FIRST BASE IPSWICH ACADEMY IMPROVEMENT PLAN 2022-2023

SEPTEMBER 2022

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1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2022-2023

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
1.2	**Create a culture of determined leadership across the trust, rooted in growth and possibility**	• HT to develop links between both KS1 settings to enable sharing of best practice across sites • QTS staff will lead subject areas and positively impact upon pupil outcomes • Support staff will lead on focus areas of the curriculum to deepen their understanding and skills	• Subject leads identified • HT to support new staff to ensure understanding of curriculum, teaching and progress • Subject leads to lead staff training; upskilling and inspiring other staff • Subject leads to monitor progress in their area and swiftly address less than expected progress • Focus areas of the curriculum identified for support staff to take a lead in • Support staff to take responsibility for their focus area; researching best practice and sharing ideas with others						
1.6	**Maximise opportunities offered by investment in digital capability**	• Improve digital hardware needs, ensuring environments have the equipment necessary to deliver exceptional pupil outcomes • Lessons regularly make use of digital hardware and software • There is evidence that use of digital technology is impacting on pupil engagement and progress	• QTS member of staff to be appointed as ICT lead • Project proposal to be submitted for new tablets • Project proposal to be submitted for interactive table • ICT lead to investigate apps that could support teaching and improve pupil engagement and outcomes						

| | | | | Subject leads to consider how ICT could be used to improve outcomes in their subject | 🟧 | 🟧 | | | | |

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
2.1	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting	• Curriculum for refined Springboard pathway is embed • Subject leaders positively impacting on pupil outcomes • Assessment informing planning to enable maximum progress • Teaching adapted to meet all learners needs • Exceptional expectations and behaviour management allows pupils to engage in learning	• Continued input from HT and subject leads to ensure up to date, evidence informed practice is shared • Joint planning time for QTS and ECT staff to support development • HT to review unit planning and give feedback to staff • Monitoring cycle in place, including peer observation, to enable staff development • Regular reflection on behaviour incidents and ways forwards	🟧	🟧				

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
3.1	Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust	• Safeguarding Notes of Visit will reflect strong safeguarding culture • All staff training up to date • Pupil safeguarding questionnaires demonstrate that pupils feel safe at FBI and know what to do if they are worried	• All staff to follow safeguarding practices at all times • Weekly safeguarding panel • Fortnightly attendance at Trust safeguarding meeting • Staff to attend training updates • Half termly pupil questionnaires completed	🟧	🟧				

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
4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	• Monitoring cycle in place, including peer observations • Subject leaders will monitor delivery of subjects, feedback and lead training for staff • Daily debriefs reflect on practice and identify development required • Internal and external reviews are taken on board and acted upon	• Share monitoring cycle with all staff • Share observation template with staff • Ensure all staff clear regarding EDI framework and expected implementation at First Base • Staff engage with reviews						
4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Appraisal Procedures	• All staff positively engage in appraisal procedure • All staff take responsibility for CPD	• Identify focus areas for staff appraisal • Staff to engage in appraisal • All staff aware of CPD modules and how to access						

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
5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the school	• Feedback is gained from pupils, parents/carers and mainstream settings • The impact of feedback can be seen in decisions made by the school	• Views of pupils regularly sought • Parent/carer and mainstream feedback obtained at mid-placement review • Pupil, parent/carer and mainstream school exit survey completed • All feedback used to influence the work of the school						

| 5.3 | Strengthen opportunities to learn from 'pupil voice' and influence | • Pupils are given regular opportunities for impactful feedback to be given
• Feedback directly impacts on pupil's experiences at First Base | • Staff member identified to lead on 'pupil voice'
• Opportunities to gain meaningful pupil voice identified
• Develop systems for pupil voice to impact on placement experience | | | | | | |

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 Quality of 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 Head Teacher will RAG rate each area for the CEO.

b. Trust based monitoring

The CEO will receive a progress report on the action. 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 CEO and Trust Board. The success measures will be communicated to the Quality of Education Committee.