THE RAEDWALD TRUST EXTERNAL PROVISION TEAM IMPROVEMENT PLAN 2018-2019

RÆDWALD T·R·U·S·T
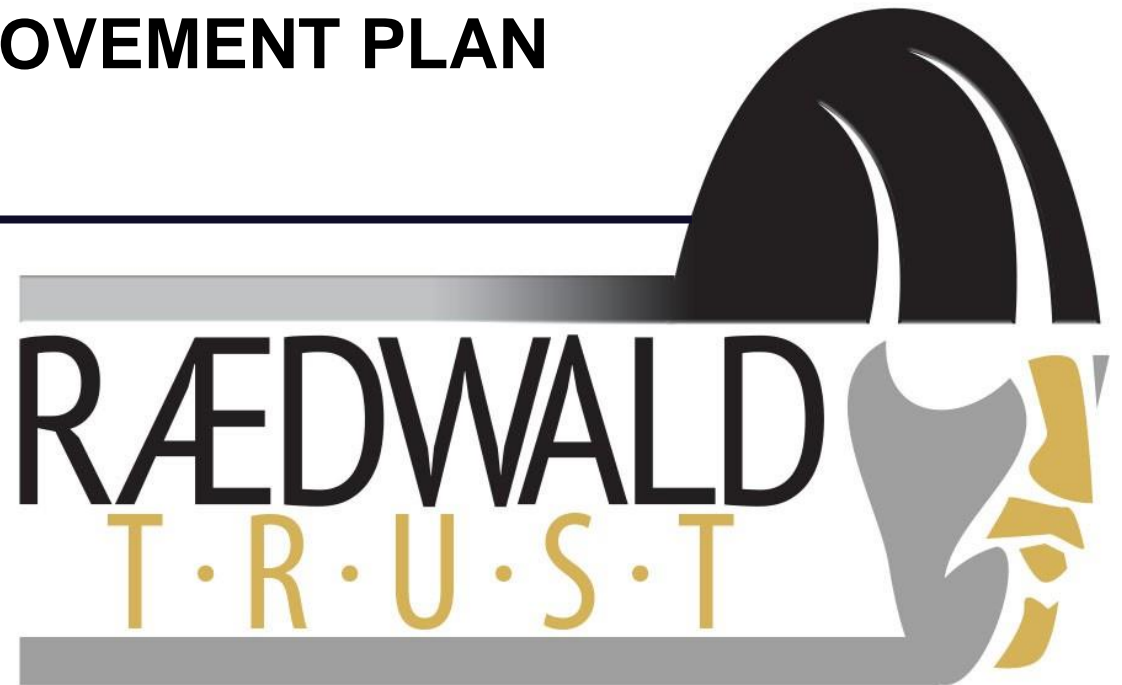
FEBRUARY 2019

EXTERNAL PROISION TEAM

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	• Deliver a clear, shared, Trust wide approach for working with Third Party Providers - 2018-2019 and beyond. • Clear and understandable Policy on TTP and Trust wide procedures for working with a TTP.	• RT External Provision Lead to devise clear and understandable RT Policy on TTP and Trust wide working procedures when engaging with a TTP. • Implementation of TPP Scrutiny Group to scrutinize working practices in TTP.	• Creation of RT Quality Assurance Framework and assessment of TTP Provision. Completed with all TP Providers being QA'd • Categorization of TTP with set guidelines for all RT Schools to follow to standardize working procedures for RT TPP across the Trust. - Completed TP Policy written and published with categorisation of TPP's and set procedure required for schools to engage with them. Information shared	By February Review • Implementation of RT TTP Directory across the Trust. - Directory has been created and published on the website and staff advised at all levels. • RT Academies to be using the TTP guidance documents and TPP Directory. - Implemented and now adopted by RT Academies. • TPP Scrutiny Group feedback on RT TPP Policy and Procedures - needs to be set up this term

			with all Heads and Heads of School. • To gain a clear understanding of all TTP used across the Trust. - TPP audit was undertaken in September 2018 and each provider was placed into a category based on level of risk. • Creation of RT Directory of approved TTP to be used by all RT Academies. - Completed TP Policy written and published with categorisation of TPP's and set procedure required for schools to engage with them. Information shared with all Heads and Heads of School. • Implementation of TPP Scrutiny Group to scrutinize working practices in TTP. - Not set up but plans in place to start by end of April 2019	By July Review • End of academic year review • RT academies to share breakdown of all TTP accessed in academic year - database to be created for each centre to monitor TPP accessed

AFD 1.2	Create a culture of determined leadership across the Trust, rooted in growth	• RT External Lead to work with HEG and Heads of School to understand and implement working practices in each of the RT Academies and establish clear lines of responsibility and accountability for TTP policies and procedures. - TPP Policy is now being used by each MAT Academy. • Peer challenge and support is delivered and clearly demonstrated through TPP Scrutiny panel and peer feedback. - This needs to be implemented and review of working practices date to be set by April 2019	• Proactively seek relationships with TTP's and external partnerships to review RT working practices. TP's actively chosen to be part of the RT Directory. TP Provider feedback to be sought from providers going forward. • To work with TTP's to plan, shape and deliver new curriculum opportunities across the RT Academies. - Working with TP Providers to produce offers of learning tailored to our young people include – Punch Studios – mixed media, animal care – Deben Community Care Farm and Construction with ERT. • To work loosely with RT academies to review TTP offers to ensure they are current, robust and relevant to the young people we	*By June Review* • RT TTP growth of offer in RT Academies. - Academies to provide a breakdown of TP offers across each school with amount of hours accessed. • TTP Scrutiny panel meeting notes and yearly review. - needs to be set up this term

			represent. - TP feedback forms and YP feedback forms created. Next step will be drop in observations of current providers. • Development of curriculum opportunities and based on changing needs of YP in RT Academies. Ongoing review of YP interests and developing offers with providers – YMCA Training / Eastern Region Training are good examples of tailoring provision to meet the needs of students.	
AFD 1.3	Design and implement a Trust wide Governance plan aimed at advancing governance capacity to hold leaders and academies to account	• RT External Lead to work with HEG and Heads of School to understand and implement working practices in each of the RT Academies and establish clear lines of responsibility and accountability for TTP policies and procedures	• TTP Policies and Procedures to be published and implemented on website and school databases. RT TP Guidelines / RT Directory/ RT Policy on TP Provision / RT Work Experience Policy / RT	*By June Review* • All policies / action plans signed off with targets met - RT TP Guidelines / RT Directory/ RT Policy on TP Provision / RT Work Experience Policy / RT Careers Guidance Policy / RT Educational Visits

			Careers Guidance Policy / RT Educational Visits Policy – All published and online	Policy – All published and online
AFD 1.4	Review accountability structures to ensure spending decisions always impact learner outcomes	• RT TTP budget to be reviewed and clear procedures to be developed with regards to spending and individual RT Academy Budgets for TTP.	• Undertake a review of external providers and third party provisions used across the academies - TPP audit was undertaken in September 2018 and each provider was placed into a category based on level of risk. • RT Guidelines to be developed with regards to TTP and accountability and responsibility within the RT Academies. - RT TP Guidelines / RT Directory/ RT Policy on TP Provision / RT Work Experience Policy / RT Careers Guidance Policy / RT Educational Visits Policy – All published online and shared with MAT Academy Leadership Teams.	By February Review • Internal review of TTP - completed October 2019 By July Review • All RT Academies following same procedure for TTP - Completed November 2019

AFD 1.5	Construct a fit for purpose framework of policies and procedures	• TPP Policies and procedures are in place for all settings and sites, and provide a platform for growth.	• TPP Scrutiny Group Consultation on key policies ensure collaborative convergence at all levels - Needs to be implement by end of April 2019 • All TTP policies reviewed and amended accordingly - Policies to be reviewed as part of scrutiny panel by end of April 2019.	By February Review • Trust and academies are fully compliant - Completed November 2018 By June Review • Trust and academy policy and procedures reflect first class practice across all areas. - RT TP Guidelines / RT Directory/ RT Policy on TP Provision / RT Work Experience Policy / RT Careers Guidance Policy / RT Educational Visits Policy – All published online and shared with MAT Academy Leadership Teams.
AFD 1.6	Increase agility across the Trust through conscious investment in digital capacity	• Commission and deliver digital strategy across the Trust and academies (website/social medial/MIS/365) • All staff confident users of new systems	• All TTP information to be accessed centrally and policies and procedures published on line - All TP Provider information either on Sharepoint or published online.	By February Review • Website is compliant and delivers planned purpose - completed and constantly reviewed. • By June Review Digital strategy delivered and operational in all academies

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:

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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	• ILPs show well matched, aspirational target setting and reviews for all learners Pupil Progress Reviews robust and well documented for all learners	• Develop site based ILPs to ensure standardized capture points • Build and standardise pupil learning data on School Pod across the academies • RT to develop robust, focused and challenging pupil target setting and feedback in regard to TTP.	*By February Review* • All learners have high quality ILPs in place *By June Review* • All learners progress and learning records recorded on School Pod • Standardised TTP feedback and reports captured on School Pod - feedback forms created and in use across the MAT Academies – Need to be linked to School Pod
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	• Curriculum evaluated against intention, implementation, impact criteria and costed to ensure economic efficiency • Strong learner engagement evident across the academies	• Undertake full curriculum evaluation, amending where impact on outcomes below expectation • Audit curriculum strengths across RT academies to strengthen cross academy working	*By February Review* • Complete full Trust wide curriculum review • Complete full review of impact of External / Third Party Providers - MAT Academies to provide feedback on TP provision accessed since Sept 2019.

| | | | • Audit TTP strengths and weaknesses across RT TTP to strengthen cross academy working. | By June Review
• New RT Curriculum in place for full implementation Sept 2019 |
| Increased curriculum agility demonstrated through full use of Trust wide resources and internal partnership | | | | |

<table>
<tr><td colspan="5">Priority 3: Securing Safe and Energising Learning Environments</td></tr>
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AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 3.1	Set RT centralised standards of safeguarding mutually strengthening procedures within and beyond the Trust	Standardised procedures in place across Trust for TTP to ensure Safeguarding, GDPR, HR, and H&S	• Internal review of RT TTP safeguarding, (including HR), GDPR and health and safety. RT QA Framework completed with all TP Providers having to meet se standards in safeguarding, training, welfare, GDPR, monitoring, evaluation, teaching and learning and health and safety.	*By February Review* • Internal scrutiny completed and resulting action plans formulated - Scrutiny panel to be set up by April 2019 *By June Review* • Internal review confirms standards met in all locations
AFD 3.2	Establish a professional culture of learning through open and transparent scrutiny of near misses and data breaches	• Procedures in place for recording and reporting of Near Misses and Data Breaches • Transparent routes for ensuring 'lessons learnt' are shared at across	• RT to publish clear lines of reporting. - RT Guidelines for working with TP's / Feedback and review shared with all MAT Academies.	*By February Review* • HEG and Governor review of records show practice altered as a result of lessons learnt.

		academies and governance • TTP Scrutiny Group to be established and information regarding safeguarding, GDPR and H&S to be shared.	• External DPO in place, with clear action plans for improvement availed to leaders	• HT reports amended to account for data breaches and near miss
AFD 3.3	Strengthen our partnerships with other professionals to secure our learners access to support at the point of need	• Form solid partnerships with the LA, TTP, PRU Heads, SASH, and Primary Heads. • To attend working groups in relation to IAG, WEX and Careers Leaders.	• To develop working partnerships with agencies who support young people to deliver programs aimed at increasing wellbeing, confidence and mental health resilience.	*By July Review* • Increased TP engagement across the Trust. - TP engagement data to be collected Termly.
AFD 3.4	Secure Trust wide expectations and procedures for the use of reduced timetables aimed at promoting full time engagement	• All academies applying robust RT procedures for reduced timetables • Commissions have clear understanding of RT Policy in relation to reduced timetables • Development of RT TTP Directory to enrich timetables across centre	• Design a RT Policy for TTP and guidelines for all academies. • Implementation and training to all sites on TPP access / Directory	*By February Review* • TPP Policy and procedures on are in place and shared with partners. - RT TP Guidelines / RT Directory/ RT Policy on TP Provision / RT Work Experience Policy / RT Careers Guidance Policy / RT Educational Visits Policy – All published online and shared with

				MAT Academy Leadership Teams • Attendance procedures for dual registered learners clear, understood and consistently applied, *By June Review* • Monitoring system show robust approach being delivered in all areas of the Trust
AFD 3.1	Set RT centralised standards of safeguarding mutually strengthening procedures within and beyond the Trust	• Standardised procedures published and in place across the Trust for TTP	• Internal review of TTP • TTP review of RT Academies	*By February Review* • Internal scrutiny completed and resulting action plans formulated *By June Review* • Internal review confirms standards met in all locations

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

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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	• Clear process in place for staff to engage with the Trust	• Staff of all levels offered the opportunity to join the TPP Scrutiny Group	• Yearly review of all TTP
AFD 4.2	Invest in colleagues through a Trust wide programme of development and coaching	• Opportunities for staff development to support TTP and YP development across the Trust • Performance Management is monitored centrally to ensure equity and equality of opportunity in all academies	• Level 6 IAG Training - started November 2018 • Level 6 Careers Leader Training - started November 2018	*In June Review:* • Review of all professional development
AFD 4.3	Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organization	Nolan Principles evident in practices involving TTP	• Nolan Principles published on website and on all sites	By July Review: • Nolan Principles known and referred to across all levels of the Trust – commitment to the 7 principles embedded in ethos and policy for TPP • All TPP policies and procedure demonstrate alignment to the Nolan Principles

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

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AFD 5.1	Secure strong trust wide systems for providing all stakeholders with a voice positively impacting improvement	• Clear processes in place for ttp feedback through website	• Feedback processes designed and published on web site • Planned consultations with TPP partners and RT colleagues in place	*By February Review* • Feedback surveys underway – Feedback of TPP underway Jan 2019 *By June Review* • TPP Scrutiny Group reports show improvements as a result of stakeholder feedback • RT Development Group propose new directions for RT as a result of consultation 2019 onwards strategic plan adjusted for Trust ratification
AFD 5.2	Strengthen opportunities for learning about enterprise and employability	• RT External Provision lead impact on learners demonstrated in academy and site SEFs • Increase in partnerships across the academies supporting a broad and balanced curriculum	• Develop specific terms of reference for RT Ext. Pro. Team • Recruit new member of WEX team – Staff member recruited December 2019	*By February Review* • RT Directory in place and working well. - Currently in use by MAT Academies • Gatsby Level targets for each site in place. - Working with

				Enterprise Co-ordinators across Trust
			• Ensure all WEX team engaged in Level 6 Careers or enterprise training – Training started January 2019 • Compass Tool to be implemented in each RT Academy. - Completed for all Key stage 4 schools • GATSBY benchmarks to be reviewed and RT Academy school to know how they are meeting each benchmark. - Ongoing • Careers Policy to created and published on website - completed November 2018 and reviewed January 2019 • RT External Provision Lead to ensure all schools are represented by an Enterprise Coordinator – Ipswich Opportunity Area - Completed	*By June Review* • All identified learners engaged in meaningful enterprise and employability procedures • 0% of Yr11 leavers NEET • Schools engaged with Enterprise Coordinator – Ipswich Opportunity Area
AFD 5.3	Strengthen opportunities to learn from pupil voice	• RT Pedagogical Lead establish a RT Young Persons Committee RT Pedagogical Lead confirms RT Pupil Charter	RT Ped develop proposal for HEG: YP Committee & Pupil Charter	*By February Review* • Proposals agreed by HEG and action plan agreed *By June Review*

				• Charter published and in place Committee open and meeting schedule underway
AFD 5.4	Engage with local, national and international partners to learn from best practice, research and enquiry	• Process in place to capture and cascade knowledge and skills across the Trust Leaders are actively engaged in external professional communities	• Knowledge and skills database built into digital transformation	*By February Review* • RT Knowledge Base available on cloud platform. *By June Review* • All colleagues engaged in recording and reporting development experiences for wider Trust community