ACADEMY IMPROVEMENT PLAN
FIRST BASE IPSWICH ACADEMY

OCTOBER 2018

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1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

Priority 1: Enabling inspirational leadership and management

The Academy Trust appointed a new Chief Executive Officer (CEO) who has implemented a trust wide Accountability and Improvement Framework, setting clear objective sand expectations. As of September 2018 a new Head teacher has begun overseeing First Base Ipswich Academy. The Head teacher Executive Group (HEG) meet weekly. The Head of School, through her team, continue to uphold the high standards previously maintained.
As a result our foci are to:

- ▪ C*onstruct and deliver a fit for purpose trust wide accountability framework, holding all aspects of the organization to account through transparent, ethical metrics*
- ▪ *Grow new and experienced leaders able to inspire leaners, colleagues and stakeholders*
- ▪ *Co-construct a published portfolio of policies and procedures enabling inspirational leadership at all levels, including digital capacity*

AFD	Area for Development	KPIs
AFD 1.1	To work alongside colleagues from across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy.	1. To utilise the expertise and support of members of the Trust Central Teams through staff participation and close collaboration amongst peers. 2. All staff aware of procedures, these are successful in enhancing practice and performance. 3. Clear and understandable information flow between leaders and managers to promote continuous development.
AFD 1.6	Maximise opportunities offered by investment in digital capability to increase effective, agile, working practices across the trust.	1. Digital strategy delivered and embedded in setting. 2. All staff confident users of new systems.

Priority 2: Delivering High Quality Learning

As of September 2018 First Base now support full-time pupils and the curriculum is being further developed to ensure a broad and balanced offer for these pupils. Baseline assessments are completed on entry and progress data (academic and personal, social and emotional) is tracked throughout the placement. Past monitoring of teaching as demonstrated good/outstanding quality; new staff are being monitored and supported to develop practice.
As a result our foci are to:

- ▪ *Centralise curriculum standards and expectations through HEG and RT Pedagogical and RT External provision.*

- *Standardise processes for pupil level monitoring of learning.*

AFD	Area for Development	KPIs
AFD 2.1	*To support new staff in developing Early Years and PRU appropriate teaching practice.*	1. *Outcomes from performance management, through lesson observations and drop ins.* 2. *Outcomes of pupil progress data and identification of gaps in pupil attainment and development.* 3. *Thrive approach embedded and clear understanding of pupil need and support/intervention provided.* 4. *Phonics training delivered to upskill all staff.*
AFD 2.2	*Assure all pupils receive a strong curriculum, personalized to their individual need and interests.*	1. *Increased curriculum agility demonstrated through full use of Trust wide resources and internal partnerships.* 2. *Maximise the capabilities of technology to support innovative, inclusive learning opportunities.* 3. *Planning, learning outcomes and data demonstrate progress over a board curriculum offer.*

Priority 3: Securing Safe and Energising Learning Environments

First Base has strong safeguarding practice and procedures. The DSL is attending meetings as part of the Trust safeguarding team and the SLT are having weekly cross site safeguarding meetings. Health and Safety advice and guidance and strong relationships with other professionals and agencies ensure that safe working practice is maintained.

As a result our foci are to:
- *Centralise support, challenge and supervision in relation to this area*
- *Establish strong 'fierce friends' to examine our policies and practices*

AFD	Area for Development	KPIs
AFD 3.1	Centralised standards of safeguarding, mutually strengthening procedures	1. Plan for migration of safeguarding to be on School Pod 2. Agile, robust and consistent safeguarding procedures in place 3. Standardised procedures published and in place across the Trust for Safeguarding, GDPR, HR and Health and Safety.

AFD 3.2	Establish a professional culture of learning through open and transparent scrutiny of near misses and data breaches	1. Procedures in place for recording and reporting of near misses and data breaches 2. Transparent routes for ensuring 'lessons learnt' are shared across academies and governance.

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

The majority of First Base staff have joined the team within the last year and 2/3 teachers took up post September 2018. Staff are positive about their roles and utilize their individual skills effectively to support pupils. An Early Years approach and a nurturing environment are key elements of practice. Management systems are in place to ensure that all staff feel supported and valued. Staff have access to all trust policies and clear lines of management and reporting are in place.

As a result our foci are to:
- *Formalise consistent policies for HR to be applied to all academies*
- *Review staffing patterns across each academy*
- *Deliver a progressive, forward thinking staff charter, empowering and inspiring colleagues across the Trust*

AFD	Area for Development	KPIs
AFD 4.2	Provide opportunities for staff to engage in professional development both internal and external to the Trust	1. Performance management procedures identifying professional development opportunities for staff.

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

First Base works closely with multi-agencies and with pupil's community schools to ensure best outcomes.

As a result our foci are to:
- *Identify key staff responsible for participating in national and international collaborations advancing AP practice and provision*
- *Establish an internal system of capturing and sharing knowledge gained, clearly identifying impact on pupil outcomes*

AFD	Area for Development	KPIs
AFD 5.3	Strengthen opportunities to learn from pupil voice	1. RT pedagogical Lead establish a RT Young Persons Committee

		2.	Clear process in place for pupil and parent/carer feedback through school process.
AFD 5.4	Develop links with local partners to further enhance the curriculum offer	1.	Working with similar settings nationwide to strengthen routes for effective support and challenge

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 Local Governing Bodies

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 write a termly impact assessment report 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.

3. Action Plans

We have created action plans for each of the AFD identified in the summary above.

Priority 1: Enabling Inspirational Leadership and Management

AFD1.1 - To work alongside colleagues from across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy.

What are the expected outcomes?	For learners:
	● Learners receive the high quality provision consistently because systems and colleagues are alighted to improvement
	For staff and other stakeholders:
	● All staff are fully aware of expectations and levels of accountability
	● Closer collaboration through the Trust Central Teams and opportunities for sharing of good practice
	● Greater sense of shared responsibility and improved culture throughout the setting
	● More effective lines of communication and engagement with Trust policies and procedures

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
1. Provide full clarity of role and expectations for all staff	
2. Provide opportunities for greater collaboration between staff and leadership across the Trust	SL
3. School leaders to complete relevant professional development to enhance skills in leadership and school management	
4. Ensure opportunities are available for staff to hold professional dialogue and share information via staff meetings, working groups, Trust Central Team meetings	

How will progress be monitored?
- HEG
- Central Team meetings
- Head teacher reports
- Minutes of staff meetings
- Lesson observations and work scrutiny

What evidence will be gathered to show the impact of this priority?
- Minutes of meetings, lesson observation reports and feedback, Head teacher reports, LGB meeting minutes, HEG and Central team reports

What are the cost implications of any of the actions?
● Staff training

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AFD 1.6 - Maximise opportunities offered by investment in digital capability to increase effective, agile, working practices across the trust.		
What are the expected outcomes?	For learners: ● Consistency and centralisation of operating principles and procedures offering support and challenge lead to better outcomes for pupils	
	For staff and other stakeholders: ● All staff to have clear understanding of and contribute to digital monitoring ● Appropriate staff training identified and provided ● Data centrally stored and accessed by leaders to monitor all areas of practice	
To achieve the expected outcomes we will: (Include CPD activities) 1. Engage in staff training for School Pod 2. Audit hardware and software needs across the site		Lead SLT SL
How will progress be monitored? ● HEG ● Central Team meetings ● Head teacher reports ● Minutes of staff meetings ● Data monitoring		
What evidence will be gathered to show the impact of this priority? ● Data on School Pod ● Staff feedback		
What are the cost implications of any of the actions? ● New equipment and training		
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Priority 2: Delivering High Quality Learning

AFD 2.1 To support new staff in developing Early Years and PRU appropriate pedagogy		
What are the expected outcomes?	For learners: ● To receive the highest quality, appropriate teaching and learning experience ● For teaching practice to enable learners to make expected or better than expected progress	
	For staff and other stakeholders: ● For teaching staff to plan and deliver a broad and appropriate curriculum ● For all staff to understand Early Years practice and engage children through appropriate teaching styles ● For all staff to effectively support pupils personal, social and emotional development ● For all staff to be confident in de-escalating heightened pupils to achieve the best possible learning outcomes ● For all staff to have excellent phonic knowledge to support learners to make maximum progress	
To achieve the expected outcomes we will: ● Provide opportunities for peer observation within the academy ● Plan dedicated teaching and learning meetings for teaching staff ● Provide opportunities to observe exemplary Early Years practice at outstanding settings ● Maintain a cycle of lesson observations, book scrutiny and data analysis which provide regular feedback to enable development ● Appropriate staff training identified and delivered (phonics)		Lead SLT SL
How will progress be monitored? • Minutes of staff meetings • Lesson, book scrutiny and data analysis feedback • Sharing of practice from outstanding settings		
What evidence will be gathered to show the impact of this priority? • Lesson observation reports, progress data, Head teacher reports		
What are the cost implications of any of the actions? ● Staff training		
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AFD 2.2: Assure all pupils receive a wide curriculum offer, personalized to their individual need and interests.	
What are the expected outcomes?	For learners: ● All pupils to access a wide curriculum offer ● Curriculum to be personalized to pupils individual needs and interest
	For staff and other stakeholders: ● Teaching staff to plan and deliver a broad and balanced curriculum

To achieve the expected outcomes we will: ● Review the two year curriculum plan ● Teaching staff to take on subject leadership roles; to monitor and ensure development of their subject ● Further develop the offer for full-time pupils ● Monitor staff planning and coverage of EYFS and Key Stage 1 curriculum ● Ensure all staff are fully aware of children's needs to effectively support their learning ● Provide adequate resources to support engaging teaching of the curriculum	Lead SLT SL
How will progress be monitored? ● Curriculum planning ● Lesson observations, book scrutiny ● Teaching and learning meeting minutes ● Staff meeting minutes	
What evidence will be gathered to show the impact of this priority? ● Progress data, pupil voice	
What are the cost implications of any of the actions? ● Staff training ● Purchase of resources	
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AFD 3.1 Centralised standards of safeguarding, mutually strengthening procedures	
What are the expected outcomes?	For learners: ● To be kept safe
	For staff and other stakeholders: ● All staff to know and follow robust safeguarding procedures ● Safeguarding to be logged centrally on School Pod

To achieve the expected outcomes we will: (Include CPD activities) ● Engage in School Pod training ● Staff will receive regular safeguarding training ● DSL to engage in Trust safeguarding team meetings ● Weekly, cross site safeguarding meeting ● Safeguarding as agenda item on daily staff briefing	Lead SLT SL
How will progress be monitored? • Data on School Pod	
What evidence will be gathered to show the impact of this priority? • External audit review • Feedback from internal supervision surveys • Staff feedback	
What are the cost implications of any of the actions? ●	
Evaluation Commentary February 2019 ●	

Evaluation Commentary July 2019

AFD 3.2 Establish a professional culture of learning through open and transparent scrutiny of near misses and data breaches		
What are the expected outcomes?	For learners: ● To be kept safe	
	For staff and other stakeholders: ● Robust, effective and consistent safeguarding procedures are fully compliant and maintained. ● Health and Safety procedures across the Trust and within the setting, consistently meet all statutory obligations. ● External providers meet all Trust quality assurance criteria prior to use. ● Robust Trust procedures are in place for Safeguarding, GDPR, HR and Health and Safety.	
To achieve the expected outcomes we will: (Include CPD activities) ● Ensure all staff receive GDPR training ● Ensure that policy and procedures are followed in recording and reporting of near misses and data breaches ● Provide support and guidance via the Trust Central Teams to provide clarity and ensure full compliance in GDPR, Health and Safety, Safeguarding and HR. ● Weekly safeguarding meetings take place between DSL and DDSL's to monitor and maintain effective practice. ● Complete peer review of Safeguarding practice at HEG and between Alderwood and First Base, Ipswich.		Lead SLT SL
How will progress be monitored? ● Single central record ● HEG ● Reporting of near misses and data breaches ● Central Trust Teams		
What evidence will be gathered to show the impact of this priority? ● Reporting of near misses and data breaches, Health and Safety reports, HEG minutes, Trust Central Team minutes.		
What are the cost implications of any of the actions? ● External consultancy (reviews/audits), Staff hours and training.		

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Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD 4.2 Provide opportunities for staff to engage in professional development both internal and external to the Trust	
What are the expected outcomes?	For learners: ● Improved learning outcomes ● Professional development of staff resulting in widening of staff knowledge and skills. ● Implementation of innovative learning opportunities and sharing of effective practice throughout the school. ● Staff feeling empowered and better focused on developing culture of learning within the setting. ● Increased levels of progress and more effective learning opportunities. ●
	For staff and other stakeholders: ● To feel confident and skilled in carrying out their role/job description ● To develop staff skills and areas of expertise ● Better qualified and expert staff that provide pupils with more effective levels of support and better quality teaching. ● Professional development of staff resulting in widening of staff knowledge and skills. ● Implementation of innovative learning opportunities and sharing of effective practice throughout the school. ● Staff feeling empowered and better focused on developing culture of learning within the setting.

To achieve the expected outcomes we will: (Include CPD activities) ● Provide appropriate staff training	Lead SLT SL

How will progress be monitored?
- Single central record
- Sharing of professional development
- Staff meeting minutes

• HEG

What evidence will be gathered to show the impact of this priority?
- Pupil outcomes
- Monitoring of interventions
- Staff PDR
- Staff feedback

What are the cost implications of any of the actions?
- Staff training

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Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD 5.3 Strengthen opportunities to learn from pupil voice	
What are the expected outcomes?	**For learners:** ● To have their voice heard and for this to have a positive impact on the offer they receive, their engagement and their outcomes ● Pupils feeling an increased sense of value, empowerment and participation. ● Increased pupil satisfaction and strengthened opportunities for pupil engagement. ● Pupils to engage in meaningful activities that encourage respect and tolerance of others, politeness, empathy and kindness to others. ●
	For staff and other stakeholders: ● To have a deeper understanding of pupils feelings ● To better tailor learning experiences to pupils interests and preferred learning styles ● Parents/Carers fully informed of pupil progress and involvement at school ● Mainstream schools better informed of pupil participation and progress in all areas of the school

To achieve the expected outcomes we will: (Include CPD activities)	Lead SLT
- Continue to regularly gain pupil feedback about learning activities - Collect feedback regarding pupil's views on wider school life - Review pupil feedback, looking for patterns/trends - Act upon feedback given	SL

How will progress be monitored?
- Pupil feedback   - Planning   - Incident reports   - Pupil survey

What evidence will be gathered to show the impact of this priority?
Pupil voice

What are the cost implications of any of the actions?
Staff training costs

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AFD 5.4 Develop links with local partners to further enhance the curriculum offer

What are the expected outcomes?	For learners: - To receive an enriched curriculum offer - To safely engage in off-site activities - Smoother transition for pupils to and from settings.
	For staff and other stakeholders: - To support learners to engage in an enhanced curriculum offer - Better understanding of pupils SEN, academic, behavioural, social and emotional needs upon referral to the setting. - Information used gained to modify and improve provision/practice.

	● Collaborate closely with the Lead of Pedagogical Central Team, mainstream/educational partners, professional agencies and parents/carers to ensure all needs specific to the individual pupil are considered and appropriate action identified to support the pupil during referral to and from the setting.

To achieve the expected outcomes we will: (Include CPD activities) ● Liaise with Vocational, Transition and Third Party group to develop links ● Book off-site activities ● Work closely with the Lead of the Pedagogical Trust team to ensure that protocols are agreed and in place for specific pupil information sharing ● Support pupils to engage in new experiences	Lead SLT SL
How will progress be monitored? ● Planning of timetables ● Risk assessments	
What evidence will be gathered to show the impact of this priority? ● Pupil voice ● Personal, social and emotional development outcomes	
What are the cost implications of any of the actions? ● Cost of off-site activities ● Transport	
Evaluation Commentary February 2019 ●	
Evaluation Commentary July 2019	