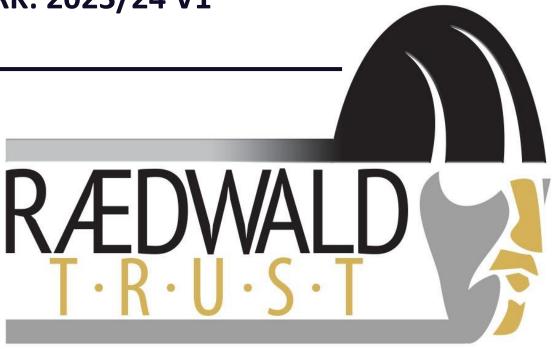# THE RAEDWALD TRUST ACCOUNTABILITY AND IMPROVEMENT FRAMEWORK: 2023/24 V1

SEPTEMBER 2023: 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 find accessing education in mainstream education settings complex and therefore require high quality curriculum delivered within 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 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 refinements determined by pathway offer; PR; External Provision & Transition; Local operating principles
The Raedwald Trust is committed to principles securing collaborative convergence rather than individual autonomies. As such, the Raedwald Trust delivers any necessary academy autonomies or deviations 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: 2023-2024

This improvement strategy sets key focus areas for the Raedwald Trust: it is deliberately highly focused. Entering our eighth 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
1.1 Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies	- Implement revised leadership structures aimed at securing high performing teams across all of our provisions - Further strengthen trust wide alignment through clear and purposeful information architectures and the engagement of extended leadership in quality assurance routines

2. **Delivering high quality learning**

What we will do	How we will do it
2.1 Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting	- 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 - Ensure RT EDI Framework is applied and impactful in all learning environments

3. **Securing safe and energising learning environments**

What we will do	How we will do it
3.1 Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	- Seek new ways of securing tenacious practice with all partners and stakeholders - Further strengthen pupil attendance and engagement through creative and innovative ways of working

4. **Empowering supportive, skilled and nurturing staff**

What we will do	How we will do it
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

5. **Forging focused partnerships and collaborations benefitting pupil outcomes**

What we will achieve	How we will do it
5.1 Extend our portfolio of impactful traded services benefitting children at the point of need	Move our traded services portfolio into our academies, standardising all areas of our work

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*

Annually, our CEO evaluates overall Trust performance with consideration of these characteristics.

Raedwald Trust Self Evaluation Metrics 2023-2024				
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 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
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 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.
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	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	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	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

	on an individual basis and whilst successfully mitigated, do not enable the Board to prevent them re-occurring.	relationships between the Trust Risk plan and those in the academies.	which indicates the risks that are linked to their academy as well as the ways in which board risks are mitigated.	there is a 3-5 year risk anticipation plan in place that is under regular review.
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: the CEO Report

The CEO report details pupil level data for trustees to scrutinise: focus areas include attendance; behaviours; pupil progress; pupil movement; and safeguarding. Additionally Finance, Operations and HR data provides Trustees with a lens into Trust wide health.

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.

Additionally, our academies are internally reviewed by members of the Raedwald leadership team; these reviews are undertaken against the SEF RA headings. Head Teachers commit to a subsequent RAG rated action plan as a result of these, and other, evaluations.
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Central team visits take place twice yearly on each site in the areas of:

1. <u>Safeguarding.</u> *These visits are led by the Trust Safeguarding Lead who supports sites to sustain strength and enhance practice where necessary.*
2. <u>Health and Safety</u> *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.*
3. <u>SEND & Quality of Education</u> *These visits are led by the Director of Learning and Curriculum who evaluates the implementation of the Raedwald Trust Curriculum and SEND Action Plan.*
4. <u>Traded Services Standards & Excellence</u> *These visits are led by the Central Head of Traded Services who supports leaders to secure high impact, customer focused, interventions.*

Commissioned External Quality Assurance Reviews (2023/2024)

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)

SEND – annual external review (Academy Level)

Safeguarding and RPI – annual external review (Academy Level)

Leadership & Management – annual external review (Trust Level)

Communication & Stakeholder Relationships – annual external review (Trust Level)

Areas to be determined – annual external audit (Trust Level)

Raedwald Trust Accountability Calendar (2023/2024)

Finance is managed through monthly budget monitoring at FRA 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. Please refer to the Trust calendar for details of both internal QA processes and externally commissioned reviews and all other key dates.

Appendices

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

The SEF Risk Assessment toolkit is completed half termly by Head Teachers to RAG rate;

- Leadership & Management
- Behaviour & Attitudes
- Quality of Education
- Personal Development

2. **Raedwald Trust Team / Site / Academy Improvement Plan 2023 – 2024**

1. Academy Priorities, Areas for Development (AfD), Key Performance Indicators (KPI) Summary 2023/24

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.?									

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.?									

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.?									

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.?									

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.?									

2. 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

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 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 action 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.