

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

4.55		1/01		Evaluation RAG		
AFD	Area for Development	KPIs	Actions	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 experiexes they would not access at home Provide opportunities for 			

in boo	ks Ensure broader curriculum		
	experiences that can't be		
	accessed in the classroom		
	- Dual trips with FBI Academy		

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

Priority 3: Developing our workforce								
AFD		KPIs Actions		Evaluation RAG				
AFD	Area for Development		Actions	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.