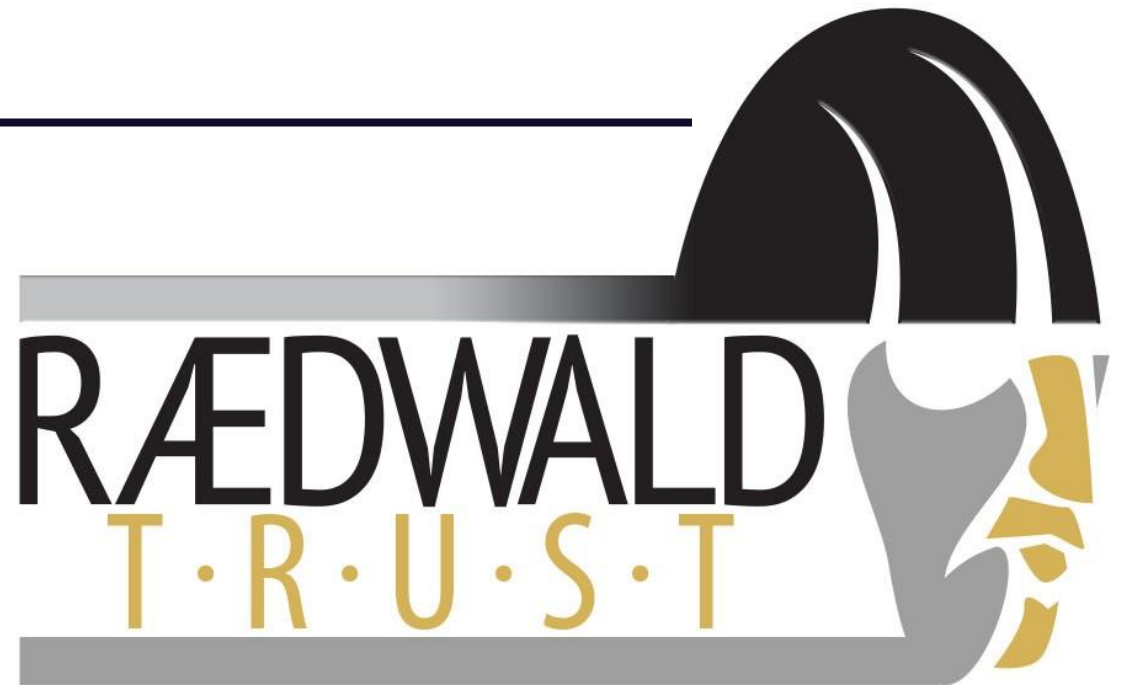

FIRST BASE BURY ST EDMUNDS ACADEMY IMPROVEMENT PLAN



APRIL 2022

FIRST BASE BURY ST EDMUNDS ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2021-2022

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
1.1	Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies	<p>Refine our systems for trust wide information sharing allowing trustees and their committees accurate insights into our performance</p> <p>First Base Bury - Quality guidance through reports and paperwork</p> <p>First Base Bury - Timely feedback and recommendations From report such as quality of education, curriculum review and mentoring sessions.</p>	<p>Develop a KS1 and early years working committee to ensure that First Base Bury is appropriately “challenged” and trustees have an accurate picture of provision.</p> <p>HoS to work closely with colleagues and trustees and ensure recommendations are actioned and are “up to date” with academy improvements.</p> <p>Committee is due to meet in march.</p> <p>March 29th 2022 Helen Ashe carried reading monitoring visit</p> <p>Committee is meeting 28th April 4:30pm</p>						
1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	<p>Re-calibrate lines of responsibility and accountability for all colleagues, matched to trust and academy priorities, tracked through daily performance management and professional development processes</p> <p>Embed relationships with external partners committed to reciprocal school improvement</p>	<p>Continue Leadership mentoring sessions provided by Greenfield education.</p> <p>HoS has secure understanding of responsibilities and accountability for all colleagues at First Base March 2022</p> <p>Liaise with other KS1 and 2 colleagues to ensure best practice is shared.</p> <p>HoS to carry out appraisals for all First Base Staff and use this information to drive improvement’s. March 2022</p>						

			<p>April 2022 SM has been supported by Ashlee Jacobs to make rapid improvements to curriculum and systems and process to prepare for OFSTED and improve quality of education.</p>						
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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
2.1	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting	<p>Integrate Boxall profile across all of our curriculum as a tool ensuring our provision are matched to a robust understanding of need.</p> <p>Pupils books, ILPs and assessment is directly linked to their areas of need.</p> <p>There is bespoke provision for each pupil reflected in plans and timetable linked directly to EHCP, internal assessments or recommendations from external agencies</p>	<p>Rapid intervention plan in place to ensure that this is achieved in a supportive way. Greenfields are providing support as of Feb 2022 Ashlee Jacob providing weekly support</p> <p>To ensure that the building pathway curriculum is as challenging and ambitious as Springboard.</p> <p>Use evidence based process such as Qof E reviews, book scrutiny's to review and develop the building curriculum.</p> <p>Robust academy monitoring system is in place and findings are swiftly actioned.</p>						

		<p>Within planning the teaching of reading, effective strategies are used so that all pupils feel able to access high-quality and challenging texts, such as echo reading, paired reading and read along.</p> <p>Expectations of writing are high, so, written outcomes are not isolated to words but learning tasks allowing and encouraging pupils to write sentences.</p> <p>Through the work being done around career pathways in conjunction with the role play area, supports pupils in becoming writers with a sense of purpose.</p> <p>Ensure that pupils receive their statutory entitlement of Physical Education and the explicit teaching of Religious Education.</p> <p>Within planning the teaching of mathematics pupils are receiving a balanced diet of the statutory three aims - Fluency, Reasoning and Problem Solving despite their academic attainment.</p> <p>Identify any additional resources needed to support extension of existing curriculum planning.</p> <p>link with mainstream schools at point of entry of new pupils to understand and</p>		
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			<p>align pedagogy of phonics delivery with that of home school.</p> <p>Continue to embed ambitious expectations into daily lesson planning to ensure all pupils are stretched and challenged appropriately.</p> <p>Continually review the literacy spine to ensure pupils have access to quality texts.</p>					
2.2	<p>2 Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education</p>	<p>First base continues to invest in the principles of the wider trust.</p> <p>Continue to review and develop our curriculum to ensure all pupils receive the best possible provision</p>	<p>Embed character education and cultural capital within in the curriculum/ provision and that there are ambitious and aspirational opportunities for pupils to develop these skills.</p> <p>HoS to arrange for PSCO to visit FBB to discuss engage with FB BSE pupils from September 2021.</p> <p>Link with Gatsby benchmarks - Analyse the number of YP encounters in regards to career programme data collected to show the number of careers encounters over the academic year</p> <p>Pupils are provided with multiple opportunities to learn from employers about work, employment and skills valued in the workplace. Employer encounters - PCSO, Parents, school trips, vocational learning – job modelling being embedded into the curriculum</p>					

			<p>Employer visits - visiting local shops and employers to look at jobs , linking to cultural capital</p> <p>Use of third party provided supports evidence of ILP/Boxall/EHCP outcomes linked to student progress in Student Progress Reports on weekly.</p> <p>Staff / Student and parental feedback of TP provision</p> <p>Evidence of impact of Vocational impact on students attending – Boxall outcomes / Increased timetables at mainstream setting Case Studies of impact – in place by summer term</p> <p>Re establish Wider community links post covid</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
3.2	Establish a culture of learning by changing the way we work as a result of our scrutiny of front line experience	Review our processes for recording and reporting of 'near misses' and 'data breaches' through which leaders learn from prior experiences.	To identify procedures to avoid possible data breaches and to secure these in everyday practice						
3.3	Work with our partners in social care, health and education, to secure our young people's access	Continue to strength relationships with partners.	HoS and SENCO to continue to attend county wide meetings and be part of wider network.						

	to the support they require, at the time they require it		<p>All external agencies and other key workers are made contact with on admission so collaborative work can begin immediately.</p> <p>Support partners through visits to FBB to observe best practice and visa Versa.</p> <p>Share documents and resources with partners</p> <p>Evidence - Feedback from schools says that they have adapted practice as a result of guidance from FBB</p>						
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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
4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability		<p>DSL and DDSL to consider safeguarding topic per staff meeting to discuss as a staff team. Short safeguarding activities to refresh information and to keep safeguarding at forefront of practice.</p> <p>DSL and DDSL to analyse number of safeguarding concerns had in a period of term (e.g. per term/per academic year) and share with team the 'top' categories most seen at FB BSE.</p>						

4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Appraisal Procedures	Implement an accountability and feedback calendar for staff to feedback / engage with trust developments	<p>HoS to motivate and encourage staff to participate in CPD.</p> <p>Set dates in monitoring schedule for review of CPD March 2022</p> <p>Encourage staff to carry out a piece of research that has influenced their own practice for example Values and Behaviours for learning – EEF metacognition toolkit</p> <p>FBB shared values that underpin all aspects of school life,</p> <p>Reading culture and Phonics Phonics</p> <p>Access EEF, PiXL, Inner Drive</p> <p>CPD for staff – discussion point and informed action plan for further development of cultural capital through the curriculum</p> <p>Complete action research</p>						
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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
5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	<p>Parents feel that they contribute to the work of First Base.</p> <p>Parent feel their opinions/voice are taken into account.</p>	Continue to develop secure relationships with parents.						

		<p>Parents feel they can approach staff and discuss their views.</p>	<p>Hold open evening or various events to involve parent in pupils learning and experiences</p> <p>HoS to begin to ask mainstream schools about strategic decisions that they have made around critical core content due to COVID19. This will ensure that First Base Bury's curriculum is informed so that offer pupils receive is cohesive and balanced across both sites.</p> <p>Reward for good attendance – pupils to receive a certificate at end of placement.</p> <p>A newsletter at end of term will include and celebrate good attendance of all pupils</p> <p>Work with senior colleague in trust to amend existing DPA at Trust level to reflect site specific curriculum provision of FBBE.</p> <p>Subject policies in place and shared with mainstream settings so key stakeholders are clear about curriculum coverage and the portion of statutory entitlement pupils will receive whilst attending FBBE.</p> <p>HoS to , create a list of issues that have arise within the existing models. For example, how are pupils and families assured of full statutory entitlement if the pupil is not currently accessing a full-time timetable at the home school?</p>						
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			Could a process/agreement be made with home schools to improve this? What has worked well within the 12/19 week model?				
5.3	Strengthen opportunities to learn from 'pupil voice' and influence	Pupil feel that they contribute to the work of First Base. Pupil feel their opinions/voice are taken into account. Pupils feel they can approach staff and discuss their views.	To ensure pupils understand why they are at First Base. Give pupils opportunities to share their opinion in all relevant situations. Pupil voice is part of school monitoring calendar.				

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

- b. Trust based monitoring

The CEO will receive a progress report on the actions plans through 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.