Raedwald Trust

connection   learning without exception   resilience   respect

First Base Ipswich Academy Improvement Plan
2024-2025

1. Academy Priorities, Areas for Development (AfD), Key Performance Indicators (KPIs) Summary 2024-2025						
Priority 1: Delivering High Quality & Inclusive Education						
AFD	**Area for Development**	**KPIs**	**Actions**	**Evaluation RAG**		
				Term 1	**Term 2**	**Term 3**
1.1	Interrogate English curriculum offer; with a focus on Phonics and Reading to ensure all pupils are receiving the highest quality teaching	- Monitoring will evidence consistently high-quality phonics and reading teaching by all staff - Phonics tracking data will show strong progress - Children will increase book band level during placement - Children will apply phonic knowledge to all areas of the curriculum - Children will positively engage and show enjoyment for reading	- All staff to attend 2-day RWI training - Leaders to include RWI CPD session in weekly T&L meetings to support and improve phonics teaching - Regular monitoring of reading/phonics sessions with impactful feedback, next steps and support - High quality resources and books for all children to access - Readers for Life CPD revisited for new staff - Utilise support and development sessions from RWI practitioner			
1.5	Implement a programme of strong personal development that ensures all children experience the wider world	- Consistently strong teaching and whole school approach for personal development - Support for personal development woven into every part of the school day - All children access meaningful experiences of the wider world which increase cultural capital - Pupil progress data (SEAL &	- Review current Character Education curriculum and policies - Review Thrive and SEAL progress data - Read current research - Gather feedback from staff and pupils - Identify possible areas of development within PSED - Deliver CPD to implement			

| | | Thrive) demonstrates strong personal development curriculum | changes | | | |

Priority 2: Securing School Improvement						
AFD	**Area for Development**	**KPIs**	**Actions**	**Evaluation RAG**		
				Term 1	**Term 2**	**Term 3**
2.1	AIPs, Appraisals and CPD is fully aligned to Trust wide ambitions	- All staff will positively engage with appraisal process and impact of targets will be seen - New staff will complete thorough induction and probation processes - All staff will have knowledge of the Ethical Accountability Framework and site-based AIP - All staff will access high quality CPD throughout the year	- Complete staff appraisals ensuring SMART targets align to site AIP - Support staff induction process and impactful probation meetings - Share Ethical Accountability Framework and AIP with staff - Ensure all staff engage in Trust wide CPD opportunities - Develop T&L meetings to deliver impactful CPD opportunities			
2.2	Work alongside mainstream settings, through impactful outreach work to ensure highest standards of education are being delivered	- New staff trained and supported to deliver impactful outreach work - Positive feedback from schools - Positive impact of outreach seen through children's ability to successfully access mainstream education	- Support plan in place for new staff, for developing outreach skills and knowledge - Use existing staff expertise to develop new staff skills - Develop feedback request from mainstream, regarding			

				outreach			

Priority 3: Developing our workforce							
AFD	**Area for Development**	**KPIs**	**Actions**	**Evaluation RAG**			
				Term 1	**Term 2**	**Term 3**	
3.1	Ensure staff workload is manageable and that tasks are impactful on pupil progress	- Staff time is used productively for tasks that directly, positively impact pupil progress - Staff report manageable workload and sufficient time to prepare and deliver quality first teaching	- Review daily/weekly tasks and ensure they are impactful for pupils - Review workload for planning and resourcing lessons - Complete proposal for increased PPA at KS1 Springboard to support heavy resourcing of practical lessons required for EYFS & KS1 pupils				
3.2	Develop staff talents and engagement in growing First Base services, to positively impact on staff retention	- Staff are actively involved in projects and ideas that they are passionate about - Staff have opportunities to develop their skills - Staff are included in developing next steps for First Base	- Discuss next steps for First Base with staff; how can we grow our services? - Discover staff passions and how these can be used in growing services				

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.