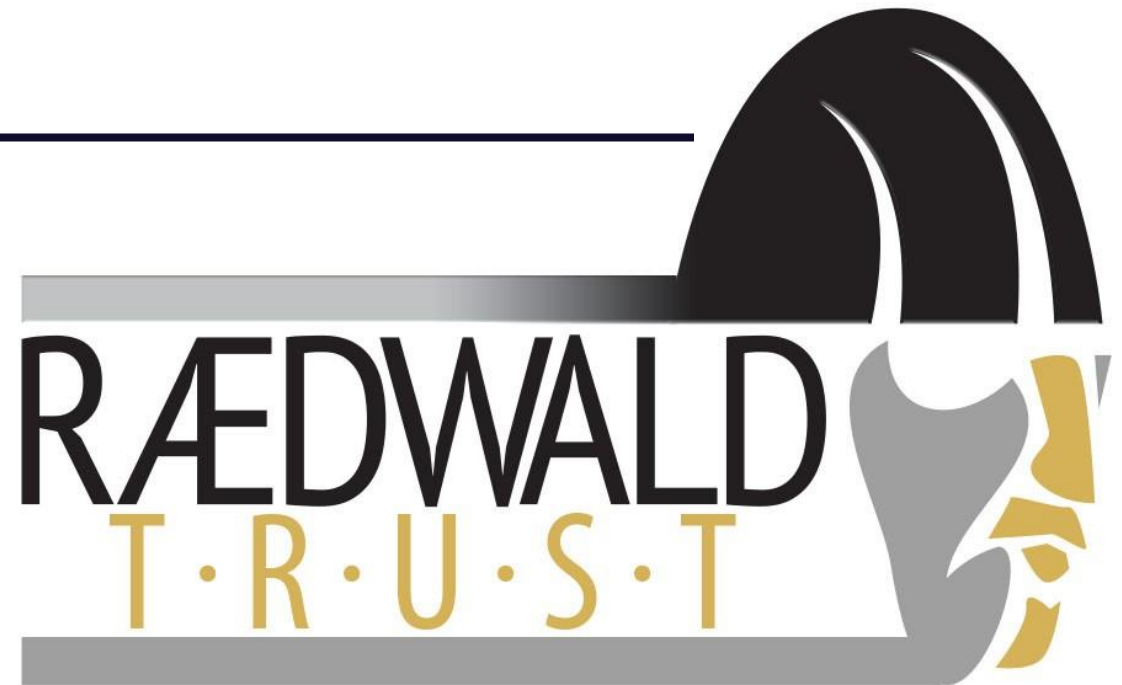

FIRST BASE IPSWICH ACADEMY IMPROVEMENT PLAN



JUNE 2022

FIRST BASE IPSWICH ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2021-2022

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 1.4	Leaders have greater accountability over finance decisions: know the Academy's income, the cost of staffing the site and cost centres for resourcing.	<ul style="list-style-type: none"> Case studies demonstrate that resources positively improve outcomes. Structures are in place for recording expenditure. 	<ul style="list-style-type: none"> All pupils to have a baseline assessment. Pupil progress meetings half-termly to assess and moderate progress against learning objectives. Case studies to be produced against expenditure. Expenditure is costed against learner outcomes. Bi-annual appraisal meetings. Regular discussions with Business Manager of budgets. LEC and Governor meetings ensure the school is moderated externally; offering support and challenge. 						
AFD 1.5	Policies and procedures are in place and staff confidence is high about who is accountable for them.	<ul style="list-style-type: none"> Leaders know and promote the academy policies and procedures. 	<ul style="list-style-type: none"> Centralised area created for all policies and procedures. 						

		<ul style="list-style-type: none"> All staff follow the procedures in line with the policies. Staff confidence is high in knowing the procedures and statutory requirements at First Base Ipswich. 	<ul style="list-style-type: none"> Regular reviews and professional discussions around the policies and procedures. Training offered in order to adhere to relevant processes outlined in policies. Flowchart/organogram or similar responsibility list created and shared. Staff confidence surveys. 						
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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	Ensure/support pupils' understanding about their PRU placement, progress and what's happening.	<ul style="list-style-type: none"> A curriculum is designed for each Pathway – subject and curriculum overviews are written. Curriculum programme is externally moderated to ensure it meets the Raedwald Trust's motto: <i>'Higher Expectations, Higher Aspirations and Higher Achievement'</i> 	<ul style="list-style-type: none"> Pupils, parents and mainstream school surveys. Curriculum design and programmes of study are updated to reflect the three different pathways offered at First Base. External moderation booked and carried out. 						

		<ul style="list-style-type: none"> Pupils, their families and the placing school have a clear understanding of their PRU placement and the reasons for it. 	<ul style="list-style-type: none"> Information about placements is shared with all relevant stakeholders. Training provided to deliver the curriculum and programmes of study. 						
AFD 2.2	Develop cultural capital by ensuring a curriculum offer is in place for all children at First Base.	<ul style="list-style-type: none"> A curriculum is designed for each Pathway – subject and curriculum overviews are written. Curriculum programme is externally moderated to ensure it meets the Raedwald Trust's motto: <i>'Higher Expectations, Higher Aspirations and Higher Achievement'</i> Personalised learning takes place for every pupil (evidenced through planning, work produced and discussion with pupil). Teachers are confident in using planning frameworks/programmes of study. Pupils have behaviour targets set. 	<ul style="list-style-type: none"> Develop and modify Programmes of study to reflect vocabulary progression, assessment rubric and exemplar work External moderation booked and carried out. Planning scrutiny. Book scrutiny. Discussions with pupils. Staff survey. Trips and visits carried out clear rationale over the intended purpose. Observations of lessons. Learning walks. 						

		<ul style="list-style-type: none"> Training is regularly undertaken and is monitored by the DSL. 	<ul style="list-style-type: none"> Safeguarding quizzes to assess knowledge. External reviews. Internal reviews. Weekly meetings to discuss current case load. Actions are promptly responded to and evidenced on School Pod. 						
AFD 3.4	Develop further, links with partners in social care, health and education	<ul style="list-style-type: none"> Agencies work effectively together to best support pupil need. Clear processes and lines of communication enable correct services to contribute support. 	<ul style="list-style-type: none"> Continue to develop open communication and feedback with mainstream partner schools Tenaciously follow up pupils once they have left the provision to ensure long term outcomes are strong 						

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 through transparent feedback and ethical accountability	<ul style="list-style-type: none"> All staff are able to engage in constructive feedback opportunities Staff feel able to raise concerns and discuss ways forward 	<ul style="list-style-type: none"> Staff at all levels engage in peer observation, giving and receiving constructive feedback to enable development Schedule in place for regular, focused monitoring 						

		<ul style="list-style-type: none"> Feedback and reflection positively impact on practice and outcomes 	<ul style="list-style-type: none"> Teaching and Learning meetings focus on impacting pupil outcome 						
AFD 4.2	Appraisal process and performance management	<ul style="list-style-type: none"> All staff to be part of the appraisal cycle, completing the October and March reviews. See Appraisal Cycle timetable – appendix 1. Staff performance improves as a result of performance management and pupil outcomes are clearly linked to these. 	<ul style="list-style-type: none"> Appraisal process to be shared with all staff. Timetable drawn up. Meetings attended and documentation shared. 						

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.3	Ensure pupils, parents/carers and mainstream partners have a strong voice in influencing the work of the school	<ul style="list-style-type: none"> Pupils feel heard and that their voice has impact Positive changes occur as a result of feedback Impact of feedback can be seen within the school There are strong relationships with parents/carers and mainstream settings 	<ul style="list-style-type: none"> Develop opportunities for pupils to influence their curriculum and learning opportunities Regularly request focussed, honest, feedback Ensure that feedback is acted upon Engage with RT Children's Committee 						

AFD 5.4	Develop opportunities to learn from and share best practice	<ul style="list-style-type: none"> • Staff confidence about new research and practice is high. • Staff talk confidently about the theories they are basing their pedagogy on. • Pedagogy is consistent across class and practitioners. • Evidence in lessons demonstrates where best practice is applied. 	<ul style="list-style-type: none"> • Clear CPD timetable is drawn up for all staff based on whole school actions and need. • Individual CPD schedule created to tailor training needs to the individual. • Staff have the opportunity to work with and observe all practitioners within the school. • Consider video recording lessons for self-analysis. • Opportunities to work across sites to be explored and encouraged where viable. • Research-led CPD shared (Sutton Trust, EEF, Ofsted et al). 						
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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.