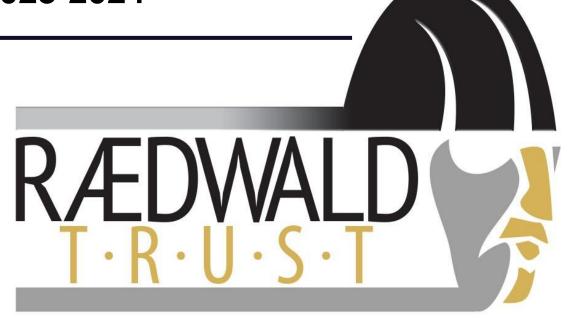# FIRST BASE BURY ST EDMUNDS ACADEMY IMPROVEMENT PLAN 2023-2024

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FIRST BASE BURY ST EDMUNDS ACADEMY
1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2023-2024

Priority 1: Enabling Inspirational Leadership and Management

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
1.1	1.1 Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies **Develop Leadership role within the Academy**	• HT to develop lead teacher in new role • Develop new leaders to ensure good progress • Core subject leaders across the academy identified with skill and knowledge of subject	• New subject leads identified in core subjects • Weekly leadership meetings • HT/LT to support new staff to in understanding curriculum and teaching and learning progress. • Subject leads will lead staff training in teaching and learning meetings; • Subject leads to monitor progress in their area and address concerns	🟧	🟧		

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
2.1	2.1 Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting **All pupils to make progress through quality first teaching**	• Personalised planning for pupils • Subject leaders impacting pupil outcomes • Learning walks half termly to ensure curriculum is being delivered to a high standard • All staff to be trained to teach the curriculum well	• Weekly teaching and learning meetings for all staff to ensure QFT • HT/LT monitor cycle book/assessment to ensure consistent staff development • HT review units accordingly to meet children's needs	🟧	🟧		

| | | | | Weekly briefing/debrief to reflect on behaviour and strategies. | 🟧 | 🟧 | | |

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
3.1	3.1 Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust **Rigorous safeguarding practice from all members of staff across the academy**	• Lead Teacher to become site DDSL • T/L&P training up to date • Safeguarding questionnaires for pupils and parents • Parents supported with online safety	• LT to attend weekly safeguarding panel • Staff attend all safeguarding update training • Daily safeguarding update in briefing/debrief • Half termly Parent share afternoon around PSHE and Safeguarding	🟧	🟧		

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
4.1	4.1 Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability **A culture of professional transparency throughout all members of staff in the academy**	• Staff confident to have open conversations • Peer observations in place • All staff involved in CPD • Daily debrief reflecting on staff practice	• All monitoring cycles will be shared with staff to ensure transparency • Appraisals to focus on staff focus areas • All staff will be knowledgeable on the expectations of implementation at First Base • Staff engage with supporting each other	🟧	🟧		

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
5.1	**Extend our portfolio of impactful traded services benefitting children at the point of need** - **Develop KS1 traded services to meet presenting need in local area**	• Schools can access timely support to meet pupil need • Feedback demonstrates that support is positively impacting on pupil's education experiences • Traded staff feel confident in delivering consistently good support in schools	• Review referral form • Keep referral and admissions processes within specified time frames • Have oversight of staff timetable/allocations • Review weekly reports to schools • Regularly meet with Traded staff to discuss cases	🟧	🟧		

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.