
FIRST BASE BURY ST EDMUNDS ACADEMY IMPROVEMENT PLAN



RÆDWALD
T·R·U·S·T

DECEMBER 2019

First Base Bury St Edmunds Academy

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

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG						
				1/6	2/6	3/6	4/6	5/6	6/6	
AFD 1.1	Establish leadership structure of 1 st base	<ol style="list-style-type: none"> Alignment of expectations between first base and the wider Trust Establish role of Interim Headteacher for BSE 	<ol style="list-style-type: none"> Review role of FBBSE- short term and long term Consider some restructuring in the view of point 1 Induction for HT 							
AFD 1.2	Introduce new trust governance arrangements (LECs)	<ol style="list-style-type: none"> Members attend first meeting 28 November 2019 Support the improvement of the quality of education Partnership support and challenge provided to FBBSE and the wider trust 	<ol style="list-style-type: none"> Make contact with possible interested parties from the local area- send details then to Laura Leeder Introduce trust's LEC plan 							

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG						
				1/6	2/6	3/6	4/6	5/6	6/6	
AFD 2.1	Implement the First base curriculum	1. The core curriculum is individualised for all pupils so they are able to progress.	1. Rebook assessment of Nurture U.K for Boxall Quality Mark- could support							

		<p>2. Feeder schools understand the curriculum offer, as shown in the Service Level Agreement</p> <p>3. Parents understand the curriculum offer and are able to make a contribution.</p>	<p>Nurture groups as traded service-3.10.19</p> <p>2. Develop use of ILPs: shared and co-written with parents; use new format on school pod 'outcomes' tab.</p> <p>3. Agree which aspects of maths, English, science, , PSED, PE are part of the FBBSE curriculum and include character education.</p> <p>4. Curriculum shows progression across the year</p> <p>5. Nurture group principles are within the curriculum.</p> <p>6. Explore the use of structured scheme for e.g. maths, PSHE</p> <p>7. Work with L Meadows to develop the curriculum – see recommendations from 24 June review</p> <p>8. Disseminate the curriculum offer to schools and parents and work in conjunction with them to personalise he curriculum.</p>					
AFD 2.2	Develop assessment linked to the curriculum	<p>1. Assessment is understood by feeder schools as well as staff at FBBSE.</p> <p>2. Assessment links to the curriculum.</p> <p>3. Assessment is able to monitor</p>	<p>1. Make sure standardised assessments are understood by schools, staff and parents</p> <p>2. Clear assessment and monitoring timeline</p> <p>3. Assessment criteria is</p>					

		<p>progress and thus provide next steps for learning and areas of need.</p> <p>4. Assessment data is valid to provide a review of longer term impact in respect of exclusions/absence/behaviour/reading</p>	<p>developed for the new curriculum so progress against objectives can be tracked and shared back with schools and tracking of progress and coverage is evidenced.</p> <p>4. Introduce the use of the Pr-key stage standards for assessment.</p> <p>5. Work with L Meadows to develop the curriculum – see recommendations from 24 June review</p>						
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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 3.1	Risk assessments and safeguarding to be standardised and kept up to date to meet all statutory requirements	<p>1. Pictures of DDSL/DSL to be displayed on site and safeguarding information available to visitors to be clearly accessible.</p> <p>2. Risk assessments to be in line with Trust and regularly updated for children, adults, activities and areas</p> <p>3. Parents involved in the writing of Risk assessment (including Behaviour support plans.</p>	<p>1. Signing in of visitors: names of safeguarding leads to be updated; visitors given safeguarding information with pictures of leads displayed</p> <p>2. Follow trust procedures and formats for risk assessments following recent training</p> <p>3. Risk assessment for children to be available before attending 1st base as part of</p>						

			<p>the checklist of the SLA.</p> <p>4. Review Behaviour plan formats</p> <p>5. Risk assessments to be shared/co-written with schools and parents + Behaviour plans</p> <p>6. <i>See actions from SafetyBoss Audit 8..8.19</i></p>					
AFD 3.2	Teaching of Safety, including e-safety to be reflected in the newly developed curriculum	<p>1. Safety will be part of the curriculum.</p> <p>2. Children will be kept safe</p> <p>3. Safeguarding and child protection procedures will be followed</p>	<p>1. Update Safety teaching within new curriculum</p> <p>2. Follow up NSPCC recommendations from the</p>					

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	CPD	<p>1. Staff to complete modular training as part of their CPD</p> <p>2. CPD has impact on teaching and learning.</p>	<p>1. Consider providing laptops for home access for ISW.</p> <p>2. Link up with other learners to discuss and support implementation of learning.</p>						
AFD 4.2	Staff involvement in traded services	<p>1. staff delivering traded services</p> <p>2. Staff develop expertise</p> <p>3. Increase in traded services.</p>	<p>1. Traded services offer provided</p> <p>2. Staff protocols to be</p>						

			<p>written.</p> <ol style="list-style-type: none"> 3. Assess training needs 4. New timetable for staff. 5. Check work contracts meet requirements. 						
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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 5.1	Traded services for income generation.	<ol style="list-style-type: none"> 1. Income generation provided by traded services e.g. outreach packages, use of onsite facilities 2. Develop a USP 	<ol style="list-style-type: none"> 1. Staff consultation 2. Liaise with wider trust to action ideas. 3. Find out from Nurture UK about becoming a training hub. 4. Cost analysis for each traded service 5. Action Plan for traded services development 6. Publicity developed 7. Broaden and deepen community links including work with schools. 8. Implement the change of timetable so that all children attend Monday/Tuesday only and outreach in increased. M-TH in spring 2020 						
AFD 5.2	Embed FBBSE within the	1. Staff actively involved in Trust	1. Develop purposeful liaison						

Trust	wide actions e.g. curriculum development, leading CPD 2. Policies consistent with the Trust	with staff at other provisions 2. Attend Trust meetings/training 3. Regularly review policies 4. Disseminate information from the trust to all staff.							
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2. Monitoring and evaluation of the action plan

In order to ensure rapid progress towards these outcomes the actions and KPIs will be monitored in the following way:

- a. Academy based monitoring, including Learning and Education Committee

The school based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority.

The lead will RAG the completion of the actions as follows:

- *RED: the action is not yet started and/or there is a high risk of slippage or non-completion.*
- *AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.*
- *GREEN: the action is fully complete as specified*

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will RAG rate each area for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.

- b. Trust based monitoring

The CEO will receive a progress report on the actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFD. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG and Trust Board. The success measures will be RAG rated by the Trust Board based on a scrutiny of the evidence and data presented to the CEO at each HEG meeting.