



# Ethical Accountability Framework 2024-2025



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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

Following trust wide consultation, Raedwald launched a revised mission statement and revised values: these are outlined as follows:

Our mission is to create a culture of success, through a journey of learning without exception. We are committed to delivering a safe and supportive educational experience that will encourage the skills and beliefs necessary to build resilience. We achieve this by nurturing positive, **respectful** and purposeful connections with children (and their families, schools and other professionals), enabling their right to contribute to society with freedom, choice and dignity.

Our values are:

- **Learning without exception**
- **Connection**
- **Resilience**
- **Respect**

Full details of the commitments we make to maintaining our values can be found in our Raedwald Trust Charter on our website.

As a Trust, we advocate for individuality, inclusivity, and innovation: our core principles are delivered through our key characteristics formed from the government's published Trust Quality Descriptors, published in July 2023. These principles form the basis of our Trust Wide planning. These are:

1. High Quality & Inclusive Education
  - *Raedwald reates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.*
2. School Improvement
  - *Raedwald creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action.*
3. Workforce Development
  - *Raedwald creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. Raedwald uses the flexibility of the trust structure to create opportunities for staff. Raedwald recognises the critical value of high-quality teaching and champions the profession.*
4. Finance & Operations
  - *Raedwald recognises the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.*
5. Governance & Leadership
  - *Raedwald's board and executive leadership team anchor the trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.*

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 new 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
t-wide and Academy Centralisation	on; Purpose; Principles. Strategic & Trust Growth Planning; Digital Platforms; HR; Finance; Safeguarding; Academy Improvement; Pupil Admissions; RT Curriculum & Assessment; Health & Safety
t-wide and Academy Alignment	riculum 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 leadership 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 school improvement

## The Improvement Strategy: 2024-2025

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. Securing High Quality & Inclusive Education

Theme	Description	How we will achieve this
<b>Culture</b>	<b><i>Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.</i></b>	
Curriculum	The trust oversees the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curricula in all of its schools.	1.1: We will interrogate all curriculum offers provided to children, acting on identified areas for improvement
Student outcomes	The trust curriculum is designed to achieve good outcomes for all its students by delivering education that is both high-quality and inclusive.	1.2: We will focus on the impact our curriculum has on learners, clearly identify why is high quality and how it is inclusive
Accessible to all	The trust operates fair access. Raedwald welcomes and effectively teaches disadvantaged children and children with SEND from their local areas.	1.3: We will apply a robust induction programme that ensures we have the knowledge required to effectively teach all of our children
Inclusive pastoral support	The trust supports students and schools to address issues so students can stay in mainstream school where possible. We support students to re-join mainstream education when they have spent time in Alternative Provision.	1.4: We will ensure all of our pathways are constructed to ensure children can access their home school at the earliest opportunity
Enrichment	The trust enables children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development.	1.5: We will implement a programme of strong personal development that ensures all children experience the wider world

Behaviour & attendance	The trust ensures its schools are places where all students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.	1.6: We will monitor attendance for all children at a granular level. Where necessary, we will swiftly intervene to support improvement
Destinations	The trust ensures all children leave its schools well prepared for the next stage of education, employment or training and prepared to become confident citizens.	1.7: Our curriculum offer will ensure children are equipped with the skills and knowledge required to successfully progress in their next stages
Collaboration	The trust works collaboratively with schools, trusts, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community.	1.8: We will work with all stakeholders in the construction of our pathways, curriculum offers. 1.9: We will actively participate in partnerships focused on securing the safety and welfare of our children

## 2. School Improvement

Theme	Description	How we will achieve this
<b>Culture</b>	<b><i>Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action.</i></b>	
School improvement model	The trust has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the trust, as well as those that join.	2.1: AIPs, Appraisals and CPD is fully aligned to trust wide ambitions ensuring all parts of the organisation are pulling in the same direction. We will use our Rapid Action Planning protocols to intervene collectively where standards fall short of expectations.
Transformation	The trust takes on challenging schools and transforms previously underperforming schools by delivering broad and sustainable improvement.	2.2: We will work alongside other alternative provisions and mainstream settings through impactful outreach work to secure the highest standards of education are consistently delivered to students

System-led improvement	The trust supports the wider system in sharing best practice; helps underperforming schools to improve; and contributes to building a trust-led system.	2.3: We will participate in local and national forums aimed at improving standards and driving excellence in our sector. We will work alongside colleagues from other settings and sectors to secure a joined up approach
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### 3. Workforce Development

Theme	Description	How we will achieve this
<b>Culture</b>	<b><i>Raedwald Trust creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. The Trust uses the flexibility of the trust structure to create opportunities for staff. It recognises the critical value of high-quality teaching and champions the profession.</i></b>	
Workload	The trust fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.	3.1: We will manage staff workload through carefully monitoring working hours, productivity, and access to impactful well being support.
Retention	The trust supports the retention of great staff both within the individual trust and across the school system.	3.2: We support the development of talent through participation in NPQs; internal promotion opportunities; and ambitious standard setting. We will use our appraisal system to support staff to hone their skills and knowledge
Working environment	The trust prioritises effective behaviour and attendance policies to create a safe environment in which to work and learn. We utilise the trust structure so that staff are empowered to deliver their best.	3.3: We will ensure there are clear and consistent policies in place to secure a safe environment for all members of our community.
Developing new and early career teachers	The trust makes a positive contribution to the wider system by delivering high-quality training and/or placements for trainee teachers. The trust supports early career teachers through the Early Career Framework.	3.4: We will ensure teachers and staff new to the professional participate in a strong induction process and high quality early career experiences through the ECF or through our internal partners.

Continuing Professional Development	The trust encourages and enables all staff to build their expertise through evidence-based professional development and mentoring.	3.5: We will ensure all staff have access to effective CPD and specialists retained to work alongside us.
Collaboration	The trust builds an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.	3.6: Through our academy staff teams, and central leaders, we will collaborate to bring strength and innovation to our sector. We will do this by participating in research, undertaking pilot programmes, and providing key training where it will be beneficial
Line management & career progression	The trust ensures every member of staff is effectively line managed to maintain high performance. We actively encourages career progression opportunities across the trust.	3.7: We will harness the services of professional partners to secure effective routes for progression and development. We make a commitment to developing our own staff, without exception
Equality diversity inclusion	The trust ensures inclusive working environments, supports flexible working and takes action to promote equality and diversity.	3.8: We will ensure all of our operating policies and procedures are checked against tangible EDI standards. We will invite external scrutiny of our work so as to ensure EDI remains a priority.

#### 4. Finance and Operations

Theme	Description	How we will achieve this
<b>Culture</b>	<b><i>Raedwald trust recognises the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.</i></b>	
Financial strategy	The trust uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the trust. The trust has a clear approach to delivering value for money through effective budgeting and risk management.	4.1: We will maintain a robust budget strategy, taking account of the risks within our sector. We will focus attention on growing our traded services to build resilience within our financial health.



Resource allocation	The trust demonstrates efficient and effective use of resources, for example through school and trust resource management benchmarking tools	4.2: We will monitor our resource allocation to secure efficiencies at a granular level. We will benchmark our allocations against our sector and alongside external professional associates.
Capital strategy	The trust maintains and invests sustainably in the trust's capital infrastructure, including buildings, digital infrastructure and technology.	4.3: We will maintain a clear, fit for purpose, Estates Plan. We will work with our professional partner to deliver an effective digital strategy
Reserves	The trust operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.	4.4: We will ensure we have sufficient reserves to mitigate defined risks. We will manage our reserves carefully to secure our robust, healthy, organisation.
Financial information management	The trust has strong financial and information management systems with effective oversight, for example ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.	4.5: We will implement our revised management of accounts protocols to ensure information is presented in fully accessible formats. We will report risks that we have tenaciously recorded so that we are collectively able to strengthen and learn

## 5. Governance and Leadership

Theme	Description
Culture	<i>The board and executive leadership team anchor the trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.</i>

## Trust Board & CEO

Theme	Board	CEO	Both
Strategy	<ul style="list-style-type: none"> <li>Chair leads the board to set and champion a clear strategy for the trust, which aligns with the trust's charitable objects, covers all pillars of trust quality and, where applicable, sets out its aspirations for growth over time.</li> </ul>	<ul style="list-style-type: none"> <li>Leads the trust executive leadership team to create and implement an effective trust operating model with clarity about the delivery of trust-level and school-level activities, that aligns with the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Review progress rigorously to ensure strategic alignment and effective implementation.</li> </ul>

Theme	Board	CEO	Both
Executive Leadership	<ul style="list-style-type: none"> <li>Ensures high-quality executive leadership through appointing its CEO and providing effective support and challenge to the CEO and executive leadership team.</li> <li>Maintains sufficient independence from the executive leadership team to allow scrutiny of both their performance and organisational performance overall.</li> <li>Sets clear objectives and effectively manages the CEO to ensure high performance. Secures appropriate levels of remuneration for the CEO and executive leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>Leads a high-performing executive leadership team.</li> <li>Ensures that the executive leadership team acts within the levels of authority delegated by the board.</li> </ul>	<ul style="list-style-type: none"> <li>Work in partnership to ensure effective relationships between executive leadership team and members of the board.</li> <li>Ensure the executive leadership team has the expertise needed to fulfil functions delegated by the board, for example secure financial expertise.</li> <li>Support effective succession planning by building a leadership pipeline.</li> </ul>

Theme	Board	CEO	Both
Accountability	<ul style="list-style-type: none"> <li>• Holds executive leadership team to account for the effective implementation of the trust strategy and operating plan, including in relation to the use of resources and the drivers of impact.</li> <li>• Assures itself of the integrity of financial information.</li> <li>• Assures itself that there are robust risk controls and risk management systems.</li> <li>• Assures itself that there is compliance with regulatory, contractual, and statutory requirements, including safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets annual operating plan, budget, and implements effective operational systems to deliver on the trust's strategy.</li> <li>• Delivers effective risk management across the key functions of the trust.</li> <li>• Ensures compliance with regulatory, contractual and statutory requirements including those within the Academy Trust Handbook.</li> <li>• Safeguards and promotes the welfare of children and has regard to any guidance on safeguarding issued by the Secretary of State.</li> </ul>	<ul style="list-style-type: none"> <li>• Agree annual operating plan and budget for the trust, that deliver on the trust strategy.</li> <li>• Agree metrics and process by which progress will be assessed.</li> </ul>

Theme	Board	CEO	Both
Non-executive leadership	<ul style="list-style-type: none"> <li>Ensures a high performing governance structure where trustees and other non- executive leaders have the expertise to fulfil their functions effectively, with representation that reduces biases in decision- making.</li> <li>Accesses independent insight from internal and external audits, reviews of governance arrangements and other forms of expert advice.</li> <li>Provides board induction, training and review.</li> <li>Support effective succession planning by building a pipeline of future trustees and committee members, with a focus on promoting diversity of thought and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the trustees and other non-executive leaders to meet their duties, working to ensure operational compliance and fulfilment of all statutory responsibilities.</li> </ul>	
Engagement	<ul style="list-style-type: none"> <li>Oversees strategic relationships with external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates trust’s strategy, plans and achievements to stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Involve parents, schools, communities and, where appropriate, dioceses and other religious authorities so that decision-making is supported by meaningful engagement.</li> </ul>

## 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 2024/2025				
MAT Characteristic	Beginning	Developing	Embedding	Leading
<b>Characteristic 1 - there is a well communicated strategic vision &amp; 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</b>	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
<b>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</b>	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.

<b>Characteristic 3 - there are clear quality assurance systems in place to improve consistency and performance</b>	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
<b>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</b>	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.
<b>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.</b>	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.

<b>Characteristic 6 - there is a systematic programme of school to school support that is focused on the need of individual academies</b>	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.
<b>Characteristic 7 - there is evidence of skilled management of Trust Risk indicators</b>	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.
<b>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)</b>	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.
<b>Characteristic 9- there is a Trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT</b>	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: 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.

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

1. Safeguarding. *These visits are led by the Trust Safeguarding Lead who supports 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.*
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 and SEND Action Plan.*
4. Traded Services Standards & Excellence: *These visits are led by the Central Head Teacher of Traded Services who supports leaders to secure high impact, customer focused, interventions.*

Commissioned External Quality Assurance Reviews (2024/2025)

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)



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Communication & Stakeholder Relationships – annual external review (Trust Level)  
Areas to be determined – annual external audit (Trust Level)

### **Raedwald Trust Accountability Calendar (2024/2025)**

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.

## Appendices

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

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

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

Central leaders also complete termly SEF Risk Assessment across all areas of our operations.

### 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: High Quality Inclusive Education

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

##### Priority 2: School Improvement

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

##### Priority 3: Workforce Development

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

## 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.*