# The Albany Academy
# Improvement Plan 2025-2026

Raedwald Trust

connection | learning without exception | resilience | respect

| 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*). | | | | | | |
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| **AFD** | **Area for Development** | **KPIs** | **Actions** | **Evaluation RAG** | | |
| | | | | Term 1 | Term 2 | Term 3 |
| | **Curriculum and Teaching** Leaders and teachers make informed, strategic decisions to adapt the curriculum and teaching, guided by clear evidence of pupil learning to provide a broad curriculum within the traded, hospital school and engage pathways. | • Learning walks demonstrate a higher quality of teaching and learning. • Effective adaptations considering individual student support plans (SSP) • Pupil Progress Meetings • Book Looks • Learning Walks | • Audit pupil learning evidence: Conduct regular reviews of assessment data, pupil voice, and work samples to identify gaps and strengths. • Refine curriculum intent: Align curriculum goals with current pupil needs, national expectations, and subject-specific progression. • Collaborate with subject leads: Facilitate termly curriculum planning meetings to ensure coherence and depth across subjects and phases. • Monitor implementation: Use learning walks, book looks, and pupil progress meetings to evaluate the impact of curriculum changes. • Invest in CPD: Provide targeted professional development in curriculum design, adaptive teaching, and evidence-informed practice. • Use formative assessment: Embed regular low-stakes assessment to inform teaching decisions and adapt lessons in real time. • Plan for progression: Sequence learning to build on prior knowledge and ensure cumulative understanding across | | | |

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| | | units.<br>• Adapt effectively: Tailor instruction, scaffolding, and resources to meet the diverse needs of learners, including SEND | | | |
| | **Inclusion**<br>Leaders and staff rigorously track pupil progress—including disadvantaged, SEND, and CiC—and swiftly remove barriers to success. They will skillfully adapt strategies using data to ensure lasting improvements in pupils' opportunities and experiences | All pupils—particularly those with SEND and SEMH needs—receive timely, targeted support tailored to their individual profiles.<br><br>This personalised approach leads to measurable improvements in pupil outcomes, with reductions in attainment and engagement gaps.<br><br>A culture of high expectations is fostered through bespoke interventions, promoting both academic resilience and emotional wellbeing.<br><br>Behaviour incidents decrease significantly, and attendance rates improve from the point of referral.<br><br>Pupil engagement in learning is strengthened, evidenced through pupil voice, feedback, and participation data. | • Establish a comprehensive progress tracking system that integrates academic performance, attendance data, and behavioral indicators to provide a holistic view of pupil development – this is the Student Support Plan (SSP)<br><br>• Equip staff with training in data analysis and early intervention methodologies to enable informed responses to emerging needs – discussed within de-briefs and Pupil Progress Meetings (PPM)<br><br>• Introduce six-weekly multidisciplinary reviews for pupils with bespoke needs, involving dual school partners and relevant external professionals to ensure coordinated support.<br><br>• Co-produce personalised student support plans in collaboration with pupils and their parents/carers, ensuring shared ownership and tailored provision.<br><br>• Chaplaincy support (can we access a location towards their remit?) , with a | | | |

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| | | | focus on fostering resilience, emotional regulation, and goal setting among pupils/SEMH support<br><br>• Pupil voice surveys to inform the design of targeted interventions and adapt curriculum delivery to better meet learner needs.<br><br>• Strengthen partnerships with dual schools to promote continuity, consistency, and shared responsibility in the educational journey of each pupil. | | | |
| | **Attainment**<br>All pupils make progress from their starting points and are prepared for the next stage in their education, employment or training<br><br>All pupils will make measurable progress from their individual starting points, with personalised learning pathways to achieve their agreed academic, vocational, or personal development goals. Pupils will be equipped with the skills, qualifications, and | • Progress is tracked against bespoke targets in EHCPs, ILPs, or reintegration plans.<br>• At least 90% of leavers secure a sustained destination in education, employment, or training.<br>• Pupil engagement improves term-on-term, as evidenced by attendance, behaviour, and wellbeing data. In addition, this can be captured through pupil voice within the SSP cycle and surveys.<br>• Staff and external partners report increased readiness for transition through exit interviews and destination tracking. Hospital schools can capture progress through the WSH tracker following the newly reviewed curriculum or where possible, the home school's curriculum. | • Develop and regularly review Student Support Plan (SSP) or EHCP targets for every pupil.<br>• Ensure pathways include academic, vocational, and personal development goals.<br>• Conduct detailed baseline assessments on entry to identify starting points.<br>• Use formative and summative assessments to monitor progress.<br>• Implement a tracking system that captures academic, behavioural, and wellbeing indicators.<br>• Offer a flexible curriculum that includes core subjects, vocational qualifications, life skills, and enrichment.<br>• Embed functional skills and employability training into daily provision.<br>• Provide 1:1 or small group interventions for literacy, numeracy, SEMH, and | | | |

| | | | attendance. • Use mentoring, counselling, and other interventions/support to address barriers to learning. | | | |
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| confidence needed to transition successfully into further education, employment, or training. | | | | | | |

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| Priority 2: Securing School Improvement *(Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action).* | | | | | | |
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| **AFD** | **Area for Development** | **KPIs** | **Actions** | **Evaluation RAG** | | |
| | | | | Term 1 | Term 2 | Term 3 |
| | **Attendance and Behaviour** <br><br> Teachers and leaders effectively identify and address attendance barriers, leading to high or rapidly improving attendance across individuals and groups | • Overall attendance rate for students/pathways improves <br> • Attendance of vulnerable groups (e.g. SEND, FSM, CiC) shows sustained improvement <br> • Reduction in behaviour incidents: Term-on-term decrease in logged incidents, detentions, or exclusions. <br> • Pupil voice: 100% of pupils reporting they feel safe, supported, and understand behaviour expectations. <br> • Ensure students with medical needs are able to access their education <br> • All pupils with identified medical needs will have an up-to-date Individual Healthcare Plan (IHP) in place. <br> • 100% of IHPs reviewed and updated at least once per academic year. | • Analyse attendance data: Monitor patterns across pathways, cohorts, and individuals to identify trends and trigger early intervention. <br> • Conduct pupil and family voice activities: Use surveys, home visits, and meetings to understand underlying causes of absence. <br> • Implement targeted support plans: Create personalised attendance plans (SSP) with clear goals, incentives, and review points. <br> • Celebrate good attendance: Certificates, and recognition boards to promote a positive attendance culture. | | | |
| | **Personal Development and Wellbeing** | Career talks, workplace visits, mentoring, enterprise | • Provide up-to-date labour market information (LMI) to | | | |

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| | Pupils access a broad range of information about post-school options, supported by strong employer links made by the school. They understand the steps needed to achieve their goals | competitions.<br><br>Careers & Post 16 Transition<br>Ensure the school fully meets the 8 Gatsby Benchmarks, which are the gold standard for careers provision in schools.<br><br>Every student to have at least two meaningful employer encounters per year.<br><br>All students to receive impartial guidance on apprenticeships, T Levels, A-levels, and university routes.<br><br>All subjects to include at least one careers-linked lesson per term<br><br>Tailored careers support for SEND, Pupil Premium, CiC (Child in Care), disadvantaged and EAL students. | students and parents. This can be delivered through specific lessons where a link is appropriate including declining industries and new/upcoming employment opportunities.<br><br>• Integrate LMI into lessons and careers guidance.<br><br>• Use digital tools and local employer data to inform choices.<br><br>• Track and tailor careers activities to individual student needs.<br><br>• Ensure equality of access for SEND, SEMH, and disadvantaged pupils. Individual Education Plans (IEPs) for pupils with SEND ensure tailored provision. Student Support Plans (SSP) and regular Pupil Progress Meeting (PPM)<br><br>• Maintain records of career interactions and destinations.<br><br>• Embed career relevance into subject teaching across all key stages.<br><br>• Use real-world examples and |

| | | | employer input to enrich lessons. | | | |
| | | | • Engage with local post-16 providers to ensure students are fully aware of their options. | | | |
| | To design and implement a flexible, inclusive, and high-quality curriculum tailored to the unique needs of hospital-based learners, ensuring continuity of education, emotional support, and academic progress. | A revised curriculum framework is developed that aligns with national standards while accommodating medical, emotional, and cognitive needs.<br><br>Curriculum includes cross-phase and cross-subject planning with clear pathways for reintegration into mainstream education.<br><br>Staff receive training on trauma-informed and adaptive teaching strategies.<br><br>Evidence of improved pupil engagement, progress, and well-being through termly reviews and feedback from pupils, families, and staff. | • Align hospital-based learning with the National Curriculum and/or the pupil's home school curriculum.<br><br>• Use online platforms and blended learning to maintain consistency across settings.<br><br>• Create adaptable schedules that accommodate medical appointments, treatment plans, and energy levels.<br><br>• Integrate Social, Emotional and Mental Health Learning (SEMH) into the curriculum. | | | |

| Priority 3: Developing our workforce – *(the trust creates a high preforming 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 |
| | **Leadership and Governance** | • Frequency of data reviews: Termly analysis of pupil progress, | • Strengthen data systems: Ensure leaders have access to real-time, high-quality data | | | |

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| | Leaders use detailed analysis to evaluate provision, identify priorities, and drive consistently strong or rapidly improving standards across the school | attendance, behaviour, and safeguarding data by senior leaders.<br>• Quality of self-evaluation: SEF judged as accurate and evidence-based by external validation (e.g. SIP, Ofsted).<br>• Staff development: Increase in staff accessing CPD linked to strategic priorities, with measurable impact on practice. West Suffolk Hospital RIP actions get greened/completed | on pupil outcomes, attendance, behaviour, and safeguarding.<br>• Embed regular review cycles: Schedule termly deep-dives into performance data, curriculum impact, and pupil progress across all groups.<br><br>• Student Support Plans (SSP) are live documents regularly updated to inform staff and leaders of ongoing needs/barriers and to support the bespoke needs.<br>• Pupil Progress Meetings (PPM) pull together a team of professionals that work collaboratively to address progress and target next steps/SMART targets.<br>• Where pupils are facing challenges, leaders swiftly address barriers and raise a deviation to make the curriculum and learning accessible.<br>• Regular monitoring of attendance to ensure students access education and remove barriers through deviations. | | | |
| 3.5<br>3.7 | **Leadership and Governance**<br>Leaders foster a strong culture of professional learning, where staff take ownership of their development and continually build expertise | Completion of the NPQH by the Head of Pathway, demonstrating leadership development aligned with national standards.<br><br>Completion of the NPQH by the Headteacher, reinforcing strategic leadership capacity within the team. | • The Head of Pathway continues to meet all criteria and deadlines associated with the NPQH programme, demonstrating sustained leadership development.<br><br>• The Headeacher remains on track with the NPQH requirements, maintaining progress toward strategic leadership goals.<br><br>• Mid-cycle appraisal reviews are | | | |

| | | NPQSEN course – completed by an Albany member of staff to support provision for SEND and bespoke/personalised interventions.<br><br>• High-impact CPD undertaken in alignment with the staff appraisal cycle, supporting targeted professional growth.<br><br>• Staff consistently demonstrate a proactive and supportive approach to meeting the needs of pupils across diverse pathways and key stages – adapted lessons and regular reporting on Student Support Plans.<br><br>• A programme of internal CPD has been effectively delivered throughout the academic year, fostering continuous improvement.<br><br>• Appraisal meetings have been purposeful and reflective, generating meaningful professional dialogue focused on enhancing pupil outcomes.<br><br>• Dedicated CPD sessions have been scheduled across the year to | effectively utilised by staff to evidence progress against agreed targets and to reflect on completed CPD activities.<br><br>• The internal CPD calendar is regularly disseminated, with key updates recorded in staff briefing logs to ensure transparency and accessibility. CPD equips staff with knowledge of SEND, SEMH, EAL, CiC, safeguarding and disadvantaged pupils' learning profiles. Our shared CPD ensures all staff apply inclusive strategies, reducing variability across subjects. Adapted learning increases engagement, reduces barriers, and promotes students to reach their potential.<br><br>• Morning and afternoon briefings serve as structured forums for collective discussion, reflection, and professional exchange. | | | |

| | | enable staff to share their own learning and expertise.<br><br>• Daily briefing allows leaders to share key updates, priorities, and reminders directly which reduces misunderstandings, therefore ensuring all staff receive consistent messages at the same time.<br><br>• An open-door leadership approach is embedded, encouraging staff to confidently share ideas and engage in collaborative dialogue. | | | | |

## 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.*