

General Information			
Academy Name	Thomas Wolsey Ormiston Academy	Co-Principals	Helen Dickenson / Emily Webster
URN	137838	Website	Thomas Wolsey School - Home
LA	Suffolk	Email Address	Office@thomaswolseyoa.co.uk
MAT	Ormiston Academies Trust	Telephone Number	01473467600
Address	Defoe Road, Ipswich, IP1 6SG	Last Inspection	16 th November 2021

About Our Academy			
2022-23	School	National 2021	Context
Number on roll	104	281P/986 S*	100% of pupils have SEND; 100% of pupils of compulsory school aged pupils have EHCP, remainder 6.7% under assessment
Pupil Premium	34.6%	27.2%	
FSM	26.9%	22.5%*	
SEND K	6.7%	11.5%	
EHCP	93.2%	4%*	Some pupils are additionally disadvantaged: 34.6% (36 pupils) are in receipt of pupil premium, (7.4% above national average) 26.9% are on FSM (28 pupils) (4.4% above national average) 4.8% (5) are CLA (3.9% above national average) 100% of children are working significantly below age related expectations.
% White British	71.56	63.9%*	
% EAL	15.7%	19.5%*	
Number of CLA	4.8%	0.9%	
ADACI IMD score (Index of Multiple Deprivation)	county wide cohort	0.20	

The OAT 8	
Wellbeing and safeguarding	A brilliant journey
Every second counts	OAT behaviours
Improvement at pace	Great people
Sustained outcomes	Financial Sustainability
Academy Priorities	
Enriching opportunities and peer to peer collaboration	
Developing teaching and learning through the Engagement Model	
Personalizing the curriculum to engage all learners	
Ensure academy-wide ownership of, and engagement with, strategic improvements	

Vision	Values
<p>Irresistible Learning We aim to make learning irresistible to our pupils, through a curriculum that is responsive to their needs and builds on their unique strengths and interests. A curriculum which is stimulating, exciting, fun, engaging, calming or soothing according to need</p> <p>Independent Decision-Makers We aim for all our pupils to have agency over their lives now and in their futures by prioritising the development of an effective means of communication for all and through the promotion of pupil voice at all opportunities</p>	<p>Children at the Heart of all Decisions We make all our decisions based on what is in the best interests of our children</p> <p>A Holistic Approach We address the needs of the whole child's needs: social, emotional, physical, spiritual and cognitive and support them to direct and shape their own learning</p> <p>Dignity, Courtesy and Respect We act with courtesy, politeness and kindness at all times</p>

A Total Learning Environment

We aim for learning opportunities to be maximised throughout the school day whether in the bathroom, the school bus or the school playground. Pupils are given endless opportunities to reinforce the learning and embed the core skills that are most meaningful and life-changing for them

Aspiration for All

We aim to embed a school-wide culture of high aspirations for all our pupils, no matter how young or how complex their needs. We aim to achieve this by providing highly personalised approaches to the curriculum and valuing every learner's progress, no matter how small.

Safe, Valued and Listened to

We aim to provide an environment in which all pupils feel safe and secure, where their feelings, thoughts and opinions are valued, where they feel respected and listened to and can grow in confidence and self-esteem

A presence beyond school within the wider community

We aim for all our pupils to recognise and be recognised for the contribution they can play in bringing positive change to the wider community both now and in their futures

Positive Relationships

We aim to embed a school-wide culture of tolerance and respect where individuality, differences and beliefs are accepted and celebrated as long as they do not infringe on the basic rights of others

Mistakes are Okay

We encourage a culture where pupils and staff feel confident to experiment, have fun and take calculated risks

Continuously learning

We all continually strive to improve our knowledge, skills and understanding in whatever we do and are given the time and tools to do this.

Achieving Together

Whether pupil or adult, we cooperate with each other, sharing our ideas and knowledge for the benefit of all. As adults we build strong circles of support with families and other professionals around each child.

Mutual Support

We are supportive of each other and positive about each others' strengths and achievements. We help each other improve in constructive ways.

Honesty

We are truthful with each other and ourselves, act with integrity and do the right thing.

An All-Inclusive, Can-Do Approach

We engage in creative problem-solving and strive to make things possible so no child is needlessly excluded

Priority 1: Enriching opportunities and peer to peer collaboration

Why is this a priority?

- To make effective use of recent investments, e.g. £500,000 investment in new playground, installation of dark dens in most classrooms
- A 'back to basics' approach, is needed as 75% - as 12/16 staff with teaching responsibilities (excluding cover supervisors) are UQTs, RQTs, early in their teaching career, new to school or new to special schools.
- Essential basics for teaching and learning at TOWA include: understanding the key role environment plays in learning, the importance of child-led play in a range of environments, the importance of practical, real-life experience to embed learning (trips and visits)
- Past experience of mixing age and stage has had positive impact on pupils' learning in many areas: personal development, communication, well-being, engagement and positive impact on staff by increasing broadening their experience of and skills in, the wide range of pupils across the school
- Mixing across the school is important for fostering greater collaborative practice amongst teachers which leads to better pupil outcomes and reduced teacher workload
- There is a need to address the ongoing legacy of Covid which led to feelings of isolation and in-house, inward-facing working practices, limited engagement with the wider community

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG	RAG	RAG
1a The learning environment	Planning for key learning environments notably both indoor and outdoor classrooms and sensory spaces are incorporated in medium term planning for curriculum areas.	HD, EW	Jan 2023	ongoing	Staff time CPD time	Monitoring of MTPs, termly audit of learning environment,	Autumn Term Dark den spaces are well used in every class to support learning			

is exciting, stimulating and maximizes learning opportunities					Cost of resources	learning walks, lesson observations	Materials related to the topic are accessible to all learners			
	Regular SLT monitoring and support cycles which focus on developing the use of learning environments in an effective and engaging way	HD	Nov 2022	ongoing	SLT time	Learning walks, SLT feedback	Spring Term The topic focus is clear when you walk into a classroom Outdoor classroom areas are well utilized for learning			
	At least termly teacher meeting dedicated to CPD around learning environments	HD	Oct 2023	ongoing	CPD time	Learning walks, environmental audit				
	Dedicated department meeting time and teacher meeting time (held in relevant space) to plan and set up learning areas to support the term's learning topic	HD	Jan 2023	ongoing	CPD time	Learning walks, environmental audit	Summer Term: Outdoor areas are designed and laid out as an extension of the classroom			
	Termly carousel activity days based on current topic utilizing outdoor and sensory spaces	AJ/ LG/ EW	Nov 2022	ongoing	Planning time Cost of resources	Review of Earwig, pupil evaluation	2023-2024 It is a given that every new term, classrooms and outdoor their extensions clearly reflect the learning			

	Establish playground ambassador scheme	AJ/ LG	Apr 2023	Jul 2023	SLT time Cost of resources - £200 (PTA)	Pupil feedback, learning walks	2024-2025 It is a given that every new term, all spaces in school clearly reflect the learning			
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Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG	RAG	RAG
1b Learning experiences beyond the classroom are an integral part of our curriculum	Learning visits for all classes to enhance curriculum – a minimum of twice termly	LG	Oct 2022	ongoing	Planning time EV expenses	Evolve reports, Earwig, pupil feedback	Autumn Term All classes have had a minimum of 1 local visit by Christmas All new staff will have completed Evolve			
	New enrichment lead to complete Evolve EVC training	LG	Oct 2022	Oct 2022	CPD time	Certificate, CPD evaluation				
	New teacher induction to the EV process	LG	Oct 2022	Dec 2022/ongoing as needed	CPD time	Use of Evolve, risk assessments	Spring Term All classes have at least 1 experience with an external visitor Club offer is increased by at least 50% and incorporates a wide range of activity for all pathways			
	Staff to seek opportunities for a range of visitors into school	LG	Nov 2022	ongoing	CPD time, Planning time	Planning docs, Evolve reports				
	Increase extra-curricular club offer available to pupils	LG	Nov 2022	ongoing	Planning time	Planning docs, Evolve reports	Summer Term Visits and visitors are weaved into learning opportunities throughout the term			

					Staff					
Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG	RAG	RAG
				continuously						
	Curriculum review of Key Stage 4 to ensure preparations for adulthood are fully integrated into planning and delivery	EW	Jan 2023	Jul 2023	Staff time	Planning docs, Earwig				

1c Pupils have many and varied opportunities to collaborate with each other	Mixed grouping for termly carousel activity days	HD	Oct 2022	ongoing	Staff time	Planning docs, Earwig, registers	Autumn Term All pupils have discrete opportunities to spend time outside of their class groups			
	Mixed grouping for Secondary key stage assemblies	LG, EW	Oct 2022	ongoing	Organizational time	Planning docs, Earwig				
	Mixed grouping for all pupils within their key stages at lunchtimes/SCI/PCI	AJ, LG, EW	Oct 2022	ongoing	Organizational time	Earwig, lunchtime planning docs, learning walks	Spring Term All pupils participate in a carousel activity day in which groups are mixed			

	Time-tabled mixed group sessions in KS1, 2 and 3	AJ, LG, HD	Apr 2023	ongoing	KS Forum time	Earwig, learning walks, planning docs, registers, minutes	<p>All Key Stage 3 pupils will participate in a joint project with Ormiston Endeavour pupils</p> <p>Summer Term</p> <p>Mixed group teaching happens in all key stages</p>			
	Use of Key Stage Forums to develop staff skills and awareness in facilitation of pupil social communication	AJ, EW, LG	Jan 2023	ongoing	Communication Lead time	KS Forum minutes				
	Older pupils involved in enrichment opportunities for younger pupils – through e.g. Sports Leader programme	LG	Jan 2023	Jul 2023	KS4 teacher and Lead time, pupil planning time Cost of Sports Leader qualification	Sports Leader Qualifications, lesson planning, earwig, learning walks				
	Work experience opportunities for Key Stage 4 pupils to support EYFS and Primary pupils, e.g. shared reading sessions, SCI time	HD	Jan 2023	Jul 2023	Careers Lead time, teacher time	Earwig, Work Experience diaries, observations, pupil feedback				

	A minimum of one joint project with Ormiston Endeavour pupils for Key Stage 3 pupils	LG	Jan 2023	Jul 2023	Enrichment Lead time	Pupil feedback, Earwig, planning docs				
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Priority 2: Developing Teaching and Learning through the Engagement Model									
<p>Why is this a priority?</p> <ul style="list-style-type: none"> The Engagement Model became statutory for the assessment of pupils working below the level of subject-specific learning (at KS1 & 2) in September 2021 and is generally considered a useful tool for all pupils working at this level regardless of key stage. 60% of the school's current cohort are working at this level Due to the legacy of Covid and the demographics of the schools teaching staff, (see above) the Model has yet to be fully embedded The Engagement Model is grounded in the latest pedagogical theories about how pupils with complex needs learn best and is based on the premise 'without engagement there can be no deep learning' (Prof Barry Carpenter). 									

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
2a Planning and preparing the	Teacher CPD on use of Engagement and Happiness Profiles and Engagement Indicators	EW	Nov 2022	Dec 2022	SLT time, CPD time	Earwig, Engagement profiles, minutes	Autumn Term			

Engagement Model						& help guides	All teachers can explain what a happiness profile is and what the engagement indicators are			
	Teacher CPD on use of Engagement Model to improve teaching and learning using real case studies	EW	Nov 2022	ongoing	SLT time, CPD time	Earwig, minutes & help guides, Engagement profiles	Spring Term All pupils will have a happiness profile and an indicators profile that are accurate and up-to-date			
	Complete CPD 'Sequenced Learning and the Engagement Model' to support leading implementation of Engagement Model	EW	Nov 2022	Nov 2022	CPD time @£144	Certificate, CPD evaluation	All staff recognize the importance of engaging pupils based on their happiness profile and are able to recognize that a child is engaged			
	All staff to access Hirstwood Engagement Model course	HD	Nov 2022	Nov 2023	CPD time @£600	Certificates, attendance register, CPD evaluation	Summer Term Teachers are using the Engagement Model to inform and adapt their teaching			

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG		
2b Implementing the Engagement Model	Write or update Engagement and Happiness Profiles for all pupils for Engagement Model Learners	EW	Nov 2022	Dec 2022	Staff time	Engagement profiles	Autumn Term All teachers can explain what a happiness profile is and what the engagement indicators are			
	Write or update Engagement Indicators for or all pupils for Engagement Model Learners	EW	Nov 2022	Dec 2022	Staff time	Engagement profiles	Spring Term			
	Develop use of Engagement Model tags and record-writing in Earwig Assessment System	EW	Nov 2022	Dec 2022 / ongoing	Staff time	Earwig Monitoring	All pupils will have a happiness profile and an indicators profile that are accurate and up-to-date			
	Establishing the process of using the Engagement Model through focused SLT work in the classroom alongside teachers	EW	Nov 2022	Apr 2023	SLT time	Earwig records , Learning walks	All staff recognize the importance of engaging pupils based on their happiness profile and are able to recognize that a child is engaged			

	Parental information session on what the Engagement Model is and how it's used	EW & AJ	Jan 2023	Apr 2023	SLT time, resource prep time	Attendance registers, parent guides	Summer Term Teachers are using the Engagement Model to inform and adapt their teaching			
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Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG		
2c Using the Engagement Model	Embedding the process of using the Engagement Model through focused SLT work in the classroom alongside teachers	EW & HD	Apr 2023	Jul 2023	SLT time	Observation records, Earwig	Autumn Term All teachers can explain what a happiness profile is and what the engagement indicators are			
	Use of pupil engagement case study as part of all Monitoring and Review observation cycles	EW & HD	Apr 2023	Jul 2023	SLT & teacher time	Earwig records, Pupil case study recording form	Spring Term All pupils will have a happiness profile and an indicators profile that are accurate and up-to-date			

	A minimum of at least termly review of understanding and implementation of Engagement Model through whole-teacher CPD meeting	EW	Jan 2023	Jul 2023	CPD time	CPD minutes	<p>All staff recognize the importance of engaging pupils based on their happiness profile and are able to recognize that a child is engaged</p> <p>Summer Term</p> <p>Teachers are using the Engagement Model to inform and adapt their teaching</p>			
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Priority 3: Personalizing the curriculum to engage all learners

Why is this a priority?

- To address the area of improvement identified in Nov 21 OFSTED inspection: 'Some staff are not as well trained and confident to use sensory strategies or practical resources to fully enhance aspects of the curriculum and meet pupils' needs. When this occurs, pupils do not have the appropriate physical reference points for learning and can become disengaged, waiting rather than learning. Staff need to be supported to develop strategies to support pupils' sensory needs and use the intended curriculum resources more effectively so that pupils are actively engaged in their learning and access the curriculum as fully as intended.'
- SLT monitoring has identified that understanding behind the use of sensory therapies used in school, and, (in particular) how they can be used to support *personalized* learning objectives, is not always well-understood. This leads back to the demographics of the school's teaching staff, (see above) and the ongoing legacy of Covid (where time and energy that would normally have been invested in CPD was directed towards meeting the challenges of the pandemic)

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
3a Appropriate sensory approaches are used effectively to support personalized learning objectives	Revisit basic sensory and therapeutic interventions through staff CPD with a focus on possible learning purposes behind these	HD & EW	Jan 2023	Jul 2023 /ongoing	CPD time Sensory curriculum lead time	CPD minutes	Autumn Term New teachers have observed a sensory session delivered in a purposeful way			
	Whole-school external multi-sensory CPD from specialists	HD & EW	Apr 2023	ongoing	CPD time	CPD evaluation forms, Attendance registers	Spring Term Teachers are able to say why they are using particular sensory or therapeutic sessions			
	A quality audit of sensory and therapeutic sessions has been carried out to identify areas of strong practice	HD & EW	Jan 2023	Jan 2023	SLT time Sensory curriculum lead time	Audit feedback, Observations	Teachers understand HI and VI support strategies Summer Term All children have personalized targets delivered for sensory sessions			
	Individually targeted teacher CPD focusing on the needs of pupils teachers teach	HD	Jan 2023	ongoing	CPD time, SLT time	CPD session notes,	Planning for sensory sessions incorporates appropriate stretch and challenge			
	A monitoring and review-cycle with sensory approach focus at least termly	HD	Jan 2023	ongoing	SLT time, Sensory Curriculum Lead time	Monitoring timetable				

	Targeted support around use of sensory approaches for individuals with a sensory impairment from specialist teachers	EW	Nov 2022	ongoing	SLT time, Sensory Curriculum Lead time	Minutes of CPD Observations in classroom	Teachers implement HI and VI support strategies			
	Programme of teacher-to-teacher observation	HD	Nov 2022	ongoing	Teacher time SLT time	Programme				

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
3b Appropriate sensory resources are created and/or selected in order to meet individual pupil need	Planning for resources is incorporated in medium-term and short-term planning.	AJ, LG, EW	Dec 2022	ongoing	Staff time KS forum time	KS forum minutes Planning documents	Autumn Term All teachers and support staff understand the benefits of using real objects to support understanding			
	Sharing of resources and ideas via teacher meetings, Key Stage Forums and planning documents	HD & EW	Nov 2022	ongoing	KS forum time	KS forum meeting minutes Shared resource banks on One-drive	Spring Term Real objects and sensory experiences are used throughout the curriculum to support learner understanding Summer Term			

	Targeted support around effective use of support staff as a resource through team teaching and mentoring and observation feedback	HD	Apr 2023	ongoing	Cover supervisor time SSA time SLT time	Observation records Team teaching records	Exciting and engaging resources that reflect the learning are selected with targeted pupils in mind			
	Creation of a bank of generic and topic-based multi-sensory resources, e.g. smell bank!	HD & EW	Dec 2022	ongoing	Curriculum Lead time Teacher time Cost of resources	Shared resource bank				

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
3c A total communication approach is embedded in all	CPD delivery from SCARC and SALT around total communication approach	HD	Apr 2023	Jul 2023	CPD time	CPD records and attendance	Autumn Term Personalized communication aids are out in all classrooms ready for use			
	Core signs and phrases delivered through whole-school briefing each week	EW & HD	Nov 2022	ongoing	CPD time	Minutes of briefings, signs on				

aspects of school life						display board	<p>Teachers understand the importance of total communication approach</p> <p>Spring Term</p> <p>Personalized communication aids are up-to-date and have appropriate, pupil-specific vocabulary</p> <p>Summer Term</p> <p>Key symbols and core charts are effectively to support learning</p> <p>Meaningful pupil communication is evident in all lessons</p>			
	Preferred method of communication database complete and accessible to all staff	EW & HD	Jan 2023	Jan 2023	Curriculum Lead time	Database				
	Consistent monitoring that communication aids are an integral part of all aspects of the school day	HD	Jan 2023	ongoing	Curriculum Lead time, SLT time	<p>Observation records</p> <p>Learning walk records</p> <p>Earwig posts</p>				
	Targeted opportunities to develop skills in using aids	EW & HD	Nov 2022	ongoing	<p>CPD time</p> <p>SALT time</p> <p>Curriculum lead time</p> <p>Class meeting time</p>	<p>CPD records</p> <p>Observation records</p>				

	Programme of teacher-to-teacher observation	HD	Jan 2023	Apr 2023	CPD time SLT time Staff time	Observation records Timetable			
	Staff CPD in switch skills	EW & HD	Jan 2023	Jul 2023	CPD time Teacher meeting	Information hand outs Resources			

Priority 4: Ensure Academy-wide ownership of, and engagement with, strategic improvements

Why is this a priority?

- To address the area of improvement identified in Nov 21 OFSTED inspection: 'Leaders know what to do to further improve the school, but this is not clearly planned out in terms of what will happen and when. This means that it is not clear who will do what. Staff do not know what the improvement journey means for them. Whole-school improvement planning needs to be more detailed and shared more effectively with staff so that they know their responsibilities in improving provision.'
- To rebuild the sense of a united school community following the pandemic, that everyone feels part of, connected to and invested in

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
4a Staff own and engage with strategic improvements	Seek stakeholder input for SEF and ADP	AJ	Sept 2022	Oct 2022	SLT time	ADP, info gathering form & list of responses	Autumn Term All staff have had the opportunity to contribute priorities to the ADP Key Stage Forums and care team meetings are well-established and these are an effective means of two-way communication All staff are able to identify how their appraisal targets feed into the school's focused areas for development All staff meetings have agendas which reflect the goals of the ADP and all teacher meetings are time-tabled at the beginning of each term			
	Action plans for all SLT areas of responsibility interwoven with the ADP	EW HD	Nov 2022	Feb 2023	SLT time	Action plans				
	Curriculum leads are supported to develop action plans which reflect the ADP	EW	Jan 2023	Apr 2023	SLT time, Curriculum Lead time, Cover supervisor time	Action plans for curriculum areas				
	Development of Key Stage Forums to facilitate communication and staff voice	EW HD	Oct 2022	Dec 2022	Staff time	KS forum minutes Engagement in KS forums				
	Appraisal targets are set which reflect individuals input in strategic improvement	EW	Nov 2022	Dec 2022	Cover supervisor	Appraisal documentation	Spring Term			

					r time, staff time	Evidence collection	All curriculum leads have written a plan for the area they lead which reflects the school's focused areas for development New curriculum leads will have a good understanding of the role and its associated responsibilities All weekly class meetings have an agenda and clear focus relating to the school improvements outlined in the ADP Summer Term All staff are proactive in suggesting opportunities for wider school development that align with the ADP			
	Plans for strategic improvement are shared in a timely manner with all staff	EW HD	Nov 2022	Ong oing	Staff time	Planning documentation				
	Regular consultation with all staff about Academy improvement objectives	EW HD	Nov 2022	ong oing	Staff time	RAGGED ADP				
	Increased volunteering opportunities with relevant training	AJ	Jan 202 3	ong oing	SLT time Moving and Handlin	Records of volunteering, Learning walks				

					g Lead time				
	Implementation of a programme of parental learning and information sessions	AJ	Apr 2023	ongoing	SLT time Curriculum lead time	Parental engagement records, parental feedback forms, Parental request forms			
	Continued development of the Friends of Thomas Wolsey (PTA) as opportunity for parental engagement and voice	AJ	Apr 2023	ongoing	PTA time Parent time	PTA meeting minutes, Parental engagement forms and observations			
	Development of closer links with schools transport	AJ & EW	Apr 2023	Jul 2023 /ongoing	SLT time	Minutes of sessions, guides			
	Governors implement an effective monitoring cycle	AJ	Jan 2023	ongoing	Governors time	Lesson observations and learning walks			

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
4b Pupils own and engage with strategic improvements	Regular time-tabled School Council meetings	AJ	Nov 2022	Ongoing	Staff time	School council meeting Timetable School council minutes	Autumn Term The planned time-table for upcoming School Council meetings is shared in advance for the term All staff recognise the importance of authentic pupil contribution to their EHCP annual review Spring Term Teachers apply different strategies for incorporating pupil voice into the annual review depending on age and stage			
	Seek pupil input for SEF and ADP	AJ	Sept 2022	Oct 2023	SLT time, pupil time	Feedback list				
	Regular consultation with all pupils about Academy improvement objectives	AJ	Nov 2022	ongoing	SLT time, pupil time	School council meeting minutes				
	Pupil voice is an integral part of EHCP annual reviews	AJ	Nov 2022	July 2023	SLT time Teacher time	Annual review paperwork Earwig records				

	Pupil voice at Governor meetings	AJ	April 2023	Ongoing	SLT time Governing body meeting time	Minutes from meetings	Summer Term Pupil voice representatives offer feedback over key areas of the ADP, (which have been discussed in School Council meetings or in class) during Governing Board meetings There is an established playground ambassador scheme in place. A p			
	Pupil voice at key stakeholder events	AJ	Apr 2023	ongoing	SLT time Teacher time	Observation, Earwig				
	Implementation of playground ambassador scheme	AJ/LG	April 23	Ongoing	SLT time Pupil time	Observations, Learning walks				

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG	RAG	RAG
4c Parents and other stakeholders own and engage with strategic improvements	Seek other stakeholder input for SEF and ADP	AJ	Sep t 2022	Oct 2022	SLT time	Feedback forms	Autumn There is a clearly identified link Governor for all Key Stages or Phases Governors select appropriate foci for their monitoring cycles which			

							<p>reflect the priorities in the ADP</p> <p>Spring</p> <p>Parent and other stakeholder understanding of the ADP is clear from a stakeholder survey and from parent learning and information sessions</p> <p>PTA understand that they have a role supporting the strategic improvements in school and have identified ways in which they can achieve this, e.g. effective outreach including Facebook Forum, presence at key school events, facilitating the parent learning and information sessions</p> <p>Governor monitoring cycles add real value to the overall direction of school improvement</p> <p>Summer</p> <p>Volunteer parents and other stakeholders are contributing to the ADP</p>			
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							objectives by e.g. going on school trips, being an enrichment visitor into school, supporting reading			
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Key Performance Indicators			
	21-22	22-23	23-24
Attendance	79.6%	79.95%	
Persistent Absence	60	49	
Exclusions rate	0	0	
Pupil Number EYFS	12	13	
Pupil Numbers Y1-6	37	39	
Pupil Numbers Y7-11	54	52	