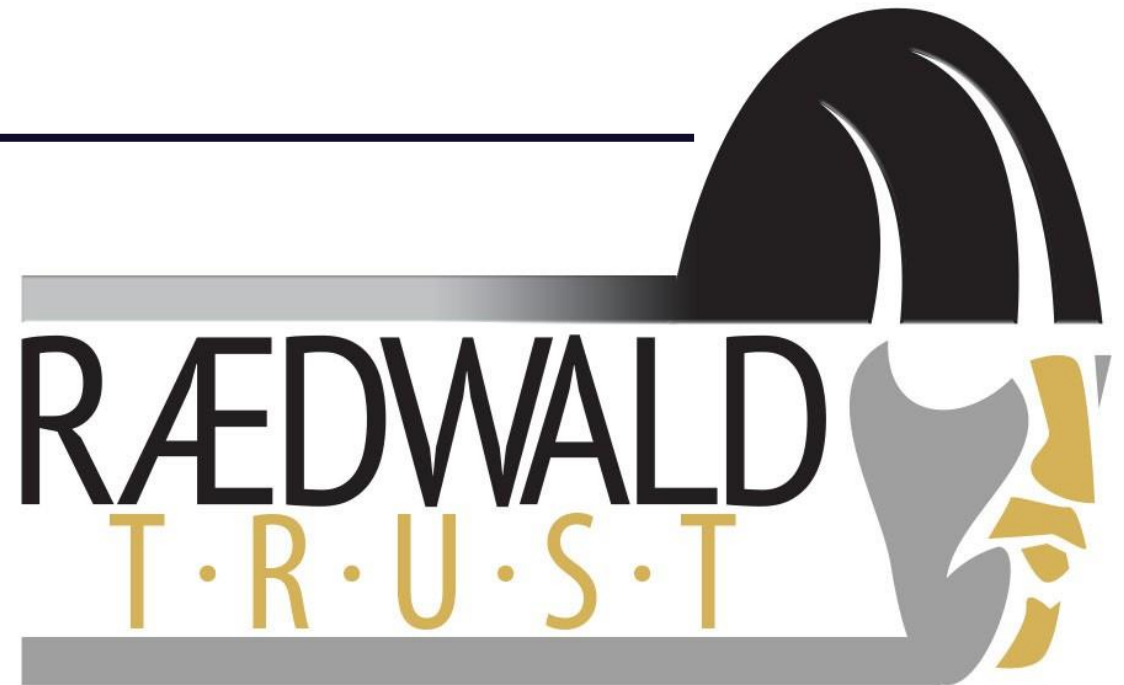# FIRST BASE IPSWICH ACADEMY IMPROVEMENT PLAN

SEPTEMBER 2019

FIRST BASE IPSWICH ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.3	Develop Governance	- Strong Governance understand their role and effectively support and offer challenge to develop the school	- Provide support to newly appointed LEC as required						
AFD 1.6	Maximise use of digital systems and hardware to increase effective practices	- Efficient digital systems are in place which increase effective working practices - Digital hardware supports teachers to deliver exceptional pupil outcomes	- Increase use of school pod, including; safeguarding, chronology, risk-assessment, uploading documents. - Staff to engage in staff hub area for CPD - Transfer of site based sharepoints to RT Hub - Audit of current hardware mapped to hardware needs of new curriculum						

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning	- Teachers deliver and pupils engage in, an ambitious curriculum of learning - Pupils make good or exceeding progress across learning objectives taught - Pupils are supported to make exceptional personal, social and emotional development through use of the Thrive approach - SEND champions demonstrate an positive impact on their SEND area of focus and ultimately on pupil outcomes	- New curriculum and assessment framework developed and externally quality assured - Curriculum implemented Sept. '19 and shared with all staff on PD day - All staff using new RAG rating system for assessment - Pupil data recorded and scrutinised at the end of each unit - External review once curriculum is implemented - Pupil progress meetings identify gaps/less than expected progress and swiftly address concerns. - All pupils are baseline assessed on Thrive - 1:1 Thrive sessions are delivered daily by key workers following pupil action plans - Pupils are reassessed to monitor impact and ensure rapid progress - Staff engage with CPD opportunities in their SEND champion area						

			- Staff can demonstrate monitoring and impact in their SEND area									
AFD 2.2	Assure all pupils of a wide curriculum offer built on prior experience and future aspiration	Pupils access a curriculum; - Which is broad and balanced - Where accurate baseline assessments decide entry points - Where there is high quality delivery of character education - Which is ambitious regarding academic attainment and habitually offers challenge - Which supports exceptional personal, social and emotional development - Which is built on a foundation of core values	- New curriculum and assessment framework developed and externally quality assured - New pupils are baseline assessed by mainstream setting on entry - High influence of character education in the new curriculum monitored for impact - Pupil data scrutinised to ensure good/exceeding progress against objectives taught - Regular book scrutiny to ensure challenge in learning is frequent - Close monitoring of PSED data and Thrive progress - Monitoring of core values reward system									

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.1	Standardise safeguarding practice with Trust practices	- Robust and effective safeguarding practices are be evident, in line with Trust practices and procedures	- Transfer all recording of safeguarding to School Pod - Weekly safeguarding review with DSL and DDSL - Engage in Trust programme of safeguarding monitoring visits - Continue to attend and contribute to Trust safeguarding group - Staff member to undertake Mental Health First aid training						

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of openness and transparent feedback to empower staff and support professional development	- All staff regularly engage in high quality communication which supports their professional development - Staff offer support and challenge to facilitate colleagues development	- All staff included in implementation of new curriculum and assessment framework - Implement schedule of focused monitoring of teaching and learning through observations, pupil progress meetings and book scrutiny - Weekly Teaching and Learning meeting with all staff to develop knowledge and understanding around specific areas						

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
AFD 4.2	Allow staff to access meaningful and impactful CPD to further develop and enhance their abilities	- Staff take ownership of and are aspirational in their professional development - Staff CPD directly impacts on teaching and learning, improving pupils life chances	- Staff to engage in Trust wide professional development programme - Staff supported to undertake new roles and responsibilities (DSL, SEND Champions, MHFA, etc.)						

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1	New traded services	- Effective traded services are offered and are utilised by external organisations	- Research existing traded services in Early Years and Key Stage One - Work with other organisations to identify need - Plan and develop set of traded services						
AFD 5.3	Strengthen opportunities to learn from pupil voice	- Pupil voice is evident across all aspects of school life - It directly impacts upon teaching and learning and on pupils experiences at the school	- Analyse and develop actions from pupil survey July 2019 - Use daily pupil voice opportunities regarding learning to influence next steps and planning of future learning - Carry out survey to gain pupil reviews on new curriculum and assessment system - Set up a school council to gain pupil voice regarding wider school life and allow an influence						

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 Learning and Education Committee

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 the 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 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.