



First Base Bury Academy Improvement Plan 2026-2027



Priority 1: Further develop Raedwald Trust to be a *centre for education and inclusion excellence*, responsive to the needs of children, local areas and mainstream schools.

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1	Securing use of assessment, SMART targets, APDR cycle and SSP to ensure individual pupil need is identified and supported to enable best progress during placement	• Ensure a consistent induction process. • All pupils have baseline assessment and progress data recorded within agreed timescales with home school. • All relevant staff can confidently use the appropriate tools they need to deliver pathway e.g assessment, SSPs and pupil tracking systems. • SSP's contain accurate and up-to-date information which informs planning and intervention. • Positive feedback received from mainstream schools regarding communication, curriculum alignment and pupil progress. • Cycle reviews demonstrate timely and effective interventions leading to improved pupil outcomes.	• Implement and evaluate the new SSP format for engage pathway. • Deliver staff training on SSP implementation and assessment systems. • Increase participation of families in SSP reviews • Refine and standardise pupil induction and baseline assessment processes. • Embed pupil progress trackers for all pupils. • Strengthen collaboration home schools to ensure curriculum delivery and interventions are impactful • Review intervention impact half-termly using assessment and attendance data. • Leaders follow routine quality assurance processes to monitor the use of assessment in teaching and curriculum delivery.			
1.2	Develop curriculum, pedagogy and foundational knowledge, focusing on peripatetic delivery in mainstream lessons and GAPs teaching	• Staff have secure curriculum knowledge to inform planning of GAPs teach • Curriculum sequencing and progression are clearly articulated	• Ensure planning clearly identifies essential knowledge and vocabulary • Leaders to support L&P staff with planning and curriculum knowledge • Formative assessment used to ensure			

		across all pathways • Staff use assessment information effectively to identify pupils requiring additional challenge or support • Foundational knowledge and key concepts are supported through GAPs teaching • Increased pupil engagement, attainment and readiness to learn • Staff have secure knowledge to identify when targets/gaps can be supported/embedded through mainstream class learning	GAPs teaching objectives are secured • Deliver CPD on adaptive teaching, inclusive pedagogy and assessment-informed planning • Monitor curriculum implementation through learning walks, observations and work scrutiny			
--	--	--	--	--	--	--

Priority 2: *Ensure **resources** are effectively deployed to our core purpose, efficiently, sustainably and productively, through carefully interrogated granular level systems.*

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
2.1	Ensure all academy records are managed securely, systematically, and in line with trust-wide policies to support operational efficiency, statutory compliance, and informed decision-making.	• All record management systems (e.g., MIS, SharePoint, Iris) are fully aligned with trust-wide data retention and access protocols. • New SharePoint aligned with Trust processes and map • Staff understand and consistently apply procedures for data entry, storage, and retrieval • SOPs are implemented for all key operational, safeguarding, attendance, assessment, induction and record-	• Ensure all staff aware fully aware of processes and guidance documentation • Establish clear folder structures and naming conventions aligned with trust-wide protocols • Conduct data-retention audit to ensure adherence to GDPR and trust data-handling policies (Sept) • Ensure all statutory records (safeguarding, personnel, premises) are stored in secure,			

		management processes - Enhanced confidence in data retrieval and compliance processes evident for all stakeholders - Termly audits confirm compliance with GDPR and trust data-handling standards. - Average staff time spent locating documentation is reduced through improved system organisation and search functionality. - Increased productivity and reduced administrative burden.	access-controlled locations. - Ensure all records/contacts (including those on mobile devices) are routinely logged on MIS (contact logs) - Deliver staff training on record management procedures, including data entry, retrieval, and confidentiality. - Include record-management responsibilities in staff induction and annual appraisal documentation. - SLT to review record-management reports termly and address any inconsistencies or breaches			
2.2	Collaborate on the Trustwide implementation of a Centralised Premises Management System (Iris) to enhance compliance, accessibility, and emergency readiness	- Statutory premises checks recorded and tracked in Iris - All staff trained and actively using Iris to raise premises issues - Emergency planning documentation accessible to all relevant staff via Iris - Termly compliance audit shows zero overdue statutory checks - Reduction in time spent locating premises records by end of academic year	- Work collaboratively with the Trust Estates Team to configure and roll out the Iris premises module across all academy sites. - Migrate all existing premises records (compliance checks, maintenance logs, emergency plans) into Iris in a structured, auditable format. - Deliver staff training sessions to ensure all relevant personnel can log issues, view compliance data, and access emergency documentation. - Embed Iris into daily operational routines — statutory checks, maintenance scheduling, and emergency planning reviews. - Conduct termly audits of system usage and data accuracy; report			

			findings to SLT and Trust Business Manager.			
--	--	--	---	--	--	--

Priority 3: Continue to develop structure to allow the Trust to **actively pursue new opportunities**, be that expanding current provision comma, working with new partners or exploring new provision in targeted areas.

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
3.1	Develop SEND & Inclusion pathway to support mainstream settings to review and identify next steps for inclusion, improving pupil's education experience	- Innovative practice from within the Trust and wider sector is actively evaluated and adopted. - Successful initiatives are shared across the Trust and within the wider community of mainstream settings - Evidence demonstrates improved pupil outcomes through innovation and collaboration	- Identify examples of excellent AP and SEND practice nationally and internationally. - Work collaboratively with mainstream schools to support improvements within AP/classroom settings - Pilot innovative approaches to curriculum delivery, engagement and inclusion. - Engage staff in research-informed practice and evidence-based improvement. - Construct an impactful report from observations undertaken in mainstream/AP setting			
3.2	Work collaboratively across the Trust to embed LYRA ; providing high-quality, inclusive education for pupils requiring alternative or specialist support, ensuring consistency, accessibility, and	Assessment Centre reorganised to streamline systems further and increase quality control: this will additionally ensure that TIER 2 assessments are accessed by all students and that 10 session	- Work with stakeholders to ensure 10 sessions of learning are in place across all pathways for each pupil - Work with Trust colleagues on refining our revised quality assurance procedures			

	measurable impact across all participating academies.	learning offers are co-constructed with home schools.				
--	---	---	--	--	--	--

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 scrutiny of the evidence and data presented to the CEO and Trust Leaders.