Raedwald Trust

connection   learning without exception   resilience   respect

First Base Bury St Edmunds Academy Improvement Plan 2024-2025

1. Academy Priorities, Areas for Development (AfD), Key Performance Indicators (KPIs) Summary 2024-2025

Priority 1: Delivering High Quality & Inclusive Education

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1	Interrogate English curriculum offer; with a focus on Phonics and Reading to ensure all pupils are receiving the highest quality teaching	- Monitoring will evidence consistently high-quality phonics and reading teaching by all staff - Phonics tracking data will show strong progress - Children will increase book band level during placement - Children will apply phonic knowledge to all areas of the curriculum - Children will positively engage and show enjoyment for reading	- All staff to attend 2-day RWI training - Leaders to include RWI CPD session in weekly T&L meetings to support and improve phonics teaching - Regular monitoring of reading/phonics sessions with impactful feedback, next steps and support - High quality resources and books for all children to access - Readers for Life CPD revisited for new staff - Utilise support and development sessions from RWI practitioner			
1.5	Enrichment – Develop the opportunities that enrich the curricula and support children's wider development.	- Strengthened partnerships with local businesses - Children confident to access changes - Children can self-regulate in new social experiences - Children are knowledgeable about their own and other cultures and this is measured through evidence	- Identify children's individual needs through assessment - Plan PE sessions that support the children's individual needs - Plan trips that address presenting needs for example social experiences they would not access at home - Provide opportunities for connections with adults in public settings			

| | | | in books. | - Ensure broader curriculum experiences that can't be accessed in the classroom
- Dual trips with FBI Academy | | | |

Priority 2: Securing School Improvement							
					Evaluation RAG		
AFD	**Area for Development**	**KPIs**	**Actions**		**Term 1**	**Term 2**	**Term 3**
2.2	Work alongside mainstream settings, through impactful outreach work to ensure highest standards of education are being delivered	- Child can manage more time in mainstream incrementally throughout the duration of their placement - Child to be able to use their own strategies when dysregulated in mainstream setting - Child in mainstream setting full time - Staff at mainstream setting confident to apply FB strategies to support their child	- Build strong professional relationships by regular, effective and supportive communication - Coach new staff by observational outreach sessions - LP/SL to QA outreach sessions being delivered - Deliver group training sessions in mainstream to share strategies and support				
2.1	AIPs, Appraisals and CPD is fully aligned to Trust wide ambitions	Staff attend regular CPD Evidence through observations and learning walks to measure the impact of CPD opportunities	- Complete staff appraisals ensuring SMART targets align to site AIP - Ensure all staff engage in CPD opportunities - Develop T&L meetings to deliver impactful CPD opportunities				

Priority 3: Developing our workforce						
AFD	Area for Development	KPIs	Actions	**Evaluation RAG**		
				Term 1	Term 2	Term 3
3.1	Ensure staff workload is manageable and that tasks are impactful on pupil progress	Staff time is used productively for tasks that directly, positively impact pupil progress Staff report manageable workload and sufficient time to prepare and deliver quality first teaching	- Review daily/weekly tasks and ensure they are impactful for pupils - Review workload for planning and resourcing lessons - Complete proposal for increased PPA at KS1 Springboard to support heavy resourcing of practical lessons required for EYFS & KS1 pupils			
3.2	Develop staff talents and engagement in growing First Base services, to positively impact on staff retention	- Staff are actively involved in projects and ideas that they are passionate about - Staff have opportunities to develop their skills - Staff are included in developing next steps for First Base	- Discuss next steps for First Base with staff; how can we grow our services? - Discover staff passions and how these can be used in growing services			

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.