THE RAEDWALD TRUST PEDAGOGICAL TEAM IMPROVEMENT PLAN 2018-2019

FEBRUARY 2019

PEDAGOGICAL TEAM

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

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 1.1	Deliver a trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies.	o Senior leaders and Trust team able to easily access monitoring systems to track provision offers, admissions and SEND. o Information effectively communicated to our commissioners to ensure our provisions are held to account.	o Development of key tracking documents for Trust wide use that enable effective monitoring of pupil provision offers, admissions and SEND. o Development of monthly communication document for LA. o Tracking format transferred to SchoolPod.	o Standardised tracking format that is accessible through Behaviour Watch. o Efficient and transparent method of reporting to Local Authority clearly established.
AFD 1.2	Create a culture of determined leadership across the Trust, rooted in growth and possibility	o Positive contributions and partnerships developed through IYFAP o Establishment of positive relationships with external partners (within mainstream and AP) nationally.	o Consultation with academies, LA providers and visits to AP providers external to Suffolk. o Outreach pilot development with primary/secondary schools/academies within the Local Authority.	o Development of proposal for outreach project pilot at primary/secondary schools. o Positive feedback and increased engagement of schools through IYFAP leading to commissioning outside of IYFAP process.
AFD 1.3	Design and implement a Trust wide Governance plan aimed at advancing	o Tracking feedback mechanisms incorporated into Heads Reports	o Development of reporting structure to be fed into	o PG team contributing to tracking and feedback

	governance capacity to hold leaders and academies to account		HEG and included on Heads Reports.	measures to ensure accountability.
AFD 1.4	Review accountability structures to ensure spending decisions always impact learner outcomes	o Half termly data reviews that open dialogue with HEG and Heads of School about progress and pupil outcomes.	o Trust wide tracking methods agreed at each site. o Half termly meetings scheduled with Heads of School. Overview of findings presented to HEG.	o Online platform supports established tracking and monitoring structures.
AFD 1.5	Construct a fit for purpose framework of policies and procedures	o Policies and procedures relating to Learning and Teaching/SEND created and implemented Trust wide o Collaboration with LA about new HNF proposed structure and development of SLA and Dual Placement agreement (DPA)	o Consultation on key documents for Trust-wide use, across all key stages o Applicable policies amended, updated and/or created o Creation of SLA and DPA, including Trust wide admission framework.	o Procedures are effective and efficient, ensuring uniform practice across all RT sites.
AFD 1.6	Increase agility across the Trust through conscious investment in digital capacity	o Tracking and monitoring systems incorporated into whole Trust digital strategy	o Active input into requirements for digital accessibility.	o Online platform supports established tracking and monitoring structures.

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 2.1	Centralise clear trust wide standards for exceptional learning delivered through focused, challenging pupil target setting	o All pupils have ILP which has clear targets that are regularly reviewed. o All sites implementing formal review process of pupil progress.	o Development of ILPs at each site. o All staff supported with target setting o Development of clear procedures for regular reviews of pupil progress across all sites.	o All learners have high quality and relevant ILPs in place
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	o Streamlined approach to curriculum offer across all sites (pupil-lead) o Bespoke timetable packages in place for pupils who require additional specialist support.	o Develop proposal for changes to provision offer at individual sites o Support school leaders with implementation of pupil-lead approach to timetable development o Create comprehensive report on individual site curriculum offer	o Complete full Trust wide curriculum review o All pupils accessing a 25 hour per week offer.

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 3.3	Strengthen our partnerships with other professionals to secure our learners access	o Pedagogical Lead established as single point of referral	o Updates to website and single point of referral email address	o All referrals monitored by Pedagogical lead

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
	to support at the point of need	o Development of partnerships with Health, Psychology service and Virtual School	o All Trust teams directing Local Authority contacts to single point of contact. o Pedagogical Lead attendance at IYFAP and key planning meetings with LA representatives. o Development of IHCP template and guidance	o LA clear about lines of referral and communication o Trust-wide IHCP implemented for pupils with mental health/medical needs.
AFD 3.4	Secure Trust wide expectations and procedures for the use of reduced timetables aimed at promoting full time engagement	o All academies applying robust RT procedures for reduced timetables o Commissioners have clear understanding of RT Policy in relation to reduced timetables o Clear processes in place for reporting of reduced timetables to home schools for dual registered learners	o Amend admission processes to provide clarity to commissioners about full-time offer and/or reduced timetables. o Publish and standardise expectations for dual registered learners in relation to reduced timetables	o Policy and procedures on are in place and shared with partners o RT Pedagogical Lead monitoring weekly at a pupil level o Attendance procedures for dual registered learners clear, understood and consistently applied,

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 4.1	Grow clear systems promoting a culture of open professional conversations at all levels in the Trust	o Clear process in place for staff to engage with the Trust	o Development of monthly Trust PG Panel	o PG panel process that allows all RT sites to raise pupils in order to request

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
				advice and support from colleagues within Trust.
AFD 4.2	Invest in colleagues through a Trust wide programme of development and coaching	o PG lead acting as mentor to trainee SENCOs o Monthly panel meetings enabling professional support of colleagues across all sites with regards to SEND, admissions and vocational.	o Development of AP SEND network; Suffolk AP initially. o Implementation of monthly panel meeting, including vocational lead.	o Established mentor program for colleagues enrolled in SENCO training. o Established panel providing support to colleagues across all sites.
AFD 4.3	Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organization	o Nolan Principles evident in practices across all areas of the organisation	o All meetings have Nolan Principles available to guide decision making	o Nolan Principles known and referred to across all levels of the Trust o All policies and procedure demonstrate alignment to the Nolan Principles

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation Milestones
AFD 5.1	Secure strong trust wide systems for providing all stakeholders with a voice positively impacting improvement	o Planning for 'Friends Of' group provide opportunity end of year event o Clear processes in place for stakeholder feedback through website	o Support for planned consultations with mainstream providers.	*By June Review* o RT Development Group propose new directions for RT as a result of consultation o 2019 onwards strategic plan adjusted for Trust ratification

AFD 5.3	Strengthen opportunities to learn from pupil voice	• PG lead to establish a RT Young Persons Committee • PG lead confirms RT Pupil Charter	• PG lead to develop proposal for YP Committee and Pupil Charter • PG lead to develop action plan for implementation.	*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 • Members are actively involved with national organisations and development outside of local area with focus on learning and teaching development and SEND.	• Knowledge and skills database built into digital transformation • Membership in national organisations and actively seeking further professional development.	*By February Review* o RT Knowledge Base available on cloud platform. *By June Review* o All colleagues engaged in recording and reporting development experiences for wider Trust community

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 AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority.

The lead will RAG the completion of the actions as follows:

▪   RED: the action is not yet started and/or there is a high risk of slippage or non-completion.

▪   AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.

- GREEN: the action is fully complete as specified

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will 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 AFD. 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.

1. 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 - Deliver a trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies.		
What are the expected outcomes?	For learners: ● Raedwald Trust will be able to confidently communicate to pupils and families offers of admission and timetable provision as needed.	
	For staff and other stakeholders: ● Senior leaders and Trust team able to easily access monitoring systems to track provision offers, admissions and SEND. ● Information effectively communicated to our commissioners to ensure our provisions are held to account.	
To achieve the expected outcomes we will: (Include CPD activities) 1. Development of key tracking documents for Trust wide use that enable effective monitoring of pupil provision offers, admissions and SEND. 2. Pastoral leads supported to maintain and update current pupil site lists. 3. Admin teams supported to maintain weekly site offer monitoring document. 4. Development of monthly communication document for LA.		Lead SLT AJ

5. Tracking format transferred to SchoolPod.	

How will progress be monitored?
- Consistent and mutual engagement of Local Authority with pupil tracking document (monthly basis).
- Completion of weekly timetable offers (site admin teams)
- Pupil lists consistently accurate and updated; monthly pupil update discussions with Pedagogical Lead.

What evidence will be gathered to show the impact of this priority?
- Ongoing tracking documents.

What are the cost implications of any of the actions?
- None.

Evaluation Commentary February 2019
- Weekly timetable monitoring now consistently completed. Continue to await Local Authority acknowledgement email in response to AR email sent in Autumn term. This will allow sharing of attendance data with LA directly.
- Local authority did not satisfactorily engage with monthly pupil update agreement (autumn term). Meeting to agree way forward occurred on 17.01.2019; Local authority have agreed new way of feeding back information requested by Raedwald Trust that is pupil specific through Family Services team.
- Pastoral teams updating pupil lists and continuing to engage in monthly pupil update discussions.

Evaluation Commentary July 2019
- Tracking documents established; further additions to SEND monitoring have now occurred too.
- Weekly timetable monitoring established and maintained across sites.
- No email response from LA regarding information sharing of timetable offers and attendance figures; this was raised at the pupil reviews.
- LA were not happy to continue engagement with monthly pupil review document. This process of information sharing will be reviewed and a new process will be established for Autumn term 2019.
- Monitoring documents have not been moved to schoolpod.

AFD 1.2 - Create a culture of determined leadership across the Trust, rooted in growth and possibility	
What are the expected outcomes?	**For learners:** • Raedwald Trust support to learners and families will be expanded to include opportunities to support while still attending mainstream settings.
	For staff and other stakeholders: • Positive contributions and partnerships developed through IYFAP • Development of proposal for outreach project pilot at primary/secondary schools. • Positive feedback and increased engagement of schools through IYFAP leading to commissioning outside of IYFAP process.

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
1. Consultation with academies, LA providers and visits to AP providers external to Suffolk. 2. Outreach pilot development with primary/secondary schools/academies within the Local Authority. 3. Monthly attendance at IYFAP to expand offer of support to mainstream schools.	

How will progress be monitored?
- Feedback from mainstream schools will be compiled and reviewed following IYFAP and individual meetings.
- Tracking of bespoke requests for support from mainstream schools.
- Development of Outreach team and appointment of Head of Service to oversee and develop.

What evidence will be gathered to show the impact of this priority?
- Head of Service tracking and feedback form to be completed by Outreach team. On-going review of effectiveness of provision with mainstream school and regular discussions about continuation of outreach provision.

What are the cost implications of any of the actions?
- Staffing costs to grow Outreach team. It is essential that these are skilled staff who can give mainstream schools confidence that Raedwald Trust commissioned Outreach Support is high quality.

Evaluation Commentary February 2019
- Consultation with mainstream schools occurred in the Autumn term. Development of outreach support as separately commissioned service fully investigated by AR/AJ in December 2018.
- Outreach service and lead appointed in January 2019. Pilot scheme started with initial referrals from Copleston, Chantry Academy and Northgate.

- Staffing needs and identification of how to expand being overseen by Head of Service, Alice Crozier-Green.
- Continued monthly attendance at IYFAP has opened new discussions about how Raedwald Outreach can evolve. This may include offers of consultation to primary/secondary schools and separately commissioned SENCO advisory time.

Evaluation Commentary July 2019
- Further consultation with mainstream secondary schools occurred in Spring 2019 to discuss pilot proposal for new way of working through separate commissioning arrangements with mainstream schools.   - Outreach service successfully accepting new referrals. Tracking processes in place. New staff hires are supporting development of team capacity.   - Positive relationships established with LA (Family Services) and mainstream schools. This has occurred through IYFAP as well as collaborative work and discussions that have occurred throughout the Spring/Summer terms.

AFD 1.3 - Design and implement a Trust wide Governance plan aimed at advancing governance capacity to hold leaders and academies to account		
What are the expected outcomes?	For learners: • Learner progress and admissions will be consistently reviewed and evaluated.	
	For staff and other stakeholders: • Tracking feedback mechanisms incorporated into Heads Reports • Development of reporting structure to be fed into HEG	
To achieve the expected outcomes we will: (Include CPD activities) 1. Agreement among HEG about specific reporting structures that would allow effective tracking and monitoring of pupil progress, SEND and admissions. 2. Development of half-termly reporting structure updating HEG on pupil progress, admissions and SEND (including ratio of PPG/FSM) at individual sites. 3. Support to Heads of School for half-termly reporting structure (Pedagogical Lead)		Lead SLT
How will progress be monitored? • Development of fit-for-purpose monitoring/tracking document • All sites positively engaging with reporting mechanism		
What evidence will be gathered to show the impact of this priority? • Consistent contributions to HEG and wider Trust as required		

What are the cost implications of any of the actions?
• None
Evaluation Commentary February 2019
• Early discussions regarding curriculum and sharing mechanisms now beginning.
Evaluation Commentary July 2019
• SEND team structure established and specific reporting format created for SENCOs/SEN leads to report to LGB and PL on termly basis.
• Creation of half-termly admissions and referral format in process for HEG.
• Establishment of Trust wide PPG tracking format and half-termly RAP meeting (lead by SENCO's/SEN leads/Assessment leads) timetable to be rolled out. Termly PPG reviews meeting dates to be set and reporting mechanisms (through termly SEND report) to now occur.

AFD 1.4 - Review accountability structures to ensure spending decisions always impact learner outcomes		
What are the expected outcomes?	For learners: • Learner progress and associated spending will be consistently reviewed to ensure the best outcomes for all pupils.	
	For staff and other stakeholders: • Trust wide tracking methods agreed at each site. • Half termly meetings scheduled with Heads of School. Overview of findings presented to HEG each term.	
To achieve the expected outcomes we will: (Include CPD activities) 1. Development of tracking document which details additional spend for disadvantaged pupils. 2. Half-termly support offered to Heads of School to support tracking and monitoring linked to progress. 3. Method of communication with HEG established and refined.		Lead SLT
How will progress be monitored? • Termly review of pupil progress and impact of any additional spending.		
What evidence will be gathered to show the impact of this priority? • Progress data, attendance data and data linked to engagement will support evidence of impact of additional spending.		
What are the cost implications of any of the actions? • None		
Evaluation Commentary February 2019 • Review of how PPG funding is tracked and monitored (and associated impact) across the Trust in progress.		

Evaluation Commentary July 2019
- PPG tracking document shared across all sites. Training and feedback date set. Monitoring dates to be set (through half-termly RAP meetings and termly SEND reports that will be shared with HEG and Trustees.)

AFD 1.5 - Construct a fit for purpose framework of policies and procedures		
What are the expected outcomes?	For learners: ● Learners and families will have a clear understanding about expectations and procedures throughout placement with the Raedwald Trust.	
	For staff and other stakeholders: ● Policies and procedures relating to Learning and Teaching/SEND created and implemented Trust wide ● Collaboration with LA about new HNF proposed structure and development of Service Level Agreement (SLA) and Dual Placement agreement (DPA)	
To achieve the expected outcomes we will: (Include CPD activities) ● Consult on key documents for Trust-wide use, across all key stages ● Applicable policies will be amended, updated and/or created ● Creation of SLA and DPA, including Trust wide admission framework.		Lead SLT
How will progress be monitored? ● Creation of identified documents		
What evidence will be gathered to show the impact of this priority? ● Local authority and mainstream settings engaging with new SLA/DPA expectations ● Stakeholders able to access statutory information		
What are the cost implications of any of the actions? ● None		
Evaluation Commentary February 2019 ● SLA/DPA created and being rolled out to new referrals into Trust. ● Review of policies linked to SEND has occurred. ● Review of policies and documentation linked to PPG in progress		

Evaluation Commentary July 2019
• SEND policy and SEN info reports being reviewed ready for autumn 2019

AFD 1.6 - Increase agility across the Trust through conscious investment in digital capacity		
What are the expected outcomes?	For learners: • Clear staff communication system will ensure that learner needs are addressed and met quickly and efficiently.	
	For staff and other stakeholders: • Tracking and monitoring systems incorporated into whole Trust digital strategy	

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
1. Active input into requirements for digital accessibility. 2. Move all monitoring and tracking documentation to online access through SharePoint in anticipation of next phase of digital strategy development.	
How will progress be monitored? • Key documents accessible to relevant staff through shared area • Staff consistently engaging with online model of communication and monitoring.	
What evidence will be gathered to show the impact of this priority? • High level and quick engagement of relevant staff.	
What are the cost implications of any of the actions? • Those associated with overall Trust development of digital strategy.	
Evaluation Commentary February 2019 • All documents available and accessible to relevant staff through Share Point.	
Evaluation Commentary July 2019 • As above.	

Priority 2: Delivering High Quality Learning

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		
What are the expected outcomes?	For learners: ● Pupil voice as a strategy to construct personalised timetables will ensure higher levels of engagement and progress.	
	For staff and other stakeholders: ● Streamlined approach to curriculum offer across all sites (pupil-lead) ● Bespoke timetable packages in place for pupils who require additional specialist support.	
To achieve the expected outcomes we will: ● Monthly internal panel meetings which include SENCOs, SEN leads and Head Teachers to discuss complex cases and brainstorm solutions of support ● Develop proposal for changes to provision offer at individual sites ● Support school leaders with implementation of pupil-lead approach to timetable development ● Create comprehensive report on individual site curriculum offer		Lead SLT
How will progress be monitored? ● Personalised curriculum offer evident across all sites through review of timetables and pupil voice.		
What evidence will be gathered to show the impact of this priority? ● Attendance improvements for pupils with historic attendance below 90% ● Overall improvements in levels of engagement with decreased levels of behavioural incidents.		
What are the cost implications of any of the actions? ● Those associated with some bespoke provision third party providers.		
Evaluation Commentary February 2019 ● Majority of sites now implementing a timetable that is pupil centred and responsive to changes in exhibited need. ● Ongoing support occurring as needed through central team ● Monthly SEND panel meetings now occurring as supportive mechanism for pupils presenting with complex and/or exceptional need.		

AFD 2.1 Centralise clear trust wide standards for exceptional learning delivered through focused, challenging pupil target setting

What are the expected outcomes?	For learners: ● Pupils will have support to identify learning/behavior targets and a clear understanding about their progress.
	For staff and other stakeholders: ● All pupils have ILP which has clear targets that are regularly reviewed. ● All sites implementing formal review process of pupil progress.

To achieve the expected outcomes we will: • Development of ILPs at each site which show termly updates with regards to pupil progress. • All staff supported with target setting • Development of clear procedures for regular reviews of pupil progress across all sites.	Lead SLT

How will progress be monitored?
- All sites using ILP for information sharing and ongoing monitoring strategy

What evidence will be gathered to show the impact of this priority?
- Staff will have clear understanding relating to pupil progress, targets and associated additional needs. This will be evident during learning walks and site lesson observations.

What are the cost implications of any of the actions?
- None

Evaluation Commentary February 2019
- ILPs in place across Trust sites; format variation across sites and Key Stages was deemed acceptable.
- Observation, support and review of these to occur after Feb half term

Evaluation Commentary July 2019
- ILP tab created on School Pod; implementation across all sites in process.
- Review of online template and any refining to occur over summer term 2 (following feedback from staff teams).
- ILP format supports effective target setting for learners.

Evaluation Commentary July 2019
- Support for pupil-lead timetable development ongoing across sites

• Report not yet created due to changes within SLAs of commissioners. To be reviewed/created start of autumn term 2019

Priority 3 Securing Safe and Energising Learning Environments

AFD 3.3 Strengthen our partnerships with other professionals to secure our learners access to support at the point of need		
What are the expected outcomes?	For learners: ● Learners will be evaluated on need and allocated to provisions that will support individual complex needs appropriately.	
	For staff and other stakeholders: ● Pedagogical Lead established as single point of referral ● Development of partnerships with Health, Psychology service and Virtual School	
To achieve the expected outcomes we will: (Include CPD activities) ● Updates to website and single point of referral email address ● All Trust teams directing Local Authority contacts to single point of contact. ● Pedagogical Lead attendance at IYFAP and key planning meetings with LA representatives. ● Development of IHCP template and guidance		Lead SLT
How will progress be monitored? ● Local Authority communication will be directed to single point of referral. New pupil intake will be tracked, monitored and considered based on need across the Trust as a whole.		
What evidence will be gathered to show the impact of this priority? ● All new pupils will be tracked on centrally held document and discussed/reviewed during weekly internal admissions panel meeting. ● Local Authority engagement with monthly pupil communication strategies leading to regular feedback to pupils and families.		
What are the cost implications of any of the actions? ● None		

Evaluation Commentary February 2019
- Single point of referral now established. All new referrals tracked centrally and reviewed weekly.
- On-going work with Local Authority to establish mutual communication document that meets requirements of Raedwald Trust.
- IHCP template developed and now in use. Additional support across all sites to ensure consistent and appropriate use needed.
- Monthly attendance of Pedagogical Lead at IYFAP now occurring.

Evaluation Commentary July 2019
- Meeting with health professionals occurred to discuss use of IHCP and expectations of medical AP provisions.
- Pupil reviews (across all RT sites) have now occurred with the LA. New intake for KS4 negotiated with LA.
- LA have not engaged consistently with monthly reporting measures. This will be reviewed going forward.

AFD 3.4   Secure Trust wide expectations and procedures for the use of reduced timetables aimed at promoting full time engagement

What are the expected outcomes?	For learners:
	- Pupils will have support to progress and develop through a flexible approach that uses robust tracking measures to encourage progress.
	For staff and other stakeholders:
	- All academies applying robust RT procedures for reduced timetables
	- Commissioners 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

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
- Amend admission processes to provide clarity to commissioners about full-time offer and/or reduced timetables. - Publish and standardise expectations for dual registered learners in relation to reduced timetables - Regular discussions with Local Authority about pupil offers and methods for increasing engagement.	

How will progress be monitored?
- Head Teachers implementing and supporting site leads to effectively oversee part-time timetable agreements.
- All pupils on reduced timetables will have evidence of on-going monitoring and review to increase as necessary.
- Local Authority engaging in discussions in a meaningful and collaborative way.

What evidence will be gathered to show the impact of this priority? • Pupil engagement and progress (academic and SEMH) improvements. • Families and pupils clear about support mechanisms in place and active participants in pupil offer.
What are the cost implications of any of the actions? • Potentially those associated with bespoke timetable offers.
Evaluation Commentary February 2019 • Headteachers supporting teams to implement part-time timetable expectations with regular reviews occurring. • Early discussions with Local Authority raised concerns that have now been addressed. The process of reporting attendance and provision offer continues to evolve.
Evaluation Commentary July 2019 • Full pupil reviews have occurred jointly with LA across all RT sites. LA now have better understanding of good work across sites and positive dialogue about pupil needs has been facilitated through this process. • Ongoing support for reviewing reduced timetables occuring.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.1 Grow clear systems promoting a culture of open professional conversations at all levels in the Trust		
What are the expected outcomes?	For learners: • Staff will communicate with pupils and families in a clear, consistent and professional way.	
	For staff and other stakeholders: • Clear process in place for staff to engage with the Trust • Accessibility of key documents to staff	
To achieve the expected outcomes we will: (Include CPD activities) • Development of monthly Trust PG Panel • Key documents available initially through share point (as digital strategy evolves).		Lead SLT

How will progress be monitored?
• Staff engagement with on-line platform and ongoing requests for input and communication.
What evidence will be gathered to show the impact of this priority?
• Minutes from monthly internal SEND/PG meetings and follow-up discussions relating to progress.
What are the cost implications of any of the actions?
• None
Evaluation Commentary February 2019
• Monthly Trust PG Panel now established • Key documents accessible through Share Point.
Evaluation Commentary July 2019
• Feedback on panel now being taken from staff to establish frequency and format of internal panel going forward.

AFD 4.2 Invest in colleagues through a Trust wide programme of development and coaching		
What are the expected outcomes?	For learners: • Learners will be supported by inspired and well equipped staff who are able to respond to need.	
	For staff and other stakeholders: • PG lead acting as mentor to trainee SENCOs • Monthly panel meetings enabling professional support of colleagues across all sites with regards to SEND, admissions and vocational.	
To achieve the expected outcomes we will: (Include CPD activities) • Development of AP SEND network; Suffolk AP initially. • Implementation of monthly panel meeting, including vocational lead.		Lead SLT
How will progress be monitored? • Ongoing mentor sessions facilitated through Pedagogical Lead • Increased liaison between SSC's, Special Schools and AP.		
What evidence will be gathered to show the impact of this priority? • Monthly attendance at SEND/PG Internal meeting		

• Increased communication and collaborative working across the sector.
What are the cost implications of any of the actions?   • Those associated with additional staff training.
Evaluation Commentary February 2019   • Initial support offered to trainee SENCOs and discussions about how to evolve SEND support across the Trust in process.   • Communication and links with Specials Schools/SSC's beginning to be established through joint work on HNF steering group. Establishment of AP/SEND network has not yet occurred.
Evaluation Commentary July 2019   • Collective and standardised SEND documents shared with SENCOs/SEN Leads to establish tracking and monitoring expectations.   • SEND champions being established at individual sites. Training to follow.   • Additional SEND intervention materials to be implemented/purchased (ie. Clicker7, Numicon, Nessie, etc.)

AFD 4.3 Sharpen focus on the 7 Nolan Principles of public service across all tiers of the organization		
What are the expected outcomes?	For learners: • Learners and families will trust and value an honest and open approach to their educational provision.	
	For staff and other stakeholders: • Nolan Principles evident in practices across all areas of the organisation	
To achieve the expected outcomes we will: (Include CPD activities) • Nolan Principles known and referred to across all levels of the Trust • All policies and procedure demonstrate alignment to the Nolan Principles		Lead SLT
How will progress be monitored? • All planning and monitoring will be open and transparent. • All information will be accessible as needed.		
What evidence will be gathered to show the impact of this priority? • Staff discussion and communication will reflect a clear understanding of the Nolan Principles.		
What are the cost implications of any of the actions? • None		

Evaluation Commentary February 2019
• Nolan Principles being applied to all work completed.

Evaluation Commentary July 2019
• As above.

AFD 5.1 Secure strong trust wide systems for providing all stakeholders with a voice positively impacting improvement	
What are the expected outcomes?	**For learners:** • Confidence that key stakeholders are clear about educational provision and how learners are being supported.
	For staff and other stakeholders: • Planning for 'Friends Of' group to provide opportunity for end of year event • Clear processes in place for stakeholder feedback through website

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
• Support for planned consultations with mainstream providers. • Website development that allows feedback and communication • Summer term planning group for end of year event	

How will progress be monitored?
• Ongoing positive discussions with mainstream schools through IYFAP and beyond • Feedback being given through online platform

What evidence will be gathered to show the impact of this priority?
• Positive feedback and increasing requests for specialist support through Outreach service

What are the cost implications of any of the actions?
• Those associated with hosting an end of year event

Evaluation Commentary February 2019
• Consultations and discussions with mainstream schools are ongoing with Outreach support now being developed. • Website established and allows feedback.

Evaluation Commentary July 2019 • Friends of date set; key stakeholders invited.	

AFD 5.3 Strengthen opportunities to learn from pupil voice

What are the expected outcomes?	For learners: ● Pupil voice will be valued and supported across all sites.

	For staff and other stakeholders:
	    ● Establish a RT Young Persons Committee
	    ● RT Pupil Charter established

To achieve the expected outcomes we will: (Include CPD activities)
    ● PG lead to develop proposal for YP Committee and Pupil Charter
 	
    ● PG lead to develop action plan for implementation.
	Lead SLT

How will progress be monitored?
    • Consultation document developed to be distributed to pupils across all sites and key stages
    • Action plan developed

What evidence will be gathered to show the impact of this priority?   • Pupil voice
What are the cost implications of any of the actions?   ● None initially
Evaluation Commentary February 2019   ● Elements of this initiative have not yet been started.
Evaluation Commentary July 2019

AFD 5.4 Engage with local, national and international partners to learn from best practice, research and enquiry	
What are the expected outcomes?	For learners: ● Learners will have access to well trained and inspired staff across all sites.
	For staff and other stakeholders: ● Process in place to capture and cascade knowledge and skills across the Trust ● Members are actively involved with national organisations and development outside of local area with focus on learning and teaching development and SEND.

To achieve the expected outcomes we will: (Include CPD activities) ● Knowledge and skills database built into digital transformation ● Membership in national organisations and actively seeking further professional development.	Lead SLT

How will progress be monitored?
● Staff accessing and requesting additional CPD opportunities

What evidence will be gathered to show the impact of this priority?
● Improved resilience and enthusiasm of staff
● Positive impact on curriculum delivery and direct work with children/young people

What are the cost implications of any of the actions?
● Those associated with CPD development

Evaluation Commentary February 2019
● CPD occurring but more focused work on this needed at SEND level. Further active encouragement of staff to seek professional development will need to occur.
● New training not yet being cascaded across whole Trust.
● Continued need to support staff involvement at national level.

Evaluation Commentary July 2019
● SEND champions being identified across all sites; associated training to be coordinated throughout summer/autumn terms 2019
● Online interventions and numeracy training bought/being scheduled
● PL has requested membership on NASEN national advisory group; this to be confirmed in July/August 2019.
● PL to attend National SEND conference; SENCOs/SEN Leads attending training as required (ie. ACES training, EAL training, etc.)