

FIRST BASE BURY ST EDMUNDS ACADEMY SEF SUMMARY



First Base Bury St Edmunds Academy (EYFS/KS1)

First Base Bury St Edmunds Academy (EYFS/KS1)

Context

Children that attend First Base have social emotional and behavioural difficulties. They may also have some learning and/or communication difficulties that either result from or contribute to their behavioural needs. These needs are wide ranging and First Base supports pupils at risk of permanent exclusion. They attend via a referral from their mainstream schools to the LA who commission 12 dual registered places at First Base, 2 days a week. At present, seven of these places are filled. Pupils are reallocated twice each year. The maximum term that pupils will come to First Base is 2-3 terms, although there may be individual exceptions to this depending on pupil need. The progress and development of pupils is at the heart of the work that we do at First Base. All work at the site is underpinned by Nurture group principles. Predominantly, the school acts to deliver high-quality education in line with the national curriculum. As an alternative provision setting, our approach to education and development has to be highly creative and responsive to need. Pupils are assessed on entry using a robust induction baseline and this information supports staff in constructing a personalised learning diet which meets pupils at the point of need.

First Base Bury academised in February 2019. We work closely with our partner site, First Base Ipswich, although our curriculum offers take account of local and individual need. Since academisation and following close review, supported by the Trust, we have been on a significant journey of improvement. This was as a result of recognising a historic imbalance of the provision for pupils and the need to refocus efforts around the delivery of high-quality education. A significant body of improvement work has been led by the school including: a full curriculum rewrite; prioritisation of basic skills including reading; intensive programme of staff CPD; restructuring of timetables and tightening of systems and processes. As a result of this work, provision across the site is now strong. During this time, the staff body has undergone a significant restructure. This includes a recent change in Headteacher and Head of School, leaving a new SLT in post and a significant change in support staff and teaching staff. Staffing at the school is now stable and capacity is growing.

Progress against previous inspection (inspected 10/12/14)

Areas to improve

Secure support from the local authority to track pupils' progress in the long term following reintegration in order to identify any aspect of the unit's work that could be done even better.

Progress

This forms a part of the ongoing site level development in conjunction with partners from FBI.

QUALITY OF EDUCATION: GOOD

Intent: At First Base, we have deliberately and consciously designed a curriculum that meets the needs of our cohort and context and is ambitious for all pupils that we serve. The curriculum is derived from the national programmes of study, taking into account pupils' starting points from the EYFS curriculum. We have chosen to deliver an experiential curriculum to build pupils' cultural capital and address potential shortfalls in their early life experiences. Some examples of this include visitors from the community such as police officers, engagement with local facilities such as the local care home and supporting charity events. These experiences broaden pupils' horizons and ensure that they engage positively with their community, instilling in them a sense of aspiration.

Our curriculum model is concentric to ensure that pupils experience, revisit and apply key areas of study. This allows them multiple opportunities to secure and put into context what they learn. This ensures that they commit important aspects of learning to the long-term memory. Due to the nature of the pupils that we serve, we have deliberately decided to weight our curriculum most heavily in favour of supporting pupils personal, social and emotional development. Our curriculum is supported by a literature spine to outlines key texts that all pupils will have the opportunity to read during their time at the site.

Our curriculum is ambitious for all pupils including those with SEND, which encompasses a large proportion of the pupils that we work with. All pupils receive a personalised curriculum which is guided by EHCPs and other advice from external agencies. There are multiple, clearly outlined pathways for intervention, depending on pupil needs. All pupils have ILPs and both parents and pupils have the opportunity to contribute to these to help us to understand how they learn best. Progress for SEND pupils against the curriculum is judged in the most appropriate way for each pupil. The ultimate purpose of our setting is to increase independence and secure key skills for all pupils.

Pupils attend First Base two days a week and we therefore deliver a partial curriculum offer. We have deliberately prioritised core subjects (English, Maths and Science), Phonics and Early reading and PSED. In addition to these areas of study our curriculum also addresses aspects of PE, Music, DT, RE and Art. Each of these subjects has a clearly outlined programme of study to track what is covered. This is communicated to mainstream schools and families so that they have a good knowledge of what pupils are learning. In addition to those areas of the national curriculum, First Base also offers pupils other, additional learning experiences such as Meadow School, Let's Get Cooking and Philosophy.

	<p><u>Implementation:</u> As part of the ongoing improvement journey, there has been a significant body of staff CPD to ensure that teachers' subject knowledge across the curriculum is very strong. Teaching is highly adapted to meet the needs of the pupils. Lessons are highly practical with the inclusion of role play and sensory experiences. Misconceptions in pupils' learning are rapidly addressed and followed up, as is evident from work scrutiny and pupil progress discussions.</p> <p>Classrooms are designed to engage pupils and activate their interests. It is organised to develop independence and resources are adapted to meet the needs of individuals. Adults carefully model how resources should be used and support pupils in using them independently. The outdoor area is designed to promote collaborative work and improve attitudes to learning with others. Ongoing lessons support pupils in making good progress. The personalisation of the learning diet ensures that all pupils are challenged. This is built around the horizontal transfer of knowledge and skills ensuring application and flexibility of thinking. Reading is a high priority in all areas of the curriculum. Daily phonics lessons are in place and support pupils to make good progress. Pupils read a wide range of books in school.</p>
	<p><u>Impact:</u> Leaders have devised an assessment tool that is closely matched to the aspects of the curriculum that are covered in the part time placement. This tracks what pupils know, can do and can remember as a result of what they have been taught. The statements are set against the national assessment requirements for KS1. Mainstream schools maintain ultimate responsibility for statutory assessment of their pupils, however, we contribute to these where possible.</p> <p>Pupils make good progress across the curriculum. This is determined by individual pupils' needs and barriers. We use a range of standardised assessments to support us in capturing the value added from teaching during pupils' placement at First Base. Assessments are largely used diagnostically to support early identification of potential barriers to learning. This includes assessments beyond core areas of study such as the Boxall profile which informs the work of our Outreach team. We also use the EYFS PSED ELGs to baseline pupils' security in this important aspect of learning. Where gaps are identified, we can teach directly into these. Information about pupils' assessments is shared with schools and families.</p> <p>Pupils' work shows progression in learning, creativity and growing independence. Misconceptions are identified and addressed through teacher feedback. The concentricity of the curriculum model is clearly evident within units of study. Work is of a consistently high quality and demonstrate a broad range of learning experiences. Pupils make good progress in Phonics and reading fluency. Engagement with reading has improved following a recent focus on raising its profile across the school. Reading is evident in all lessons across the curriculum and pupils make good progress in reading comprehension.</p>

<p>Areas for development</p>	<ul style="list-style-type: none"> • External trips/visits to support character education and cultural capital as well as embedding key information from the curriculum. • PSHE and RE programmes of study, take into account pupils PSED difficulties, British values and the Raedwald Trust pupils charter. The core values at First Base Bury should underpin all programmes of study. • Profile of reading curriculum - this is an ongoing process working closely with the Trust advisors. Through CPD the profile of reading will be increasingly evident. Clear action plan in place. • Curriculum planning and delivery should challenge pupils in all areas as their next steps will be identified through robust assessment. • Reading books and guidance for families. Children's book will be suited to their individual ability as well as interest. Parents will be supported with information on how to read with their children. This will be delivered during weekly home visits. Home school reading records will support this process. • Communicate phonics progress to schools. School will receive phonics assessment electronically each half term or more frequently if required. • Closer links to the national assessment frameworks. Assessment will be reviewed in line with assessment frameworks. Key objectives will be in bold so these are distinguishable. Work scrutiny with external agencies will ensure accurate judgments are made across the setting.
<p>Strengths</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • The curriculum is design to be concentric and progressive. To enable learners to revisit and apply skills they have already mastered. • Breadth of study • Emphasis on core skills especially in reading writing and number. • Pupils have individual learning plans to ensure any gaps in learning are quickly addressed. The curriculum is constructed carefully to ensure pupils have access to a broad curriculum suitable to their needs interests and experiences. • Focus on Reading is at the center of the curriculum ensuring children are aware that reading is not just from books. • Interests of pupils is paramount to our curriculum. Pupils are more likely to make progress when they are interested and motivated. • Learning opportunities are always carried out in creative ways to retain pupils interest as well as allowing opportunities for awe and wonder.

Next steps	<ul style="list-style-type: none">• Develop the use of third party providers to support therapeutic work.• Through visitors and excursions extend pupils cultural capital. excursions.• Ensure the PSHE curriculum triangulates with British values, pupils charter and First Base values.• Ensure pupils are challenged in all areas of the curriculum• Develop the current assessment to incorporate statutory assessment frameworks for KS1• Embed reading further by involving parents with their child reading development and progress.
------------	--

BEHAVIOUR AND ATTITUDES

Pupils who attend First Base Bury have significant social and emotional difficulties. Pupils' needs are identified through early baselines and screening and an individual behaviour plan is created in conjunction with pupils and other key stakeholders.

Pupils' positive behaviour is rewarded through praise, stickers and smiley face charts. Behaviour data is analysed daily to identify patterns and triggers in order to improve behaviour and learning. All staff have regular CPD opportunities to ensure de-escalation strategies are consistently used to avoid physical intervention. There has been a significant reduction in disruptive behaviour since being trained through Bellscoft.

Routines during the school day are followed appropriately and this is supported using a visual timetable. Pupils are given verbal prompts throughout the day to ensure routines are consistent. Our positive learning environment ensures that behaviours such as aggression are kept to a minimum and effectively dealt with.

School pod allows relevant staff throughout the trust to monitor behaviour as well as track incidents.

Pupils' work is highly valued by all members of staff and displayed. Pupils join First Base with poor self esteem and can rarely say anything positive about themselves. Towards the end of their placement pupils are comfortable praising themselves and have a positive attitude towards learning this can be evidenced through using EYFS PSED assessment and comparing to the pupils baseline on entry. Each child is asked what they need to learn/ barriers they feel they have towards learning, this is documented in their one page profile this is shared with parents

Attendance is good at First Base it is regularly reviewed against local and national attendance figures. There is regular contact with Education welfare officer.. There have been no exclusions/permanent exclusions since First Base was established

Pupils feel safe at First Base and understand that problems of any size can be shared. Pupils know that they can talk to an adult and this is regularly explained to them during the school day. From Nurture group training principles, behaviour is viewed by all staff as a form of communication at First Base, and this ensures that there is consistency in the way that incidents are managed. Monitoring shows that staff consistently seek to understand why pupils demonstrate undesirable behaviour to support them in self-regulating. Daily briefings ensure pupils' behaviour is discussed, issues resolved and well being restored.

Behaviours and attitudes are tracked through Boxall assessment online, areas of development and progress can be easily seen through graphs that illustrate pupils responses

Parents are supported in learning to deal with behavior at home through our Outreach service. Mainstream schools are visited weekly by each child's keyworker to ensure there is a consistent approach to behaviour between settings and that key information about pupil progress is shared.

Strengths	<p>Daily briefings enable staff to identify changes in behaviour and act upon them quickly.</p> <p>There a Consistent approach to dealing with behaviour due to adopting and working within the nurture group principles.</p> <p>Good attendance compared to local and national data.</p> <p>No exclusions this academic year.</p> <p>Positive relationships with pupils ensure that they feel able to talk and share problems</p> <p>Confidence in staff to deal with behavioural issues through thorough training provided by Bellscroft.</p>
Areas of development	<ul style="list-style-type: none">• Continue work with Bellscroft to ensure de-escalation strategies are embedded with all staff• Analyse behaviour data over a longer period of time to track patterns.• Use Boxall online to analyse potential behaviour and barriers to learning by creating bespoke learning plans based on evidence from Boxall assessment

PERSONAL DEVELOPMENT

First Base offers high quality pastoral support through weekly meetings with mainstream schools and parents. Schools and families are encouraged to contact First Base to share any information that is detrimental to the pupils' wellbeing and education. Nurture group principles underpin all aspects of personal development. First Base was awarded the Marjorie Boxall award for the second time in November 2019. It is these principles that ensure that everything that we do is designed to contribute to personal success as well as academic progress.

Our team recognise the importance of healthy body, healthy mind and are committed to embedding positive habits for pupils. Hot meals are provided daily for children; they are also given breakfast and a fruit based snack at the end of the day. The DT curriculum is centred around food and nutrition; pupils cook at least once a week. Cooking is sent home and pupils are encouraged to share what they have made with their families. Once per term parents are invited to a "Let's get cooking" session where they prepare a healthy dish to share together.

Pupils are nurtured to ensure they are fully prepared for life in modern Britain. Although we are a KS1 provision, topical issues are still discussed and explained at a level that the children can understand. These high quality discussions normally take place during mealtimes - replicating a family atmosphere.

The curriculum is designed to give opportunities for child initiated learning and play to support pupils in developing a sense of ownership over their own learning and to help build their resilience and ability to self-regulate. Individuals' specific talents and skills are encouraged, allowing them to express themselves and strengthen their identity. Lessons are planned to take into account pupils' talents and interests, ensuring learning is a positive experience for all.

Pupils have a good understanding of different cultures and beliefs, religious festivals and celebrations are acknowledged. During Religious Education pupils are encouraged to imagine they are "looking through a window at other cultures/ practices" then they are encouraged to pretend they are looking into a mirror "what do I believe." This is how we deliver both statutory elements of learning about and learning from religion. Pupils understand that it is acceptable to have different beliefs and opinions from others, They are encouraged to share their opinions and these are reflected through pupil voice and classroom displays. Due to the fact that the pupils are only at First Base 2 days a week we do not deliver the entire RE curriculum. Mainstream settings take the responsibility for ensuring that the RE curriculum is delivered in full.

Holding regular events with the residents of the local care home ensure our pupils have a developing sense of responsibility, respectfulness and being an active citizen. Pupils also take part in charity events such as Children In Need and McMillian coffee mornings.

Strengths	<p>Opportunities to express talents/skills through purposeful activities and play</p> <p>Adults model ways to express beliefs appropriately</p> <p>Modelling ways to accept cultural differences through discussion, positive pictures and through stories.</p>
Areas for development	<ul style="list-style-type: none"> Engage with the wider community more frequently, possible links with the local church and charities. Develop character education further by embedding it into the curriculum more explicitly.

LEADERSHIP AND MANAGEMENT

	<p>Leaders have a strong vision for the setting which has been enacted through recent improvement initiatives. This includes establishing, collaboratively with staff, a set of non-negotiables based on pupils' outcomes, aspirations and shared values. These will be shared with families, schools and pupils to ensure that all parties are working towards a common goal for each individual pupil. At the heart of all we do is the absolute commitment to inclusion. Effective communication between First Base, schools and families ensures a cohesive approach to supporting pupils. This was recently praised in parent survey outcomes.</p> <p>The First Base CPD programme is committed to developing and upskilling staff. There has been extremely positive buy-in to this, as is evident from attendance at Trust wide reading training. Staff use the Raedwald Trust Professional Growth model to self-direct areas where they require support. The school supports this by providing time and expertise to address these areas. Staff feel valued and leaders work closely with them to ensure that their workload is managed appropriately. The ethos and culture of the school is very positive. Staff are self-driven and there is an open and supportive relationship between leaders and the wider team.</p> <p>LEC governors visit regularly and have a deep understanding of the provision. Trust Safeguarding governors work with leaders across sites. All policies and practices are in line with Trust expectation. Safeguarding systems are stringent and robust, including the school's commitment to the Prevent agenda. Strong working relationships with multi-agencies ensure that no stone is left unturned in keeping pupils safe.</p>
Strengths	<ul style="list-style-type: none"> • Safeguarding is robust and external audits support this. • CPD, trust wide CPD is excellent and all staff have opportunities to extend their CDP. CDP is provided at all levels – site based weekly. • The Ethos of First Base needs to be explicit and referred to through First Base Values. Inclusion is paramount, every child is included whatever their needs may be, staff will go above and beyond to ensure this is the case. • Motivation and drive to improve
<p>Actions from previous year:</p> <p>N/A</p>	<p>Impact of actions:</p> <p>N/A</p>

Areas for development	<ul style="list-style-type: none">• Vision and values clarified shared and displayed.• Governance review• Respond to parent surveys ensuring parent voice is taken into account.• Staff survey to be completed and analysed to continue work on CDP.
Next steps	<p>Establish a clear vision and ethos with First Base Bury</p> <p>Complete parent and staff surveys to capture stakeholders' opinions.</p>

QUALITY OF EDUCATION IN EARLY YEARS

	<p>We currently do not have any pupils in first base who are accessing the EYFS curriculum. The current programmes of study take into account Early Learning Goals</p> <p>Leaders are currently involved in developing an early years offer to ensure all pupils within Raedwald trust benefit from high quality provision.</p> <p>Trust EYFS provision will be audited to ensure that sites are resourced and equipped to deliver opportunities for pupils to learn, explore and play as well as developing their effective learning characteristics for their future school years.</p> <p>Leaders will draw on expertise from across the trust to develop an EYFS curriculum that is compliant with Early years Foundation stage and allowing flexibility from individual sites to create provision bespoke to the needs of their pupils.</p> <p>Leaders will ensure that staff are informed of the new EYFS changes in summer 2020.</p>
--	--

Strengths	Curriculum includes EYFS
Areas for development	To engage in Trust wide development of EYFS provision. To understand new/proposed changes to EYFS

OVERALL EFFECTIVENESS

Strengths	<ul style="list-style-type: none">• The curriculum is design to be concentric and progressive. To enable learners to revisit and apply skills they have already mastered.• There a Consistent approach to dealing with behaviour due to adopting and working within the nurture group principles.• Opportunities to express talents/skills through purposeful activities and play• CPD, trust wide CPD is excellent and all staff have opportunities to extend their CDP. CPD is provided at all levels – site based weekly.
-----------	---

Areas for development	<ul style="list-style-type: none"> • External trips/visits to support character education and cultural capital as well as embedding key information from the curriculum. • Use Boxall online to analyse potential behaviour and barriers to learning by creating bespoke learning plans based on evidence from Boxall assessment • Develop character education further by embedding it into the curriculum more explicitly. • Establish a clear vision and ethos with First Base Bury • To engage in Trust wide development of EYFS provision.
Next steps	<p>Develop the use of third party providers to support therapeutic work. Through visitors and excursions extend pupils cultural capital.</p> <p>Use Boxall online to analyse potential behaviour and barriers to learning by creating bespoke learning plans based on evidence from Boxall assessment</p> <p>Develop character education further by embedding it into the curriculum more explicitly.</p> <p>Establish a clear vision and ethos with First Base Bury</p> <p>To engage in Trust wide development of EYFS provision.</p>

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:

Quality of education:	<p>Quality of education review Jan 2020</p> <p>Curriculum POS/Assessment tools</p> <p>Read strategy plan</p> <p>Working with wider trust</p>
Behaviour and attitudes:	<p>Quality assurance report march 2020</p> <p>SEND review</p>
Personal development:	<p>Quality assurance report march 2020</p> <p>Nurture group award</p>
Leadership and management:	<p>Quality assurance report march 2020</p> <p>Clear leadership direction</p> <p>Experienced and skilled SENCO</p> <p>SEND review</p> <p>Outside agency working</p> <p>Working with wider trust</p>
Quality of education in early years:	<p>Quality of education</p>
Overall effectiveness:	

