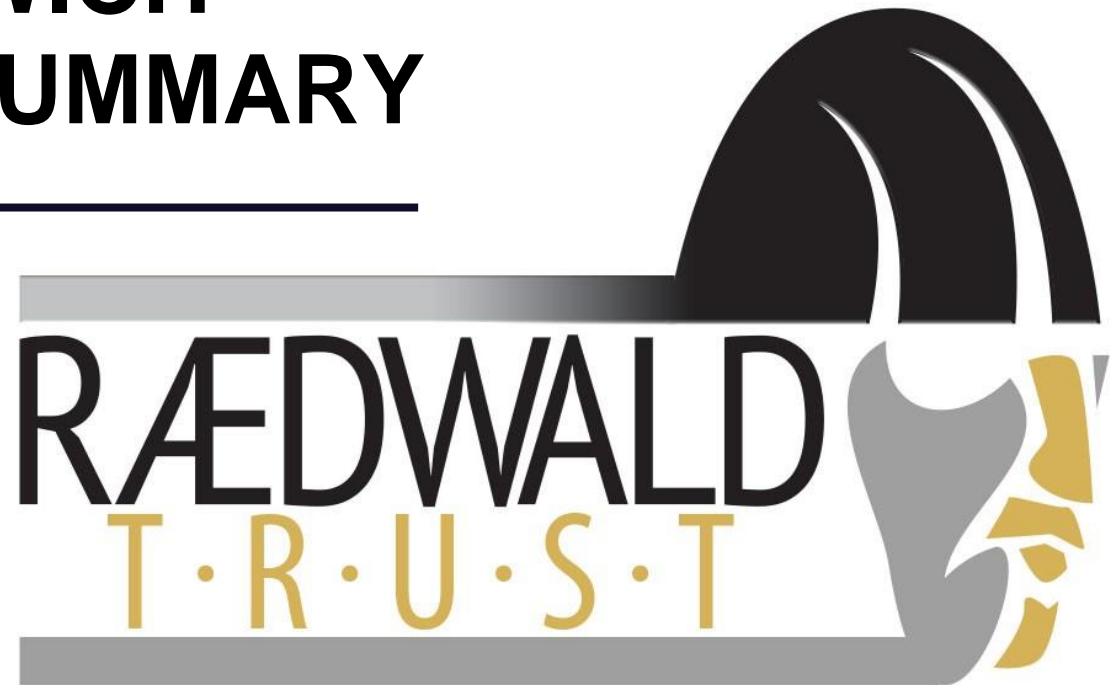


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# FIRST BASE IPSWICH ACADEMY SEF SUMMARY

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SEPTEMBER 2019

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FIRST BASE IPSWICH ACADEMY

## FIRST BASE IPSWICH SCHOOL SELF EVALUATION 2019-2020

Updated: SL September 2019

**Context** First Base is an Early Years and Key Stage One pupil referral units. It is an academy in the Raedwald Trust. Pupils are commissioned for a placement through the Local Authority. First Base runs two classes, each consisting of 6 pupils who are on dual placements with their mainstream settings. Pupils attend on average for 2 terms, although this is flexible dependent on need. Staff deliver weekly outreach sessions within mainstream schools to support pupils. First Base currently has one full-time pupil.

22 pupils attended First Base Ipswich during the academic year 2018-2019.

	Reception	Year 1	Year 2
Boys	1	11	8
Girls	0	1	1

6 of these pupils were in the ks1, full-time, SEMH group.

17 attended a dual-placement for 2 days a week.

10 of the 22 pupils were in receipt of pupil premium and 5 were also eligible for FSM.

There were no children on role who were in care, however one pupil was adopted. 12 pupils were at FNM.

Two of the dual-placement children had EAL (one Portuguese and one Bengali)

	EHCP	Referral for EHCP	Medical Diagnosis	Medical assessment
Reception	0	0	0	1
Year 1	2	4	1	5
Year 2	6	1	7	2

	<p>The majority of pupils attending First Base are white British. Last academic year one pupil was Portuguese and one Bengali, they both attended dual placements.</p> <p>Of the 6 children in the full-time group 5 attended continuously for the entire academic year. The other attended for one day and subsequently transferred to another provision.</p> <p>The dual placement pupils, on average, attend for 2 terms. Entry and exits happen throughout the year as pupils are ready to reintegrate to mainstream fulltime, and places at First Base become available.</p> <p>This year we are applying for the Unicef Rights Respecting School award.</p> <p>Overall Attendance for 2018-2019 was 96.51%</p> <p>Pupil behaviour can be challenging but staff support behaviour difficulties extremely well and have excellent de-escalation skills. Pupils do not receive fixed term or permanent exclusions, they are supported through behaviour incidents to enable them to co-regulate and to re-engage with learning.</p> <p>First Base are not running a full-time group this year although there remains one full-time pupil on role from the previous academic year. Two part-time groups will be running</p> <p>First Base have a relatively new staff team, having all joined the school within the last 2.5 years. There is a strong and consistent core to the staff team but there has also been significant change. In the last academic year the head teacher, two teachers, six inclusion support workers, the family liaison officer and the admin support left the school.</p>
<b>Progress against previous inspection</b>	
<b>Areas to improve</b>	<b>Progress</b>
<p>Demonstrate the full impact the unit has on pupils' achievement by:</p> <ul style="list-style-type: none"> <li>• Including more examples of their writing in their learning records to illustrate improvements that pupils make over time</li> <li>• Collating further evidence of the long-term impact of the unit's work once pupils have returned to fulltime education in their primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers ensure that pupils regularly engage with writing activities and that they are effectively supported to make progress against individual writing targets. This is recorded in pupil's learning journeys to demonstrate progress over time.</li> <li>• Once a pupil exits First Base outreach is delivered in their mainstream setting for a further 4 weeks. A follow up call is made at 6 months, one year and two years. The update is recorded to evidence long-term impact of the placement.</li> </ul>
School improvement priorities	Please refer to the AIP published on our website

**QUALITY OF EDUCATION – Good**

**Strengths**

**Intent:**

- A new curriculum has been designed and was shared with all staff at the start of year PD day. The curriculum has been designed to cover specific key skills in core subjects. It is a concentric curriculum which allows for knowledge to be revisited and therefore enables progression and long term knowledge acquisition. The curriculum is communicated to mainstream schools so they are fully aware of what First Base will teach and assess and what will not be covered. Character Education and locality have greatly influenced the new curriculum. Thrive sessions are planned into the daily curriculum to support pupils emotional development.

**Implementation:**

- Staff are experienced in delivering teaching and supporting learning in EYFS and Key Stage one. Lesson observations demonstrate good subject knowledge and pedagogy. Learning is well supported to allow pupils to make progress.
- A new assessment framework has been written to support the implementation of the new curriculum. It uses clear formative assessment to track pupil progress on curriculum objectives that are taught at First Base. The concentric curriculum allows for learning to be revisited to support progression and long term knowledge acquisition.
- First Base work closely with mainstream settings to support pupils with SEN and/or disabilities. Personalised planning for pupil's academic learning and personal, social and emotional development allows for individual needs to be identified and met. First Base support mainstream settings in gathering evidence and referring for EHCP assessments.

**Impact:**

Two Year 1 pupils accessed the phonics screening in 2019, neither of them achieved the pass rate.

KS1 statutory assessment data was submitted for 3 pupils, all of whom were attending full-time First Base placements.

Pupil	Reading	Writing	Maths	Science
A	Working towards KS1 standard	Pre-Key Stage - Standard 4	Pre-Key Stage - Standard 4	Working towards KS1 standard
B	Pre-Key Stage - Standard 4	Pre-Key Stage - Standard 4	Pre-Key Stage - Standard 4	Working towards KS1 standard
C	Pre-Key Stage - Standard 3	Pre-Key Stage - Standard 3	Pre-Key Stage - Standard 4	Working towards KS1 standard

Progress over entire placement for all pupils on role during 2018-19 academic year (teacher assessed using Stat Sheffield Assessment Framework)

	Less than expected	Expected	More than expected
Reading	6	13	3
Writing	3	14	5
Maths	6	11	5

<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1. 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>2. Refine the curriculum to focus on securing fundamental aspects of learning, with clear progression.</li> <li>3. Adapt assessment framework to ensure a clear difference between input (curriculum) and output where success is achievable.</li> <li>4. Review statutory entitlement offer (RE, PSHE, PE) where these will not be delivered in full ensure policy document reflects this.</li> <li>5. Share policies for teaching and learning, SRE, RE, marking and feedback and presentation to ensure a consistent approach.</li> <li>6. Implement a clear policy for meeting statutory obligations for KS1 assessment.</li> <li>7. Ensure learning environment (displays) reflects high quality of learning taking place.</li> <li>8. Implement a rigorous monitoring schedule to support teachers in developing their practice.</li> <li>9. Instigate regular pupil progress meetings.</li> </ol>	<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1. Within the new curriculum development decisions have been made regarding the recording of pupil's learning. Previously used learning logs have been developed to now include learning objectives as well as pupil and staff RAG rating of learning.</li> <li>2. New curriculum in place as of Sept. 2019. All staff trained in approach of new curriculum and fundamentals of learning.</li> <li>3. New assessment framework written to support new curriculum, implemented Sept. 2019. There is a clear difference between the curriculum (input) and the assessment (output).</li> <li>4. Policies have been written reflecting teaching of statutory entitlement offer.</li> <li>5. All policies updated shared with staff on Sept. 2019 PD day.</li> <li>6. Policy written detailing statutory obligations for KS1 assessment.</li> <li>7. Decisions made around which displays are useful to support learning and celebrate pupil achievements.</li> <li>8. New monitoring schedule shared with staff, to begin Sept. 2019.</li> <li>9. Pupil progress meetings, initially scheduled half termly to ensure rigorous monitoring of new curriculum and assessment framework.</li> </ol>
<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• Monitor, evaluate and review implementation of new curriculum and assessment framework.</li> <li>• SEND Champions to attend training and to monitor and impact on their SEND areas.</li> <li>• Embed regular cycle of monitoring including learning walks, lesson observations, book scrutiny and pupil progress meetings.</li> </ul>

## BEHAVIOUR AND ATTITUDES – Good

Strengths	<p>First Base do not give fixed term or permanent exclusions. RPI and Low Level PI is monitored monthly by leaders as part of reviewing behaviour cultures. External support, training for staff and consultation is enlisted as part of our routine practice.</p> <p>There have been no incidents of bullying at First Base in the last academic year.</p> <p>There was one racist incident in the academic year 2018-2019</p> <p>Whole school attendance was 96.51%. Most pupils arrive by taxi and punctuality is excellent.</p> <p>Pupil survey and behaviour data demonstrate good attitudes to learning. (have you got some data for this?)</p>	
<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1. Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development.</li> </ol>		<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1. Baseline assessments were carried out with most pupils. Staffing changes presented challenges in embedding practice.</li> </ol>
Areas for development	<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> <li>• Develop interpretation and use of behaviour target data to impact on behaviour progress.</li> </ul>	

## PERSONAL DEVELOPMENT – Good

Strengths	<p>SMSC and British Values display details regular opportunities for development in these areas.</p> <p>The five areas of Character education are woven throughout the First Base curriculum. Pupils access sport and a creative/performance project every week. Each three week unit of learning includes opportunities for meeting role models from different jobs. Each term pupils engage in fundraising for a charity of their choosing.</p> <p>The new curriculum includes a programme of study for PSHE/SRE. PSED is tracked and development supported accordingly. First Base provides a nurturing environment for all children.</p> <p>Pupil survey (carried out July 2019). Pupil voice regarding learning and how their day has gone is recorded daily and shared with parents.</p> <p>Pupils are well prepared and supported to transition back to full-time mainstream education. Outreach sessions during and after placement allow First Base staff to work closely with mainstream staff. Character Education and promotion of core values enables pupils to develop their character.</p> <p>PSED data - Progress over entire placement for all pupils on role during 2018-19 academic year (teacher assessed using EYFS PSED profile)</p> <table border="1" data-bbox="394 1224 1272 1419"> <thead> <tr> <th></th> <th>Less than expected</th> <th>Expected</th> <th>More than expected</th> </tr> </thead> <tbody> <tr> <td>Self-confidence &amp; self-awareness</td> <td>6</td> <td>8</td> <td>8</td> </tr> <tr> <td>Managing feelings &amp; behaviour</td> <td>3</td> <td>9</td> <td>10</td> </tr> <tr> <td>Making relationships</td> <td>4</td> <td>8</td> <td>10</td> </tr> </tbody> </table>				Less than expected	Expected	More than expected	Self-confidence & self-awareness	6	8	8	Managing feelings & behaviour	3	9	10	Making relationships	4	8	10
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<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1. Display evidences SMSC and BV at First Base, ensure SMSC plan in place and having an impact.</li> </ol>	<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1. Thrive assessments carried out for some pupils and shared with mainstream schools. Effective use to be further developed.</li> </ol>
<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• Develop Thrive practice across the school. All children to receive Thrive assessment on entry and 1:1 Thrive sessions with their key worker. Progress to be monitored and shared with mainstream setting.</li> <li>• Monitor impact of Character Education through demonstration of core values and through progress in Thrive sessions and assessment.</li> </ul>

**LEADERSHIP AND MANAGEMENT – Good**

<p>Strengths</p>	<p>Safeguarding practice is strong. Concerns are rapidly addressed and actions recorded thoroughly. Any concerns raised, actions and outcomes are shared with mainstream settings. An ISW undertook her DSL training last academic year to act as a deputy DSL. Weekly meetings take place between DSL and DDSL to review and reflect on practice. First Base staff attend meetings for pupils where safeguarding will be discussed. Concerns are passed on to relevant agencies where applicable and parents supported. First Base is an active member of the Trust Safeguarding Group.</p> <p>High staff mobility and low staff levels have impacted on the well-being of staff over the past year. However, the current staff are a strong team who enjoy their roles and are supportive of each other's wellbeing. This year, First Base staff are engaged in a pioneering Trust wide professional development programme providing opportunity for modular growth determined by robust self-evaluation. Through this, staff are able to enhance impact through self-guided study.</p> <p>Parent survey (July 2019) demonstrates extremely positive views from parents about First Base and their child's placement.</p>
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<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1. To fully implement and embed the use of School Pod across the setting.</li> <li>2. To develop the skills and expertise of the whole staff team through appropriate training and support.</li> <li>3. Head of School to complete relevant professional development to enhance skills in leadership and school management.</li> <li>4. To work alongside colleagues across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy.</li> <li>5. Risk assessment to be written for paper based safeguarding recording system to be reviewed for transferred to School Pod.</li> <li>6. Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development.</li> <li>7. Increased collaboration across the Trust and predominantly through the Safeguarding working group, to share safeguarding practice allowing for mutually strengthening of procedures.</li> </ol>	<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1. Action was not completed. Many new tabs on School Pod to be utilised from Sept. 2019.</li> <li>2. Due to staff shortage training opportunities were limited. This has been addressed through the new Professional Development programme</li> <li>3. Head of School has had an extension approved for NPQSL assessment, to allow for time to collect based on new curriculum.</li> <li>4. First Base Ipswich is actively engaged in a number of Trust groups: safeguarding; SEND; IT. This has strengthened accountability and sustainable growth</li> <li>5. Not completed. Safeguarding transferring to School Pod Sept. 2019 as part of standardised trust wide approach</li> <li>6. Thrive assessments carried out for some pupils and shared with mainstream schools improving understanding at handover. Effective use to be further developed.</li> <li>7. ISW attended DSL training to act as DDSL at First Base. She attends Trust wide Safeguarding group meetings and feedback to HoS/DSL strengthening an interdependent culture of safeguarding</li> </ol>
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Areas for development	<ul style="list-style-type: none"> <li>• Monitor transfer of Safeguarding onto School Pod.</li> <li>• Delivery of new governance structure: Learning and Education Committee</li> <li>• All staff to actively engage with Trust wide CPD programme.</li> <li>• HT's working cross site to drive improvement across Ofsted areas.</li> </ul>
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**QUALITY OF EDUCATION IN EARLY YEARS – Good**

Strengths	<p>The new curriculum maps progression of fundamental skills in core subjects from EYFS to greater depth at Year 2. This allows Early Years pupils to be taught key skills alongside Year1/2 peers and for mainstream schools to have a clear understanding of objectives taught and progression.</p> <p>During the last academic year First Base had one reception age child on role for a half a term.</p>
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<p><b>Actions from previous year:</b></p> <ol style="list-style-type: none"> <li>1. Continue development of outside areas for learning</li> <li>2. Support staff to receive phonics training to ensure subject knowledge is of highest standard</li> </ol>	<p><b>Impact of actions:</b></p> <ol style="list-style-type: none"> <li>1. Not completed</li> <li>2. Not completed</li> </ol>
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Areas for development	<ul style="list-style-type: none"> <li>• Monitor, evaluate and review implementation of new curriculum and assessment framework.</li> <li>• Embed regular cycle of monitoring including learning walks, lesson observations, book scrutiny and pupil progress meetings.</li> </ul>
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Next steps	
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**OVERALL EFFECTIVENESS – Good**



Strengths	???
Actions from previous year:	Impact of actions:
Areas for development	
Next steps	

**EVIDENCE TO SUPPORT SUMMARY EVALUATION**

Ofsted inspection report:	<a href="#">Ofsted Report - June 2016</a>
Quality of education:	External Curriculum Review – June 2019 Assessment data
Behaviour and attitudes:	EYFS PSED data Pupil survey

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Personal development:	EYFS PSED data
Leadership and management:	Parent survey
Quality of education in early years (if applicable):	
Overall effectiveness:	