



Albany Academy Improvement Plan 2026-2027



Priority 1: Further develop the Raedwald Trust to be a centre for education and inclusion excellence , responsive to the needs of children, local areas and mainstream schools.						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1	Strengthening SEND practice through robust assessment and targeted student support planning	- Consistent induction and intervention processes are implemented across all provisions. - All pupils have baseline assessment and progress data recorded within agreed timescales. - All staff confidently use assessment, SSPs and pupil tracking systems. - Student Support Plans (SSPs) contain accurate and up-to-date information which informs planning and intervention. - Assessment is routinely evidenced within curriculum delivery and planning. - Positive feedback received from mainstream schools regarding communication, curriculum alignment and pupil progress. - Cycle reviews demonstrate timely and effective interventions leading to improved pupil outcomes.	- Implement and evaluate the new SSP format across all provisions. - Deliver staff training on SSP implementation and assessment systems. - Increase participation of families in SSP reviews - Refine and standardise pupil induction and baseline assessment processes. - Embed pupil progress trackers for all pupils. - Strengthen collaboration with dual registered schools to co-construct curriculum pathways and maximise agreed educational provision. - Review intervention impact half-termly using assessment and attendance data. - Establish quality assurance processes to monitor the use of assessment in teaching and curriculum delivery.			
1.2	Strengthening curriculum design, pedagogical practice and subject knowledge.	- Curriculum sequencing and progression are clearly articulated across all pathways. - Staff use assessment information	- Ensure curriculum plans clearly identify essential knowledge and vocabulary. - Deliver CPD on adaptive teaching,			

		effectively to identify pupils requiring additional challenge or support. • Foundational knowledge and key concepts are embedded within curriculum planning and delivery. • Staff confidence in adaptive teaching improves through CPD and quality assurance processes. • Increased pupil engagement, attainment and readiness to learn. • Pupils demonstrate greater independence and application of learning.	inclusive pedagogy and assessment-informed planning. • Increase opportunities for subject specialist teaching across provisions. • Review pupil timetables regularly to ensure programmes meet need and maximise engagement. • Monitor curriculum implementation through learning walks, observations and work scrutiny.			
1.3	Pathways to adulthood: Developing careers, independence and aspirations for all.	• 100% of pupils access careers guidance. • All pupils have access to a Level 6 Careers Adviser. • Careers provision is tracked across the cohort. • Increased employer encounters and work experience opportunities. • Gatsby Benchmarks are embedded. • Positive post-16 destinations are secured for all Year 11 pupils by the end of the academic year. • Preparation for adulthood is embedded throughout the curriculum	• Strengthen partnerships with local employers, colleges and apprenticeship providers. • Increase access to work experience opportunities. • Deliver employer talks and provider encounters. • Track destination outcomes and pupil feedback. • Embed Gatsby Benchmarks across the provision. • Develop preparation for adulthood pathways linked to individual SSP outcomes. • Implement SOPs for careers guidance, work experience and destination tracking • Increase participation of families in			

			transition planning.			
1.4	Promoting personal growth through enrichment and personal development	- Pupils' experiences are broadened through community, Trust-wide and off-site opportunities. - Participation rates in enrichment activities increase. - The cultural capital of pupils is enhanced. - A structured life skills and wellbeing curriculum is embedded. - All pupils have SEMH targets which are reviewed regularly. - Lesson observations evidence increasing pupil independence. - Financial education is embedded within PSHE and Readers for Life. - Enrichment activities demonstrate positive impact on wellbeing, resilience and independence.	- Review and strengthen the life skills and wellbeing curriculum. - Expand Trust-wide enrichment opportunities. - Develop an annual enrichment calendar linked to curriculum themes. - Increase opportunities for community engagement and cultural experiences. - Ensure all pupils have regularly reviewed SEMH targets. - Monitor independence, wellbeing and engagement through learning walks and pupil voice. - Embed financial education across relevant curriculum areas.			
1.5	Safeguarding and Improving Attendance	Attendance - Attendance gaps for vulnerable groups (SEND, disadvantaged pupils, CiC and pupils with social worker involvement) reduce over time. - Attendance interventions demonstrate measurable improvements for identified pupils. - Pupils report feeling safe, valued and connected to their provision. - Targeted support is in place for	Attendance - Strengthen analysis of attendance patterns to identify trends, barriers and vulnerable groups. - Celebrate positive attendance, engagement and improvement through a consistent recognition programme. - Ensure attendance is discussed routinely within safeguarding, review and pupil progress meetings. - Increase participation of families in			

		families experiencing barrier to education - Strong partnerships are established with external professionals and community agencies. Safeguarding - Safeguarding systems demonstrate a strong culture of vigilance, reporting and early intervention. 100% of safeguarding concerns are recorded accurately and processed within agreed timescales. - External audits confirm safeguarding arrangements are effective. - Staff confidence in safeguarding procedures exceeds 95% through annual surveys and training evaluations. - Multi-agency engagement leads to timely support plans and positive outcomes for pupils.	attendance meetings. Safeguarding - Maintain a robust safeguarding culture through regular training, briefings and safeguarding updates for all staff. - Conduct termly safeguarding audits to review compliance, recording quality and impact. - Further develop trauma-informed and relational practice across all provisions. - Strengthen pupil voice opportunities to ensure children contribute to safeguarding and wellbeing developments. - Use safeguarding data strategically to identify emerging themes and plan interventions.			
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Priority 2: Ensure resources are effectively deployed to our core purpose efficiently, sustainably and productively.						
AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2.1	Maximising staff expertise and enhance curriculum delivery	0.25 timetables are accurately maintained and reviewed. 1265-hour compliance - Staff deployment aligns with curriculum requirements and pupil need. - Cross-site teaching and specialist deployment improve curriculum access. - Staff wellbeing measures remain positive. - Reduced workload imbalance is evidenced through staff surveys.	- Maintain and quality assure the 0.25 timetable daily. - Review staffing structures against curriculum priorities. - Utilise subject specialists across sites where appropriate. - Conduct staff wellbeing and workload reviews. - Use deployment data to inform workforce planning and budget decisions			
2.2	Develop centralised systems, record management and Standard Operating Procedures (SOPs)	- SOPs are implemented for all key operational, safeguarding, attendance, assessment, induction and record-management processes. - All record management systems align with Trust protocols. - Data audits demonstrate GDPR compliance. - Records are centralised, secure and auditable. - Staff apply agreed data-entry and record-management procedures consistently. - Staff report increased confidence and efficiency in following Trust	- Use standardised folder structures and naming conventions. - Ensure all safeguarding, personnel and statutory records are securely maintained. - Monitor implementation through quality assurance.			

		systems and processes. - Improved efficiency in retrieving documentation is evidenced through staff feedback. - Administrative burden is reduced.				
2.3	Strengthen health, safety and risk assessment management procedures	100% of statutory premises checks are recorded in IRIS. - All relevant staff are trained in use of IRIS. - Emergency planning documentation is accessible and current. - Compliance audits identify zero overdue statutory checks. - Increased efficiency in premises management and issue report	- Implement IRIS premises module across all sites. - Migrate existing compliance and maintenance records into IRIS. - Deliver staff training on system use and reporting procedures. - Embed IRIS in daily operational routines. - Carry out termly compliance and premises audits. - Review and update emergency planning documentation regularly.			

Priority 3: Continue to develop structures to allow the Trust **to actively pursue new opportunities** be that expanding current provision, working with new partners or exploring new provision in targeted areas.

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
3.1	Fostering strategic partnerships to enhance provision and growth	- Increased engagement with local authorities, schools and strategic partners. - Pathway development supports emerging pupil needs and strategic growth. - Opportunities for service growth are identified, evaluated and reported to Trust leaders.	- Actively participate in local and regional inclusion networks. - Identify emerging local SEND and AP needs through needs analysis. - Progress Pathway Development to meet identified local SEND and AP needs. - Engage with existing and prospective partners to identify collaborative			

		- Emerging local need informs future planning and development. - Provision remains financially and operationally sustainable. - Trust representation in county-wide inclusion and SEND forums increases.	opportunities. Monitor impact, viability and alignment with Trust strategic priorities.			
3.2	Promoting innovation, research and excellence in practice	- Innovative practice from within the Trust and wider sector is actively evaluated and adopted. - Staff engage in action research, professional inquiry or pilot projects. - Successful initiatives are shared across the Trust. - At least one significant improvement project is piloted and evaluated annually. - Evidence demonstrates improved pupil outcomes through innovation and collaboration.	- Identify examples of excellent AP and SEND practice nationally and internationally. - Revisit international and independent-sector partnership opportunities. - Pilot innovative approaches to curriculum delivery, engagement and inclusion. - Engage staff in research-informed practice and evidence-based improvement. - Disseminate findings through Trust networks, professional development events and improvement planning.			

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.