
FIRST BASE IPSWICH ACADEMY IMPROVEMENT PLAN 2023-2024



RÆDWALD
T·R·U·S·T

SEPTEMBER 2023

FIRST BASE IPSWICH ACADEMY

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2023-2024

Priority 1: Enabling Inspirational Leadership and Management

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
1.1	<p>Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies</p> <ul style="list-style-type: none"> - Support and develop staff to take on leadership, leadership of subjects or specific focus areas within the curriculum. 	<ul style="list-style-type: none"> • Staff lead on areas of curriculum, positively impacting on pupil progress 	<ul style="list-style-type: none"> • Identify areas of staff interest/strength • Staff to understand current provision and attainment • Staff to engage with current research/best practice • Staff to lead training for others to share research and best practice 				

Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
2.1	<p>Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting</p> <ul style="list-style-type: none"> - Ensure that there is opportunity for challenge across all curriculum areas, in all lessons, for all pupils 	<ul style="list-style-type: none"> • Evidence of challenge and extended/mastery learning in pupil books, beyond the planned for objectives • Evidence of good progress across the curriculum 	<ul style="list-style-type: none"> • T&L meeting to revisit challenge and how to extend learning • Moderation of work, with yr1 and yr2 exemplars to ensure expected standard is known • Discussion at briefing so teacher guide staff with regards to extending particular learning tasks 				

			<ul style="list-style-type: none"> Subject leads to research and share, mastery in their own subjects 				
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Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
3.1	<p>Institutionalise exemplary, standardised, safeguarding practices, compliant with statutory requirement and mutually strengthening procedures within and beyond the trust</p> <ul style="list-style-type: none"> Develop outside areas to further enhance safe and energising learning environments for pupils 	<ul style="list-style-type: none"> Outside areas remain safe, calming spaces for dysregulated pupils to access They are supportive in developing motor competence and fundamental movement skills They are spaces that invite participation in healthy activity 	<ul style="list-style-type: none"> Audit of need for outside spaces Research best practice for PE review recommendations being implemented through playtimes Involve staff and pupils in planning how need can be met Obtain quotes for works required 				

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
4.1	<p>Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability</p> <ul style="list-style-type: none"> Empower staff team to engage in meaningful monitoring and feedback which impacts practice 	<ul style="list-style-type: none"> Staff engage in learning walks, observations, book scrutiny Impact of feedback can be seen in planning, teaching, books and pupil progress 	<ul style="list-style-type: none"> Share monitoring schedule for the academic year Ensure staff are aware of templates for observation Revisit EDI framework Ensure feedback is clear and staff feel supported to develop action points 				

			<ul style="list-style-type: none"> Ensure time for peer monitoring and sharing of best practice across KS1 				
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Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG			
				1/6	2/6	4/6	6/6
5.1	<p>Extend our portfolio of impactful traded services benefitting children at the point of need</p> <ul style="list-style-type: none"> Develop KS1 traded services to meet presenting need in local area 	<ul style="list-style-type: none"> Schools can access timely support to meet pupil need Feedback demonstrates that support is positively impacting on pupil's education experiences Traded staff feel confident in delivering consistently good support in schools 	<ul style="list-style-type: none"> Review referral form Keep referral and admissions processes within specified time frames Have oversight of staff timetable/allocations Review weekly reports to schools Regularly meet with Traded staff to discuss cases 				

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 Trust Board

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 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 action plans through Trust leaders. 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 Trust Leaders 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 and Trust Leaders.