



THE BASILDON ACADEMIES TRUST SCHOOL IMPROVEMENT MODEL





OUR TRUST VISION

ASPIRE · BELIEVE · ACHIEVE

SOCIAL MOBILITY

Equality of opportunity for our young people to aspire and achieve

MORAL PURPOSE

Resilient active decision makers

SPIRITUAL AWARENESS

Reflective citizens and curious learners

CULTURAL CAPITAL

Equity of opportunity for our young people to aspire and achieve

School Improvement Model

BAT MODEL FOR SCHOOL IMPROVEMENT

The guiding principle for school improvement is to make the biggest difference to the life chances of students in our schools.

This model is used to drive continuous improvement, with all stakeholders understanding the important role they play in this process.

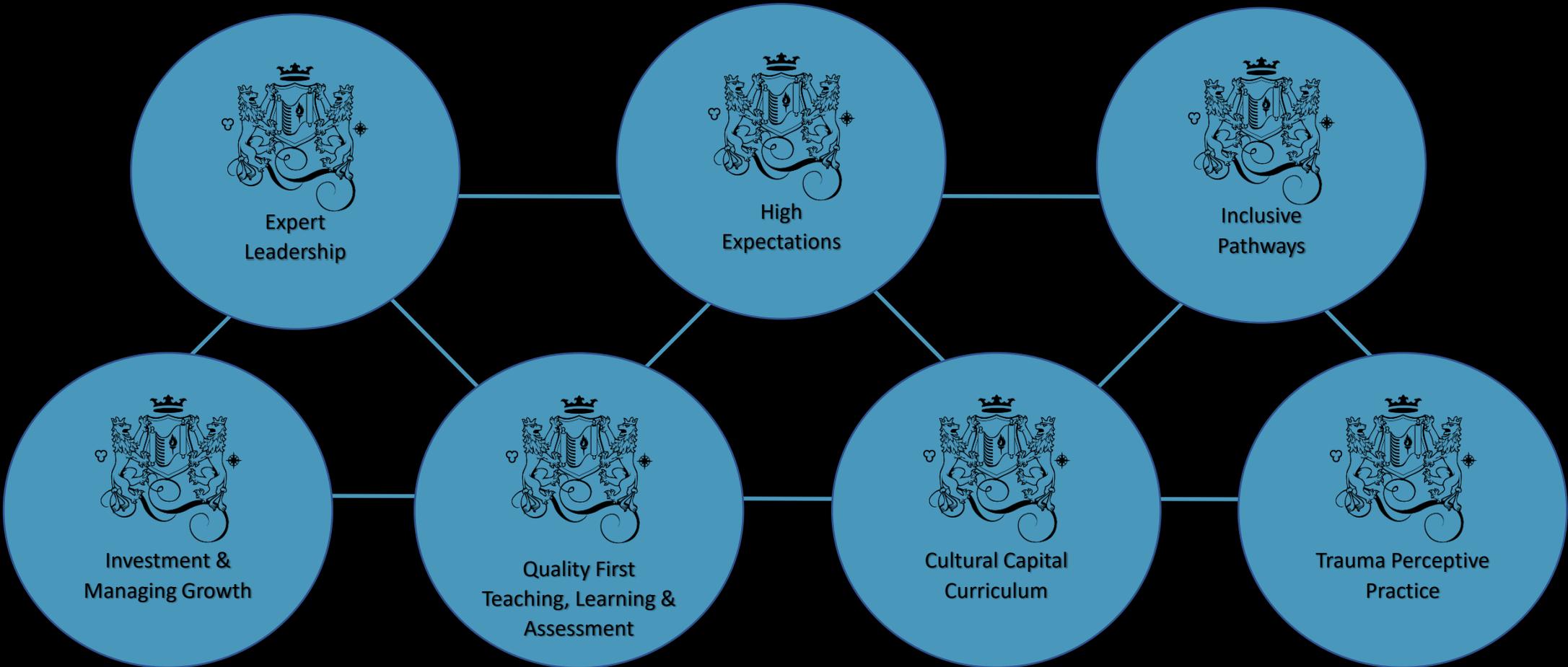
Each school has its own identity, striving for success beyond circumstance for all, especially the most vulnerable.

This model identifies key improvement drivers and acts as a benchmark to measure progress. It provides guidance for leaders and as a result will drive school improvement. It provides the foundations for success in all of our schools:

- Expert Leadership
- High Expectations
- Inclusive Pathways
- Investment & Managing Growth
- Quality First Teaching, Learning & Assessment
- Cultural Capital Curriculum
- Trauma Perceptive Practice



SCHOOL IMPROVEMENT MODEL





Expert Leadership

Our Trust vision is ambitious for all. Our students are at the heart of everything we do.

Strong leadership at all levels is critical to the success of our schools. Our Executive Leadership Team work with school leaders to ensure they are well-equipped to develop their schools successfully.

Decisions made in our schools are reflective of the wider vision of the Trust. Every Academy Development Plan has SMSC at the heart of it.

We invest in all of our school leaders to ensure they have the right level of professional development to drive standards. We value expertise over experience; growing our own leaders and specialists.

Our wide range of central services ensure functions that distract leaders in schools from the core business of school improvement are taken care of.

Policies and processes provide leaders in schools with clear formats for improvement planning, performance management, quality assurance and self-evaluation.

Clear aligned leadership structures allow leaders to focus on their areas of accountability.

All leaders are highly visible within our schools. We support schools in promoting active parental and community programmes, delivering Leading Parent Partnership principles.



Expert Leadership

Executive Leadership Team



Gary Smith
Chief Executive Officer



April Gurney
Trust School
Improvement Leader



Tina Darker
Chief Finance &
Operations Officer



Expert Leadership

Headteachers



Lou Sherman
Headteacher

The Basildon Lower Academy



Rebecca Rees
Headteacher

The Basildon Upper Academy



High Expectations

All staff in our schools have high expectations for all students. There is no limit to what our students can achieve.

Our staff are experts in our students, building strong positive relationships. Our schools ensure high expectations through the school experience for all learners:

- Aspirational target grades for all learners
- High quality learning environments
- Student led core values in line with UNICEF Rights Respecting Principles
- High quality careers advice and guidance leading to a range of quality destinations

- Relentless attendance processes and policies to support reducing persistent absence and reflect a passion for learning
- Clear, consistent behaviour processes and policies that support staff, students and parents
- Dedicated non-teaching pastoral support teams
- Reasonable adjustments are wide and varied, considered for any learner who needs them and regularly monitored
- Accountability lines are clear and staff discuss school improvement regularly in their areas of responsibility
- Unofficial exclusions, off rolling and elective home education **do not** reflect our Trust values



High Expectations

Student Values

**CLIMATE CHANGE
IS REAL**
**BLACK LIVES
MATTER**
**NO HUMAN
IS ILLEGAL**
**LOVE IS
LOVE**

**WOMEN'S
RIGHTS
ARE HUMAN
RIGHTS**
**KINDNESS IS
EVERYTHING**

House System



Ali



Austen



Hawking



Seacole



Inclusive Pathways

All children deserve **success beyond circumstance**.

We actively foster pathways to ensure all children regardless disadvantage, vulnerability or circumstance complete a successful educational journey with us. We are committed to bridging any learning gaps, enriching wider frames of reference and supporting student passion for lifelong learning.

We will leave no stone unturned in our efforts to ensure children remain in and enjoy their educational experiences. We do this by providing:

- Non-teaching support staff who are specialists in their areas of support (e.g. SEND, Safeguarding, Mental Health)
- Fully resourced SEND departments with onsite SEND leadership that goes beyond a SENCO





Inclusive Pathways

Onsite Careers Education pathways to support learners at risk of exclusion, which include:

- Bespoke learning zones
- Dedicated key worker support
- Access to quality work place experiences on a regular basis
- Access to a full curriculum, with reintegration to mainstream alongside mixed models
- Additional qualifications to support secure destinations

Dedicated Wellbeing facilities to support interventions that keep students in mainstream learning, such as:

- Counselling services
- Mentoring, both 1:1 and group work
- Onsite access to multi-agency support
- Self-esteem workshops & SEMH support





Investment & Managing Growth

We have experience and expertise in managing the growth of Academies.

Our Trust offers a wide range of in-house services, delivering expertise, capacity and resources to support all stakeholders.

Joining our trust will bring additional expertise, capacity, and resources in supporting your most vulnerable students, this will include capacity within SEND and from our SENCOs.

We deliver:

- Effective on-going financial management
- Full review of governance, with restructure where required
- Prepare and implement action plans to resolve any weaknesses in leadership or governance
- Successful external funding bid processes for capital investment projects
- Expert capacity to support all schools within our trust from a central services base





Quality First Teaching, Learning & Assessment

Quality first teaching, learning and assessment is the cornerstone of high-quality education provision. We invest in our teachers to ensure they are the best practitioners they can be.

We have Academy learning episodes which ensure high expectations in all subjects, with curriculum leaders having the autonomy to design programmes of study that support learning in each context.

We provide:

- *High quality teacher training programmes, including provisions for the ECF and AO routes
- *Schemes of work mapped against spiral curriculums, Academy values and careers learning outcomes
- *Wide and varied CPD to support teachers and leaders in developing a culture of continuous improvement
- *Academy progress steps at KS3 which prepare learners for KS4 and 5 expectations, ensuring no student is left behind on entry





Quality First Teaching, Learning & Assessment

- *Flexible setting that support learners and practitioners in implementing scaffolded learning at the right time
- *Bespoke Express, Nurture and Careers Education pathways that offer high quality, broad and balanced curriculums for those who need extra support in education
- *Experience of growing a 6th Form provision across academic and technical qualifications, providing professional development opportunities for colleagues across phases and subject specialisms





Cultural Capital Curriculum

Our curriculums deliver cultural capital – equity of opportunity for our young people to aspire and achieve. The core aim is to drive cultural capital opportunities to broaden experiences and improve life chances, especially for our most vulnerable.

Our curriculum is purposefully enriched for all. Opportunities are given both within the classroom and through our out of hours learning programme to broaden students' cultural capital and foster a passion for learning.

Our curriculum has been carefully developed to support learners in completing a programme of study that is inclusive and accessible. Equality, diversity and inclusion is at the heart of our curriculum. Schemes of work highlight where our student values are referenced and leaders audit the curriculum regularly to ensure EDI issues are embedded in cross curricular learning.





Cultural Capital Curriculum

Our curriculum intent

- Clear skills and knowledge progression, sequenced from Years 7-13, providing depth and breadth across a wide range of subjects
- Spiral curriculum planning that builds new knowledge and skills onto foundation teaching
- Numeracy & Reading is at the heart of learning within KS3, with all curriculum leaders supporting these foundation skills
- Contextual knowledge experiences, bespoke to local context, designed to support cultural capital
- Frames of reference that support high quality destinations
- Non-assessed enrichment opportunities within our core curriculum

We believe there are no limits to what our young people can learn.





Trauma Perceptive Practice

Trauma Perceptive Practice is the Essex approach to understanding behaviour and supporting emotional wellbeing. Through a TPP approach we create safe places where all can flourish and become resilient learners.

The trust is engaging in collaboration with the Essex Local Authority and Educational Psychology Service to develop a whole approach to Trauma Perceptive Practice.

We have linked the TPP values of kindness, compassion, hope, connection and belonging to the student values that underpin what we do as schools.

We know that if pupils have a consistent experience of feeling safe, cared for and respected then they will be able to develop the skills and systems to be to deal with difficult experiences.

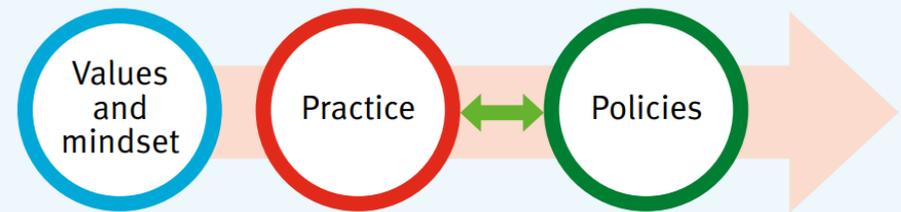




Trauma Perceptive Practice

Our Academy Wellbeing Centres are a key component in this approach. These centres offer:

- Support for our students in times of need with issues such as anxiety, mental health, wellbeing, self-regulation, or bereavement
- Rolling programmes of external agency support available to all, including counsellors, the school nurse and small group support.
- Nurture programmes available if students are identified as requiring a small group provision with a bespoke timetable, delivered by Trauma Perspective Trained staff.
- The Academy Wellbeing Centres have resourced learning zones
- Our student-centred support is designed to achieve the best possible outcomes and enable all to fulfil their potential.



TPP values:

A shift in our mindset to a trauma perceptive description of vulnerable children and young people can create...

- **Compassion and kindness** instead of blame and shame
- **Hope** instead of hopelessness
- **Connection and belonging** rather than disconnection