THE RAEDWALD TRUST ACCOUNTABILITY AND IMPROVEMENT FRAMEWORK: 2020-2021

SEPTEMBER 2020: V2

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.

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Vision and Values

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, and new opportunities to succeed
- **People:** Our pupils and their families are at the heart of what we do, driving inspirational bespoke learning pathways
- **Community**: Our colleagues and partners share our passion for achieving exceptional outcomes for our children and young people: we work together to support our children and young people into being productive 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 are 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 learners requiring an alternative route to succeed 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 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 and challenge.

The Raedwald Trust recognises that its improvement strategy will never be static; rather that it will deliberately and consciously evolve to meet the needs of pupils, rooted in our 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, 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; Friends of RT; RT Curriculum
Trust-wide and Academy Alignment	Curriculum Bespoking; 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 rather than individual autonomies. As such, the Raedwald Trust delivers any necessary academy autonomies through its Executive Group. These are overseen by the Trust Board's Learning and Education Committee

The Raedwald Trust's 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: 2020-2021

This improvement strategy sets key focus areas for the Raedwald Trust. Entering our fifth year of operation, the Raedwald Trust has developed effective habits of joined up working and we continue to be energised by the knowledge that the methods we use to drive our improvement will necessarily 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 Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies	• Strengthen Trust self-evaluation metrics to provide for rapid response, early intervention and swift knowledge sharing • Refine our systems for trust wide information sharing allowing trustees and their committees accurate insights into our performance	Evidence led 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 delivered. Our internal metrics and commitment to commissioning external 'fierce friendships' ensure robust conversations define our future
1.2 Create a culture of determined	• Re-calibrate lines of responsibility and	By connecting with internal and external partners, greater

leadership across the trust, rooted in growth and possibility.	accountability for all colleagues, matched to trust and academy priorities, tracked though daily performance management and professional development processes • Deploy trust leaders to undertake robust internal support and challenge reviews, in each setting, against agreed metrics • Embed relationships with external partners committed to reciprocal school improvement	opportunity for collaborative convergence is achieved, stimulating creativity and innovation. Our systems will ensure our development is cohesive and connected.
1.3 Implement and refine a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	• Embed revised trust wide scheme of delegation ensuring internal structures support trust development	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.
1.4 Embed accountability structures to ensure spending decisions always impact learner outcomes	• Align professional development modules with pay policy to ensure staff have tools necessary to deliver cost effective, impactful, learning. • Equip the Trust central team with the skills and experience necessary to deliver economic, efficient and impactful learning across our academies	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.
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	• Embed first class operating policies across the trust, reflecting practice and offering strong platforms from which exceptional learning experiences can grow	We understanding 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.	• Strengthen our commissioned digital strategy delivering opportunity for efficient and effective, agile, growth • Re-evaluate digital hardware needs 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	• Implement actions for our external reviews of learning across the Trust, providing opportunity for robust and aspirational forward planning • Integrate Thrive across all of our academies as a tool ensuring all of our provisions are matched to a robust understanding of need • Deliver trust wide Pedagogical Principles and SEND expectations across all of our classrooms • Strengthen innovative, bespoke professional development modules for all colleagues across our Trust.	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
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	• Deliver The Pupil Charter for all learners in our organisation, offering opportunity for student leadership, character education and challenge • Implement our RT Curriculum, securing deliberate, conscious, collaborative decision making in each of our pathways • Establish a Trust wide curriculum leadership structure able to support exceptional pupil learning	Our learners require that we offer highly personalised education, transforming their life chances. Often, our learners 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.

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	• Establish an internal programme of safeguarding monitoring visits • Extend the work of the RT Safeguarding Group to create areas of knowledge shared through the 365 environment. • Pilot a programme of safeguarding learning for families and local communities	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.

	• Design and implement a programme of training delivered by the newly qualified RT Mental Health First Aid trainers	
3.2 Establish a culture of learning by changing the way we work as a result of our scrutiny of front line experience	• Review our processes for recording and reporting 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	• Cement links with existing and new partners through leader engagement with local networks, bespoke training and proactively seeking new opportunities for collaboration	
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	• Implement and evaluate the routines for children admitted to an RT Pathways, ensuring fidelity to agreed time frames • Ensure each pupil has a full time offer of education • 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	• Through the RT Professional Development modules, implement a programme of professional supervision focused on development and growth • Implement an accountability and feedback calendar for staff to feedback / engage with trust developments • Support leaders to scan the educational horizon to seek out opportunities for growth and development	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
4.2 Invest in colleagues across the trust through a system of professional development aligned to the	• Refine our bespoke trust wide professional development programme, supported	By defining individual growth, and partnering with colleagues, our staff are able to elevate clearly

RT Pay Policy	through a local teaching school • Through newly established working groups or academy ambitions, pilot opportunities for staff to undertake and publish practitioner research aimed at strengthening our understanding of 'what works'	identified practices through a mutually supportive determination for trust wide improvement.
4.3 Uphold the 7 Nolan principles of public service through a shared commitment to values based process and practice	• Publish the Principles at each leadership and governance meeting • Renew recruitment and induction packs, ensuring high profile focus on the 7 Principles • Monitor termly 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	• Refocus our 'friends of' (FORT) group by focused follow up and planning for 2021 event • Focus stakeholder engagement strategy to support RT Pupil Charter, new traded services and learners with medical needs • Launch Medical Needs in Schools – Suffolk, building on the success in Oxfordshire and nationally	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. 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.
5.2 To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	• Build on the robust foundations put in place in 2018-2020, by strengthening our portfolio of provision across RT sites • Strengthen internal system to maximize 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	• Systematically gather feedback from pupils across the site, evaluating development opportunities from key points raised • Set up a Raedwald Trust Children's Committee securing learners influence on organisational operation and strategy	
5.4 We will learn from best practice, research and enquiry from other settings, schools and education systems in the UK and other countries.	• Actively participate with national bodies such as PRUsAP; NAHE; AP CEO Network; Ofsted Headteacher Reference Group; and regional education networks	

Raedwald Trust Evaluation Metrics and Key Performance Indicators

Believing that the MAT is the engine room of school improvement, the Raedwald Trust actively embraces ways to measure its 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.

a. Raedwald Trust Metrics for Trust Level Self Evaluation: *Characteristics*

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**
Characteristic 1 - there is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through	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	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

support from the Trust and the Trust priorities can only be delivered through the academies	improvement planning			delivery and quality assurance (QA) is united and done by both
Characteristic 2 - there is a clear accountability framework for the performance of the Trust that all staff understand, including what happens when key staff under-perform	Accountability is linked to line management at academy level and 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	The CEO holds the Head Teachers to account and is held to account by the Board for the performance of the Trust. The CEO is accountable for standards in the academies. Performance Management of the CEO is emerging as a strength	The Chair of Board and the CEO hold the Head Teachers and the chairs of trust committees. There is a 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	There is a clear path of accountability that enables discussions to take place from the Trust Board Chair to the CEO, the Trust Board Chair to Chair(s) of any committees, the CEO to Head Teachers and Head Teachers to their team members that improves standards. Performance Management is excellent Trust-wide
Characteristic 3 - there are clear quality assurance systems in place to improve consistency and performance	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	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	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	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
Characteristic 4 - there is a clear delegated framework for governance at Trust Board and committee level that makes the responsibilities of both the Board and any LGBs explicit	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 a SoD structure but this is not yet in place. All decisions for all schools are taken at Board level	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	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 board has a clear plan for delegated authority and regularly checks that it is fit for purpose. Trust committees 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

		organisation are driven by the uniqueness of the schools not the Trust	the values of the organisation	is top-down and bottom-up accountability
Characteristic 5 - 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.	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 example to rapidly improve the schools in the early years of membership	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.	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	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
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	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	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

	prevent them re-occurring		board risks are mitigated	
Characteristic 8 - 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)	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	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 experiences	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 progression pathways	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 impact pupils where they are needed most
Characteristic 9- there is a Trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT	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	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	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	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

b. Raedwald Trust Metrics for Trust Level Self Evaluation: *Key Lines of Enquiry* (KLoE)

As the engine room for school improvement, the Raedwald Trust will focus its self-evaluation around 5 key lines of enquiry in the year 2020/21. These lines of enquiry are formally addressed at the Trust Board meeting in February and July, and centre on the following focus areas:

i. How well does the MAT understand the quality of education, strengths and weaknesses across its academies?
   - *Within this KLoE, the trust will interrogate how effectively our shared aims and intentions are realised. By examining site based SEF RAs and AIPs, the trust will consider the impact of the revised pay policy and professional development modules form a central feature of the KLoE.*

ii. What measures has the MAT put in place to enhance the quality of education across its academies?

- *Here, the MAT strengthens its commitment to building a self-improving leadership system by inviting peer challenge, support and assessment in addition to the formal commissioning of external scrutiny of curriculum, safeguarding and leadership.*

iii. How does the MAT know it is having a positive impact on pupil learning?
- *Central to this KLoE is the MAT's determination of the extent to which each academy is fully inclusive; the rate at which underachievement is successfully addressed; and the routes through which benefits in one academy are realised across all trust learning environments.*

iv. In which ways are the governance structure driving high quality learning?
- *Our revised and re-energised governance structure and associated scheme of delegation is key to ensuring trust leaders are able to effectively drive exceptional education: a key evaluative focus for 2020/21 is to assess whether our transformed structures successfully sustain our existing strengths as well as improve areas operating lower than expectation.*

v. How effectively is the MAT challenging academy leaders to deliver impactful learning?
- *Linked to point iv above, the trust will shine a light on the intelligence provided through the new education committee as a defining source of information from which challenge and support are availed.*

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. The CEO, and other trust leaders consciously and deliberately work with peers nationally to both nourish our own work and that of our partners in similar settings.

Raedwald Trust Metrics for Academy Self Evaluation

All of our academies and learning programmes use a standardised Self Evaluation Form Risk Assessment (see appendix 1) through which strengths and areas for development are identified and acted upon. Academy Improvement Plans (see appendix 2) are also standardised and evaluated twice yearly: February and July. These are published on our website.

Additionally, our academies are internally peer reviewed by our Head Teacher Executive Group (HEG) and members of the 'central team'; these reviews are undertaken against a robust range of metrics and a report is provided to the site leader in the form of a Note of Visit (NOV) (see appendix 3) who commit to activating appropriate next steps plans.

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Central team visits take place twice yearly on each site in the areas of:

1. Safeguarding. *These visits are led by the Trust Safeguarding Group (TSG) who support sites to sustain strength and enhance practice where necessary*
2. Health and Safety including local Single Central Records (SCR) and reception processes. *These visits are led by the Trust Business Team who check that RT Health and Safety expectations for practice and record keeping are met. TBMs will also follow up actions arising from the external reviews.*
3. SEND & Quality of Education. *These visits are led by the Trust Pedagogical Lead who evaluates the implementation of the Raedwald Trust Curriculum*
4. Work Experience and Work Related Learning. *These visits are led by the Trust lead for External Provision who evaluates the extent to which sites are delivering trust expectations for Gatsby Levels, sharing strong practice across all learning sites.*

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 Strategy. Trust Group Improvement Plans feed into the performance objectives, providing opportunity robust analysis and evaluation.

Raedwald Academy Performance Meaures

A system of RAG ratings, reported through Raedwald Trust annual Academy Self Evaluations Forms (appendix 1), half termly updates provided through Academy Improvement Plans (appendix 2), Internal Notes of Visits (appendix 3) and Raising Achievement Plans (appendix 4), provide opportunity to increase insight alongside Trust Board analysis of the following qualitative data captures.

Finance Performance Measures

Key Financial Performance Measures			
Month	**Total Income Per Pupil (excl CiC/OTS)**	**ESFA & LA Top Funding as % of Total Income**	**Staff Costs to Income**
September 2020			
October 2020			
November 2020			
December 2020			
January 2021			
February 2021			
March 2021			
April 2021			
May 2021			
June 2021			
July 2021			
Average			

Key Financial Performance Measures: Traded Services including OTS, CiC,		
Month	**Total Income**	**Staff Costs to Income**
September 2020		
October 2020		
November 2020		
December 2020		
January 2021		

February 2021		
March 2021		
April 2021		
May 2021		
June 2021		
July 2021		
Average		

Benchmarking (to be partnered through national network)				
Month	Average Spend per Pupil: Staffing	Average Spend per Pupil: Premises	Average Spend per Pupil: Curriculum	Average Spend per Pupil: Other
September 2020				
October 2020				
November 2020				
December 2020				
January 2021				
February 2021				
March 2021				
April 2021				
May 2021				
June 2021				
July 2021				
Average				

HR Performance Measures

Employee Absence Analysis								
Month	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	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
September 2020								

October 2020								
November 2020								
December 2020								
January 2021								
February 2021								
March 2021								
April 2021								
May 2021								
June 2021								
July 2021								

Facilities, Premises, Health & Safety Performance Measures

Trust Central Team Reports					
Month	No. of H&S Issues Raised	No. of Accidents Reported	No. of SARs/FOIs Raised	No. of Notifiable Incidents Reported	Details of H&S Inspections Outstanding
September 2020					
October 2020					
November 2020					
December 2020					
January 2021					
February 2021					
March 2021					
April 2021					
May 2021					
June 2021					
July 2021					

Commissioned External Quality Assurance Reviews (2020/2021)

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:

- Quality of Education – annual external review (Academy Level)
- Safeguarding and RPI – annual external review (Academy Level)
- General Data Protection – annual external review (Trust and Academy Level)
- Leadership & Management – annual external review of agreed focus area (Trust and Trust Committee Level)

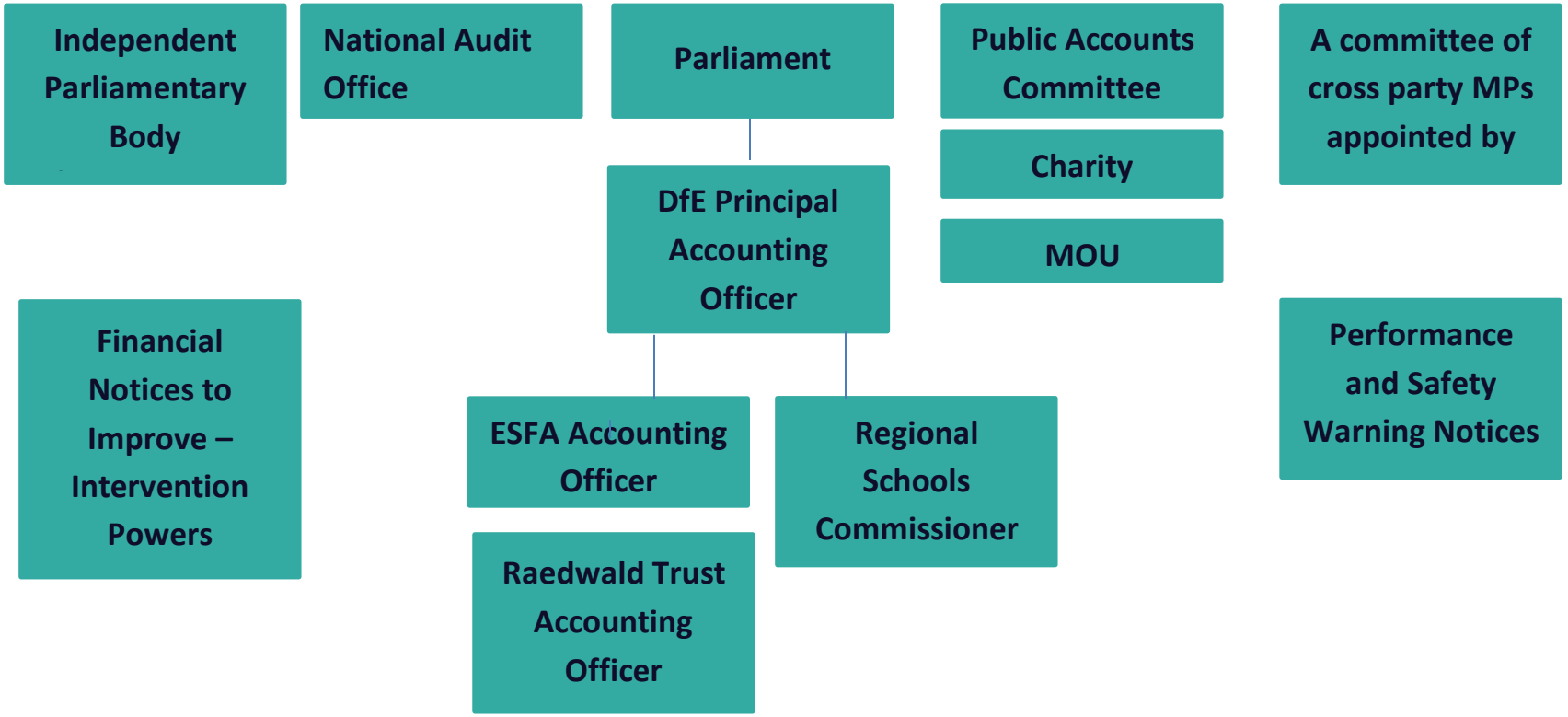
Raedwald Trust Accountability Calendar (2020-2021)

Finance to be managed through monthly budget monitoring with Chair of Trustees, Chief Finance Officer and CEO, shared with Trust Board in line with Academies Financial Handbook. Additionally, monthly data is submitted to the central team for HR, RPI, Exclusions, H&S. The table below details the calendar of both internal and externally commissioned reviews. Please refer to the Trust calendar for all other key dates.

Appendices

Raedwald Trust Ethical Accountability Framework: 2020-2021
October / November / December
01
Oct & Dec: AIP/CIP Updated; SEF RA updated
Oct – Nov Site Reviews 1: Quality of Provision
Oct – Nov Trust Reviews 1: SafeG – WPL – H&S
Oct / Nov / Dec External Reviews: GDPR; RPI; SafeG; GoE/SEND
Dec Subject RAPs to HoS
03
May / June / July
June External Reviews: Law
June AIP/CIP/SEF RA Update 5of6
July Subject RAPs to HoS
July MAT Characteristics Review / TIP Review
July AIP/CIP/SEF RA Update 6of6.
05
SMART GOALS:
REVIEW
REVIEW
REVIEW
Reflect
September
TIP / AIP / CIP Agreed
Subject Reviews and RAPs to HoS
SEF RA Reviewed for 6of6
02
January / February / March / April
February TIP Review; AIP/CIP Update 3of6; SEF RA 3of6
February MAT Characteristics Review
March - April Site Reviews 2: Quality of Provision
March - April Trust Reviews 2: Safeguarding – WPL – H&S – GoE/SEND
April AIP/CIP Update 4of6
April SEF Updated 4of6
04
August
August Leadership Review Planning Days
August SEF 2020-2021 written
August AIP / CIP 2020-2021 written
Monthly Reports: To Laura: Exclusions / RPI / News To TBM: HR Performance Measures / H&S Performance Measures To AJ: PPG Progress Data; SEND Progress Data
Fortnightly Reports: To AJ: Attendance / Reintegration Timetable
Governance Reports: To LEC: At A Glance Report

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:



1. **Academy / Site Self Evaluation Forms**

Refer to SEF Risk Assessment Tool

2. **Raedwald Trust Team / Site / Academy Improvement Plan 2020 – 2021**

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2020-2021

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.?									
AFD 1.?									

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.?									
AFD 2.?									

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.?									
AFD 3.?									

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.?									
AFD 4.?									

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.?									
AFD 5.?									

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 Trust leaders. 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 Trust Leaders 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 and Trust Leaders.

3. Note of Visit Template

Visit by:		**Visiting:**	
Date of visit:		**Length of visit:**	

Purpose of visit:

Activities undertaken:

Outcomes, actions and next steps agreed

Date and focus of next visit

Quality of Education Focus Areas	RAG rating
The curriculum is coherently planned and sequenced.	
Pupils study the full curriculum and have access to a full range of subjects. Where this is not the case, it deliberately and consciously outlined and shared with home schools.	
Pupil progress data is regularly reviewed; where progress is not sufficient adaptations are made that reflect pupil need. Sufficient progress constitutes pupil's acquiring intended knowledge and skills (as outlined in planning).	
Pupil assessment is purposeful and informs teacher planning.	
Teacher subject knowledge is evident in planning and lesson structure.	
Where appropriate, pupils have access to specialist teaching. Teachers working outside their area of expertise are supported to develop subject knowledge.	
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.	
Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.	
Pupil retention of previous learning is evident in books and direct questioning by staff. Where learning is not retained, planning ensures concepts are revisited and reinforced.	
Use of resources and materials reflect ambitious intentions of a coherently planned curriculum.	
All pupils are supported to develop reading skills based on known ability levels and learning needs.	
Pupils are supported to read widely and gain knowledge that will prepare them for the future.	
Deliberate inclusion of opportunities and experience that promote cultural capital development.	
What do you teach as part of your curriculum?	
How do you choose what's included in your curriculum?	
In what order do you teach it? (to commit to long-term memory and resolve misconceptions in prior learning)	
How do you teach it?	
So what? (What do pupils know and what are they able to do as a result of this?)	

Health & Safety Focus Areas	RAG rating
Fire procedures clearly explained to visitors and non-site based RT staff upon arrival.	
The RT Health and Safety manual being used and completed regularly.	
Asbestos and contractors folders are in good order: checked and signed.	
Visual site checks show fire escape doors clear of obstructions, trips hazards, signs of any damage to property/equipment, outside teaching and learning areas, frequency of fire drills and paperwork completed, visual check of RT vehicles.	
Covid protocols detailed in roadmap checked against practice viewed on visit	
Check training records in particular first aid, manual handling, working at heights, risk assessment training	
Spot check incident/accident slips for follow up actions/trends	
Premises Risk assessments in place and reviewed including risk assessments for off site activities.	
Science room and cleaning cupboard show correct signage and storage of chemicals/COSHH.	
Actions arising from the Health & Safety Audits and Fire Risk Assessments are dealt with.	
Food is prepared, stored and distributed against	

Work Experience & WRL Focus Areas	RAG rating
A stable careers programme is in place, known and understood by pupils, staff and other stakeholders	
Every pupil, and their families, have access to good quality information about future study and employment options. An informed advisor is accessible	
Pupils are provided different career guidance need at different stages, tailored to need.	
Staff link curriculum learning to careers, with an explicit focus on STEAM	
Pupils are provided with multiple opportunities to learn from employers about work, employment and skills valued in the workplace.	
Pupils have first-hand experience of the work place through work visits, work shadowing, work experience	
Pupils understand the full range of learning opportunities available to them, including vocational routes, FE, HE and work based	
Every pupil has opportunity for individualised guidance interviews with a career advisor at the point of a significant study or career choice	

Evaluation of TPP/WEX/WRL against THRIVE outcomes and/or ILP Targets	

Safeguarding Focus Areas	**RAG rating**
Up to date policies are accessible to all staff via the RT Safeguarding Hub - stored in file 'Key Statutory Government guidance'. Leaders ensure staff regularly refer to this Hub	
Staff are appropriately trained regularly and updates on safeguarding topics.	
All staff understand what constitutes a safeguarding concern/incident and are all competent in completing RT Safeguarding slips promptly, alongside RT guidance on how to do so.	
All pupils have a risk assessment completed and is updated as and when required.	
Risk assessments are completed for all trips, visits, activities in class (where required).	
Staff are aware of the settings' Early Help offer and this is publicised on the website.	
Pupil attendance is regularly monitored and action being taken to tackle poor attendance, as well as reward good attendance where appropriate	
Safeguarding panels are held weekly and attended by all DSL/DDSL's in the setting to share responsibility for actioning safeguarding, categorising and closing down slips.	
Lockdown procedures are in place and have been practised by staff and recorded by Headteacher / Head of School.	
System in place to transfer files to next setting when a pupil leaves – within 15 days of confirmation they are on roll at another establishment.	
The Single Central Register is complete with no gaps and regularly scrutinised by safeguarding leads in the setting.	
RPI is used only as a last resort, and when done so, all necessary paperwork is fully completed. Use of RPI is regularly monitored and reviewed by HT/HoS.	
Safeguarding Governor visits occur regularly, and report shared with DSL/DDSL's.	
What do you teach as part of your curriculum with regards to safeguarding?	
How do you engage with your parents/carers with regards to safeguarding related issues?	
What other professionals/agencies do you work with to demonstrate you are part of multi-agency working?	
How can you evidence your school has a strong culture of safeguarding?	

4. Subject Based Raising Achievement Plan Template

1. Key Stage Outcomes

Please include the following for improving Key Stage Outcomes

Objectives (What do you want to achieve? Identify priorities)	**Focus key stage / staff involved**	**Actions** (Identify possible solutions based on informed choices)	**Implementation Phase** (Effective implementation of the choices)			**Impact** (Evaluate the impact of your choices – how do you know?)	**Next steps** (How will you secure and grow the change? What improvements could you make for the future?)
			Autumn	Spring	Summer		
All students make expected or better than expected progress made at the end of…							

2. Curriculum (Intent /Design for Learning)

Please include the following when analysing your Curriculum

- What needs to change within your curriculum to improve the subject based outcomes?
- Does your curriculum in each year prepare students for their next stage in learning?
- How do you enrich the learning within your subject without compromising outcomes?

Objectives (What do you want to achieve? Identify priorities)	**Focus key stage / staff involved**	**Actions** (Identify possible solutions based on informed choices)	**Implementation Phase** (Effective implementation of the choices)			**Impact** (Evaluate the impact of your choices – how do you know?)	**Next steps** (How will you secure and grow the change? What improvements could you make for the future?)
			Autumn	Spring	Summer		

3. Memory and Meta-Cognition for Learning

Please include the following when analysing your Curriculum

- How are you using memory techniques to enhance learning in the classroom?
- How are you planning for interleaving activities to promote memory over time and address the Ebbinghaus curve of forgetting?
- How are you developing learners use of metacognitive strategies, enabling them to become more self-regulating learners?

Objectives (What do you want to achieve? Identify priorities)	**Focus key stage / staff involved**	**Actions** (Identify possible solutions based on informed choices)	**Implementation Phase** (Effective implementation of the choices)			**Impact** (Evaluate the impact of your choices – how do you know?)	**Next steps** (How will you secure and grow the change? What improvements could you make for the future?)
			Autumn	Spring	Summer		

4. Assessment and Feedback for Learning

Please include the following when analysing your Curriculum

- How will you use formative and summative assessments to identify groups of students and individuals who need additional support?

- What effective strategies are you using for regular feedback to students?
- What effective strategies are you using to enable students to respond to effective feedback?

Objectives (What do you want to achieve? Identify priorities)	**Focus key stage / staff involved**	**Actions** (Identify possible solutions based on informed choices)	**Implementation Phase** (Effective implementation of the choices)			**Impact** (Evaluate the impact of your choices – how do you know?)	**Next steps** (How will you secure and grow the change? What improvements could you make for the future?)
			Autumn	Spring	Summer		

5. Behaviour and Culture for Learning

Please include the following when Quality Assuring the progress of learners

- How do you promote the personal development and cultural capital of students by making them aware of the careers opportunities linked to your subject area?

Objectives (What do you want to achieve? Identify priorities)	**Focus key stage / staff involved**	**Actions** (Identify possible solutions based on informed choices)	**Implementation Phase** (Effective implementation of the choices)			**Impact** (Evaluate the impact of your choices – how do you know?)	**Next steps** (How will you secure and grow the change? What improvements could you make for the future?)
			Autumn	Spring	Summer		

Summary of 'Book Look' Findings

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Yr ?						
Yr ?						
Yr ?						

5. Learning and Education Committee 'Provision At A Glance' Template

Quality of Education	Ofsted Grade		Current SEF Grade	
Behaviour & Attitudes	Ofsted Grade		Current SEF Grade	
Personal Development	Ofsted Grade		Current SEF Grade	
Leadership & Management	Ofsted Grade		Current SEF Grade	
Last inspection date				

1. Key Data: Pupil Information

	Male #	Female #	PPG #	EHCP #	CIC #	Total #	Total % of roll
# pupils (day of report)							
# on roll since last report							
# off roll since last report							
# pupils offered < 25 hours							
# pupils offered < 2 days for Springboard pathway							
# pupils persistently absent (90% of 25 hours)							
# pupils absent <75% of 25 hours							
# pupils absent <50% of 25 hours							
# pupils absent <25% of 25 hours							

1.1 Key Data: 2019-2020 Progress and Attainment: Year 11 Outcomes

These outcomes represent Centre Assessed Grades or standardised grades where they were calculated higher.

Whole School Performance (KS4) August 2020	Male #	Female #	PPG #	EHCP #	CiC #	Total # Entered	Total % of Yr Group
# of pupils in Year 11							
# 7-9 English and Maths							
# 4-9 English and Maths							
# 1-9 English and Maths							
# 7-9 5 + GCSE							

# 4-9 5 + GCSE							
# 1-9 5 + GCSE							
# 7-9 3 + GCSE							
# 4-9 3 + GCSE							
# 1-9 3 + GCSE							
# 7-9 1 + GCSE							
# 4-9 1 + GCSE							
# 1-9 1 + GCSE							
# pupils pass 1+ external accreditation							
# pupils pass 3+ external accreditation							
# pupils pass 5+ external accreditation							
# pupils entered for 1 + GCSE							
# pupils entered for 3 + GCSE							
# pupils entered for 5 + GCSE							
# pupils entered for 1+ external accreditation							
# pupils entered for 3+ external accreditation							
# pupils entered for 5+ external accreditation							
# Yr11 with post 16 destination confirmed							

1.1 Key Data Key Stage 1 and Key Stage 2

No data published for 2020 (EYFS, Key Stage 1 and Key Stage 2)

2. Curriculum provision and progress

Progress descriptors:

No progress: Pupil has not acquired or retained any of the learning taught

Limited progress: Pupil has acquired and retained a small amount of the learning taught

Good progress: Pupil has acquired and retained a significant portion of what they've been taught

Excellent progress: Pupil has acquired and retained most or all of what has been taught

2. Curriculum provision and progress KS1 Springboard & Building Pathways (First Base Ipswich and First Base Bury)

Key Stage 1 (Stat entitlement)		Springboard Pathway: Overall pupil progress				Building Pathway: Overall pupil progress				Number of pupils intended to attempt KS1 standardised assessments
		No progress	Limited progress	Good progress	Excellent progress	No progress	Limited progress	Good progress	Excellent progress	Screening Check:
Year groups	1-2									KS1 SATS: Reading: Maths:
Core subjects										
English (comprised of):	✓									KS1 SATS (TA): Writing: Science:
Reading										
Writing										
Oracy										
Phonics										
Mathematics	✓									
Science: All	✓									
Science: Working scientifically skills only										
Foundation subjects										
Art & Design	✓									
Citizenship		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Computing	✓									
Design & Tech	✓									
Languages		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Geography	✓									
History	✓									
Music	✓									
P.E.	✓									

R.E.	✓								
Sex & Relationship Education		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PSHC & RE: (Personal, Social, Health, Citizenship and Relationship Education)									
PSED: (Personal, Social and Emotional Development)									

Key Stage 1 Projections:

Number of pupils passing Year 1 phonics screening	
Number of pupils passing phonics screen at end of Year 2	
Number of pupils at expected standard in reading, writing and maths	
Number of pupils at greater depth standard in reading, writing and maths	

SEND: EHCP Outcomes (KS1 pupils)

Categories of Need	No provision requirements met (# of pupils)	Some provision requirements met (# of pupils)	All provision requirements met (# of pupils)
Cognition and Learning			
Communication and Interaction			
Social, Emotional, and Mental Health (SEMH)			
Sensory and/or Physical Needs			

2. Curriculum provision and progress KS2 Springboard & Building Pathways (Alderwood Academy) (KS2 SEMH 1 year group in blue on Building pathway)

Key Stage 2 (Stat entitlement)		Springboard Pathway: Overall pupil progress				Building Pathway: Overall pupil progress				Number entered for KS2 standardised assessment
		No progress	Limited progress	Good progress	Excellent progress	No progress	Limited progress	Good progress	Excellent progress	Year 4 multiplication check:
Year groups	3-6									
Core subjects										KS2 SATs:
English	✓									
Mathematics	✓									
Science	✓									
Foundation subjects										
Art & Design	✓									
Citizenship		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Computing	✓									
Design & Tech	✓									
Languages	✓									
Geography	✓									
History	✓									
Music	✓									
P.E.	✓									
R.E.	✓									
Sex & Relationship Education		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
PSED: (Personal, Social and Emotional Development)										

End of Key Stage 2 Projections:

Number of pupils achieving expected standard in reading, writing, SPAG, maths	
Number of pupils achieving high standard in reading, writing, SPAG, maths	
Number of pupils achieving pass on year 4 multiplication check	
Number of pupils achieving expected and high standard reading/writing/maths combined	

SEND: EHCP Outcomes (KS2 pupils)

Categories of Need	No provision requirements met (# of pupils)	Some provision requirements met (# of pupils)	All provision requirements met (# of pupils)
Cognition and Learning			
Communication and Interaction			
Social, Emotional, and Mental Health (SEMH)			
Sensory and/or Physical Needs			

2. Curriculum provision and progress KS2 Building & Next Steps Pathways (St. Christopher's Academy) (KS2 SEMH 1 year group in blue on Building pathway)

Key Stage 2 (Stat entitlement)		Building Pathway: Overall pupil progress				Number entered for KS2 standardised assessment	Next Steps Pathway: Overall pupil progress				Number entered for KS2 standardised assessment
Year groups	3-6	No progress	Limited progress	Good progress	Excellent progress	Year 4 multiplication check:	No progress	Limited progress	Good progress	Excellent progress	Year 4 multiplication check:
Core subjects											
English	✓					KS2 SATs:					KS2 SATs:
Mathematics	✓										
Science	✓										
Foundation subjects											
Art & Design	✓										
Citizenship		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	
Computing	✓										
Design & Tech	✓										
Languages	✓										
Geography	✓										
History	✓										
Music	✓										
P.E.	✓										
R.E.	✓										
Sex & Relationship Education		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	

PSED: (Personal, Social and Emotional Development)											

End of Key Stage 2 Projections:

Number of pupils achieving expected standard in reading, writing, SPAG, maths	
Number of pupils achieving high standard in reading, writing, SPAG, maths	
Number of pupils achieving pass on year 4 multiplication check	
Number of pupils achieving expected and high standard reading/writing/maths combined	

SEND: EHCP Outcomes (KS2 pupils)

Categories of Need	No provision requirements met (# of pupils)	Some provision requirements met (# of pupils)	All provision requirements met (# of pupils)
Cognition and Learning			
Communication and Interaction			
Social, Emotional, and Mental Health (SEMH)			
Sensory and/or Physical Needs			

2. Curriculum provision and progress KS3 Springboard, Building & Next Steps Pathways (Parkside KS3) (KS3 SEMH 1 year group in blue on building pathway)

Key Stage 3 (Stat entitlement)		Springboard Pathway: Overall pupil progress				Building Pathway: Overall pupil progress				Next Steps Pathway: Overall pupil progress			
		No progress	Limited progress	Good progress	Excellent progress	No progress	Limited progress	Good progress	Excellent progress	No progress	Limited progress	Good progress	Excellent progress
Year groups	7 – 9												
Core subjects													
English	✓												
Mathematics	✓												
Science	✓												
Foundation subjects													
Art & Design	✓												
Citizenship	✓												
Computing	✓												
Design & Tech	✓												
Languages	✓												
Geography	✓												
History	✓												
Music	✓												
P.E.	✓												
R.E.	✓												
Sex & Relationship Education	✓												
PSED: (Personal, Social and Emotional Development)													

SEND: EHCP Outcomes (KS3 pupils)

Categories of Need	No provision requirements met (# of pupils)	Some provision requirements met (# of pupils)	All provision requirements met (# of pupils)
Cognition and Learning			
Communication and Interaction			
Social, Emotional, and Mental Health (SEMH)			
Sensory and/or Physical Needs			

2. Curriculum provision and progress KS4 Focused Pathway (Parkside KS4 and Westbridge KS4)

Key Stage 4 (Stat entitlement)		Focused Pathway: Overall pupil progress							
		No progress	Limited progress	Good progress	Excellent progress	Number entered for GCSE	Predicted grades 1-3	Predicted grades 4-5	Predicted grades 6-9
Year groups	10 - 11								
Core subjects									
English	✓								
Mathematics	✓								
Science	✓								
Foundation subjects									
Art & Design									
Citizenship	✓								
Computing	✓								
Design & Tech									
Languages									
Geography									
History									
Music									
P.E.	✓								
R.E.	✓								
Sex & Relationship Education	✓								
PSED: (Personal, Social and Emotional Development)									

SEND: EHCP Outcomes (KS4 Pupils)

Categories of Need	No provision requirements met (# of pupils)	Some provision requirements met (# of pupils)	All provision requirements met (# of pupils)
Cognition and Learning			
Communication and Interaction			
Social, Emotional, and Mental Health (SEMH)			
Sensory and/or Physical Needs			

3. Curriculum Implementation (To be completed termly)

Autumn Term 2020	
Site Reading Strategy	*How have you prioritised reading within your setting and what steps are you taking to adopt a whole school reading culture?*
Monitoring and Evaluation	*How will you monitor and evaluate the effectiveness of curriculum delivery at your site?*
SEND	*How is the Graduated Approach embedded across your setting?*
Professional Growth	*Any specific training for individual staff and whole staff to support curriculum development? How have you supported staff to use Professional Growth principles?*

Spring Term 2021	
Site Reading Strategy	*How have you prioritised reading within your setting and what steps are you taking to adopt a whole school reading culture?*
Monitoring and Evaluation	*How will you monitor and evaluate the effectiveness of curriculum delivery at your site?*
SEND	*How is the Graduated Approach embedded across your setting?*
Professional Growth	*Any specific training for individual staff and whole staff to support curriculum development? How have you supported staff to use Professional Growth principles?*

Summer Term 2021	
Site Reading Strategy	*How have you prioritised reading within your setting and what steps are you taking to adopt a whole school reading culture?*
Monitoring and Evaluation	*How will you monitor and evaluate the effectiveness of curriculum delivery at your site?*
SEND	*How is the Graduated Approach embedded across your setting?*
Professional Growth	*Any specific training for individual staff and whole staff to support curriculum development? How have you supported staff to use Professional Growth principles?*

6. Raedwald Trust 5 Year Strategic Plan

To be confirmed