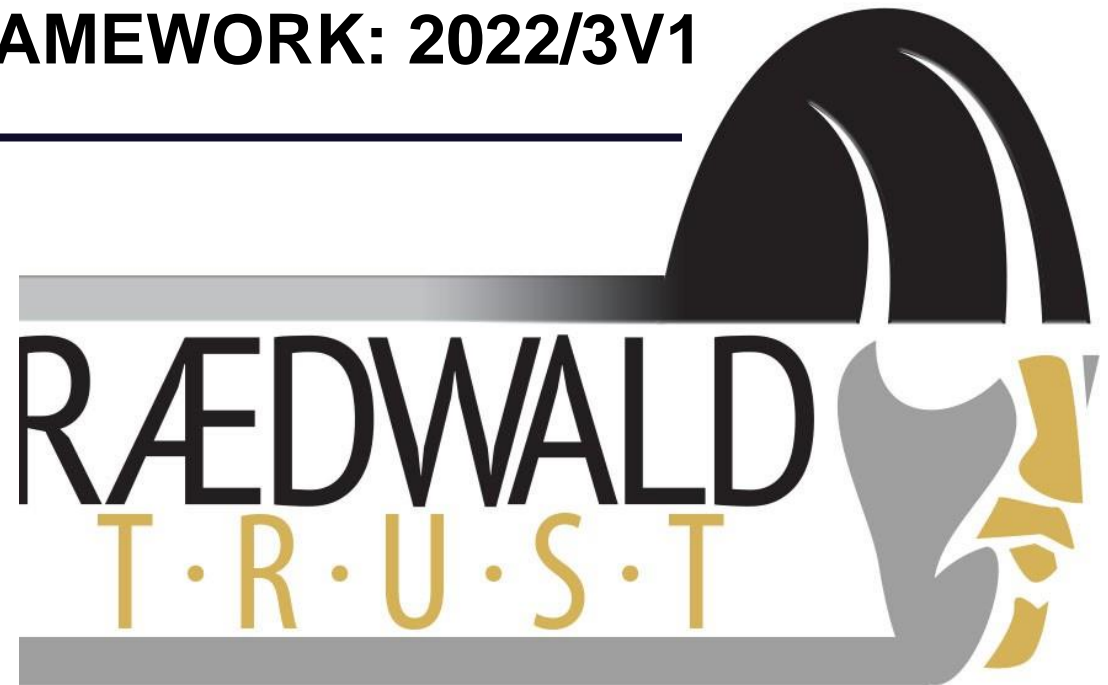

THE RAEDWALD TRUST ACCOUNTABILITY AND IMPROVEMENT FRAMEWORK: 2022/3V1



SEPTEMBER 2022: V1

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; Academy Improvement; Pupil Admissions; ; RT Curriculum & Assessment; Health & Safety
Trust-wide and Academy Alignment	Curriculum Bespoking; PR; External Provision & Transition;; Local 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 central team. These are overseen by the CEO on behalf of the Trust Board.

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: 2022-2023

This improvement strategy sets key focus areas for the Raedwald Trust. Entering our seventh 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	<ul style="list-style-type: none"> • Implement our new leadership structure securing high performing teams across all of our provisions • Strengthen 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 leadership across the trust, rooted in growth and possibility.	<ul style="list-style-type: none"> • Re-calibrate lines of responsibility and accountability for all colleagues, matched to trust and academy priorities, tracked though daily 	By connecting with internal and external partners, greater opportunity for collaborative convergence is achieved, stimulating creativity and innovation. Our systems will ensure our development is cohesive and connected.

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	<p>performance management and professional development processes</p> <ul style="list-style-type: none"> • 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 	
1.3 Implement and refine a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Equip the Trust central team with the systems, 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	<ul style="list-style-type: none"> • Embed first class operating policies across the trust, reflecting practice and offering strong platforms from which exceptional learning experiences can grow 	We understand 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.	<ul style="list-style-type: none"> • Strengthen our commissioned digital strategy delivering opportunity for efficient and effective, agile, growth • Improve 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	<ul style="list-style-type: none"> • Secure full implementation of our RT Curriculum and RT Readers for Life Curriculum across all of our sites and classrooms • Deliver trust wide Pedagogical Principles and SEND expectations across all of our classrooms 	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

	<ul style="list-style-type: none"> Strengthen communication with parents and other stakeholders aimed at securing well informed co-construction of learning ambitions 	
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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	<ul style="list-style-type: none"> Implement new, trust wide, leadership structures resulting from the workforce organisation 2021/2022 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.
3.2 Establish a culture of learning by changing the way we work as a result of our scrutiny of front line experience	<ul style="list-style-type: none"> Review our processes for recording and reporting of 'near misses' and 'data breaches' through which leaders learn from prior experiences. 	

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	<ul style="list-style-type: none"> 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 RT Appraisal Procedures	<ul style="list-style-type: none"> Refine our bespoke trust wide professional development programme, supported 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' 	By defining individual growth, and partnering with colleagues, our staff are able to elevate clearly 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	<ul style="list-style-type: none"> • Apply 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 Policies 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
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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	<ul style="list-style-type: none"> • Extend Medical Needs in Schools – Suffolk, building on the success in Oxfordshire and nationally 	<p>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.</p> <p>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.</p>
5.2 To improve opportunities for learning about enterprise and employability in order to better prepare pupils for post 16 transitions	<ul style="list-style-type: none"> • Build on the robust foundations put in place in 2018-2022, 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	<ul style="list-style-type: none"> • Systematically gather feedback from pupils across the site, evaluating development opportunities from key points raised • Reactivate the 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.	<ul style="list-style-type: none"> • Actively participate with national 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 with consideration of these 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 - 2022				
MAT Characteristic	Beginning	Developing	Embedding	Leading
<u>Characteristic 1</u> - there is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through support from the Trust and the Trust priorities can only be delivered through the academies	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 improvement planning	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 delivery and quality assurance (QA) is united and done by both
<u>Characteristic 2</u> - 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	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

	Management is embryonic at Trust level			
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 organisation are driven by the uniqueness of the schools not the Trust	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 values of the organisation	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 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

<u>Characteristic 6</u> - 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
<u>Characteristic 7</u> - 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 prevent them re-occurring	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 board risks are mitigated	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
<u>Characteristic 8</u> - 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
<u>Characteristic 9</u> - 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	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	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

	Trust improvement or support for other academies		learns from and contributes to the practice of other MATs in their region	challenges new and experienced MATs
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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 2022/23. These lines of enquiry are addressed through routine Trust Board meetings in following focus areas:

- i. How well does the MAT understand the quality of education, strengths and weaknesses across its academies?
 - o *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, appraisal procedures 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?
 - o *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?
 - o *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?
 - o *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 2022/23 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?
 - o *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 provides 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 termly. These are published on our website.

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Additionally, our academies are internally peer reviewed by 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.

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

1. Safeguarding. *These visits are led by the Trust Safeguarding Leads 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. The central team will also follow up actions arising from the external reviews.*
3. SEND & Quality of Education. *These visits are led by the Director of Learning and Curriculum who evaluates the implementation of the Raedwald Trust Curriculum*

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

Raedwald Academy Performance Measures

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), and Internal Notes of Visits (appendix 3) provide opportunity to increase insight alongside Trust Board analysis of the following qualitative data captures.

Finance measures are delivered through FRA and the Trust Board.

Commissioned External Quality Assurance Reviews (2022/2023)

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 Trust leaders 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)

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Raedwald Trust Accountability Calendar (2022/2023)

Finance is managed through monthly budget monitoring with Chair of Trustees, Chief Finance Officer and CEO, shared with Trust Board in line with Academy Trust 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.

	Daily	Weekly	Monthly	Half termly	Termly
H&S	<ul style="list-style-type: none"> Health & Safety manual checks 	<ul style="list-style-type: none"> Health & Safety manual checks Fire alarm testing 	<ul style="list-style-type: none"> Health & Safety manual checks 	<ul style="list-style-type: none"> Health & Safety manual checks Fire drills 	<ul style="list-style-type: none"> Health & Safety NOV Risk Assessment review (annually) Health & Safety manual External Fire Risk Assessment (annually)
Safeguarding welfare	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC
Safeguarding compliance	<ul style="list-style-type: none"> Accurate attendance recording on School Pod Contact logs completed for all contacts with parent/carers/mainstream school Review of open safeguarding slips and actions taken as appropriate 	<ul style="list-style-type: none"> Notify FD of pupils requiring CME on/off forms completed and submitted Safeguarding team attendance at safeguarding panel meeting 			<ul style="list-style-type: none"> Safeguarding and Compliance NOV Lockdown practice, completion of report and rectifying any issues identified
Quality of Education	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KS4 examination entry information 	<ul style="list-style-type: none"> Reintegration following PRU placement data 	<ul style="list-style-type: none"> Academic progress summary 	<ul style="list-style-type: none"> QofE notes of visit External curriculum or SEND reviews.

			<ul style="list-style-type: none"> Leavers information following PRU placement 	<ul style="list-style-type: none"> Post-16 leavers information 	
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Appendices

1. Academy / Site Self Evaluation Forms

Refer to SEF Risk Assessment Tool

2. Raedwald Trust Team / Site / Academy Improvement Plan 2022 – 2023

1. Academy Priorities, Areas for Development (AFD), Key Performance Indicators (KPI) Summary 2022/23

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.?									

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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 Trust Board 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
1. Learning Walk with Headteacher	
What is being taught? (Learning Objectives evident and clear)	
How is it being taught?	
Is there evidence of explicit vocabulary instruction?	
How is the learning sequenced? Do lessons connect and build over time?	
Is there evidence of teacher modelling?	
What are the expectations of pupil outcomes?	
How has assessment been used to inform future teaching/ planning?	
Are there any misconceptions?	
Is teacher's subject knowledge secure?	
Is there evidence of progress within the lesson? Books?	
SEND adaptations evident	
2. Book scrutiny with Headteacher	
Learning Objectives are evident and clear	
Teaching sequence – do lessons connect and build over time?	
Is there evidence of explicit vocabulary instruction?	

Wide range of learning activities evident	
Is there evidence of feedback and marking? (Response to misconceptions)	
Is there evidence of progress?	
Evidence of adaptations for SEND	

Health & Safety Focus Areas (NQ)	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, including vehicle checks.	
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.	
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 and security.	
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.	
Actions arising from the Willis Towers Watson HHealth & Safety audits.	
Check service maintenance and statutory inspections records.	
Food is prepared, stored and distributed against	

[illegible]

Safeguarding & Compliance Focus Areas – (FD)	RAG rating
Staff: All staff have signed to confirm they have read and understood key documents. As a minimum this must include: KCSIE 2022, Safeguarding and Child Protection policy, RT Health & Safety Policy and Manual, RT Code of Conduct and RT Staff Handbook.	
SCR: Both the staff SCR and local SCR are up to date with no gaps. There is a running record of regular meetings held to check these documents (including date/time/who attended) and notes evidenced.	
Lockdown: Lockdown procedures are practised at least termly and there is a report completed following each practice to evidence this and rectify any issues raised.	
RT Safeguarding: Evidence shows that timely and appropriate safeguarding action is taken for children who need extra help, may be suffering, or likely to suffer, harm. Weekly safeguarding panel meetings are held with the Academy safeguarding team and Trust Safeguarding & Compliance Lead.	
RT Restricted: Safeguarding chronologies for all pupils are obtained from previous/mainstream setting and uploaded to RT Restricted.	
Attendance: Attendance coding for all pupils is accurate and up to date on School Pod. Z codes and start dates line up across School Pod, Dual Placement Agreements and the RT Pupil Overview.	
RPI: Records of restraint and physical intervention are accurate and completed on both School Pod RT Behaviour Log and the Bells Croft 'bound book', including cross referencing between the two and bound book signed by all involved.	
Paperwork: All relevant paperwork and contacts are obtained and uploaded to School Pod for every pupil. As a minimum, this must include: referral form, pupil level risk assessment from previous setting, completed admissions/consent forms, and at least two emergency contacts (where reasonably possible).	
Safety: Evidence shows the pupils are protected and feel safe.	
Risk Assessments: Risk assessments are completed for each individual pupil on RT Risk Assessment tab (School Pod). These are regularly reviewed, and updated as required.	
Culture: It is evident that safeguarding is at the forefront of all we do – evidence shows safeguarding is a standing agenda point in morning briefings/debriefs/Teaching & Learning meetings; safeguarding evidence file shows staff are updated with safeguarding information regularly; and displays are visible throughout the building signposting pupils to safeguarding leads and outside agencies for additional support.	
Multi-Agency Working: The Academy works closely with outside agencies to keep pupils safe in line with the statutory guidance 'Working Together to Safeguard Children'.	
Areas for Improvement: What three safeguarding areas will you focus on improving/enhancing in your Academy this academic year?	

4. Trust Board Quality of Education Committee 'Monitoring Reports'

Raedwald Trust Pupil Progress

1. Academic Progress summary

	First Base Ipswich			First Base Bury			Alderwood			Parkside Academy									Westbridge			St.Christopher's						Outreach		
	KS1 Springboard						KS2 Building			PSKS3 Building			PSKS4 Focused			Ipswich Hospital School			KS4 Springboard			TATE			Next Steps Medical			RT & CIC		
	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC	All	PPG	LAC
# Pupils on roll																														
# EHCP																														
# Below expected: reading																														
# Meeting expected: reading																														
# Above expected: reading																														
# Below expected: English																														
# Meeting expected: English																														
# Above expected: English																														
# Below expected: maths																														
# Meeting expected: maths																														
# Above expected: maths																														

1.1 KS4 Focused and Springboard pathways: EXAMINATION INFORMATION 2022-23

Pupil Initial	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject	Qual + Subject
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Satellite or proxy* colour coding

2. Attendance

2.1 Attendance by site

	Jun '21	Jul '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	Jun '22	Jul '22	Sept '22
FBI														
FBBE														
AW														
PSKS3														
PSKS4														
WB														
STC: Medical														
STC: TATE														
OTS														

*Inc auth = Including authorised absences

2.2 Attendance overall

	Jun '21	Jul '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	Jun '22	Jul '22	Sept '22
RT AVERAGE														

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RT PRIMARY														
RT SECONDARY														

3. Behaviour: See CEO metrics

4. Admissions and Reintegration

4.1 Overall pupil distribution by month

	June '21	July '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	June '22	July '22	Sept '22
FBI														
FBBE														
AW														
PSKS3														
PSKS4														
IHS														
WB														
STC: Medical														
STC: TATE														
Total Overall														

4.2 Pupil new admissions by month

	Sept '21	Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	June '22	July '22	Sept '22
FBI												

FBBE												
AW												
PSKS3												
PSKS4												
IHS												
WB												
STC: Medical												
STC: TATE												
Total Overall												

4.3 Annual spaces

	Annual spaces used 2019-20	Annual spaces used 2020-21	Annual spaces used 2021-22	Annual spaces used 2022-23
FBI				
FBBE				
AW				
PSKS3				
PSKS4				
WB				
STC				
Total SCC Used Overall (PRU settings)				
Total SCC Commissioned (PRU settings)				
IHS				

OTS (school commissioned)				
OTS (CIC commissioned)				

4.3. Re-integration following PRU placement (current academic year)

	FBI	FBBE	AW	PSKS3	PSKS4	WB	STC: MED	STC: TATE
# reintegrated into mainstream								
# reintegrated into other (inc specialist)								
# not reintegrated into mainstream or other								

4.4. Leavers information following PRU placement

	FBI			FBBE			AW			PSKS3			PSKS4		WB		STC: MED		STC: TATE	
Academic Year	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23
Total Leavers																				
# Previous School Mainstream																				
# Previous School PEx																				
# Into Mainstream																				
# Into Specialist																				
# No destination																				
# In mainstream at 6 months																				
# In specialist at 6 months																				

# No destination at 6 months																				
# In mainstream at 1 year																				
# In specialist at 1 year																				
# No destination at 1 year																				
# In mainstream at 2 years																				
# In specialist at 2 years																				
# No destination at 2 years																				

4.4. Post-16 Destination

RT Site	Parkside KS4			Westbridge			STC: MEDICAL	
	20/21	21/22	22/23	20/21	21/22	22/23	21/22	22/23
# Leavers								
# with Post-16 destination								
# in Post-16 destination at 1 month check								
# NEET at 1 month check								
# in Post-16 destination at 6 month check								
# NEET at 6 month check								
# in Post-16 destination at 1 year check								

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# NEET at 1 year check								
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