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# THE RAEDWALD TRUST PEDAGOGICAL TEAM IMPROVEMENT PLAN 2018-2019

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OCTOBER 2018

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## PEDAGOGICAL TEAM

### 1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2018 – 2019

#### Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 1.1	Deliver a trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies.	<ul style="list-style-type: none"> <li>○ Senior leaders and Trust team able to easily access monitoring systems to track provision offers, admissions and SEND.</li> <li>○ Information effectively communicated to our commissioners to ensure our provisions are held to account.</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of key tracking documents for Trust wide use that enable effective monitoring of pupil provision offers, admissions and SEND.</li> <li>○ Development of monthly communication document for LA.</li> <li>○ Tracking format transferred to SchoolPod.</li> </ul>	<ul style="list-style-type: none"> <li>○ Standardised tracking format that is accessible through School Pod</li> <li>○ Efficient and transparent method of reporting to Local Authority clearly established.</li> </ul>
AFD 1.2	Create a culture of determined leadership across the Trust, rooted in growth and possibility	<ul style="list-style-type: none"> <li>○ Positive contributions and partnerships developed through IYFAP</li> <li>○ Establishment of positive relationships with external partners (within mainstream and AP) nationally.</li> </ul>	<ul style="list-style-type: none"> <li>○ Consultation with academies, LA providers and visits to AP providers external to Suffolk.</li> <li>○ Outreach pilot development with primary/secondary schools/academies within the Local Authority.</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of proposal for outreach project pilot at primary/secondary schools.</li> <li>○ Positive feedback and increased engagement of schools through IYFAP leading to commissioning outside of IYFAP process.</li> </ul>
AFD 1.3	Design and implement a Trust wide Governance plan aimed at advancing governance capacity to hold leaders and academies to account	<ul style="list-style-type: none"> <li>○ Tracking feedback mechanisms incorporated into Heads Reports</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of reporting structure to be fed into HEG and included on Heads Reports.</li> </ul>	<ul style="list-style-type: none"> <li>○ PG team contributing to tracking and feedback measures to ensure accountability.</li> </ul>

AFD 1.4	Review accountability structures to ensure spending decisions always impact learner outcomes	<ul style="list-style-type: none"> <li>○ Half termly data reviews that open dialogue with HEG and Heads of School about progress and pupil outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Trust wide tracking methods agreed at each site.</li> <li>○ Half termly meetings scheduled with Heads of School. Overview of findings presented to HEG.</li> </ul>	<ul style="list-style-type: none"> <li>○ Online platform supports established tracking and monitoring structures.</li> </ul>
AFD 1.5	Construct a fit for purpose framework of policies and procedures	<ul style="list-style-type: none"> <li>○ Policies and procedures relating to Learning and Teaching/SEND created and implemented Trust wide</li> <li>○ Collaboration with LA about new HNF proposed structure and development of SLA and Dual Placement agreement (DPA)</li> </ul>	<ul style="list-style-type: none"> <li>○ Consultation on key documents for Trust-wide use, across all key stages</li> <li>○ Applicable policies amended, updated and/or created</li> <li>○ Creation of SLA and DPA, including Trust wide admission framework.</li> </ul>	<ul style="list-style-type: none"> <li>○ Procedures are effective and efficient, ensuring uniform practice across all RT sites.</li> </ul>
AFD 1.6	Increase agility across the Trust through conscious investment in digital capacity	<ul style="list-style-type: none"> <li>○ Tracking and monitoring systems incorporated into whole Trust digital strategy</li> </ul>	<ul style="list-style-type: none"> <li>○ Active input into requirements for digital accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>○ Online platform supports established tracking and monitoring structures.</li> </ul>

## Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 2.1	Centralise clear trust wide standards for exceptional learning delivered through focused, challenging pupil target setting	<ul style="list-style-type: none"> <li>○ All pupils have ILP which has clear targets that are regularly reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of ILPs at each site.</li> <li>○ All staff supported with target setting</li> </ul>	<ul style="list-style-type: none"> <li>○ All learners have high quality and relevant ILPs in place</li> </ul>

		<ul style="list-style-type: none"> <li>○ All sites implementing formal review process of pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of clear procedures for regular reviews of pupil progress across all sites.</li> </ul>	
AFD 2.2	Centralise trust wide expectations for site based curriculum offers build on prior experience, future aspiration and a strong belief in transformations resulting from exceptional education	<ul style="list-style-type: none"> <li>○ Streamlined approach to curriculum offer across all sites (pupil-lead)</li> <li>○ Bespoke timetable packages in place for pupils who require additional specialist support.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop proposal for changes to provision offer at individual sites</li> <li>○ Support school leaders with implementation of pupil-lead approach to timetable development</li> <li>○ Create comprehensive report on individual site curriculum offer</li> </ul>	<ul style="list-style-type: none"> <li>○ Complete full Trust wide curriculum review</li> <li>○ All pupils accessing a 25 hour per week offer.</li> </ul>

### Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 3.3	Strengthen our partnerships with other professionals to secure our learners access to support at the point of need	<ul style="list-style-type: none"> <li>○ Pedagogical Lead established as single point of referral</li> <li>○ Development of partnerships with Health, Psychology service and Virtual School</li> </ul>	<ul style="list-style-type: none"> <li>○ Updates to website and single point of referral email address</li> <li>○ All Trust teams directing Local Authority contacts to single point of contact.</li> </ul>	<ul style="list-style-type: none"> <li>○ All referrals monitored by Pedagogical lead</li> <li>○ LA clear about lines of referral and communication</li> </ul>

			<ul style="list-style-type: none"> <li>○ Pedagogical Lead attendance at IYFAP and key planning meetings with LA representatives.</li> <li>○ Development of IHCP template and guidance</li> </ul>	<ul style="list-style-type: none"> <li>○ Trust-wide IHCP implemented for pupils with mental health/medical needs.</li> </ul>
AFD 3.4	Secure Trust wide expectations and procedures for the use of reduced timetables aimed at promoting full time engagement	<ul style="list-style-type: none"> <li>○ All academies applying robust RT procedures for reduced timetables</li> <li>○ Commissioners have clear understanding of RT Policy in relation to reduced timetables</li> <li>○ Clear processes in place for reporting of reduced timetables to home schools for dual registered learners</li> </ul>	<ul style="list-style-type: none"> <li>○ Amend admission processes to provide clarity to commissioners about full-time offer and/or reduced timetables.</li> <li>○ Publish and standardise expectations for dual registered learners in relation to reduced timetables</li> </ul>	<ul style="list-style-type: none"> <li>○ Policy and procedures on are in place and shared with partners</li> <li>○ RT Pedagogical Lead monitoring weekly at a pupil level</li> <li>○ Attendance procedures for dual registered learners clear, understood and consistently applied,</li> </ul>

#### Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 4.1	Grow clear systems promoting a culture of open professional conversations at all levels in the Trust	<ul style="list-style-type: none"> <li>○ Clear process in place for staff to engage with the Trust</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of monthly Trust PG Panel</li> </ul>	<ul style="list-style-type: none"> <li>○ PG panel process that allows all RT sites to raise pupils in order to request advice and support from colleagues within Trust.</li> </ul>
AFD 4.2	Invest in colleagues through a Trust wide programme of development and coaching	<ul style="list-style-type: none"> <li>○ PG lead acting as mentor to trainee SENCOs</li> <li>○ Monthly panel meetings enabling professional support of colleagues across all sites with</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of AP SEND network; Suffolk AP initially.</li> <li>○ Implementation of monthly panel meeting, including vocational lead.</li> </ul>	<ul style="list-style-type: none"> <li>○ Established mentor program for colleagues enrolled in SENCO training.</li> </ul>

		regards to SEND, admissions and vocational.		<ul style="list-style-type: none"> <li>Established panel providing support to colleagues across all sites.</li> </ul>
AFD 4.3	Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organization	<ul style="list-style-type: none"> <li>Nolan Principles evident in practices across all areas of the organisation</li> </ul>	<ul style="list-style-type: none"> <li>All meetings have Nolan Principles available to guide decision making</li> </ul>	<ul style="list-style-type: none"> <li>Nolan Principles known and referred to across all levels of the Trust</li> <li>All policies and procedure demonstrate alignment to the Nolan Principles</li> </ul>

### Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 5.1	Secure strong trust wide systems for providing all stakeholders with a voice positively impacting improvement	<ul style="list-style-type: none"> <li>Planning for 'Friends Of' group provide opportunity end of year event</li> <li>Clear processes in place for stakeholder feedback through website</li> </ul>	<ul style="list-style-type: none"> <li>Support for planned consultations with mainstream providers.</li> </ul>	<i>By June Review</i> <ul style="list-style-type: none"> <li>RT Development Group propose new directions for RT as a result of consultation</li> <li>2019 onwards strategic plan adjusted for Trust ratification</li> </ul>
AFD 5.3	Strengthen opportunities to learn from pupil voice	<ul style="list-style-type: none"> <li>PG lead to establish a RT Young Persons Committee</li> <li>PG lead confirms RT Pupil Charter</li> </ul>	<ul style="list-style-type: none"> <li>PG lead to develop proposal for YP Committee and Pupil Charter</li> </ul>	<i>By February Review</i> <ul style="list-style-type: none"> <li>Proposals agreed by HEG and action plan agreed</li> </ul>

			<ul style="list-style-type: none"> <li>• PG lead to develop action plan for implementation.</li> </ul>	<p><i>By June Review</i></p> <ul style="list-style-type: none"> <li>• Charter published and in place</li> <li>• Committee open and meeting schedule underway</li> </ul>
AFD 5.4	Engage with local, national and international partners to learn from best practice, research and enquiry	<ul style="list-style-type: none"> <li>• Process in place to capture and cascade knowledge and skills across the Trust</li> <li>• Members are actively involved with national organisations and development outside of local area with focus on learning and teaching development and SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and skills database built into digital transformation</li> <li>• Membership in national organisations and actively seeking further professional development.</li> </ul>	<p><i>By February Review</i></p> <ul style="list-style-type: none"> <li>○ RT Knowledge Base available on cloud platform.</li> </ul> <p><i>By June Review</i></p> <ul style="list-style-type: none"> <li>○ All colleagues engaged in recording and reporting development experiences for wider Trust community</li> </ul>