
**THE RAEDWALD TRUST IMPROVEMENT PLAN
(Head Teacher Executive Group)
2018-2019**



RAEDWALD
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FEBRUARY 2019

RAEDWALD TRUST IMPROVEMENT PLAN

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

Priority 1: Enabling inspirational leadership and management

Now entering the third year of maturation, the Raedwald Trust is able to enter a year of rigorous consolidation, amending and stabilising its systems to secure learners and the wider community of exemplary across all of its academies and provisions. In September 2018 a new CEO took over from the Trust’s founding Executive Head Teachers and an earlier evaluation of Governance resulted in amended scheme of delegation being implemented for the first part of the academic year. The Trust Board’s confirmation of a restructured, centralised leadership team in place for September 2018 means that there is a strong mechanism through which the Trust is able to deliver its ambitions.

As a result our L&M foci are to:

- Construct and deliver a fit for purpose trust wide accountability framework, holding all aspects of the organisation to account through transparent, ethical metrics
- Grow new and experienced leaders able to inspire learners, colleagues and stakeholders
- Co-construct a published portfolio of policies and procedures enabling inspirational leadership at all levels, including digital capacity

Red Not Achieved Orange partially achieved Green Achieved

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 1.1	Deliver a clear, shared, Trust improvement strategy for 2018-2019 and beyond	<ul style="list-style-type: none"> ○ KPIs agreed by Trust and Academy Leaders ○ Clear and understandable information flow between leaders and managers promote continuous developments 	<ul style="list-style-type: none"> ○ Create metrics designed for all leaders to secure clear, joined up, improvement focus areas (RT Trust Teams; Governance; Heads of School) 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ LGB and TB receive data linked to agreed improvement strategy ○ Metrics used for 1st round of HT peer reviews <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ Trust SEF against 9 characteristics evidence progression in all areas

AFD 1.2	Create a culture of determined leadership across the Trust, rooted in growth	<ul style="list-style-type: none"> ○ Leaders understand and apply metrics through clear lines of responsibility and accountability ○ Peer challenge and support is delivered and clearly demonstrate improvement ○ External scrutineers in place for key areas of the Trust: H&S; Safeguarding; TLA; FOHR) 	<ul style="list-style-type: none"> ○ Review lines of accountability for all restructured team to ensure impact on pupil learners ○ Commission schedule of external scrutineers able to provide insightful challenge 	<p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ Staff feedback survey and forums show increased confidence to participate in Trust wide decision making ○ TLA external audit reveals outstanding practices in Leadership and Management across the Trust Academies and provisions
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"> ○ Specific action plans for LGBs in place for all academies and provisions ○ Dynamic SoD reflects strong practice across all setting 	<ul style="list-style-type: none"> ○ Commission external expertise with governance at all levels. ○ Evaluate and review SoD ensuring strong alignment with the Trust wide leadership structures 	<p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ All LGB action plans signed off with targets met ○ SoD amended for 2019/20
AFD 1.4	Review accountability structures to ensure spending decisions always impact learner outcomes	<ul style="list-style-type: none"> ○ A curriculum led staffing pattern is in place in each academy and provision ○ RT Central Team groups trained to deliver insightful and intentional impact on learning communities 	<ul style="list-style-type: none"> ○ Reorganise staffing structures in each academy and provision ○ Undertake a review of external providers and third party provisions used across the academies ○ Define specific operation lines of accountability and 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Complete trust wide reorganisation of staff ○ Team evaluation clearly shows impact on learning <p><i>By July Review</i></p> <ul style="list-style-type: none"> ○ Evaluation of staffing patterns completed

			responsibility within the central teams	
AFD 1.5	Construct a fit for purpose framework of policies and procedures	<ul style="list-style-type: none"> ○ Policies and procedures are in place for all settings and sites, and provide a platform for growth 	<ul style="list-style-type: none"> ○ Consultation on key policies ensure collaborative convergence at all levels ○ All policies reviewed and amended accordingly 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Trust and academies are fully compliant <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ Trust and academy policy and procedures reflect first class practice across all areas
AFD 1.6	Increase agility across the Trust through conscious investment in digital capacity	<ul style="list-style-type: none"> ○ Commission and deliver digital strategy across the Trust and academies (website/social medial/MIS/365) ○ All staff confident users of new systems 	<ul style="list-style-type: none"> ○ Confirm strategy for digital plan 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Website is compliant and delivers planned purpose ○ Trust digital architecture agreed and rolled out for identified team <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ Digital strategy delivered and operational in all academies

Priority 2: Delivering High Quality Learning

There is a clear focus on learning across the Trust with practice in some places being exceptional. Where learning is seen to be below standards expected, experienced leadership and pedagogic support is deployed. In June 2018, the Trust Board commissioned an external review of Teaching Learning and Assessment which was largely positive but also offered key lines of enquiry for Head Teacher follow up. An analysis of attainment at KS4 in the summer series 2018 has focused the Trust central team to undertake a specific curriculum review designed to ensure learners are always able to access learning pathways leading to well matched attainment outcomes.

As a result our foci are to:

- Centralise curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision
- Standardise processes for pupil level monitoring of 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"> ○ ILPs show well matched, aspirational target setting and reviews for all learners ○ Pupil Progress Reviews robust and well documented for all learners 	<ul style="list-style-type: none"> ○ Develop site based ILPs to ensure standardised capture points ○ Build and standardise pupil learning data on School Pod across the academies 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ All learners have high quality ILPs in place <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ All learners progress and learning records recorded on 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	<ul style="list-style-type: none"> ○ Curriculum evaluated against intention, implementation, impact criteria and costed to ensure economic efficiency ○ Strong learner engagement evident across the academies ○ Increased curriculum agility demonstrated through full use of Trust wide resources and internal partnership 	<ul style="list-style-type: none"> ○ Undertake full curriculum evaluation, amending where impact on outcomes below expectation ○ Audit curriculum strengths across RT academies to strengthen cross academy working 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Complete full Trust wide curriculum review ○ Complete full review of impact of External / Third Party Providers <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ New RT Curriculum in place for full implementation Sept 2019

Priority 3: Securing Safe and Energising Learning Environments

The Raedwald Trust is built on the belief that we keep our learners safe first because this provides the right context for learning. As new academies have converted into the Trust we now have opportunity to consolidate and deliver exemplary practice. In order to do this, the Trust has created

a Central RT Safeguarding Team comprising DSL and DDSL from across its academies. It has also commissioned and external scrutineer to challenge safeguarding practices at a pupil and organisational level.

As a result our foci are to:

- Centralise support, challenge and supervision in relation to this area
- Establish strong 'fierce friends' to examine our policies and practices

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	<ul style="list-style-type: none"> ○ Standardised procedures published and in place across the Trust for Safeguarding, GDPR, HR, GDPR, and H&S 	<ul style="list-style-type: none"> ○ Commission external review of safeguarding, (including HR), GDPR and health and safety in all academies 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ External scrutiny completed and resulting action plans formulated ○ HR files review and risk assessments signed off where necessary <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ Procedures in place for recording and reporting of near misses and data breaches ○ Transparent routes for ensuring 'lessons learnt' are shared at across academies and governance 	<ul style="list-style-type: none"> ○ TBMs to publish clear lines of reporting ○ External DPO in place, with clear action plans for improvement availed to leaders 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ HEG and Governor review of records show practice altered as a result of lessons learnt. ○ 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	<ul style="list-style-type: none"> ○ Form solid partnerships with the LA, Police, PRU Heads, SASH, and Primary Heads 	<ul style="list-style-type: none"> ○ Commission a PCSO to serve as lead of RT Safeguarding Group and deliver agreed ToR 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Agreement for PCSO in place – Jan 2019 (Easter start date)

		<ul style="list-style-type: none"> ○ Deliver pilot inreach model with LA as part of the IOA Funded Bid 	<ul style="list-style-type: none"> ○ Develop IHS teacher network with other inpatient leaders through connection to NAHE ○ Secure Pedagogical Lead as single point of referral to support improvement pupil level starting point relationship with commissioners 	<ul style="list-style-type: none"> ○ Process in place for relationship at referral stage are clear and understood by all stakeholders, including LA / IYFAP <p><i>By July Review</i></p> <ul style="list-style-type: none"> ○ DSLs review reports increased impact of multi-agency in June 2019 through work of PCSO ○ Increased internal use of IHCPs for learners with mental health needs
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"> ○ All academies applying robust RT procedures for reduced timetables ○ Commissions have clear understanding of RT Policy in relation to reduced timetables ○ Clear processes in place for reporting of reduced timetables to home schools for dual registered learners 	<ul style="list-style-type: none"> ○ Design a RT Policy for Reduced Timetables, with clear procedures in place for keeping children safe whilst on a reduced timetable ○ Amend admission processes to provide clarity for commissioners to understand and hold academies to account for reduced timetables ○ Publish and standardise expectations for dual registered learners in relation to reduced timetables 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Policy and procedures are in place and shard with partners ○ RT Pedagogical Lead monitoring weekly at a pupil level ○ Attendance procedures for dual registered learners clear, understood and consistently applied, <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ Monitoring system show robust approach being delivered in all areas of the Trust

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

The Trust has been built on a strong foundation of valuing and supporting colleagues at every level. However, there are inconsistencies across sites and academies that have always allowed for the best standards to be applied in all places. Having converted 3 new academies into the Trust last year and with 1 additional academy planned to convert this year, the need to formalise all aspects of HT is now crucial.

As a result our foci are to:

- Formalise consistent policies for HR to be applied to all academies
- Review staffing patterns across each academy
- Deliver a progressive, forward thinking, staff charter empowering and inspiring colleagues across the Trust

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"> ○ Clear process in place for staff to engage with the Trust ○ Clear HR processes in place and published across the Trust 	<ul style="list-style-type: none"> ○ HR centralised ○ Open door policy for all staff ○ Trust wide PD days in place ○ All HR policies revised for full staff handbook release 	<p>In February Review</p> <ul style="list-style-type: none"> ○ <i>HR Handbook consulted and published</i> ○ <i>Clear lines of management delivered</i> ○ <i>HR centralised at Trust level</i> <p>In June Review</p> <ul style="list-style-type: none"> ○ <i>Staff survey completed with high levels of satisfaction reported</i>
AFD 4.2	Invest in colleagues through a Trust wide programme of development and coaching	<ul style="list-style-type: none"> ○ All leaders are engaged in a high quality professional development programmes ○ A Staff Charter is in place promoting routes for development ○ Performance Management is monitored centrally to ensure equity and equality of opportunity in all academies 	<ul style="list-style-type: none"> ○ Revise CPD processes across the Trust to ensure CPD is matched to development ○ HEG to moderate progress towards targets for all staff ○ Create and deliver a Staff IDP for roll out across the Trust from Spring Term 	<p><i>In February Review:</i></p> <ul style="list-style-type: none"> ○ <i>Report all leaders engagement with professional learning plan</i> ○ <i>Report draft plan for Raedwald Trust Staff Charter</i> <p><i>By July Review:</i></p> <ul style="list-style-type: none"> ○ <i>All KPIs met</i>

				<ul style="list-style-type: none"> ○ All staff end of YR PM is supported by Staff IDP
AFD 4.3	Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organisation	<ul style="list-style-type: none"> ○ Nolan Principles evident in practices across all areas of the organisation 	<ul style="list-style-type: none"> ○ Nolan Principles published on website and on all sites ○ LGB / TB meetings have Nolan Principles available to guide decision making 	<p>By July Review:</p> <ul style="list-style-type: none"> ○ Nolan Principles known and referred to across all levels of the Trust ○ All policies and procedure demonstrate alignment to the Nolan Principles

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

The Trust and its academies have good relationships with local stakeholders and partners but are not yet active participants in national or international collaborations. Because of this, expertise and growth within the Trust is limited to experience held within geographical boundaries and opportunities for improvement are impaired.

As a result our foci are to:

- Identify key staff responsible for participating in national and international collaborations advancing AP practice and provision
- Establish an internal system of capturing and sharing knowledge gained, clearly identifying impact on 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"> ○ Planning for 'Friends Of' group provide opportunity end of year event ○ Clear processes in place for stakeholder feedback through website 	<ul style="list-style-type: none"> ○ Trust Board and Genesis confirm plans for launch of Friends Of Group ○ Feedback processes designed and published on web site ○ Planned consultations with mainstream partners and RT colleagues in place 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Genesis strategy agreed and in process ○ Feedback surveys underway <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ HT reports show improvements as a result of stakeholder feedback

				<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ Develop specific terms of reference for RT Ext. Pro. Team ○ Recruit new member of WEX team ○ Ensure all WEX team engaged in Level 6 Careers or enterprise training 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ RT Directory in place and working well ○ Gatsby Level targets for each site in place <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ All identified learners engaged in meaningful enterprise and employability procedures ○ 0% of Yr11 leavers NEET
AFD 5.3	Strengthen opportunities to learn from pupil voice	<ul style="list-style-type: none"> ○ RT Pedagogical Lead establish a RT Young Persons Committee ○ RT Pedagogical Lead confirms RT Pupil Charter 	<ul style="list-style-type: none"> ○ RT Ped develop proposal for HEG: YP Committee & Pupil Charter 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ Proposals agreed by HEG and action plan agreed <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ Process in place to capture and cascade knowledge and skills across the Trust ○ Leaders are actively engaged in external professional communities 	<ul style="list-style-type: none"> ○ Knowledge and skills database built into digital transformation 	<p><i>By February Review</i></p> <ul style="list-style-type: none"> ○ <i>RT Knowledge Base available on cloud platform.</i> <p><i>By June Review</i></p> <ul style="list-style-type: none"> ○ <i>All colleagues engaged in recording and reporting development experiences for wider Trust community</i>
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