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# SEF SUMMARY

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JUNE 2019

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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. Part-time placements aim to support pupils to successfully reintegrate into mainstream education.

On 1<sup>st</sup> February 2019, FB BSE joined the academy trust and this has led to a re-organisation of the Headship role at FBI. This has resulted in the Head Teacher at FB BSE becoming the Head Teacher of First Base Ipswich. The existing Senior Teacher/interim head of school now serves in the new Head of School role.

### Overall Effectiveness

Author: Stacey Laws

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. Leaders 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 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.

First Base Ipswich works closely with each pupil's referring school to secure a smooth transition. 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.

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>Safeguarding is a strength.  <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>	
<b>Progress with Previous Inspection Key Issues:</b>	<b>Key Issues:</b>	<b>Progress:</b>
	<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>	<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
<i>Effectiveness of Leadership</i>		Green	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.

<p><i>and Management</i></p>		<p>On 1<sup>st</sup> February 2019, FB BSE joined the academy trust and this has led to a re-organisation of the Headship role at FBI. Claire Hargrave (Head Teacher at FB BSE) is now Head Teacher of Ipswich and Bury. The previous senior teacher/interim head of school is now in role as the permanent Head of School. Regular solution focused staff meetings raise any issues within the unit.</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>
<p><i>Safeguarding</i></p>	<p>Green</p> 	<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. Scrutiny of safeguarding documents, reporting procedures, decisions made and pupil files form part of the 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 as appropriate. The Single Central Record is updated and maintained. The role of DSL lies with the Head of School, Headteacher and Higher Learning and Progress Support are DDSLs.</p> <p><i>Evidence: Pupil safeguarding files, Minutes of safeguarding meetings, Single Central Record, Minutes from Trust Safeguarding Group</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>• Risk assessment to be written for paper based safeguarding recording system to be reviewed for transfered 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> <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>
<p><i>Quality of Teaching, Learning and Assessment</i></p>	<p>Amber</p> 	<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. 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. The two year curriculum plan has been adopted from FB BSE,</p>

			<p>including the same planning proformas and style of learning journey. 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</p> <p><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>• Leaders and teachers recognize the need to find a balance between previous and new approaches in recording pupils learning so that learning objectives are clear.</li> <li>• Refine the curriculum to focus on securing fundamental aspects of learning, with clear progression.</li> <li>• Adapt assessment framework to ensure a clear difference between input (curriculum) and output where success is achievable.</li> <li>• Review statutory entitlement offer (RE, PSHE, PE) where these will not be delivered in full ensure policy document reflects this.</li> <li>• Share policies for teaching and learning, SRE, RE, marking and feedback and presentation to ensure a consistent approach.</li> <li>• Implement a clear policy for meeting statutory obligations for KS1 assessment.</li> <li>• Ensure learning environment (displays) reflects high quality of learning taking place.</li> <li>• Implement a rigorous monitoring schedule to support teachers in developing their practice.</li> <li>• Instigate regular pupil progress meetings.</li> </ul>
<p><i>Personal Development Behaviour and Welfare</i></p>		<p>Green</p>	<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>Staff are aware of 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 dis-regulated. 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 regardless of behaviours they exhibit.</p> <p>Children discuss their academic and behavioural targets with staff daily. They give verbal 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. Children's keyworkers deliver outreach in mainstream weekly and attend any meetings.</p> <p><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>• Display evidences SMSC and BV at First Base, ensure SMSC plan in place and having an impact.</li> <li>• Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development.</li> </ul>
<i>Outcomes for pupils</i>		Green	<p>Outcomes for pupils are good 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. During induction a solution focussed "preferred future" is agreed between First Base, mainstream and parents which allows for progress to be monitored.</p> <p><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>• Pupil progress meetings to ensure early identification when expected progress is not being made, and to identify appropriate intervention.</li> <li>• To further develop the role of the Key Worker</li> </ul>
<i>Early Years Provision</i>		Green	<p>First Base Ipswich follows an Early Years model with lots of opportunities to explore and develop skills. Outside learning is frequent and activities are often active and creative. Children are taught phonics daily to aid learning to read and write. 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 are also supported by staff and are learning opportunities within the day.</p> <p><i>Evidence: Planning, Children's work books, Learning walks and observations</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> <li>• Continue development of outside areas for learning</li> <li>• Support staff to receive phonics training to ensure subject knowledge is of highest standard</li> </ul>