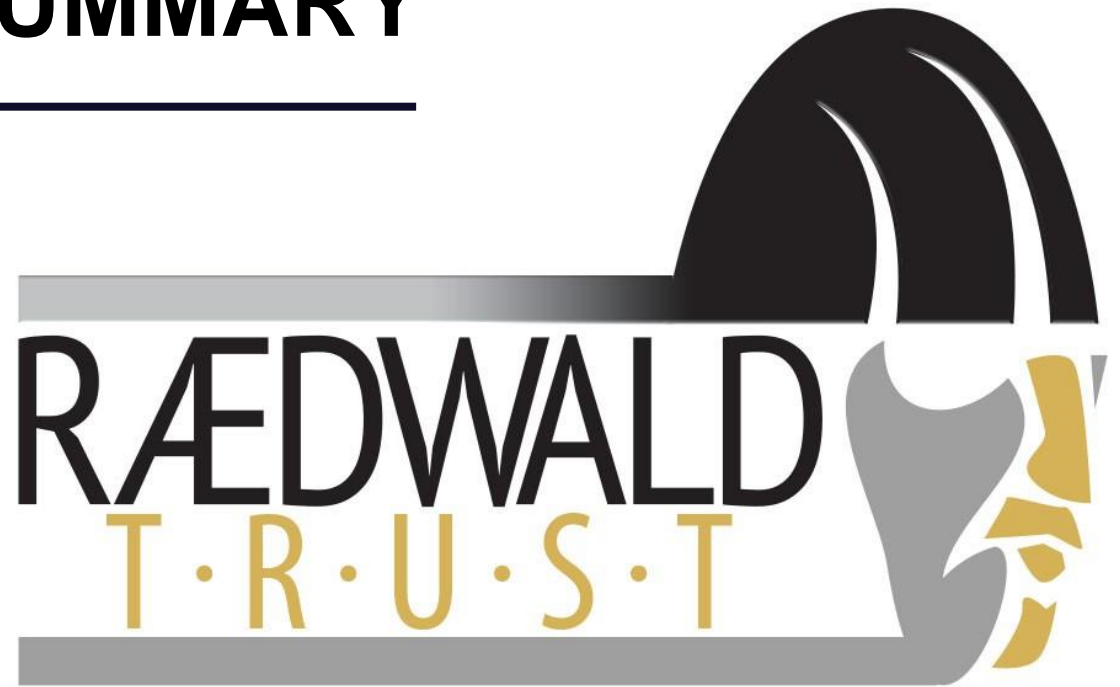


# ACADEMY SEF SUMMARY

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SEPTEMBER 2018

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FIRST BASE IPSWICH ACADEMY

## Academy SEF Summary

### General Contextual Information for First Base Ipswich

First Base Ipswich is an EYFS and Key Stage 1 PRU, predominantly serving children from South Suffolk. As of September 2018 the number of pupils attending First Base has increased from 16 to 18 pupils. This number made up of 12 part-time placements; 2 days a week, usually for 2 terms; and 6 full-time placements. Outreach is delivered by Teachers and Inclusion Support Workers (ISWs) to mainstream schools weekly for children on part-time placements. The provision support pupils to successfully reintegrate into mainstream education.

As of September 2018 a new Head Teacher has begun overseeing First Base and the existing Senior Teacher serves in the new Head of School role. To support the increase in number of pupils on roll, the school recruited a new teacher and a new ISW: both began September 2018.

### Key Student Data (as at – 14.09.18)

On role	PP	FSM	SEND	LAC	Gender
17	8	7	Diagnosis - 6 EHCP - 5	1	16 male 1 female

### Overall Effectiveness

Author :Mark Winston

Inadequate

Requires Improvement

**Good**

Outstanding

### Summary :

First Base Ipswich is a stable, respected, school that provides a nurturing environment where children's needs are met in order for them to thrive. Wellbeing of pupils is a strength of the school. First Base core values of engagement, resilience, success, reflection and success are consistently used as an expectation in learning and behaviour. Pupils know these values and are rewarded for demonstrating them individually and within class groups. Leader ensure 'values' are a focus for learning walks and observations. Children engage in daily *settling time* and *choosing time* where they are supported to build relationships with their peers.

Learning and teaching is a strength. Teachers plan and deliver a broad curriculum which meets children's academic and social, emotional and behavioural needs. A topic based approach allows for children to have individual targets for reading, writing, maths and behaviour. Behaviour targets are reinforced for the children. Learning is personalised and often follows children's own interests to ensure maximum engagement. Learning is often through play and active tasks. Outside areas have continued to be developed into safe spaces for engaging in outside learning.

Assessments within the unit are strong. All children complete thorough baseline assessments on entry to determine their ability and next steps, academically, socially and behaviourally. Prior to exit children are reassessed to analyse clear progress over their placement time at First Base. Stat Sheffield STEPS grids are used to track children's progress in reading, writing and maths termly. EYFS personal, social and emotional development criteria are used to track progress in improving self-esteem, managing feelings and behaviour and making relationships.

	<p>First Base Ipswich works closely with each pupil's referring school to secure a smooth transitions. Information sharing and reviews involve all stakeholders and held at all stages of a placement. Outreach sessions form part of the offer for children on part-time, on site, placements. Transition is supported when a placement ends.</p> <p>First Base has a relatively new staff team that is highly skilled in understanding children's needs. ISW's have individual areas of expertise which are utilised well to support children by providing intervention such as speech and language, ELSA (emotional literacy support), Lego Therapy, and puppet work.</p> <p>Safeguarding is a strength.</p> <p><i>Evidence Source: Learning walks and lesson observations, Displays, Outreach reports, Home/school folders, Pupil data and progress tracking documents, Exit reports, Pupil files, Safeguarding files, Staff appraisals, LGB minutes, Work scrutiny outcomes, Teaching and Learning meeting minutes, SLT meeting minutes, Trust Accountability and Improvement Framework 2018-19.</i></p> <p>Areas of Development:</p> <ul style="list-style-type: none"> <li>- To develop and embed new systems and procedures of recording incidents and behavior, assessments, safeguarding using School Pod.</li> <li>- To develop and implement fully the Thrive Approach to support pupils emotional and social development.</li> <li>- To incorporate more effectively the Local Governing Body impact monitoring improvements to school practice.</li> <li>- To fully embed the Trust Improvement Strategy, Policies and Procedures.</li> </ul>	
<p><b>Progress with Previous Inspection Key Issues:</b></p>	<p><b>Key Issues:</b></p> <p>Demonstrate the full impact the unit has on pupils' achievement by:  <b>Including more examples of their writing in their learning records to illustrate improvements that pupils make over time</b></p>	<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>✓ Identified as focus within SDP</li> <li>✓ Focus upon writing within review of curriculum and the overview for the academic year</li> <li>✓ Focus for work scrutiny</li> <li>✓ Planning demonstrates high number of opportunities for sustained writing</li> <li>✓ Writing is celebrated and promoted throughout the unit displays</li> <li>✓ A running record of writing evidence has been established within the unit, supporting the monitoring and moderation of writing.</li> <li>✓ Pie Corbett's approach to writing has been shared with staff and will remain a focus</li> </ul>
	<p>Demonstrate the full impact the unit has on pupils' achievement by:  <b>Collating further evidence of the long-term impact of the unit's work once pupils have returned to full-time education in their primary schools</b></p>	<ul style="list-style-type: none"> <li>✓ Identified as focus within SDP</li> <li>✓ Information regarding pupil destination is now a feature within Head Teacher reports to Managers</li> <li>✓ Use of Pre IYFAP data to track past pupils is in early stages, but will develop overtime</li> <li>✓ Plan outlining post placement procedures, including checking status of pupils after 6 month period</li> </ul>

Sub Criterion	HEG Audit - Autumn term, 2018	RAG RATING	Brief Summary of major strengths and areas for development
<b>Effectiveness of Leadership and Management</b>		Green	<p>The leadership team at First Base are committed to ensuring that children receive a positive experience of school where they feel safe and included and develop a love of learning. They have high expectations of staff and of children’s ability to succeed. As of September 2018 an existing Head Teacher within the Raedwald Trust is now overseeing First Base and an adjacent school also within the Trust. The previous senior teacher/interim head of school is now in role as the permanent Head of School. The Senior Leadership Team (SLT) also includes the Family Liaison Officer.</p> <p>Leaders are rigorous in their evaluation of teaching and learning and staff are supported to develop exceptional practice. Regular solution focused staff meetings raise any issues within the unit. Frequent teaching and learning meetings keep staff up to date and offer opportunity for peer support and challenge</p> <p><i>Evidence: Staff appraisals, LGB minutes, Learning walks and observations, Work scrutiny outcomes, Teaching and Learning meeting minutes, SLT meeting minutes, Trust Accountability and Improvement Framework 2018-19.</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>• To fully implement and embed the use of School Pod across the setting.</li> <li>• To develop the skills and expertise of the whole staff team through appropriate training and support.</li> <li>• Head of School to complete relevant professional development to enhance skills in leadership and school management.</li> <li>• To work alongside colleagues across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy.</li> </ul>
<b>Safeguarding</b>		Green	<p>Safeguarding practice is vigorous and embedded within the setting. It is compliant with all statutory requirements. Positive action is taken to promote pupils physical and emotional wellbeing and spiritual, moral and cultural development. Robust procedures are in place and all staff report safeguarding concerns immediately. Weekly safeguarding meetings take place to discuss practice and there is close collaboration that involves peer review with the safeguarding lead of an adjoining setting, as part of the Raedwald Trust. Scrutiny of safeguarding documents, reporting procedures, decisions made and pupil files form part of the peer review and weekly meeting process.</p> <p>Relevant Safeguarding training is provided to staff. Relevant posters are displayed in prominent positions throughout the setting, displaying key safeguarding personnel and contact details. Safeguarding concerns and, where appropriate, resulting outcomes are regularly discussed with staff during daily briefings and meetings. The Single Central Record is updated and maintained. Regular review of safeguarding practice is completed through weekly meetings of DSL’s, Family Liaison Manager (DDSL’s) Heads of Schools and Headteacher where review and scrutiny of safeguarding practice is undertaken – <i>HEG minutes, September 2018.</i></p> <p><i>Evidence: Pupil safeguarding files, Minutes of safeguarding meeting minutes, Minutes of morning briefing and SLT meetings, Single Central Record, Minutes from Trust Safeguarding Group.</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>• Paper based safeguarding recording system to be reviewed for transfer to School Pod.</li> <li>• Thrive approach to be utilised and implemented across the setting, to help support pupil’s emotional and social development.</li> </ul>

			<ul style="list-style-type: none"> <li>Increased collaboration across the Trust and predominantly through the Safeguarding working group, to share safeguarding practice allowing for mutually strengthening of procedures.</li> </ul>
<b>Quality of Teaching, Learning and Assessment</b>		Green	<p>Due to the addition of new members of staff, the quality of teaching and learning is currently good. The SLT have identified that new staff need collaborative CPD to develop outstanding EYFS and AP practice.</p> <p>Teachers plan an engaging curriculum based on a two year rolling programme. Half termly topics ensure a range of interests are covered which appeal to all children. Use of outside areas as teaching spaces enables many children to engage in learning. Entry assessments are a strength and teachers quickly determine current academic levels for pupil's to enable them to correctly pitch their expectations and teaching to achieve maximum progress. Observation of behaviour during the first weeks enable all staff to develop a clear picture of need and plan support accordingly. Pupil passports are swiftly written, detailing assessment data, and shared their parents/carers and community schools. Reading, writing, maths and behaviour are tracked through teacher assessment and reported on termly to the leadership team. Most children make good or better academic and behavioural progress whilst attending First Base Ipswich <i>Evidence: Planning, Curriculum plan, Children's work books, Assessments, Data, Pupil Passport</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>New teachers to be supported to develop outstanding Early Years and AP appropriate QFT</li> <li>Leaders to continue to develop new fulltime curriculum offer, ensuring breath of curriculum coverage</li> <li>Leaders to assess online learning journal and assessment tool (Tapestry) to be trialled and embedded if appropriate</li> <li>Ensure learning environment reflects high quality of learning taking place and clearly demonstrate current 'Loop of Learning'</li> </ul>
<b>Personal Development Behaviour and Welfare</b>		Green	<p>First Base is a safe and nurturing environment for all pupils who attend. Wellbeing is addressed throughout the day as standard practice. There is a consistent core values reward system in place across all classes which rewards children individually and as a class based upon demonstration of First Base core values.</p> <p>All staff are positive about their roles within the unit and support vulnerable children through extremely challenging incidents. All staff are trained in de-escalation to support the pupils when heightened. Children are always made to feel welcome and valued as individuals. Behaviour is assessed and tracked using EYFS personal, social and emotional development criteria. First Base do not exclude and as a result of this children learn that they will still be included and given the opportunity to learn no matter what behaviours they exhibit.</p> <p>Children discuss their academic and behavioural targets with staff daily. They give pupil feedback for all learning activities. Share sessions allow parents/carers to come into First Base and share learning with their child. Parent surveys and evaluations demonstrate that parents feel extremely positive about their child's experiences and opportunities at First Base. First Base Family Liaison Officer attends meetings with other agencies regarding pupil's welfare. <i>Evidence: Displays, Children's work books, Tracking documents, Staff feedback, Incident reports, SCR, Behaviour policy, Share session evaluations, Parent survey results</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>Ensure SMSC and BV plan in place and having impact</li> <li>Develop online learning journals to allow for more opportunities for celebrating success with parents and community schools</li> </ul>

			<ul style="list-style-type: none"> <li>Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development.</li> </ul>
<b>Outcomes for pupils</b>		Green	<p>Outcomes for pupils are outstanding at First Base Ipswich. Most children make good or better progress academically and behaviourally. Children who do not make expected progress often have other factors affecting their progress. First Base works closely with other agencies to identify specific needs and to ensure children receive accurate diagnosis of SEN and the necessary support. This includes applying for EHCPs.</p> <p>A number of pupil's successfully return to their mainstream setting, and others have a positive transition into an appropriate specialist setting. <i>Evidence: Data, Pupil files, Destination outcomes, Exit reports, Exit meeting notes</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>Focused monitoring of progress in reading</li> </ul>
<b>Early Years Provision</b>		Green	<p>First Base Ipswich follows an Early Years model of providing a nurturing environment with lots of opportunities to explore and develop. Outside learning is frequent and activities are often active and creative. Children are taught phonics daily to aid learning to read and write. They also engage daily in gym trail sessions to increase their fine and gross motor control. Learning is personalised and follows children's own interests. Daily choosing time allows the opportunity for staff to model and support the development of sharing and playing with others. Meal times and playtimes also supported by staff and are learning opportunities within the day. <i>Evidence: Planning, Children's work books, Learning walks and observations</i></p> <p>Areas for Development (bullet point)</p> <ul style="list-style-type: none"> <li>Continue development of outside areas for learning</li> <li>Staff to receive phonics training to ensure subject knowledge is of highest standard</li> </ul>