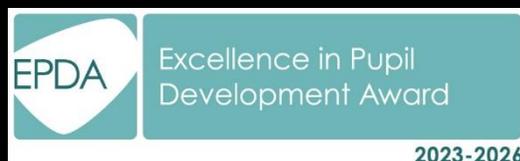




THE BASILDON ACADEMIES TRUST SCHOOL IMPROVEMENT MODEL



GOLD - RIGHTS RESPECTING





The Basildon Academies Trust

Our students are at the heart of everything we do.

Our Trust vision is ambitious for all. Strong leadership at all levels is critical to the success of our schools. Our Executive Leaders 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 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. Our team of trust and school leaders provide the in-house central expertise to drive sustainable improvement.

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

We support schools in promoting active parental and community programmes, delivering Leading Parent Partnership principles.



Executive Leadership Team



Tina Darker
Chief Finance &
Operations Officer



Gary Smith
Chief Executive Officer



Rebecca Rees
Trust Headteacher



Trust Central Team



Victoria Oddy
Director of
Inclusion



Kristie Young
Assistant Director of
Operations

THE BA WAY: VISION & VALUES

ASPIRE · BELIEVE · ACHIEVE

SOCIAL MOBILITY

Equality of opportunity for our young people to aspire and achieve

MORAL PURPOSE

Resilient active decision makers

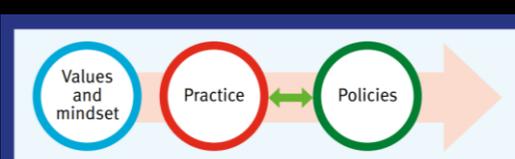
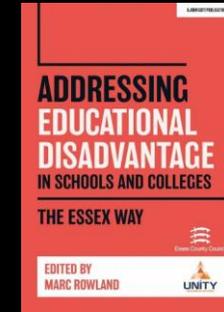
SPIRITUAL AWARENESS

Reflective citizens and curious learners

CULTURAL CAPITAL

Equity of opportunity for our young people to aspire and achieve

'Success Beyond Circumstance'



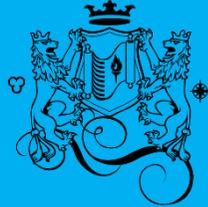
TPP values:
 A shift in our mindset to a trauma perceptive description of vulnerable children and young people can create...

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

THE BA WAY: SCHOOL IMPROVEMENT



High
Expectations



Inclusive
Pathways



UNICEF Rights
Respecting
Ambassadors



Cultural Capital
Curriculum



Quality First
Teaching, Learning &
Assessment



Trauma Perceptive
Practice



Relationships
& Belonging



Expertise over
Experience

THE BA WAY: SCHOOL IMPROVEMENT

Our 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. Our operational model for delivering school improvement allows access to a range of in-house experts and central services.

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. Its foundations provide guidance for leaders and as a result will drive school improvement through:

- High Expectations
- Quality First Teaching, Learning & Assessment
- Inclusive Pathways
- Trauma Perceptive Practice
- Relationships & Belonging
- UNICEF Rights Respecting Ambassadors
- Cultural Capital Curriculum
- Expertise over Experience





High Expectations

There is no limit to what our students can achieve.

All staff in our schools have high expectations for all students. 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
- 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





High Expectations

- Clear, consistent behaviour processes and policies that support staff, students and parents - The BA Way
- 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
- All students can access our Key Stage 5 pathways - we aim to raise aspirations at every stage of learning
- Shared language of high expectations – life without labels



“Pupils appreciate the guidance and support that the school gives them to be the best they can be. As a result, there are positive relationships between staff and pupils. Pupils also get on well with each other.”

Ofsted 2023



Quality First Teaching, Learning & Assessment

Explicit teaching of The BA Way and BA Standard: passion for learning, passion for purpose, passion for life.

Flexible setting and in-class grouping that supports practitioners in implementing scaffolded learning at the right time, using SSAT Embedding Formative Assessment principles

Bespoke Express, Nurture and Enhanced pathways that offer high quality, broad and balanced curriculums for those who need extra support in education, representing best practice in adaptive teaching.

Key Stage 2 to 5 provisions across academic and technical qualifications, providing professional development opportunities for colleagues across phases and subject specialisms



“The school provides personalised support for pupils who find it hard to manage their own behaviour. This is improving attitudes to learning.” *Ofsted 2023*



Quality First Teaching, Learning & Assessment

What does excellence look like?

- Evidence informed practice in the classroom
- Clear criteria for success for all
- Challenge, support and praise
- Timely learning checks
- Fostered independence
- Clear learning episode with visual cues
- Active learning
- Literacy, numeracy & oracy embedded
- Spiral curriculum planning
- Deep learning, beyond the surface of topics
- Stimulating resources that encourage debate, real life application and questioning
- Reflection and feedback is live and regular
- Modelling as standard
- Harnessing The Power of Yet





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



“The school offers pupils a wide range of vocational courses as well as GCSE and A-level qualifications. Pupils are prepared well for the next stage of their education or employment.” [Ofsted 2023](#)



Inclusive Pathways

Onsite Enhanced Provisions to support learners at risk of exclusion, which include:

- Bespoke learning zones
- Dedicated key worker support
- Access to regular quality workplace experiences
- Access to a full curriculum, with reintegration into 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





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 provide best practice in a school's 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
- Small group interventions available for students identified as requiring a small group provision with a bespoke timetable
- Our student-centred support is designed to achieve the best possible outcomes and enable all to fulfil their potential

“Leaders have developed a well-being centre to help pupils with their mental and physical health. Pupils see this as a unique aspect of the school and are positive about the help they receive there.”

Ofsted 2023





Relationships & Belonging

Supporting vulnerable children is at the core of our moral purpose. Research supports our mantra that the strength of your relationships has the greatest bearing on future academic success.

We form these relationships through:

- Feedback – Formative & Summative, regular
- Meta-cognition & self-regulation
- Social interactions – scripts and social stories
- Develop positive sense of self
- Stakeholders belonging to a community they are proud of
- Language development & oracy
- Leading parent partnership principles – families held in positive regard
- Pastoral care/SEND departments
- Outward facing staff body
- Advocates for students
- 'Readiness' for transitions, post KS2/3/4/5
- All students can access core enrichment, extra-curricular, trips





Relationships & Belonging

“There are a wide range of clubs and opportunities for pupils to contribute to the school and local community, for instance as charity ambassadors. This develops pupils’ self-confidence. Well-chosen visitors help pupils learn how to keep themselves safe and healthy.”

Ofsted 2023

“Pupils learn about, and understand, the importance of respecting themselves and others. The personal, social and health education (PSHE) curriculum teaches pupils how to look after their physical and mental well-being. Pupils meet a range of employers and representatives from further education colleges. This helps pupils make well-informed choices about their next steps.”

Ofsted 2023

House System



Ali



Austen



Hawking



Seacole



UNICEF Rights Respecting Ambassadors

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**

“There are a wide range of clubs and opportunities for pupils to contribute to the school and local community, for instance as charity ambassadors. This develops pupils’ self-confidence.”

Ofsted 2023

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.





UNICEF Rights Respecting Ambassadors

UNICEF Gold Accreditation

- Students can confidently discuss their rights
- Highly effective leadership of rights related work at all levels
- Planned links are embedded across the curriculum in a way that enriches the learning for all students
- Passionate commitment to children's rights
- An ethos that successfully promotes a highly inclusive culture
- Effective pastoral system through which students feel very well nurtured, supported and enabled to learn

We are ambassadors for UNICEF and strive to grow active citizens who are literate and confident in their rights and responsibilities



"Pupils say that everyone is valued here and treated with respect."

Ofsted 2023





Cultural Capital Curriculum

Our curriculums deliver **cultural capital – equity of opportunity for our young people to aspire and achieve.** We believe there are no limits to what our young people can learn.

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.





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



“The curriculum at Basildon Upper Academy is well thought out. It is carefully planned with staff from the Basildon Lower Academy. These plans identify what pupils need to know.” [Ofsted 2023](#)



Expertise over Experience

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

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

This additional expertise, capacity, and resources enable us to deliver:

- Effective on-going financial management.
- Full annual review of governance, with restructure and recruitment where required.
- Prepared and implemented 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



Governors & trustees challenge and support leaders” Ofsted 2023



Expertise over Experience

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



“Staff are well supported & are proud to work here.”
Ofsted 2023