stage of education or training (Post 16) - Where appropriate, ECHNAs and onward referrals are brokered swiftly - Links with virtual school forged - Headteacher to attend SCC training lead by virtual school 			
	<p>Inclusive Curriculum – Enrichment /Cultural Capital</p> <p>Increase inclusive engagement and attendance by ensuring that 90% of pupils with medical/mental health needs and those with EBSA profile have access to suitable education (on-site, remote or blended offers), careers provision, with improved attendance from baseline, supported by personalised support plans and multi-agency collaboration.</p>	<ul style="list-style-type: none"> - Pupils' experiences are broadened beyond their immediate environment, including the use of virtual learning, community links, and off-site opportunities where appropriate. - Pupils have access to suitable careers provision, and contact with Level 6 careers advisor - The cultural capital of pupils with SEND is enhanced by providing inclusive, enriching experiences that broaden their horizons and support their personal development, ensuring equity of access to the wider curriculum and society. - A structured life skills and 	<ul style="list-style-type: none"> - Review / interrogate current life skills and wellbeing curriculum to ensure pupils are given the opportunities to exercise independence - Thrive sessions are logged and timetabled daily for impact - THRIVE action plans are in place and relevant and shared - All pupils have SEMH targets that are reviewed and adapted regularly - Pupils are aware of their targets and encouraged to meet these - Targets for SEMH are shared widely and all staff know how they can support students achieve them - Opportunities to engage pupils in enrichment and cultural capital eg Sutton Hoo; Jimmy's Farm; Colchester 			

		<p>wellbeing curriculum is embedded for all our pupils that supports independence, emotional literacy, and preparation for adulthood, ensuring all pupils access meaningful personal development and careers opportunities.</p> <ul style="list-style-type: none"> - Lesson observations/learning walks/book reviews show high level of pupil engagement and enrichment activities show impact on pupils' wellbeing and increased independence 	<p>Zoo (Careers Talk); Framlingham Castle; London Theatre visit; Summer Fete; Pantomime at the Wolsey Theatre; Red Rose Chain theatre tour</p> <ul style="list-style-type: none"> - Lessons observations and Learning walks – Spring Term focus on wellbeing/inclusivity and pupil independence - Careers provision is tracked across the cohort - Pupils have opportunities to connect with a Level 6 careers advisor - Visits are scheduled for careers contacts 			
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Priority 2: Securing School Improvement (<i>Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action</i>).						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2	<p>SEF/ monitoring / RT Assessment Centre/CPD Develop and embed a robust culture of continuous improvement across the school by enhancing self-evaluation practices, fostering constructive challenge, providing tailored support, and ensuring timely and appropriate action.</p>	<ul style="list-style-type: none"> - Improved outcomes in student achievement and engagement. - Increased staff confidence and competence in self-evaluation. - Positive feedback from stakeholders (staff, students, parents). - Improvement is driven for each student through the APDR process - Staff take responsibility for self-improvement and independence in learning/self-study and share their evidence-based findings with others in a 	<p>Monitoring:</p> <ul style="list-style-type: none"> - Refine systems to monitor academic progress (implement Assessment tool/SSPs) - Evaluate the effectiveness of curriculum adaptation (book looks/learning walks), ensuring pupils understand and retain knowledge securely. - Refine systems for leaders to quality-assure adaptive teaching, 			

		<p>continuous drive for improvement</p> <ul style="list-style-type: none"> - Curriculum delivery is consistent across the Trust using the EDI framework - St Christopher's SEF is relevant, up to date and reflects current practice in line with the new OFSTED framework - AIP reflects areas for improvement identified in the SEF 	<p>providing feedback and coaching to staff to drive improvement.</p> <p>Self-Evaluation</p> <ul style="list-style-type: none"> - St Christopher's SEF /AIP is regularly reviewed alongside the new OFSTED framework - Train staff on reflective practices and data analysis to inform teaching and learning (CPD) - Schedule regular review cycles to assess pupil progress and impact (6 weekly progress reviews/meeting/CPD cycle) <p>Challenge</p> <ul style="list-style-type: none"> - Encourage professional dialogue that promotes high expectations and accountability - (6 weekly progress reviews/meeting/CPD cycle/Minutes of meetings) - Use peer reviews and lesson observations to identify strengths and areas for development (feedback to staff). - Set ambitious but achievable goals for staff through appraisal and students through 6 weekly targets on SSPs <p>Appropriate Action</p> <ul style="list-style-type: none"> - Use data from evaluations to inform strategic decisions and resource allocation. - Use pupil voice and parent/carer feedback to evaluate the 			
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			<p>effectiveness of teaching adaptations and personal development opportunities.</p> <ul style="list-style-type: none"> - Monitor the implementation of improvement actions and adjust as needed. 		
2	<p>Outside space -To improve the school's outdoor environment by developing a dedicated space that includes an outdoor gym, sensory garden and mindfulness activities, aimed at supporting pupils with medical and mental health needs.</p>	<ul style="list-style-type: none"> - Outdoor gym installed and operational by end of Spring Term - Mindfulness area created with sensory-friendly features (e.g. seating, plants, calming visuals) - At least 75% of targeted pupils (with medical/mental health needs) engage with the space weekly - Reduction in anxiety-related absences among targeted pupils by 10% over two terms - Positive feedback from at least 80% of pupils via surveys conducted post-implementation 	<ul style="list-style-type: none"> - Consult with health and wellbeing professionals for inclusive design ideas - Meet with CEO / TBM to agree budget - Collaborate with landscape designers to create a plan including gym equipment and mindfulness zones - Ensure accessibility and sensory-friendly features - Obtain quotes and select suppliers for equipment and installation - Schedule installation during low-traffic periods (e.g. holidays or weekends) - Include calming elements like seating, plants, shade, and visual aids - Ensure all outdoor gym equipment meets BS EN 1176/1177 safety standards - Check for age-appropriate use and safe installation procedures - Ensure visibility and supervision for 		

			<ul style="list-style-type: none"> safeguarding - Write Risk Assessments - Introduce pupils to the space through guided sessions 			
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Priority 3: Developing our workforce – *(the trust creates a high performing working culture for all staff that promotes collaboration, aspiration and support. RT uses the flexibility of the trust structure to create opportunities for staff. RT recognises the critical value of high-quality teaching and champions the profession).*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
3	<p>Staff Training/Appraisal Continue to develop and implement a high-impact staff training and appraisal system that promotes continuous professional development, aligns with school improvement priorities, and fosters a culture of reflection, accountability, and excellence in practice.</p>	<ul style="list-style-type: none"> - 100% of staff have completed annual appraisal cycles with documented progress. - 90%+ staff participation in CPD activities aligned with school priorities. - Positive staff feedback on training relevance and appraisal fairness (via surveys). - Observable improvements in teaching quality and pupil outcomes linked to staff development. - Staff take responsibility for self-improvement and independence in learning/self-study and share their evidence-based findings with others in a continuous drive for improvement - Evidence of impact from CPD and support strategies shows uplift in staff knowledge and expertise, and 	<ul style="list-style-type: none"> - Deliver a structured CPD programme tailored to individual roles, career stages, and school priorities. - Promote collaborative learning through peer coaching, lesson study, and professional learning communities. - HT to ensure the deployment of staff training and resources are effective so that teaching and curriculum delivery are consistent across the Trust (Monitoring: Learning walks/Book Looks/EDI framework) - Provide differentiated CPD based on staff needs – with support from Greenfields consultancy; RT specialist support; - Staff share their CPD findings and research with staff cohort through 			

		<p>impact within the classroom and beyond</p>	<p>shared CPD sessions</p> <ul style="list-style-type: none"> - Establish mentoring and coaching systems for new and developing staff. - Create collaborative planning opportunities to share best practices. (NSM meetings/CPD) - Celebrate successes through RT Staff Charter mechanisms/direct praise and recognition and address underperformance constructively. 			
	<p>Workload – Implement strategic measures to reduce unnecessary workload for all staff, promoting wellbeing, efficiency, and a sustainable working environment—while maintaining high standards of professional practice and pupil outcomes.</p>	<ul style="list-style-type: none"> • Reduction in reported workload stress in staff wellbeing surveys/check-ins. • Increased staff satisfaction and retention rates. • Positive feedback on changes to planning, marking, and administrative processes. • Fewer instances of staff absence due to workload-related issues. • RT Staff Charter embedded 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 	<ul style="list-style-type: none"> - Review Staff Charter - Gain feedback from staff as to its efficacy - Report feedback to the Trust - Ensure 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 - Discrepancies in hours are swiftly dealt with - Travel time monitored for mobile staff – adjusting hours accordingly - Timetable wellbeing check-ins half termly - Monitor workload through regular check-ins, wellbeing interviews half termly - Protected time outside of working hours eg schedule send emails after 6pm 			

		<ul style="list-style-type: none"> Refined recording systems, including site SOPs, reduce staff workload 			
3	<p>Collaboration Strengthen multi-agency collaboration between education, health, and social care to improve outcomes for pupils, ensuring timely, coordinated support and shared accountability; drawing support from services (e.g. CAMHS, clinicians, local charities) for enrichment and guidance</p>	<p>Timeliness of Support</p> <ul style="list-style-type: none"> 100% of pupils needing multi-agency support are referred within 4 weeks of admission <p>Coordination and Communication</p> <ul style="list-style-type: none"> Frequency of multi-agency review meetings is monitored for individuals and step up requested if required <p>Engagement and Participation</p> <ul style="list-style-type: none"> St C's pupils always have representation at multi-agency meetings through welfare and Safeguarding team Attending staff are well-prepared and feedback relevant information <p>Impact on Pupil Outcomes</p> <ul style="list-style-type: none"> Improvement in attendance for pupils receiving multi-agency support Progress is evident from baseline in academic attainment or wellbeing indicators Increased % of pupils accessing CAMHS, clinicians, or local charities through school referral Enrichment activities are delivered in partnership with external services Feedback is positive from pupils and families on external support 	<ul style="list-style-type: none"> Swift identification of need through RT Assessment at induction Multi-agency referrals completed as soon as possible after identification of need Tenacious follow up of referrals for multi-agency support Instigation of professionals' meetings as required All multi-agency meetings are attended IHP process is audited, refined and improved Progress of pupils receiving multi-agency support is monitored – via weekly review – swift action taken to refer when needed, escalate or deviate as necessary Collaborate with other agencies to develop enrichment opportunities eg police; social care; charities, health Post 16/careers opportunities MNiS – HT to train and upskill Assessment Centre staff in delivering support to schools on children with medical needs; IHPs and the SEF process for MNiS Consultancy to mainstream schools continues under the Assessment Centre 		

		<p>received</p> <p>Medical Needs in Schools</p> <ul style="list-style-type: none"> • Continues to have impact • Participation of Suffolk Schools in MNiS programme continues to extend eg into Western areas • 90% of pupils supported through Medical Needs in School, receive positive outcomes 	<ul style="list-style-type: none"> - Feedback data from schools indicate continued impactful service of value both to schools and for pupil outcomes 			
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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 scrutiny of the evidence and data presented to the CEO and Trust Leaders.