EXTERNAL PROVISION TEAM IMPROVEMENT PLAN

RÆDWALD TRUST

SEPTEMBER 2019

External Provision Team Improvement Plan

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.1	Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies	• RT Policy on TTP and Trust wide working procedures when engaging with a TTP. To be reviewed Yearly. Completed August 2019 • Implementation of TPP/WEX Trust Group to scrutinize working practices in TTP/WEX/GATSBY	• Creation of RT Quality Assurance Framework and assessment of TTP Provision. Completed with all TP Providers being QA'd completed by September 2019. • 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. Completed September 2019 Information shared with all Heads and Heads of School. Completed September 2019 • 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. Completed September 2019						

			• Implementation of TPP/WEX Trust Group to scrutinize working practices in TTP.						
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	•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 RT Academies. • Peer challenge and support is delivered and clearly demonstrated through TPP Scrutiny panel and peer feedback. - Review Group to be set up and 1st meeting by end of November 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. • To work loosely with RT academies to review TTP offers to ensure they are current, robust and relevant to the young people we represent • Development of curriculum opportunities and based on changing needs of YP in RT Academies. •Ongoing review of YP interests and developing offers with TP providers. Implementation of TPP/WEX Trust Group to scrutinize working practices in TTP/WEX/GATSBY						
AFD 1.3	Embed accountability structures to ensure spending decisions always impact learner outcomes	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. – Processes updated and implemented across the Trust – September 2019						

AFD 1.5	Strengthen the framework of Trust and Academy policies and procedures that meet statutory requirements, take account of local contexts, and support ethical accountability measures	TPP Policies and procedures are in place for all settings and sites, and provide a platform for growth.	• Implementation of TPP/WEX Trust Group to scrutinize working practices in TTP/WEX/GATSBY • All TTP policies reviewed and amended accordingly - Policies Reviewed September 2019						

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning for all learners 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	• RT Academies to develop robust, focused and challenging pupil target setting and feedback in regard to TTP. •Devise and monitor bespoke core RT Vocational Offer. – completed and in place for September 2020 •Plan and oversee delivery of RT Real Life Skills Programme – Delivery from September 2020 •Look into qualifications to be attributed to TP Vocational offers.						
AFD 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.	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	•Undertake full TPP curriculum evaluation • Audit TTP strengths and weaknesses across RT TTP to strengthen cross academy working.						

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and 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 scrutiny completed and resulting action plans formulated. • TP Single Central Record –Completed September 2020 • All TPP to be QA'd – completed September 2019 • Development of Trust SLA.						
AFD 3.4	Offer the maximum time of learning to all learners and, where a reintegration timetable is necessary, ensure we are doing all we can to increase contact hours	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	• 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 RT MAT Academy Leadership Teams						

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	Yearly review of all TTP – TPP Review and Trust approach to purchase and delivery of TPP for academic year 2019- 2020	• Monthly Feedback from TPP's • Academy Feedback on TPP's • Yearly Review of RT TPP Provision						
AFD 4.3	Uphold the 7 Nolan principles of public service through a shared	Nolan Principles evident in practices involving TTP	• All TPP policies and procedure demonstrate alignment to the Nolan						

	commitment to values based process and practice		Principles commitment to the 7 principles embedded in ethos and policy for TPP -						

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.2	To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	• Compass Tool to be implemented in each RT Academy. - Completed for all Key stage 3/4 schools • GATSBY benchmarks to be implemented in each RT Academy. • RT External Lead to ensure all schools are represented by an Enterprise Coordinator – Ipswich Opportunity Area – Termly meetings started September 2019	• Implementation of RT Directory - Completed September 2019 • RT External Lead to ensure all schools are represented by an Enterprise Coordinator – Ipswich Opportunity Area - Termly meetings started September 2019 – Schools represented – Parkside/Lindbergh/Westbridge/Monty Road/Alderwood/Fisrtbase/St Christophers •RT Academies to achive 100% Gatsby Benchmarks across the Trust - Working with Enterprise Coordinators across Trust By June Review • All identified learners engaged in meaningful enterprise and employability procedures – Work Experience training implemented in all key stage 3-4 academies •WEX/WRL/GATSBY Audit at all RT MAT Academies. • 0% of Yr11 leavers NEET - 100% of school leavers have a Transition plan and an allocated Transition Reintegration Facilitator						

			• Schools engaged with Enterprise Coordinator and the Ipswich Opportunity Area – Trust wide						

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 Learning and Education Committee

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 RAG rate the each area 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.