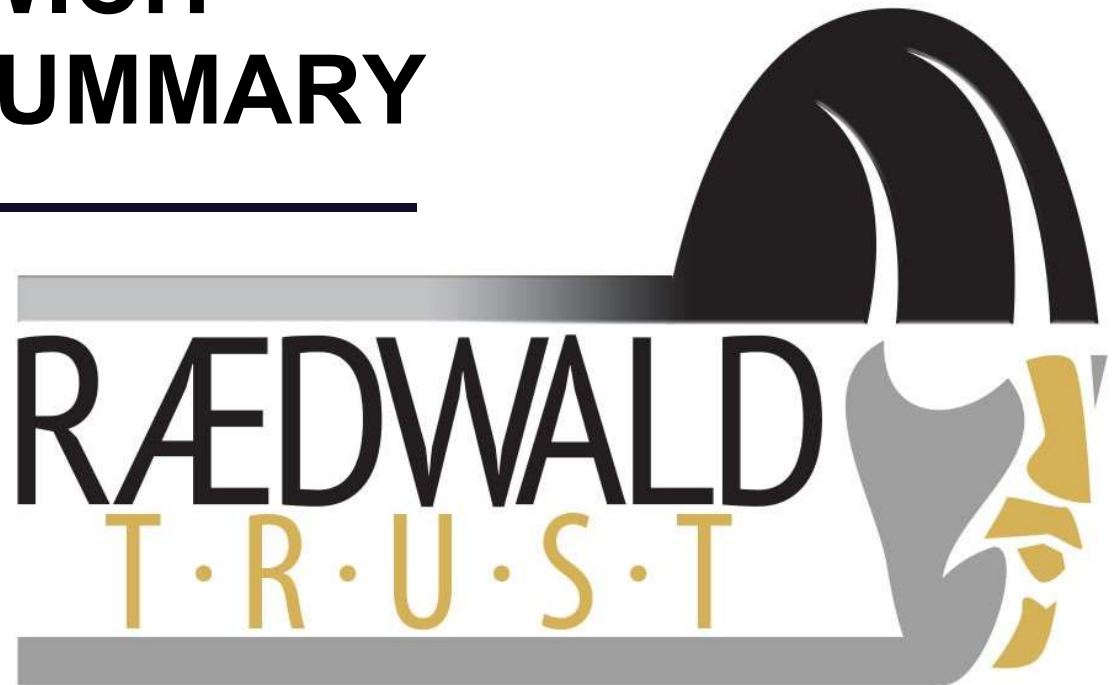

FIRST BASE IPSWICH ACADEMY SEF SUMMARY



SEPTEMBER 2019

FIRST BASE IPSWICH ACADEMY

FIRST BASE IPSWICH SCHOOL SELF EVALUATION 2019-2020

Updated: **SL, December 2019 – SL, February 2020 – SL, April 2020**

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.

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 subsequently become available.</p> <p>This year we achieved the Unicef Rights Respecting School bronze 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 currently has a part-time group consisting of 6 pupils; they attend First Base for 2 days per week and attend their mainstream school for the other 3 days. First Base has a full-time group consisting of 6 pupils; they attend First Base all week.</p> <p>First Base have a relatively new staff team, having all joined the school within the last 3 years. There has been significant change in the staff team at all levels, as some staff have been supported into other roles in the Trust or chosen different career paths. However, there is a strong and consistent core to the staff team which has allowed for rapid curriculum development and continued high expectations of learning and behaviour.</p>
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Progress against previous inspection

Areas to improve	Progress
<p>Demonstrate the full impact the unit has on pupils' achievement by:</p> <ul style="list-style-type: none"> • Including more examples of their writing in their learning records to illustrate improvements that pupils make over time • Collating further evidence of the long-term impact of the unit's work once pupils have returned to fulltime education in their primary schools. 	<ul style="list-style-type: none"> • 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 books to demonstrate progress over time. • 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.

School improvement priorities	Please refer to the AIP published on our website
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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.
- The new curriculum is derived directly from the National Curriculum and an assessment framework has been written which is aligned to the statutory framework. 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 and skill 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"> 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. 2. Refine the curriculum to focus on securing fundamental aspects of learning, with clear progression. 3. Adapt assessment framework to ensure a clear difference between input (curriculum) and output where success is achievable. 4. Review statutory entitlement offer (RE, PSHE, PE) where these will not be delivered in full ensure policy document reflects this. 5. Share policies for teaching and learning, SRE, RE, marking and feedback and presentation to ensure a consistent approach. 6. Implement a clear policy for meeting statutory obligations for KS1 assessment. 7. Ensure learning environment (displays) reflects high quality of learning taking place. 8. Implement a rigorous monitoring schedule to support teachers in developing their practice. 9. Instigate regular pupil progress meetings. 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 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. 2. New curriculum in place as of Sept. 2019. All staff trained in approach of new curriculum and fundamentals of learning. 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). 4. Policies have been written reflecting teaching of statutory entitlement offer. 5. All policies updated shared with staff on Sept. 2019 PD day. 6. Policy written detailing statutory obligations for KS1 assessment. 7. Decisions made around which displays are useful to support learning and celebrate pupil achievements. 8. New monitoring schedule shared with staff, to begin Sept. 2019. 9. Pupil progress meetings, initially scheduled half termly to ensure rigorous monitoring of new curriculum and assessment framework.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Curriculum and Assessment; monitor, evaluate and review implementation of new curriculum and assessment framework. <ul style="list-style-type: none"> - External evaluation of curriculum and assessment framework 13.11.19 - Half termly pupil progress meetings showing good progress. Further external review booked for summer term. • SEND leadership across site; SEND Champions to attend training and to monitor and impact upon their SEND areas. <ul style="list-style-type: none"> - Staff attending training sessions. - Some staff changes have impacted this area, staff continuing to attend training. • Leadership; to embed regular cycle of monitoring to support staff development and impact on learning. <ul style="list-style-type: none"> - Ongoing: SEND drop in, lesson observations for teaching staff, pupil progress meeting, external triangulation of curriculum, work in books and assessment outcomes. - Ongoing cycle; SEND drop-in, writing scrutiny, pupil progress meetings, learning walks.

BEHAVIOUR AND ATTITUDES – Outstanding

<p>Strengths</p>	<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>Responses to pupil survey (July 2019);</p> <table border="1" data-bbox="415 641 1446 885"> <thead> <tr> <th data-bbox="415 641 760 711">Do you learn new things in lessons?</th> <th data-bbox="760 641 1104 711">Are you expected to work hard?</th> <th data-bbox="1104 641 1446 711">If you get stuck with your work in class, do you get help?</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 711 760 885"> <p>Yeah, like the time we did pond dipping. That was a good day.</p> <p>Yeah, every day I do!</p> <p>Sometimes, like pond dipping.</p> <p>Yeah, pond dipping. We found bugs <u>you</u> haven't even heard of!</p> </td> <td data-bbox="760 711 1104 885"> <p>Yeah, your best work</p> <p>Yeah and write sentences!</p> <p>Yeah, like maths.</p> <p>Yes they want cool work.</p> </td> <td data-bbox="1104 711 1446 885"> <p>Yes, from grown-ups.</p> <p>Yeah from you.</p> <p>Yes, from any teacher and friends.</p> <p>The teachers do and the kids do.</p> </td> </tr> </tbody> </table>			Do you learn new things in lessons?	Are you expected to work hard?	If you get stuck with your work in class, do you get help?	<p>Yeah, like the time we did pond dipping. That was a good day.</p> <p>Yeah, every day I do!</p> <p>Sometimes, like pond dipping.</p> <p>Yeah, pond dipping. We found bugs <u>you</u> haven't even heard of!</p>	<p>Yeah, your best work</p> <p>Yeah and write sentences!</p> <p>Yeah, like maths.</p> <p>Yes they want cool work.</p>	<p>Yes, from grown-ups.</p> <p>Yeah from you.</p> <p>Yes, from any teacher and friends.</p> <p>The teachers do and the kids do.</p>
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<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development. 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Baseline assessments were carried out with most pupils. Staffing changes presented challenges in embedding practice. 								
<p>Areas for development</p>	<ul style="list-style-type: none"> • Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development. <ul style="list-style-type: none"> - Thrive sessions carried out daily during free-flow time. All pupils assessed on entry and then half termly. - Ongoing. • Develop interpretation and use of behaviour target data to impact on behaviour progress. <ul style="list-style-type: none"> - Behaviour target data known by class teacher and used to impact on support. Discussed and documented in pupil progress meetings. - Ongoing. Targets reviewed and amended, where necessary, every three weeks. Behaviour target data shared with parents daily and mainstream settings weekly. 								

PERSONAL DEVELOPMENT – Outstanding

<p>Strengths</p>	<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="394 488 1272 680"> <thead> <tr> <th></th> <th>Less than expected</th> <th>Expected</th> <th>More than expected</th> </tr> </thead> <tbody> <tr> <td>Self-confidence & self-awareness</td> <td>6</td> <td>8</td> <td>8</td> </tr> <tr> <td>Managing feelings & 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> <p>1. Display evidences SMSC and BV at First Base, ensure SMSC plan in place and having an impact.</p>	<p>Impact of actions:</p> <p>1. Thrive assessments carried out for some pupils and shared with mainstream schools. Effective use to be further developed.</p>																	
<p>Areas for development</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Thrive sessions carried out daily during free-flow time. All pupils assessed on entry and then half termly. - Ongoing. • Monitor impact of Character Education through demonstration of core values and through progress in Thrive sessions and assessment. <ul style="list-style-type: none"> - Discussed and evidenced through pupil progress meetings. - Ongoing. Also evidenced in pupil work books and through feedback from providers. 																	

LEADERSHIP AND MANAGEMENT – Outstanding

Strengths	<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>
<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. To fully implement and embed the use of School Pod across the setting. 2. To develop the skills and expertise of the whole staff team through appropriate training and support. 3. Head of School to complete relevant professional development to enhance skills in leadership and school management. 4. To work alongside colleagues across the Trust, to successfully incorporate all elements of the Trust Improvement Strategy. 5. Risk assessment to be written for paper based safeguarding recording system to be reviewed for transferred to School Pod. 6. Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development. 7. Increased collaboration across the Trust and predominantly through the Safeguarding working group, to share safeguarding practice allowing for mutually strengthening of procedures. 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Action was not completed. Many new tabs on School Pod to be utilised from Sept. 2019. 2. Due to staff shortage training opportunities were limited. This has been addressed through the new Professional Development programme 3. Head of School has had an extension approved for NPQSL assessment, to allow for time to collect based on new curriculum. 4. First Base Ipswich is actively engaged in a number of Trust groups: safeguarding; SEND; IT. This has strengthened accountability and sustainable growth 5. Not completed. Safeguarding transferring to School Pod Sept. 2019 as part of standardised trust wide approach 6. Thrive assessments carried out for some pupils and shared with mainstream schools improving understanding at handover. Effective use to be further developed. 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
Areas for development	<ul style="list-style-type: none"> • Monitor transfer of Safeguarding onto School Pod. <ul style="list-style-type: none"> - QA visit from Trust safeguarding team. - Engagement in Trust Safe Guarding team meetings, First Base review panel meetings, phone call and scheduled visit from Safe Guarding Governor. • Delivery of new governance structure: Learning and Education Committee <ul style="list-style-type: none"> - Governor identified and attended LEC. Visit planned for Jan. '20. - Initial meeting with Governor Feb. 2020 – familiarised with setting and discussed January LEC report. • All staff to actively engage with Trust wide CPD programme. <ul style="list-style-type: none"> - All staff completed RAG reviews and set targets with reviewers. Programme ongoing. - Ongoing. • HT's working cross site to drive improvement across Ofsted areas. <ul style="list-style-type: none"> - HEG review of First Base completed.

QUALITY OF EDUCATION IN EARLY YEARS – Outstanding

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>	
<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Continue development of outside areas for learning 2. Support staff to receive phonics training to ensure subject knowledge is of highest standard 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Not completed 2. Not completed 	
Areas for development	<ul style="list-style-type: none"> • Monitor, evaluate and review implementation of new curriculum and assessment framework. <ul style="list-style-type: none"> - Monitoring through pupil progress meetings, observations, external review. Currently no EYFS children on role, however some pupils are working within EYFS programmes of study. - Ongoing. • Embed regular cycle of monitoring including learning walks, lesson observations, book scrutiny and pupil progress meetings. <ul style="list-style-type: none"> - Completed: SEND drop in, lesson observations for teaching staff, pupil progress meeting, external triangulation of curriculum, work in books and assessment outcomes. - Ongoing. 	

OVERALL EFFECTIVENESS – Outstanding

Strengths		
Actions from previous year:	Impact of actions:	

Areas for development	
Next steps	

EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report:	Ofsted Report - June 2016
Quality of education:	<ul style="list-style-type: none"> Curriculum External Curriculum Review – June 2019, November 2019 Assessment data Pupil work books Pupil progress meetings Weekly report to schools Exit reports
Behaviour and attitudes:	<ul style="list-style-type: none"> EYFS PSED data Pupil survey Pupil progress meetings Weekly report to schools Exit reports
Personal development:	<ul style="list-style-type: none"> EYFS PSED data Thrive assessments Pupil progress meetings Weekly report to schools Exit reports Pupil survey

Leadership and management:	Parent survey Stake holder feedback Teaching & Learning minutes Staff CPD Pupil progress meetings Staff survey School Pod LEC meetings
Quality of education in early years (if applicable):	Curriculum
Overall effectiveness:	