

Thomas Wolsey Ormiston Academy Defoe Road, Ipswich, IP1 6SG
Co-Principals: Helen Dickenson and Emily Webster Chair of Governors: Sue Chesworth
Self-Evaluation Form Update: Autumn 2022

Context	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number on roll					
School	97	94	96	103, now 102	104
National	-	124			
% boys					
School	59	57.4	54.2	52	50.9
	-	72.5			
% girls					
School	41	42.5	45.8	48	49
	-	27.5			
% eligible for FSM					
School	26 (20% UFSM)	24 (21% UFSM)	26		28.8
National	-	50.3			
% pupils first language not/not believed to be English					
School	13.9	17.5	15.6	17.6	15.3
National	-	30.1			
% pupils SEND support					
School	24.5	3.1	5.2	6.8	5.8
National	-	1.6			
% pupils EHCP					
School	75.5	96.9	94.8	93.2	94.2
National	-	98.3			
School Deprivation Indicator					
School	0.15	0.16 <i>Please note we have a county wide catchment.</i>			
National	-	0.24			

Overall Effectiveness	Grade
Quality of education	2
Behaviour and attitudes	2
Personal development	1
Leadership and management	2
Early Years	2

At Thomas Wolsey we learn in partnership with our peers, our family, the school staff, the health team and professionals from outside of school, through a personalised curriculum, our school environment and the wider world, in order that we can make our own choices, advocate for ourselves and others and be active citizens in our communities.

At Thomas Wolsey Ormiston Academy there are currently 102 students aged 3-16, all of whom have complex needs associated with physical disabilities, complex medical needs and/or sensory impairment. All pupils work significantly below age-related expectations. All school age pupils have an Educational Health Care plan. The identified outcomes in

the EHCP are broken down into smaller learning steps and are reflected in the pupils' termly learning maps.

Most pupils enter via the school's assessment Nursery. A few join at other times.

Pupils leave at the end of Year 11, transferring mainly to a local college or to a special school with 6th Form provision.

The school moved to purpose built premises in January 2009 and enjoys being co-located with Ormiston Endeavour Academy. On 1st February 2018, Thomas Wolsey School joined the Ormiston Academy Trust and became Thomas Wolsey Ormiston Academy.

The school placement funding is for 89 +6 pupils. Requests for admission are received and considered throughout the year.

Of the current 102 pupils on roll, 4 school age pupils have a dual placement with their local community school.

Many of the pupils are non-verbal and use Makaton or augmented communication devices, ranging from photographs and symbols through to Talk Pads and Eye Gaze technology.

Most of the pupils have physical disabilities that necessitates some form of mobility aid e.g. wheelchair.

The pupils at Thomas Wolsey have complex needs, they often possess more than one physical or medical condition.

Genetic conditions (a variety of syndromes including: Duchenne Muscular dystrophy, Prada-Wili, Ushers, Downs, Cockayne, Angelman,	Approx. 1/3	33%	Other brain related disabilities e.g. microcephaly and brain tumour	Approx. 1/7	14%
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Battens, Williams, Kleefstra, Coffin Sirus and other chromosomal abnormalities					
Cerebral Palsy – variable - affecting 2 or 4 limbs	Approx. 1/2	50%	Learning difficulties – a diagnosis of global developmental delay (although all have associated learning difficulties)	Approx. 1/2	50%
Visual impairments – variable – ranging from no sight to cortical visual impairments to squints	Approx. 1/3	30%	Hearing impairments - variable	Approx. 1/12	6%
Epilepsy - variable	Approx. 1/4	27%	A range of other conditions including heart and lung defects, asthma, spina bifida, foetal alcohol syndrome		

Changing statistics between the phases:

EYFS (11 pupils)					
Non-verbal	Limited verbal	Verbal	Non-independent movement	Limited mobility	Ambulant

Primary (41 pupils)					
Non-verbal	Limited verbal	Verbal	Non-independent movement	Limited mobility	Ambulant

Secondary (52 pupils)					
Non-verbal	Limited verbal	Verbal	Non-independent movement	Limited mobility	Ambulant

Overall school attendance for the year 2019-2020 was 94%. This was the year in which all schools went into lockdown in mid March 2020, approximately 30% of pupils returned to school part time in June 2020. This continued to increase with all bar 3 pupils returning to school. These 3 would now be normally moving to home learning at this point in the year due to the weather and their overall health vulnerability. Overall attendance is currently 89.3%

This includes the allowance made for medical appointments and conditions preventing attendance at school. 6 (approx. 6%) children have persistent absence and the families are being supported to increase attendance.



Currently there are 30 pupils eligible for Pupil Premium.

Pupil Premium at Thomas Wolsey Ormiston Academy is used most effectively to provide 1:1 or very small group support for in class, community access, transition points, eating and social interaction activities across the whole day. This level of support allows full participation in all learning opportunities.

The school has a wide geographical area that includes most areas of Suffolk and borders of Suffolk, Cambridge, Norfolk and Essex. Pupils therefore travel from a radius of up to 40 miles. Most children are taken to and from school by escorted taxi or minibuses.

The communities served by the school are a mix of Urban/Town and small villages and the pupils have a wide variety of socio-economic backgrounds. There are areas of high deprivation within this geographical spread, notably Ipswich which is an opportunity area.

The Quality of Education at TWOA is GOOD because:

Intent

Our curriculum both focuses on building those skills which are most important for the development of each child and on school phase programmes which ensure that there is breadth of study and opportunity for all.

- TWOA Curriculum
- EHCP outcomes continuum maps
- Learning Maps
- Medium Term learning plans
- Topics & planning

We aim for our pupils to leave school with not only appropriate accreditation that is recognised nationally but an increased awareness and understanding of the world, a sense of self-worth and value as citizens within their local community and a sense of control and influence over their lives which enables them to work towards increased levels of self-advocacy and the ability to plan for their future and life beyond school.

- Leaver destinations
- Learning map outcome data
- Accreditation outcome data
- #iWill project
- Charity days

Implementation

Currently most teaching is delivered via a 'primary model' with all teachers teaching across the whole curriculum. The secondary department is slowly re-introducing a more secondary model of specialist teachers for specific curriculum areas. Peer on peer support and Department leads are used to provide knowledge and confidence for those unfamiliar with a particular learning area. All fully qualified teaching staff have at least one allocated curriculum area, 5 teachers are confident in their subject knowledge and they are confident to support and lead their subject area, 2 teachers are developing confidence and are providing a lead in their area across school. All are supported by the SLT using the 'subject leadership' training provided by OAT

- Acting VP for teaching and learning, mentoring file
- Department lead mentoring file
- Pupil progress meetings
- Lesson observations

Teachers and support staff enable pupils to develop understanding and encourage discussion and further exploration. They routinely check for comprehension and address misconceptions as appropriate to each pupil.

- Lesson planning
- Learning map review
- Earwig records
- Annotation of work

The spiral curriculum allows for the repetition necessary for TOWA learners and greater depth to be developed.

- TOWA curriculum
- Medium term planning
- Learning map
- Earwig records

A variety of assessment formats are used well to baseline, inform teaching and to allow pupils to build on the knowledge acquired.

- Earwig
- Learning map continuums and analysis
- Progression steps

SLT balances the need for reliable and useful data with the workload of staff and the enjoyment of learning for the pupils.

- 2 data drops/year
- Shared documents drive
- Allocated time for data drop/assessment

The learning environment at TWOA is pupil centred, age appropriate and developmentally aspirational. The learning resources are integral to this and are shared to reduce workload.

- Classrooms
- Central resource areas such as the Cabin and reading den
- Planning
- Email shares

The TWOA Curriculum is sequentially planned towards aspirational learning goals for all pupils. The work in lessons matches these expectations.

- TWOA curriculum
- Lesson observations
- Learning map outcomes

Communication and reading are pivotal to our curriculum.

- TWOA curriculum planning documents
- Earwig records
- Lesson observations

The approach to reading and communication at TWOA allows all pupils to enjoy books and reading and those who can develop fluency or the joy of finding words, letters and sounds in books and in the environment.

- Observation across the day at TWOA
- Phonic sessions
- Intervention sessions
- Use of the reading den
- Use of the library

Across school individual attainment in reading and/or communication is assessed and areas for development addressed for each child or young person.

- Lesson observations
- Assessment records
- Learning maps

Reading books are matched to the Letters and Sounds.

- Literacy resources
- Literacy scheme of work

Pupils at Thomas Wolsey develop communication and phonics skills and knowledge across school as the basis of all learning.

- Lesson observations
- TWOA curriculum
- Earwig records

Teachers model the use of English to support the good development of language and vocabulary for the pupils.

- Lesson observations
- General observations

Impact

All pupils at TWOA have SEND and all achieve highly against their starting point.

- EHCP outcome continuums
- Learning map analysis
- Case studies
- Parental and therapist feedback

All pupils successful move through the transition stages in school and on to post 16 provision of their choice. At each stage they are prepared for, and gain the skills and qualifications required for, the challenges ahead.

- Transition planning and activities
- Transition books and folders
- Earwig records
- Qualification certification
- Transition annual review outcomes

There is a good standard of work across all curriculum areas.

- Lesson observations
- Earwig records

Pupils read, or experience, a wide variety of texts and genres. They read and/or communicate with increasing fluency, confidence and comprehension as appropriate to their developmental abilities.

- Lesson observations
- general observations
- Earwig records

- Assessment data
- TWA curriculum planning

Pupils functionally use numeracy knowledge, understanding and skills in lessons and real-life situations as appropriate to their development.

- Lesson observation
- Community learning
- Charity fund raising events
- Earwig records
- TWA curriculum planning

Improvement Priorities:

- To develop the knowledge and confidence of all teachers as subject leaders across all phases
- To raise the aspirations of all teachers for all pupils through focussed termly reviews of pupil progress towards EHCP outcomes, holding teachers to account for the achievement of these
- To introduce the use of the Engagement Profile into the TWA assessment toolkit
- To implement the new RSE curriculum

The Behaviour & Attitudes of pupils at TWA is GOOD because:

At TWA pupils are expected to be kind and to demonstrate respect and courtesy for each other and for the adults in school.

- Behaviour policy
- Observation
- Class rules/conduct displays
- Certificates

Support is given to understand the impact of a particular need or condition on conduct but disruption to lessons is not tolerated, with lesson location at times being flexible to minimise the impact of poor choices. Disruption due to challenging behaviour is not common at TWA, staff development to understand behaviour as a means of communication is a priority.

- Observation
- Behaviour records
- Planning documents
- Individual timetables and support allocation

The SLT are on hand throughout each day to support behaviour management and model de-escalation

- Observation
- Behaviour records

9 pupils have individual behaviour support plans which are shared across school to encourage a consistent approach to the pupils. 3 behaviour plans have a multi-disciplinary approach.

- Behaviour support plans
- Individual diaries
- Individual timetables
- Staffing levels
- Meeting minutes

All staff in school have a zero-tolerance approach to bullying of any kind and if it occurs it is dealt with promptly.

- Behaviour policy
- CPOMS
- Individual pupil behaviour records
- Home school diaries or emails or records of phone calls

The pupils enjoy coming to school and take pride in their achievements each day.

- Observation
- Pupil of the week awards

When absence due to a pupil's medical condition is taken into account the school attendance rate is 90%

- Attendance data
- Correspondence with paediatricians re impact of medical need(s) on attendance

The parents of each child absent receive a call on the first day of absence if no explanation has been given.

- Attendance policy
- Attendance records

TWOA is a kind and caring school where pupils feel safe.

- Observation
- Interaction with pupils

Improvement Priorities:

- To develop a whole school approach (Norfolk Steps) to understanding how behaviour can be a means of communication and a shared approach to de-escalation
- To implement the use of CPOMS for behaviour incidents for consistent recording

The Personal Development of pupils at TOWA is OUTSTANDING because:

- **The school meets all the criteria for good securely and consistently, and consistently promotes the extensive personal development of pupils.**

At TOWA enrichment is integral to the curriculum offer, with a wide range of high-quality experiences and opportunities including theatre, performance, music, cultural visits and using local facilities. The enrichment activities provide pupils with opportunities to try out different activities and to further interests already developed. In the current situation, technology is being used to provide virtual enrichment experiences.

- Adult disability role models – expressive arts
- Real life experiences – virtually for now
- Evolve visit/trip planning
- Guests into school pre Covid 19– lesson planning
- Sports activities
- Community learning pre Covid-19 – lesson planning

Because most enrichment activities are provided as part of the curriculum offer, all pupils access these.

- Registers for additional clubs
- Lesson planning
- Learning walks, virtual as well as actual

At TOWA there is a focus on social and emotional well-being, social interaction, learning to respect and value those different to ourselves and independence and resilience development. Time and opportunities to develop these skills are in the timetable in addition to a school wide expectation of making good choices that consider others and following straightforward rules.

- #iWill project
- Family dining
- PCI, SCI time - timetable
- Lesson plans

TWOA is a 'difference is normal' aware school with a high level of tolerance, acceptance and respect for all people.

- #iWill project
- General observation
- In class observation

All pupils at TWOA have a pastoral teacher who is the regular contact with family, the personal care team, therapists and health professionals. The school wide focus on positioning for learning, school staff delivery of therapy programmes, personal care and medical and dietary requirements provides high level pastoral support and care for each pupil. This contact was maintained throughout lockdown and holiday periods

- Therapy and medical intervention plans and protocols
- Email trail/phone call records
- Learning map targets
- One page profile

Pupils who are able have a developmentally appropriate knowledge about a healthy lifestyle, including the importance of talking about worries.

- Discussion in family dining and SCI time
- SEWB, Science, PD lessons

A focus of TWOA is giving all pupils a voice through choices. The increasing ability to make choices provides supported opportunity to listen to and experience different thoughts and ideas. All pupils in the Secondary department are eligible to stand for the School Council. All classes have a pupil rep on the Eco-Council.

- School Council elections in 2019-20 ensured that non-verbal pupils were elected onto the Council, and continued into 2020-21
- School councillors are involved in the interview process for teachers and senior leaders
- Entry to various national disability sports, opportunity to captain a team
- Pupils have opportunity to work alongside role models
- Lesson observations
- ECO-Council meetings and minutes

Both the school and Eco councils provide opportunity for pupils to discussion and debate within a supervised context. The system of class representatives extends this through to all classrooms.

- School Council Hustings
- School & Eco council minutes

- Observations of school & Eco council
- Earwig records

The Secondary Department prepares our pupils for post 16 options through a thorough Careers education package. All pupils and their families receive information about the range of post 16 options available.

Work experience for KS4 pupils is ambitious and pupil centred, with good use of a wide range of local work places.

- Careers curriculum
- Careers lessons observations
- Gatsby benchmarks
- Work experience placement files
- Careers lessons observations
- Earwig records

Improvement Priorities:

- To continue to extend the capture of pupil voice, especially to that of the non-verbal and pmlD pupils, in order to properly personalise learning
- To develop the work of the school council to include the upper KS2 pupils
- To secure funding annually to sustain the interest in and uptake of a residential activity when this is permitted

The Leadership & Management at TWOA is GOOD because:

The new leadership team is committed to providing excellent education which recognises the individual needs of all pupils and is aspirational in the shared vision of progress and achievement, and personal development of independence and self-advocacy for all.

- Teaching and learning policy
- School vision

The continuous professional development of teachers, NQTs, ITT students and cover supervisors is focussed on teaching and learning and the effective use of assessment.

- Mentor work of P, acting VP, EYFS lead
- Peer to peer support
- Learning walks and feedback
- Visits to similar provision
- Relevant courses

CPD is provided for support staff to upskill them to deliver aspects of the curriculum and provide behaviour management.

- Norfolk Steps train the trainer for acting VP
- Twilights and PD days
- Peer to peer support

The leadership team is present around school, lead meetings and communication with parents and initiate contact with local organisations.

- Observation
- Conversation with/feedback from parents, therapists, other professionals and visitors
- Annual reviews
- CIN meetings
- School diaries

The leadership team is very aware of the demands on workload of an improving school environment. An open-door approach is in place and activities are planned for staff well-being. Staff concerns are dealt with in a timely and supportive manner

- Attendance at pupils' funerals and creation of memory books
- Minutes of meetings
- Observation
- Social events as allowed under Covid-19 rules
- Well-Being Governor group minutes

The Governing body members have clear roles and are visible, mainly virtually at present, around school. They provide challenge and support through the strategic progress board and governing body meetings. The chair and head teacher meet regularly.

- LGB minutes
- SPB minutes
- Reports of visits to school
- Safeguarding governor visits record

There is a rigorous approach to safeguarding, with 3 members of SLT now trained as DSLs. The P, safeguarding governor and PA are safer recruitment trained. Safeguarding twilights and additional information sharing are in place for all staff. The open-door approach allows concerns to be discussed immediately. Class teachers work closely with social workers and the therapists making home visits to provide a fully informed, joined up approach.

- Certification
- Twilight register and evaluations
- CPOMS reports
- CIN minutes

- KCSIE 2020 part 1 iHasco training log

Improvement Priorities:

- To maintain a robust and effective monitoring cycle to support the development of teachers and maintain their accountability to improve the quality of education delivered.
- To embed an effective academy improvement cycle through whole school ownership of the SEF and ADP in appraisal targets and performance management reviews
- To maintain the work of the administration team in supporting the leadership of school to improve effectiveness

The Quality of the Early Years provision at TOWA is GOOD because:

Intent

TOWA adopts the EYFS curriculum and works with it from the 0 months stage for our 3+ learners. As with the school age curriculum, this spirals alongside the EHCP outcomes to deliver an ambitious and adventurous, personalised curriculum for all pupils from the beginning of their journey with us.

- TW curriculum
- Development matters
- Medium term planning
- Lesson planning

The learning map targets are the small-step, sequential learning pathway towards achievement of the EHCP outcomes. These outcomes are the result of multi-professional work with the families.

- Learning maps
- Learning map continuums

Communication, interaction, and making meaningful choices are key to the pupils being able to access our curriculum. The staff work alongside a multi-therapy team to position, equip and enable the children to acquire a recognition and understanding of the purpose of communication and early reading skills.

- Learning maps
- SaLT programmes

Implementation

The learning is focussed on developing the skills of the whole child.

- Learning maps
- Development matters
- Learning walks

The teaching staff are knowledgeable about the EYFS curriculum and the learning needs of the EY children.

- EYFS team meeting minutes
- Observation and learning walks
- Record keeping

The EYFS lead is highly skilled in teaching systematic, synthetic phonics and ensures that children experience reading using books and real objects that match their phonics knowledge.

- Observation
- Planning
- Team meeting minutes
- Phonics workshops

Staff deliver all aspects of the curriculum in a manner which engages and excites the children and encourages them to participate in and experience learning. They present the learning at a pace which suits the children, in a multi-sensory manner to motivate the children and with much repetition and consistency to allow the children to develop anticipation of and confidence in learning.

- Observation
- Learning walks

The staff introduce early number work into all aspects of the EY day, giving the children familiarity with, experience of and confidence in number which is then built on as the children progress through school.

- Planning
- TWOA curriculum & development matters
- Earwig records
- observation

Teaching in EYFS is repetitive, fun and sensory based to engage all learners and to allow for consolidation and acquisition of new knowledge and skills. Staff are familiar with the children and areas for learning and are provided with straightforward recording and assessment tools.

- Observation
- Recording sheets

Resources in EYFS are chosen for real life experience eg real metal utensils while safety is also considered.

- Resources in the room
- EYFS development action plan

The EYFS curriculum and learning experiences start with the comprehensive provision for all the children's care needs and their personal development and social communication and interaction.

- Observation
- Key worker records

Staff support and challenge the physical development of all children with support and advice for Physiotherapy and Occupational therapy staff.

- Learning maps outcomes
- Therapy programmes
- Observation
- Observation records

Staff are in daily contact with parents about their children, their learning and the day at school, and opportunities to support learning at home.

- CPOMS communication and Email records
- Earwig records
- Parent and child share events
- Stay and play sessions
- Key worker records

Impact

The children in the EYFS begin school within the 0-11 months stage at age 3 years. Age-appropriate learning is adapted to their stage of development and their learning needs. Communication is a central focus of all learning and the children are well prepared for transition.

- Learning maps
- Observation and planning
- Learning walks
- Parents evenings
- Parent and child share events

The children in EYFS show obvious enjoyment of well-known stories, songs and learning activities. They respond appropriately, with anticipation and understanding to familiar adults and familiar routines. The children are engaged and happy throughout each session. They track familiar adults, children, sounds, and resources.

- Learning map records
- Earwig records
- Observations and learning walks

All children at TWOA have high medical needs and can become poorly very quickly. Some are often hospitalised or spend significant time at home. The staff keep in touch with families and encourage stay and play sessions with parents to adjust to being back in school. Inclusion in virtual learning through Teams allows pupils and their families to remain in touch. Moral support is given to parents to allow them to feel confident leaving their child in school. Both children and parents are encouraged through the sharing of all achievements.

- Attendance records
- Email records
- Teams recordings
- Earwig
- Observation

Individual learning map targets are shared with all staff in the EYFS in order that children receive consistent support and so learn to manage behaviours and understand their feelings. Good choices are emphasised from the beginning at Thomas Wolsey with chance to reflect on the impact on others and their feelings.

- Learning maps
- Behaviour plans
- Team meeting minutes

Improvement Priorities

- Improvement to access of outdoor space to include outdoor learning into every day for all pupils
- To embed the new EYFS curriculum
- To support all staff to be responsive to children's interests and confident to implement opportunities to progress learning across the curriculum