
THE RAEDWALD TRUST ACCOUNTABILITY AND IMPROVEMENT FRAMEWORK: 2018-2019



SEPTEMBER 2018

The Raedwald Trust (RT) is established to deliver its core purpose devolved by parliament: the advancement of education in the public interest. Committed to the 7 Principles of Public Life (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership), the Raedwald Trust uses compliance to drive a culture of ethics and probity. Through this approach, the Raedwald Trust is able to unleash greatness by enabling bold, imaginative and innovative leadership.

Table of Contents

| | |
|---|----|
| Mission and Principles | 4 |
| The Improvement Strategy: 2018 - 2019..... | 5 |
| 1. Enabling inspirational leadership and management | 5 |
| 2. Delivering high quality learning | 7 |
| 3. Securing safe and energising learning environments..... | 9 |
| 4. Empowering supportive, skilled and nurturing staff | 10 |
| 5. Forging focussed partnerships and collaborations benefitting pupil outcomes | 11 |
| Raedwald Trust Evaluation Metrics and Key Performance Indicators | 13 |
| Raedwald Trust Metrics for Trust Level Self Evaluation | 13 |
| Raedwald Trust Metrics for Academy Self Evaluation | 18 |
| Raedwald Trust Key Performance Indicators | 19 |
| Academy Performance Measures..... | 19 |
| Finance Performance Measures..... | 19 |
| HR Performance Measures | 20 |
| Facilities, Premises, Health & Safety Performance Measures | 20 |
| Commissioned External Quality Assurance Reviews (2018/2019)..... | 21 |
| Raedwald Trust Accountability Calendar (2018 – 2019)..... | 21 |
| Appendices | 24 |
| 1. Academy Self Evaluation Forms (no more than 3 sides of landscape - one for each academy, including pathways/satellites)..... | 25 |

| | | |
|------|--|----|
| a. | Alderwood Academy | 25 |
| b. | St Christopher Academy | 25 |
| i. | Mongomery Road | 25 |
| c. | Parkside Academy | 25 |
| i. | Lindbergh School | 25 |
| ii. | Child in Care Programme | 25 |
| iii. | Ipswich Hospital School | 25 |
| d. | Westbridge Academy | 25 |
| e. | First Base Academy – Ipswich | 25 |
| 2. | Raedwald Trust Central Team Development Plan 2018 – 2019 | 29 |
| a. | Pedagogical Team..... | 29 |
| b. | External Provision, Vocational and Transition Team | 29 |
| c. | Finance, Operations, Human Resources Team..... | 29 |
| d. | Development Team | 29 |
| e. | Safeguarding Team | 29 |
| f. | Head Teachers Executive Team | 29 |
| 3. | Academy Development Plan 2018 - 2019 | 32 |
| a. | Alderwood Academy | 32 |
| b. | St Christopher Academ | 32 |
| i. | Mongomery Road | 32 |
| c. | Parkside Academy | 32 |
| i. | Lindbergh School | 32 |
| ii. | Child in Care Programme | 32 |
| iii. | Ipswich Hospital School | 32 |
| d. | Westbridge Academy | 32 |
| e. | First Base Academy – Ipswich | 32 |
| 4. | Raedwald Trust 5 Year Strategic Plan..... | 44 |

Mission and Principles

Higher expectations; Higher Aspirations; Higher Achievement

- **Quality:** Our Trust is relentlessly focused on improvement and driven by a curriculum led model of planning that allows our young people a new start, new opportunities to succeed
- **People:** Our pupils and their families are at the heart of what we do, driving inspirational bespoke learning pathways
- **Innovation:** we work to innovate within an ever changing society, and fulfil the needs of our individual young people. Our staff ‘think out of the box’ and instigate radical approaches to learning
- **Community:** Our colleagues and partners share our passion for achieving exceptional outcomes for our young people: we work together to support our young people into being productions members of the communities in which they live

As a Trust, we value individuality, inclusivity, and innovation: our core principles are delivered through our key characteristics. These principles form the basis of our Trust Wide planning. These are:

1. **Enabling inspirational leadership and management**
2. **Delivering high quality learning experiences**
3. **Securing safe and energising learning environments**
4. **Empowering supportive, skilled and nurturing staff**
5. **Forging focused partnerships and collaborations benefitting pupil outcomes**

The Raedwald Trust was created with the determination to improve outcomes for children and young people who unable to access education in mainstream education settings and require personalised, bespoke, education in an alternative setting. With the needs of our pupils and their families at the centre of our planning, we use our collective knowledge in working with vulnerable learners to deliver exceptional education, every hour of every day.

The Raedwald Trust is committed to collaborative convergence and invests in partnerships to strengthen and extend impact. We provide the leadership and direction for schools and academies within our localities through a menu of training and professional development programmes. We also work together with other providers of alternative education across the country through our national networking activities, particularly in the area of research led innovation. The Raedwald Trust understands the crucial significance of being open to ideas.

The Raedwald Trust celebrates that its improvement strategy will never be static; rather that it will deliberately and consciously evolve to meet the needs of pupils, and a relentless drive for higher standards. Transparency, flexibility and reciprocity define our systems. We know that working as a whole makes us more than the sum of our component parts.

Our intentional and coherent leadership structures secure our growth through strategic objectives rooted in organisational principles of alignment, autonomy and centralisation. All academies, schools, centres, sites and pathways within the Raedwald Trust operate within the following parameters:

| Operating Parameters | Activity |
|---------------------------------------|---|
| Trust-wide and Academy Centralisation | Vision; Purpose; Principles. Strategic & Trust Growth Planning; Digital Platforms; HR; Finance; Safeguarding; School Improvement; Pupil Admissions; Pedagogy |
| Trust-wide and Academy Alignment | Curriculum; Assessment; PR; External Provision & Transition; External Partnerships; Standard Operating Principles |
| Trust-wide and Academy Autonomy | The Raedwald Trust is committed to principles securing collaborative convergence. As such, the Raedwald Trust delivers any necessary academy autonomies through its Head Teachers Executive Group |

The Raedwald Trust wider leadership and governance structures provide

- Proactive anticipation and mitigation of Trust ‘break points’, such as scaling up and performance accountability, through effective directional change management systems at Trust level
- A coherent, compelling, framework for academy improvement

The Improvement Strategy: 2018 - 2019

This improvement strategy sets key focus areas for the Raedwald Trust. We recognise that whilst our academies enjoy a long history of delivering exceptional provision, as a Trust, we are in the early stages of our development. We are energised by the knowledge that the methods we use to drive our improvement will develop over time. Our stability is our unshakable commitment to the achievement of equality of opportunity and exceptional outcomes for our learners. The Raedwald Trust is relentless in its mission for excellence.

1. Enabling inspirational leadership and management

| What we will do | How we will do it | Why it is important |
|--|--|---|
| 1.1 Deliver a trust improvement system providing a strong growth platform for inspirational | <ul style="list-style-type: none"> • Design commit to rigorous self-evaluation metrics framing our deliberate forward direction | Evidence based practice will allow us to make validated judgments about the quality of our provision; judgments on which improvement plans can be built and high impact provision |

| | | |
|---|--|---|
| <p>leadership at all levels and across all academies</p> | <ul style="list-style-type: none"> • Create a transparent system for trust wide information sharing allowing governing bodies and trustees accurate insights into our performance | <p>delivered. Our internal metrics and commitment to commissioning external ‘fierce friendships’ ensure robust conversations define our future</p> |
| <p>1.2 Create a culture of determined leadership across the trust, rooted in growth and possibility.</p> | <ul style="list-style-type: none"> • Calibrate lines of responsibility and accountability for all colleagues, matched to trust and academy priorities, tracked through performance management and appraisal systems • Deploy leaders to undertake robust internal support and challenge reviews, in each setting, against agreed metrics • Proactively seek relationships with external partners committed to reciprocal school improvement | <p>By connecting with internal and external partners, greater opportunity for collaborative convergence is achieved, stimulating creativity and innovation. Our systems will ensure our development is cohesive and connected.</p> |
| <p>1.3 Design and implement a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account</p> | <ul style="list-style-type: none"> • Develop, deliver and monitor high impact governance improvement plans • Evaluate trust wide scheme of delegation ensuring internal structures support trust development | <p>We recognise the crucial importance of governance operating through clear and straightforward accountability systems. We know that strong governance ensures our self-improving systems have impact.</p> |
| <p>1.4 Review accountability structures to ensure spending decisions always impact learner outcomes</p> | <ul style="list-style-type: none"> • Deliver a curriculum led staffing plan for each academy, securing economic, efficient and effective teams support learner outcomes • Equip the Trust central team with the skills and experience necessary to deliver | <p>As public servants we understand the crucial obligation we have to ensure we deliver excellent education, in the public interest. Through robust reviews of our spending patterns, we will secure our capacity to offer value for money across our organisation.</p> |

| | | |
|--|---|--|
| | economic, efficient and impactful learning across our academies | |
| 1.5 Create a framework of Trust and Academy policies and procedures that meet statutory requirements, take account of local contexts, and support ethical accountability measures | <ul style="list-style-type: none"> • Design first class operating policies across the trust, reflecting practice and offering strong platforms from which exceptional learning experiences can grow | We understand that policy frames our organisational parameters and ensures we operate faithful to our core purpose. At the Raedwald Trust, policy and procedure interprets our ethics. |
| 1.6 Maximise opportunities offered by investment in digital capability to increase effective, agile, working practices across the trust. | <ul style="list-style-type: none"> • Commission expertise to design and implement an innovative digital strategy delivering opportunity for efficient and effective growth • Evaluate and review digital hardware across the trust, ensuring all Raedwald Trust environments have the equipment necessary to deliver exceptional pupil outcomes | At the Raedwald Trust we embrace technological advancement in both our business and learning environments because we understand the digital world stimulates and drives innovation and advancement |

2. Delivering high quality learning

| What we will do | How we will do it | Why it is important |
|--|--|---|
| 2.1 Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting | <ul style="list-style-type: none"> • Commission a rigorous external review of learning across the Trust, providing opportunity for robust and aspirational forward planning • Embed Thrive across all of our academies as a tool ensuring all of our | Our first commitment is to our pupils and we take this commitment very seriously for each and every one of our learners. We know that we can only deliver on our commitment when personalise learning plans offering careful, bespoke, challenge across a wide spectrum of foci |

| | | |
|--|--|---|
| | <p>bespoke pathways are matched to a robust understanding of need</p> <ul style="list-style-type: none"> • Focus the work of our centralised team on securing and supporting Pedagogical Principles and operating standards across all of our lessons • Deliver Trust wide participation in enquiry based learning further promoting the principles of active learning | |
| <p>2.2 Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education</p> | <ul style="list-style-type: none"> • Deliver The Raedwald Pledge for all learners in our organisation, offering opportunity for student leadership, character education and challenge • Pilot a programme of Learning Outside the Curriculum designed to inform an ambitious plan to open new pathways and plans • Build internal strength and curriculum alignment to support the flexible deployment of colleagues, immediately able to respond to arising pupil need • Maximise the capabilities of technology to support innovative, inclusive, learning opportunities | <p>Our learners require that we offer highly personalised education, transforming their life chances. Often, our learner’s prior education experiences have not been good; often they are challenged by seemingly insurmountable daily difficulty. It is our duty, as public servants, to work together to ensure our learners are able to grow into healthy, happy, and productive members of our communities.</p> |

3. Securing safe and energising learning environments

| What we will do | How we will do it | Why it is important |
|---|--|--|
| 3.1 Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust | <ul style="list-style-type: none"> • Design and deliver a set of internal metrics evaluating safeguarding practices across the trust • Commission an external review of safeguarding in all establishments, schools, sites and pathways across trust • Through the RT Safeguarding Group, work with a national leader in safeguarding to strengthen safeguarding practices across the trust | <p>It is vital we keep our pupils safe. It is both our duty and moral obligation to work within a system that allows us to do just that, and that we continually seek our new ways to improve.</p> |
| 3.2 Establish a culture of learning by changing the way we work as a of our scrutiny of front line experience | <ul style="list-style-type: none"> • Design and implement a programme of ‘near misses’ and ‘data breaches’ through which leaders learn from prior experiences | |
| 3.3 Work with our partners in social care, health and education, to secure our young people’s access to the support they require, at the time they require it | <ul style="list-style-type: none"> • Create an internal data base of existing student support partnerships in order that all pupils can benefit from strong relationships • Develop links with new partners through leader engagement with local networks, proactively seeking new opportunities for collaboration | |
| 3.4 Offer the maximum time of learning to all learners and, where a part time timetable is necessary, ensure we are doing all we can to increasing contact hours | <ul style="list-style-type: none"> • Review any pupil on a part time timetable every two weeks • Ensure each pupil has a full time offer of education | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Work with Local Authority officers and other professionals to ensure all stakeholders are focussed on full time school attendance | |
|--|---|--|

4. Empowering supportive, skilled and nurturing staff

| What we will do | How we will do it | Why it is important |
|--|--|--|
| 4.1 Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability | <ul style="list-style-type: none"> • Ensure all staff have opportunity for regular 1-1 professional supervision with line managers focused on professional development and growth • Institutionalise a twice yearly HEG Feedback day for all staff to provide solution focused • Calendar an annual CEO feedback programme of events aimed at eliciting staff perception and view | <p>We understand that every action and system has unintended consequences that must be understood and offer opportunity for future learning. By operating in a culture of openness, we are better able to deliver exceptional education for our pupils</p> |
| 4.2 Invest in colleagues across the trust through a system of development coaching to ensure we recruit and retain exceptional colleagues | <ul style="list-style-type: none"> • Introduce a trust wide coaching programme, through the careful matching of annual coaching partnerships • Establish external coaching relationships for all trust leaders • Develop and publish the 'Raedwald Trust' package committing to the development of all staff who work for us | <p>By defining individual growth, and partnering with colleagues, our staff are able to elevate clearly identified practices through a mutually supportive determination for trust wide improvement.</p> |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> Pilot opportunities for staff to undertake and publish practitioner research aimed at strengthening our understanding of 'what works' | |
| 4.3 Uphold the 7 Nolan principles of public service through a shared commitment to values based process and practice | <ul style="list-style-type: none"> Publish the Principles at each leadership and governance meeting Renew recruitment and induction packs, ensuring high profile focus on the 7 Principles Review all RT Policy and Key Documents to ensure the principles are being applied across the trust. | Our core function, mandated from parliament, is to advance education for young people, in the public interest. The Nolan principles are the test against which all of our activity is assessed |

5. Forging focused partnerships and collaborations benefitting pupil outcomes

| What we will achieve | How we will do it | Why it is important |
|---|---|---|
| 5.1 All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools | <ul style="list-style-type: none"> Establish a 'friends of' group and annual participation event Publish annual Trust priorities and ambitions focusing the participation of stakeholders Host the first Raedwald Annual Conference focused on Inclusion and Collaboration | As part of a wider community, the Raedwald Trust has a fundamental obligation to actively participate with stakeholders and investors to ensure it can deliver on its commitment to young people. |
| 5.2 To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions | <ul style="list-style-type: none"> Set robust terms of reference for our External Provision Group so as to set a gold standard across the trust | As an organisation with specific skills and knowledge, the Raedwald Trust is able to be of mutual benefit to partners working to secure excellent learner outcomes. |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> • Work with local business and enterprise to develop meaningful learning opportunities for our learners | |
| 5.3 Strengthen opportunities to learn from ‘pupil voice’ and influence | <ul style="list-style-type: none"> • Systematically gather feedback from pupils across the site, evaluating development opportunities from key points raised • Set up a Raedwald Trust Young Persons Committee securing the influence of learners on organisational operation and strategy • Gain accreditation from Investors in Pupils in all of our academies | |
| 5.4 We will learn from best practice, research and enquiry from other settings, schools and education systems in the UK and other countries. | <ul style="list-style-type: none"> • Actively participate with national bodies such as HOPE; NAHE; and regional education networks • Encourage all trust leaders to serve as school governors • Develop links with the Oxfordshire Project Inreach programme supporting students with medical needs • Seek out a formal professional partnership with local universities and education training providers | |

Raedwald Trust Evaluation Metrics and Key Performance Indicators

The Raedwald Trust actively embraces ways to measure impact. Through succinct, shared, internal metrics and performance indicators described below, we are able to challenge, support, grow and deliver on our pledge to be exceptional, every hour of every day.

Raedwald Trust Metrics for Trust Level Self Evaluation

Twice yearly, February and July, our Trustees evaluate overall Trust performance against characteristics. In these meetings, our CEO is responsible for providing Trustees with an evidence map identifying key, substantiating, data.

| Raedwald Trust Self Evaluation Metrics 2018 - 2021 | | | | |
|---|---|---|---|--|
| MAT Characteristic | Beginning | Developing | Embedding | Leading |
| <u>Characteristic 1</u> - there is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through support from the Trust and the Trust priorities can only be delivered through the academies | The Trust has identified their key priorities & there is a strategic plan but it is too soon to see evidence of impact. The academies are not yet using the plan to inform their own improvement planning | Each academy has links in their improvement plan to the Trust strategic plan showing the contribution they make to the Trust and the academy priorities | The academy can provide some evidence that through their delivery of their academy-based plan at least 2-3 of the Trust priorities are also being delivered | The Trust has a strategic plan that seamlessly sits within the academy plans. There is clear evidence that all of the Trust priorities are being delivered by the academy. It is impossible to tell who takes the credit as the delivery and quality assurance (QA) is united and done by both |
| <u>Characteristic 2</u> - there is a clear accountability framework for the | Accountability is linked to line management at academy level and | The CEO holds the Head Teachers to account and is held to account by the Board for the performance of the | The Chair of Board and the CEO hold the Head Teachers and the chairs of academy boards to account. There is a | There is a clear path of accountability that enables discussions to take place from the Trust Board Chair |

| | | | | |
|--|--|---|--|--|
| <p>performance of the Trust that all staff understand, including what happens when key staff under-perform</p> | <p>does not rise through the Trust effectively. Local governing bodies may hold the Head Teachers to account but the Chief Executive Officer (CEO) and Trust Board are not directly involved. The CEO is not fully held to account. Performance Management is embryonic at Trust level</p> | <p>Trust. The CEO is accountable for standards in the academies. Performance Management of the CEO is emerging as a strength</p> | <p>collective responsibility for standards across the Trust. Performance across the academies is not as strong as it is at senior level where it is excellent</p> | <p>to the CEO, the Trust Board Chair to Chair(s) of any local governing bodies, the CEO to Head Teachers and Head Teachers to their team members that improves standards. Performance Management is excellent Trust-wide</p> |
| <p><u>Characteristic 3</u> - there are clear quality assurance systems in place to improve consistency and performance</p> | <p>The Trust has started to explore the elements of common practice that it believes will lead to greater consistency across the Trust. Examples include shared CPD and agreed data collection points and common educational policies across the Trust</p> | <p>The Trust has moved towards a stronger commitment to shared approaches that are improving practice. Shared CPD & data collection points are extended by peer reviews with frequent inclusion of external challenge</p> | <p>The Trust has ensured that there is a pattern of consistent practice that is now recognised as more efficient than each academy working independently. Academies are suggesting new areas of common working practice of their own for the Trust</p> | <p>The Trust has a common understanding of what outstanding performance is. All of the chief operating systems are consistently applied by the academies who welcome this level of effective practice development</p> |

| | | | | |
|--|---|--|---|--|
| <p><u>Characteristic 4</u> - there is a clear delegated framework for governance at Trust Board and local governing body level that makes the responsibilities of both the Board and any LGBs explicit</p> | <p>Members and directors understand their role but the overall governance structure lacks clarity, and information flow from academy level to Board is restricted as a result. The Trust may be considering an LGB structure but this is not yet in place. All decisions for all schools are taken at Board level</p> | <p>There is a MAT board where the distinction between the role of members and directors is clear and understood by all staff. A skills audit enables the board to recruit skilled professionals capable of fulfilling their roles. There is clarity in terms of the roles of both boards but the structure is at an early stage of development. The values of the organisation are driven by the uniqueness of the schools not the Trust</p> | <p>The MAT board is a strength of the organisation and has been developed over time following review into a stronger unit that reflects the scale and development of the Trust. The delegated authority is clear and both boards understand their responsibilities. The MAT board protects and extends the values of the organisation</p> | <p>The board has a clear plan for delegated authority and regularly checks that it is fit for purpose. Local governing bodies are effective at quality assuring standards at their school and the CEO and central team are subject to the same scrutiny. The Trust is successful as a result of the school's performance and the schools are good because of the Trust. There is top-down and bottom-up accountability</p> |
| <p><u>Characteristic 5</u> - there is a Trust-wide school improvement strategy that recognises the different interventions needed at different stages of the improvement journey that a school undertakes.</p> | <p>There is an embryonic Trust wide school improvement strategy that is focused on performance improvement in schools in significant difficulties. The Trust may have embedded effective attendance, behaviour and performance tracking systems for</p> | <p>The Trust has a school improvement strategy that is becoming embedded and has progressed beyond the day to day core improvement needs. Systems to track data, the collection of regular KPI and a stronger performance management system are sustaining improvement in the schools.</p> | <p>The school improvement strategy is sustaining improved performance and standards are rising and improvement is rapid. The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust</p> | <p>The Trust has improved the majority of its schools to the point at which those that were once weak now have capacity and strength to support new schools joining the MAT or schools beyond the Trust. They can also peer review with confidence other schools in the Trust. MAT leaders can articulate their school improvement repertoire</p> |

| | | | | |
|--|---|--|---|--|
| | example to rapidly improve the schools in the early years of membership | | | |
| Characteristic 6 - there is a systematic programme of school to school support that is focused on the need of individual academies | The Trust is starting to develop a school to school support strategy. Support is delivered by talented teachers and leaders in their own schools and is framed around core improvement | The Trust ensures that more teachers and leaders are making a contribution to school to school support beyond their own schools. The practice is good but needs to be more impact driven | The Trust's school improvement strategy balances the generic needs of the schools with the facilitation of smaller learning communities of teaching leaders who develop coaching groups | The Trust's school improvement strategy is built around an emerging pool of talented teachers and leaders who know the impact of their work and can name it and describe it |
| Characteristic 7 - there is evidence of skilled management of Trust Risk indicators | There is a contingency and business continuity plan in place but there is little evidence that risk management is structured in the Trust. Risks are managed on an individual basis and whilst successfully mitigated, do not enable the Board to prevent them re-occurring | The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation. There is some but as yet unstructured relationships between the Trust Risk plan and those in the academies | The Board risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust. Each academy has its own Register which indicates the risks that are linked to their academy as well as the ways in which board risks are mitigated | The Board risk is managed well and there is a clear relationship between risk and mitigation. The board has a structure in place that ensures that not only current risks are managed well but that there is a 3-5 year risk anticipation plan in place that is under regular review |

| | | | | |
|---|--|---|--|---|
| <p><u>Characteristic 8</u> - there is a clear succession plan for the key posts within the MAT (CEO, Director of Finance, HR, Chair of Board, members and directors, Head Teachers and Heads of School)</p> | <p>The Trust knows there are posts in the organisation that require a succession plan. It has not yet grown enough capacity from within the organisation to address this. The Trust would rely on external recruitment or some internal secondments to resolve succession issues</p> | <p>The Trust has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the Trust in different academies and roles. These blend CPD opportunities with wider</p> | <p>The Trust has a talent management plan for emerging and senior leaders in the organisation that means the Trust can deploy its most talented staff to work in more than one school on secondments or permanent transfers, creating career</p> | <p>The Trust has a talent management plan that has matured and now includes staff at all levels across the Trust. Senior leaders have worked in more than one Trust academy and middle leaders and the best teachers are deployed across the Trust to</p> |
| <p><u>Characteristic 9</u>- there is a Trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT</p> | <p>The academies in the Trust continue to participate in local and national networks but these are the continuation of previous practice and there is little evidence that these relationships contribute to Trust improvement or support for other academies</p> | <p>The Trust has developed partnerships with external groups beyond those that the academies have sustained. These partnerships enable the Trust to be better connected to regional and national networks that benefit children and staff</p> | <p>The Trust and the academies play a key role in wider system leadership through membership of Teaching School Alliances, supporting other schools, leading and participating in local partnerships and sharing expertise widely. The Trust learns from and contributes to the practice of other MATs in their region</p> | <p>The Trust has a Teaching School Alliance, NLE, NLG and SLE who provide support across the Trust but also to schools beyond the Trust. The Trust is a key part of the regional system leadership capacity to improve standards for all and works to support and challenges new and experienced MATs</p> |

Aware of issues around the validity of quantitative data against which the Raedwald Trust can nationally benchmark its performance, a mixed methodology of largely qualitative information provide the detail necessary for leaders within the Trust to assess progress towards its ambitions.

Raedwald Trust Metrics for Academy Self Evaluation

All of our academies use a standardised Self Evaluation Form through which strengths and areas for development are identified and acted upon. Academy Development Plans are also standardised and evaluated twice yearly.

Additionally, our academies are internally peer reviewed by our Head Teacher Executive Group (HEG); these reviews are undertaken against a robust range of metrics. The resulting report is presented to our academy leaders, local governing bodies and trustees who are jointly committed to activating appropriate next steps plans. The Internal HEG reviews take place twice a year and are accompanied by the CEO.

| Leading The RT Exceptional Learning Experience | Gatsby Level Indicators | RT Curriculum Measures |
|---|--|--|
| Monitoring systems directly impact improvements in learning | A stable careers programme is in place, known and understood by pupils, teachers and other stakeholders | % of pupils involved in at least one 'RT Life Changer' experience |
| Development plans result from accurate, evidenced, understandings | Every pupil, and their parents, have access to good quality information about future study and employment options. An informed advisor is accessible | % of pupils involved in at least one community project |
| Staff deployment structures directly support improved learner outcomes | Pupils are provided different career guidance need at different stages, tailored to need. | % of pupils on track to meet personal development targets |
| Processes and procedures advance a culture of professional growth clearly impacting pupil outcomes | Teachers link curriculum learning to careers, with an explicit focus on STEM | % of pupils engaged in at least one RT Student Led learning experience |
| Evidence of 'Flip Learning' in all learning situations | Pupils are provided with multiple opportunities to learn from employers about work, employment and skills valued in the workplace. | Learners are taught how to keep themselves safe and who to talk if they have a concern |
| Clear understandings of Blooms Taxonomy supporting deeper level thinking in all learning situations | Pupils have first-hand experience of the work place through work visits, work shadowing, work experience | |

| | |
|--|---|
| Stretch and challenge integrated into all learning situations | Pupils understand the full range of learning opportunities available to them, including vocational routes, FE, HE and work based |
| Learning feedback and next steps develop strong target setting | Every pupil has opportunity for individualised guidance interviews with a career advisor at the point of a significant study or career choice |
| Academy environment reflects high expectations and aspirations | |
| Academy is on track with agreed accreditations and kite marks | |

Raedwald Trust Key Performance Indicators

The Raedwald Trust uses a wide range of Key Performance Indicators to monitor and evaluate its performance against defined objectives. These are ratified by Trustees through the Trust Improvement Plan. Trust Group Improvement Plans feed into the performance objectives, providing opportunity robust analysis and evaluation.

Raedwald Academy Performance Measures

A system of RAG ratings, reported through Raedwald Trust HEG Metrics, annual Academy Self Evaluations Forms and twice yearly progress updates provided through Academy Improvement Plans, the following KPIs provide opportunity to increase impact through Trust Board analysis of the following qualitative data captures.

Finance Performance Measures

| Key Financial Performance Measures (Termly) | | | | | | | | |
|---|-------------|--------|--|-------------|--------|-----------------------|-------------|--------|
| Total Income Per Pupil (excl CiC & Additional Places) | | | ESFA & LA Top Funding as % of Total Income | | | Staff Costs to Income | | |
| Current: | Prev Period | Target | Current: | Prev Period | Target | Current: | Prev Period | Target |
| | | | | | | | | |

| Benchmarking (also to be partnered through national network) | | | | | |
|--|-------------|--------|-----------------------------------|-------------|--------|
| Average Spend per Pupil: Staffing | | | Average Spend per Pupil: Premises | | |
| Current | Prev Period | Target | Current | Prev Period | Target |
| | | | | | |
| Average Spend per Pupil: Curriculum | | | Average Spend per Pupil: Other | | |
| Current | Prev Period | Target | Current | Prev Period | Target |

HR Performance Measures

| Employee Absence Analysis (termly) | | | | | | | | | |
|--------------------------------------|-------------|--------|--|-------------|--------|---|-------------|--------|---------------------------------------|
| No. of occasions of Sickness Absence | | | No. of Working Days Lost Due to Sickness Absence | | | No. of Staff with 3 occasions of sickness absence in 12 week period | | | Most common cause of Sickness Absence |
| Current | Prev Period | Target | Current | Prev Period | Target | Current | Prev Period | Target | |
| | | | | | | | | | |
| No. of occasions of 'other' absence | | | No of working Days Lost Due to 'other' absence | | | No. of staff with 3 occasions of 'other' absence in 12 week period | | | Most common cause of 'other' absence |
| Current | Prev Period | Target | Current | Prev Period | Target | Current | Prev Period | Target | |

Facilities, Premises, Health & Safety Performance Measures

| Trust Central Team Reports (12 week period) | | |
|---|--------------------------|--|
| No of H&S Issues Raised | No of Accidents Reported | Details of H&S Inspections Outstanding |

| Current x | Previous x | Target x | Current x | Previous x | Target x | |
|--------------------------------|---------------|-------------|--|---------------|-------------|--|
| No. of SARs/FOIs raised | | | No of Notifiable Incidents reported | | | |
| Current | Previous | Comment | Current | Previous | Comment | |
| | | | | | | |

Commissioned External Quality Assurance Reviews (2018/2019)

The Raedwald Trust benefits from operating within a strong national accountability structure.

As a trust committed to improvement, we also commission a range of ‘fierce friends’ to quality assure our work at academy and trust level. These reports are RAG rated by the HEG and reported to Trustees. They provide crucial insights allowing leadership to be held to account. Our current focus areas are:

- Teaching, Learning and Assessment – annual external review (Academy Level)
- Safeguarding – annual external review (Academy Level)
- General Data Protection – annual external review (Trust and Academy Level)
- Digital Health – annual external review (Trust and Academy Level)
- Leadership & Management – annual external review of agreed focus area (Trust & Governance Level)

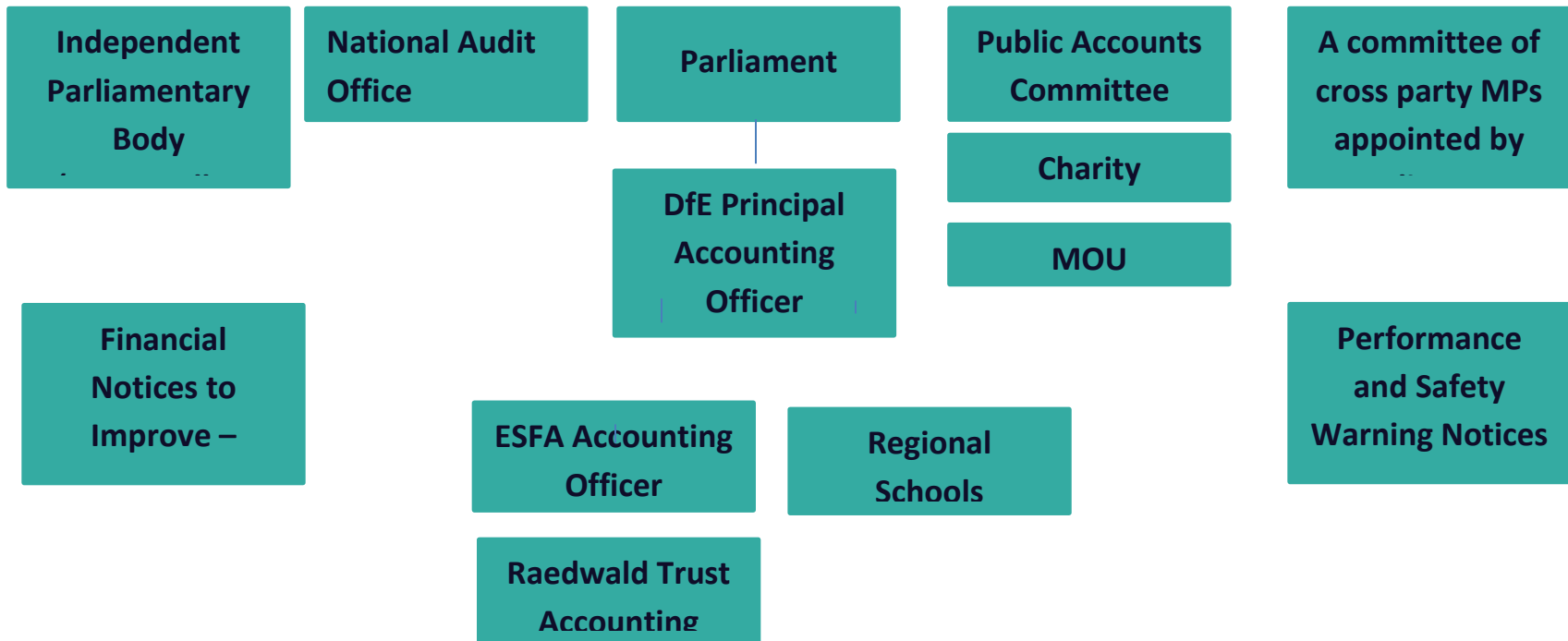
Raedwald Trust Accountability Calendar (2018 – 2019)

Finance to be managed through monthly budget monitoring with Chair of Trustees, Trust Finance Officer and CEO. Monitoring reports shared with full Trust Board via Governor Hub 6 times per year (Academies Financial Handbook, Sept 2018)

| September | October | November | December | January | February |
|---|---|---|-----------------------------------|--|---|
| Trust Improvement Plan (TIP) to Trust Board | Academy Improvement Plans to LGB | Academy Improvement Plans & RT Team Action Plans to Trust Board | HEG Review of Autumn Term Metrics | KPIs to Trust Board External Audit of Safeguarding | Academy Improvement Plan Evaluation to LGB (through HEG) |

| | | | | | |
|--|---|---|--|---|---------------|
| Academy Improvement Plans (AIP) to HEG | RT Team Actions Plans to CEO | <i>INCLUSION CONFERENCE 2019</i> | Academy KPIs to HEG | | |
| Policies to Trust Board | RT AGM & Trust Board | | | | |
| March | April | May | June | July | August |
| Trust Board review of AIP; RT Team Action Plan; TIP Evaluation; External Review of Safeguarding | External Review of Data Protection External Review of Wider Leadership External Review Digital Health | KPIs and External Reviews to Trust Board External Audit of TLA HEG Review of Spring Term Metrics | LGB review of External Audit TLA and HEG Metrics End of YR KPIs to HEG FRIENDS OF RT OPEN DAY | HEG review AIP Evaluations Trust Board review of AIP; RT Group Action Plan; TIP; Trust Evaluation Form; | |
| KPIs to HEG | | | | | |

The Raedwald Trust overall is secure because it operates within stringent national and regional financial and resource accountability systems. These are outlined in the diagram below:





Appendices

1. Academy Self Evaluation Forms *(no more than 3 sides of landscape - one for each academy, including pathways/satellites)*

- a. Alderwood Academy
- b. St Christopher Academy
 - i. Montgomery Road
- c. Parkside Academy
 - i. Lindbergh School
 - ii. Child in Care Programme
 - iii. Ipswich Hospital School
- d. Westbridge Academy
- e. First Base Academy – Ipswich

Academy SEF Summary: Enter Date

| General Contextual Information for the (enter academy / school / pathway name) | | | | |
|--|--|--|-------------|----------|
| Enter short summary of provision Detail any off site / satellites and pathways attached to the URN The Provision: <ul style="list-style-type: none"> ○ Bullet point aims Key Student Data (as at – enter date) <ul style="list-style-type: none"> ○ Pupil numbers by cohort (PP / FSM / SEND / LAC / Gender) | | | | |
| Overall Effectiveness | | Last revision date: | | Author : |
| Inadequate | Requires Improvement | Good | Outstanding | |
| Summary : | Provide brief overview of strengths and areas for development. Indicate evidence source. Highlight overall current SEF judgment. We are proud that both internal and external scrutineers find there is no complacency (enter evidence source from external reviews). | | | |
| | | | | |
| Progress with Previous Inspection Key Issues: | Key Issues: | | | |
| | 1. List areas for development from Ofsted Report | <ul style="list-style-type: none"> • List progress towards identified areas, with evidence source | | |

| Sub Criterion | HEG Judgment | Grade | Brief Summary of major strengths and areas for development |
|---|--------------|-------|---|
| <i>Effectiveness of Leadership and Management</i> | | | Identify evidence source in summary – keep brief – include TRUST / LGB structures Areas for Development (bullet point) |
| <i>Safeguarding</i> | | | Identify evidence source in summary – keep brief Areas for Development (bullet point) |
| <i>Quality of Teaching, Learning and Assessment</i> | | | Identify evidence source in summary – keep brief Areas for Development (bullet point) |
| <i>Personal Development Behaviour and Welfare</i> | | | Identify evidence source in summary – keep brief Areas for Development (bullet point) |
| <i>Outcomes for pupils</i> | | | Identify evidence source in summary – keep brief Areas for Development (bullet point) |
| <i>Early Years Provision</i> | | | Identify evidence source in summary – keep brief Areas for Development (bullet point) |

| | | | |
|---|--|--|--|
| <i>16 to 19 Programmes of Study</i> | | | Identify evidence source in summary – keep brief Areas for Development (bullet point) |
|---|--|--|--|

2. Raedwald Trust Central Team Improvement Plan 2018 – 2019

- a. Pedagogical Team
- b. External Provision, Vocational and Transition Team
- c. Finance, Operations, Human Resources Team
- d. Development Team
- e. Safeguarding Team
- f. Head Teachers Executive Team

Enter Central Team Name

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

Priority 1: Enabling inspirational leadership and management

Summary of where academy is at in relation to Trust Wide priorities and Team ambitions

As a result our L&M foci are to:

- Identify where academy is at, relating to Trust Wide priorities listed on page 5

| AFD | Area for Development | KPIs | Actions | Evaluation Milestones |
|------------|----------------------|------|---------|-----------------------|
| AFD 1.1 | | 1. | 2. | 3. |
| AFD 1.2 | | 1. | 2. | 3. |

Priority 2: Delivering High Quality Learning

Summary of where academy is at in relation to Trust Wide priorities and Team ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide priorities listed on page 5

| AFD | Area for Development | KPIs | Actions | Evaluation Milestones |
|------------|----------------------|------|---------|-----------------------|
| AFD 2.1 | | | | |
| AFD 2.2 | | | | |

Priority 3: Securing Safe and Energising Learning Environments

Summary of where academy is at in relation to Trust Wide priorities and Team ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide priorities listed on page 5

| AFD | Area for Development | KPIs | Actions | Evaluation Milestones |
|------------|----------------------|------|---------|-----------------------|
| AFD 3.1 | | | | |
| AFD 3.2 | | | | |

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

Summary of where academy is at in relation to Trust Wide priorities and Team ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide priorities listed on page 5

| AFD | Area for Development | KPIs | Actions | Evaluation Milestones |
|------------|----------------------|------|---------|-----------------------|
| AFD 4.1 | | | | |
| AFD 4.2 | | | | |

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

Summary of where academy is at in relation to Trust Wide priorities and Team ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide priorities listed on page 5

| AFD | Area for Development | KPIs | Actions | Evaluation Milestones |
|------------|----------------------|------|---------|-----------------------|
| AFD 5.1 | | | | |
| AFD 5.2 | | | | |

3. Academy Improvement Plan 2018 - 2019

- a. Alderwood Academy
- b. St Christopher Academy
 - i. Montgomery Road
- c. Parkside Academy
 - i. Lindbergh School
 - ii. Child in Care Programme
 - iii. Ipswich Hospital School
- d. Westbridge Academy
- e. First Base Academy – Ipswich

ENTER ACADEMY NAME

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

Priority 1: Enabling inspirational leadership and management

Summary of where academy is at in relation to Trust Wide Priorities and Academy ambitions

As a result our L&M foci are to:

- Identify where academy is at, relating to Trust Wide Priorities listed on page 5

| AFD | Area for Development | KPIs |
|---------|----------------------|------|
| AFD 1.1 | | 4. |
| AFD 1.2 | | 4. |

Priority 2: Delivering High Quality Learning

Summary of where academy is at in relation to Trust Wide Priorities and Academy ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide Priorities listed on page 5

| AFD | Area for Development | KPIs |
|---------|----------------------|------|
| AFD 2.1 | | |
| AFD 2.2 | | |

Priority 3: Securing Safe and Energising Learning Environments

Summary of where academy is at in relation to Trust Wide Priorities and Academy ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide Priorities listed on page 5

| AFD | Area for Development | KPIs |
|---------|----------------------|------|
| AFD 3.1 | | |
| AFD 3.2 | | |

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

Summary of where academy is at in relation to Trust Wide Priorities and Academy ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide Priorities listed on page 5

| AFD | Area for Development | KPIs |
|---------|----------------------|------|
| AFD 4.1 | | |
| AFD 4.2 | | |

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

Summary of where academy is at in relation to Trust Wide Priorities and Academy ambitions

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide Priorities listed on page 5

| AFD | Area for Development | KPIs |
|---------|----------------------|------|
| AFD 5.1 | | |
| AFD 5.2 | | |

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 Local Governing Bodies

The school based lead for each of the AFIs 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 write a termly impact assessment report 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 actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFI. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG 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 at each HEG meeting.

5. Action Plans

We have created action plans for each of the AFD identified in the summary above.

Priority 1: Enabling Inspirational Leadership and Management

| AFD1.1 (enter focus) | |
|---|---|
| What are the expected outcomes? | For learners: <ul style="list-style-type: none">•• |
| | For staff and other stakeholders: <ul style="list-style-type: none">•• |
| To achieve the expected outcomes we will: (Include CPD activities) 1. 2. | Lead SLT |
| How will progress be monitored? | |
| What evidence will be gathered to show the impact of this priority? | |
| What are the cost implications of any of the actions? <ul style="list-style-type: none">•• | |
| Evaluation Commentary February 2019 | |

| |
|---------------------------------|
| Evaluation Commentary July 2019 |
|---------------------------------|

AFD 1.2

| | |
|---------------------------------|-----------------------------------|
| What are the expected outcomes? | For learners: |
| | For staff and other stakeholders: |

| | |
|--|----------|
| To achieve the expected outcomes we will: (Include CPD activities) | Lead SLT |
|--|----------|

How will progress be monitored?

What evidence will be gathered to show the impact of this priority?

What are the cost implications of any of the actions?

| |
|-------------------------------------|
| Evaluation Commentary February 2019 |
|-------------------------------------|

AFD 2.1 Enter focus area statement

| | | |
|---|-----------------------------------|----------|
| What are the expected outcomes? | For learners: | |
| | For staff and other stakeholders: | |
| To achieve the expected outcomes we will: | | Lead SLT |
| <ul style="list-style-type: none"> | | |
| How will progress be monitored? | | |
| What evidence will be gathered to show the impact of this priority? | | |
| What are the cost implications of any of the actions? | | |
| <ul style="list-style-type: none"> | | |
| Evaluation Commentary February 2019 | | |
| <ul style="list-style-type: none"> | | |
| Evaluation Commentary July 2019 | | |
| Evaluation Commentary July 2019 | | |

Priority 2: Delivering High Quality Learning

AFD 2.2: Enter focus area

| |
|---------------|
| For learners: |
|---------------|

| | |
|---|--|
| <p>What are the expected outcomes?</p> | <ul style="list-style-type: none"> • <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • |
| <p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> • | <p>Lead SLT</p> |
| <p>How will progress be monitored?</p> <ul style="list-style-type: none"> • • | |
| <p>What evidence will be gathered to show the impact of this priority?</p> | |
| <p>What are the cost implications of any of the actions?</p> | |
| <p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> • | |
| <p>Evaluation Commentary July 2019</p> | |

Priority 3 Securing Safe and Energising Learning Environments

| AFD 3.1 enter are of focus | |
|---|--|
| What are the expected outcomes? | For learners: ● |
| | For staff and other stakeholders: ● |
| To achieve the expected outcomes we will: (Include CPD activities) ● | Lead SLT |
| How will progress be monitored? | |
| What evidence will be gathered to show the impact of this priority? | |
| What are the cost implications of any of the actions? ● ● | |
| Evaluation Commentary February 2019 ● | |
| Evaluation Commentary July 2019 | |

| AFD 3.2 enter area of focus | |
|---------------------------------|-----------------------------------|
| What are the expected outcomes? | For learners: ● |
| | For staff and other stakeholders: |

| | |
|---|----------|
| | • |
| To achieve the expected outcomes we will: (Include CPD activities) | Lead SLT |
| • | |
| How will progress be monitored? | |
| What evidence will be gathered to show the impact of this priority? | |
| What are the cost implications of any of the actions? | |
| • | |
| • | |
| Evaluation Commentary February 2019 | |
| • | |
| Evaluation Commentary July 2019 | |

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

| AFD 4.1 enter are of focus | |
|--|-----------------------------------|
| What are the expected outcomes? | For learners: |
| | • |
| | For staff and other stakeholders: |
| | • |
| To achieve the expected outcomes we will: (Include CPD activities) | Lead SLT |
| • | |

| |
|---|
| How will progress be monitored? |
| What evidence will be gathered to show the impact of this priority? |
| What are the cost implications of any of the actions? <ul style="list-style-type: none"> • • |
| Evaluation Commentary February 2019 <ul style="list-style-type: none"> • |
| Evaluation Commentary July 2019 |

| AFD 4.2 enter area of focus | |
|---|--|
| What are the expected outcomes? | For learners: <ul style="list-style-type: none"> • |
| | For staff and other stakeholders: <ul style="list-style-type: none"> • |
| To achieve the expected outcomes we will: (Include CPD activities) <ul style="list-style-type: none"> • | Lead SLT |
| How will progress be monitored? | |
| What evidence will be gathered to show the impact of this priority? | |
| What are the cost implications of any of the actions? <ul style="list-style-type: none"> • • | |

| |
|-------------------------------------|
| Evaluation Commentary February 2019 |
| • |
| Evaluation Commentary July 2019 |

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

| | |
|---|-----------------------------------|
| AFD 5.1 enter area of focus | |
| What are the expected outcomes? | For learners: |
| | • |
| | For staff and other stakeholders: |
| | • |
| To achieve the expected outcomes we will: (Include CPD activities) | Lead SLT |
| • | |
| How will progress be monitored? | |
| What evidence will be gathered to show the impact of this priority? | |
| What are the cost implications of any of the actions? | |
| • | |
| • | |
| Evaluation Commentary February 2019 | |
| • | |
| Evaluation Commentary July 2019 | |

| AFD 5.2 enter area of focus | |
|---|---|
| What are the expected outcomes? | For learners: <ul style="list-style-type: none"> • |
| | For staff and other stakeholders: <ul style="list-style-type: none"> • |
| To achieve the expected outcomes we will: (Include CPD activities) | |
| <ul style="list-style-type: none"> • | Lead SLT |
| How will progress be monitored? | |
| What evidence will be gathered to show the impact of this priority? | |
| What are the cost implications of any of the actions? | |
| <ul style="list-style-type: none"> • • | |
| Evaluation Commentary February 2019 | |
| <ul style="list-style-type: none"> • | |
| Evaluation Commentary July 2019 | |

4. Raedwald Trust 5 Year Strategic Plan

Current plan to be reviewed by Trustees throughout 2018/19