Thomas Wolsey Ormiston Academy Development Plan
2022-2023

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	16th November 2021

About Our Academy			
2023-24	School	National average in special schools 2023	Context
Number on roll	105	120	100% of pupils have SEND; 100% of pupils of compulsory school aged pupils have EHCP, remainder 5.7 % under assessment
Pupil Premium	38%	unknown	
FSM	24.7%	46%	
SEND K	0.57%	unknown	
EHCP	94.2%	unknown	Some pupils are additionally disadvantaged: 38% are in receipt of pupil premium, (A high percentage of our children are cared for: 12 LAC/SGO & 2 are adopted)
% White British	73%	79.3%	
% EAL	16%	14.5%	
Number of CLA	0.85%	unknown	24% are on FSM (26 pupils) (significantly lower than the national average for special schools)
ADACI IMD score (Index of Multiple Deprivation)	1.3	1.76	100% of children are working significantly below age-related expectations.

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
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 **Independent Decision-Makers**	**Children at the Heart of all Decisions** We make all our decisions based on what is in the best interests of our children **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

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

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

Dignity, Courtesy and Respect
We act with courtesy, politeness and kindness at all times

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 TWOA 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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24

1a **The learning environment is exciting, stimulating and maximizes learning opportunities**	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 Cost of resources	Monitoring of MTPs, termly audit of learning environment, learning walks, lesson observations	**22-23** Classrooms and their outdoor extensions increasingly reflect and support the learning Dark den spaces reflect and support learning Materials related to the topic accessible to all learners	red	amber	amber			
	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	Topic focus is clear when you walk into a classroom Outdoor classroom areas are well utilized for learning	red	red	amber			
	At least termly teacher meeting dedicated to CPD around learning environments	HD	Oct 2023	ongoing	CPD time	Learning walks, environmental audit	**2023-2024** It is a given that every new term, classrooms and outdoor their extensions clearly reflect the learning	amber	amber	amber			
	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	**2023-2024** It is a given that every new term, all spaces in school clearly reflect the learning	red	amber	amber			
	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		red	amber	amber			

| | Establish playground ambassador scheme | AJ/ LG | Apr 2023 | Jul 2024 | SLT time

Cost of resources - £200 (PTA) | Pupil feedback, learning walks | | | | | | | | | |

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
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	**22-23** All classes have had a minimum of 1 local and 1 further-afield visit each term and 1 experience with an external visitor each term All staff have had training on educational visit procedures Club offer incorporates a range of activities for all pathways **23-24** Club offer appealing to all age and stage is sustained	🔴	🟠	🟠			
	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		🔴	🟠	🟠			
	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 Staff facilitation time	Planning docs, Evolve reports	Minimum EV offer is embedded Opportunities for 'Inside out and outside in' forms part of collaborative planning each term	🟧	🟧	🟩			
	Create an extra-curricular and enrichment visits directory	LG	Nov 2022	Jul 2023/to be added to continuously	Staff time	Directory	**24-25** Residentials are an offer for at least all of Secondary	🟥	🟥	🟥			
	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		🟥	🟧	🟩			

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
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	**22-23** Activities and time-tabling increasingly provides opportunities to collaborate in a range of ways including: daily use of shared spaces at break and lunchtimes (via clubs or playground), departmental carousel activity days, projects with other schools, specific projects with mixed age and stage **23-24**	Orange	Orange	Orange			
	Mixed grouping for Secondary key stage assemblies	LG, EW	Oct 2022	ongoing	Organizational time	Planning docs, Earwig		Orange	Green	Green			
	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		Red	Orange	Orange			
	Time-tabled mixed group sessions in KS1, 2 and 3	AJ, LG, HD	Apr 2023	ongoing	KS Forum time	Earwig, learning walks, planning docs,		Red	Red	Orange			

	Action	Lead	Start	End	Cost	Evidence	Success Criteria						
						registers, minutes	Activities and time-tabling providing regular opportunities to collaborate are systematically built into planning.	🟥	🟥	🟧			
	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 and ongoing	KS4 teacher and Lead time, pupil planning time Cost of Sports Leader qualification	Sports Leader Qualifications, lesson planning, earwig, learning walks	**24-25** Activities and time-tabling providing regular opportunities to collaborate are systematically built into planning and extended to other opportunities such as residentials	🟧	🟧	🟩			
	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 and ongoing	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 and ongoing	Enrichment Lead time	Pupil feedback, Earwig, planning docs		🟥	🟧	🟧			

Priority 2: Developing Teaching and Learning through the Engagement Model

Why is this a priority?

- 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?	R A G 22 23	R A G 22 23	R A G 22 23	R A G 23 24	R A G 23 24	R A G 23 24
2a **Planning and preparing the Engagement Model**	Teacher CPD on use of Engagement and Happiness Profiles and Engagement Indicators	EW	Nov 2022	Dec 2022 – ongoi ng for new staff	SLT time, CPD time	Earwig, Engage ment profiles, minutes & help guides	**22-23** Teachers are increasingly using the principles of the Engagement Model and related documents (Happiness Profiles and Engagement	🟠	🟢	🟢			

Task	Owner	Start	End	Resource	Evidence	Success Criteria						
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	Indicators) to inform and adapt their teaching **23-24** All staff are increasingly using the principles of the Engagement Model and related documents (Happiness Profiles and Engagement to support teaching and learning across the academy **24-25**	🟥	🟧	🟧			
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 to access Hirstwood Engagement Model course	HD	Nov 2022	Nov 2023	CPD time @£600	Certificates, attendance register, CPD evaluation	The principles of the Engagement Model and related documents (Happiness Profiles and Engagement to support teaching and learning are fully embedded across the academy	🟥	🟥	🟥			

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
2b **Implementing the Engagement Model**	Write or update Engagement and Happiness Profiles for all pupils for Engagement Model Learners	EW	Nov 2022	Dec 2022 onoing for new pupils	Staff time	Engagement profiles	**22-23** Teachers are increasingly using the principles of the Engagement Model and related documents (Happiness Profiles and Engagement Indicators) to inform and adapt their teaching **23-24** All staff are increasingly using the principles of the Engagement Model and related documents (Happiness Profiles and Engagement to support teaching and learning across the academy	Amber	Amber	Green			
	Write or update Engagement Indicators for or all pupils for Engagement Model Learners	EW	Nov 2022	Dec 2022 ongoing for new pupils	Staff time	Engagement profiles		Red	Amber				
	Develop use of Engagement Model tags and record-writing in Earwig Assessment System	EW	Nov 2022	Dec 2022 / ongoing	Staff time	Earwig Monitoring		Red	Amber	Green			

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
	Establishing the process of using the Engagement Model through focused SLT work in the classroom alongside teachers	EW	Nov 2022	ongoing	SLT time	Earwig records, Learning walks	**24-25** The principles of the Engagement Model and related documents (Happiness Profiles and Engagement to support teaching and learning are fully embedded across the academy	RED	RED	RED			
	Parental information session on what the Engagement Model is and how it's used	EW & AJ	Jan 2023	ongoing	SLT time, resource prep time	Attendance registers, parent guides		RED	RED	RED			

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
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	ongoing	SLT time	Observation records, Earwig	**22-23** Teachers are increasingly using the principles of the Engagement Model and related documents (Happiness	RED	RED	RED			

	Use of pupil engagement case study as part of all Monitoring and Review observation cycles	EW & HD	Apr 2023	ongoing	SLT & teacher time	Earwig records, Pupil case study recording form	Profiles and Engagement Indicators) to inform and adapt their teaching						
	A minimum of at least termly review of understanding and implementation of Engagement Model through whole-teacher CPD meeting	EW	Jan 2023	ongoing	CPD time	CPD minutes,	**23-24** All staff are increasingly using the principles of the Engagement Model and related documents (Happiness Profiles and Engagement to support teaching and learning across the academy **24-25** The principles of the Engagement Model and related documents (Happiness Profiles and Engagement to support teaching and learning are fully embedded across the academy						

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
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	**22-23** Teachers have a growing understanding of HI and VI support strategies and the purpose behind different sensory therapies. **23-24** Teachers implement support strategies to support HI and VI learners effectively. They are able to identify the purpose for delivering different sensory strategies for individuals.	🟧	🟧	🟧			
	Whole-school external multi-sensory CPD from specialists	HD & EW	Apr 2023	ongoing	CPD time	CPD evaluation forms, Attendance registers		🟧	🟧	🟧			
	A quality audit of sensory and therapeutic sessions has been carried out to identify areas of strong practice	HD & EW	Jan 2023	Jan 2023 ongoing	SLT time	Audit feedback, Observations		🟥	🟧	🟧			

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
					Sensory curriculum lead time		**24-25** Personalised purposes for sensory strategies is embedded and has appropriate stretch and challenge as a result. Teachers systematically implement HI and VI support strategies.	🟥	🟧	🟧			
	Individually targeted teacher CPD focusing on the needs of pupils teachers teach	HD	Jan 2023	ongoing	CPD time, SLT time	CPD session notes,		🟥	🟧	🟧			
	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		🟧	🟧	🟩			
	Programme of teacher-to-teacher observation	HD	Nov 2022	ongoing	Teacher time SLT time	Programme		🟥	🟥	🟩			

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	**22-23** All teachers have a growing understanding of the importance of using real objects and real sensory experiences to support learner 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	**23-24** Real objects and sensory experiences are used throughout the curriculum to support learner understanding	🟥	🟧	🟧		
	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	**24-25** Exciting and engaging resources that reflect the learning are systematically 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 2223	RAG 2223	RAG 2223	RAG 2324	RAG 2324	RAG 2324
3c **A total communication approach is embedded in all aspects of school life**	CPD delivery from SCARC and SALT around total communication approach	HD	Apr 2023	Jul 2023	CPD time	CPD records and attendance	**22-23** All teachers have a growing understanding a total communication approach and know what they need to do to support this. **23-24** All staff have a growing understanding a total communication approach and know what they need to do to support this. All teachers ensure personalized communication aids are up-to-date and have appropriate, pupil-specific vocabulary at all times. **24-25** Meaningful pupil communication is evident across the school at all	🟥	🟥	🟧			
	Core signs and phrases delivered through whole-school briefing each week	EW & HD	Nov 2022	ongoing	CPD time	Minutes of briefings, signs on display board		🟥	🟧	🟩			
	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	Observation records Learning walk records Earwig posts		🟥	🟥	🟧			

	Targeted opportunities to develop skills in using aids	EW & HD	Nov 2022	ongoing	CPD time SALT time Curriculum lead time Class meeting time	CPD records Observation records	times using a range of approaches.	🟥	🟥	🟧			
	Programme of teacher-to-teacher observation	HD	Jan 2023	ongoing	CPD time SLT time Staff time	Observation records Timetable		🟥	🟥	🟥			
	Staff CPD in switch skills	EW & HD	Jan 2023	Jul 2023 and ongoing	CPD time Teacher meeting	Information hand outs Resources		🟥	🟧	🟧			

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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
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	**22-23** All staff have had the opportunity to contribute priorities to the ADP	🟩	🟩	🟩			
	Action plans for all SLT areas of responsibility interwoven with the ADP	EW HD	Nov 2022	ongoing	SLT time	Action plans	Key Stage Forums and care team meetings are well-	🟥	🟧	🟧			

Task	Who	Start	End	Resources	Evidence	Success Criteria						
Curriculum leads are supported to develop action plans which reflect the ADP	EW	Jan 2023	ongoing	SLT time, Curriculum Lead time, Cover supervisor time	Action plans for curriculum areas	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	🟥	🟧	🟧			
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	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	🟧	🟧	🟩			
Appraisal targets are set which reflect individuals input in strategic improvement	EW	Nov 2022	Dec 2022	Cover supervisor time, staff time	Appraisal documentation Evidence collection	**23-24** All curriculum leads have written a plan for the area they	🟧	🟩	🟩			
Plans for strategic improvement are shared in a timely manner with all staff	EW HD	Nov 2022	Ongoing	Staff time	Planning documentation	lead which reflects the	🟥	🟧	🟧			

Regular consultation with all staff about Academy improvement objectives	EW HD	Nov 2022	ong oing	Staff time	RAGGED ADP	school's focused areas for development						
						New curriculum leads will have a good understanding of the role and its associated responsibilities All weekly meetings have an agenda and clear focus relating to the school improvements outlined in the ADP **24-25** All staff are proactive in suggesting opportunities for wider school development that align with the ADP						
Increased volunteering opportunities with relevant training	AJ	Feb 2024	ong oing	SLT time Moving and Handlin g Lead time	Records of volunteering, Learning walks							
Implementation of a programme of parental learning and information sessions	AJ	Feb 2024	ong oing	SLT time	Parental engagement records, parental							

					Curricul um lead time	feedback forms, Parental request forms		█	█	█			
	Continued development of the Friends of Thomas Wolsey (PTA) as opportunity for parental engagement and voice	AJ	ong oing	ong oing	PTA time Parent time	PTA meeting minutes, Parental engagement forms and observations		█	█	█			
	Development of closer links with schools transport	AJ & EW	Apr 202 3	Jul 202 3 /on goin g	SLT time	Minutes of sessions, guides		█	█	█			
	Governors implement an effective monitoring cycle	AJ	Jan 202 3	ong oing	Governo rs 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 2223	RAG 2223	RAG 2223	RAG 2324	RAG 2324	RAG 2324
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	**22-23** Pupil voice is promoted and followed through in different ways across the academy. All staff have a growing understanding of the importance of authentic pupil contribution to their EHCP annual review. **23-24** The School Council is used to promote pupil voice across the academy in genuine ways. Opportunities for authentic pupil contribution to their EHCP annual review are provided by their pastoral teachers. **24-25**	🟥	🟥	🟥			
	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	Minutes from meetings		🟥	🟥	🟥			

					meeting time		There is an established playground ambassador scheme in place. 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	🟥	🟥	🟥			
	Pupil voice at key stakeholder events	AJ	Apr 2023	ong oing	SLT time Teacher time	Observation, Earwig		🟥	🟥	🟥			
	Implementation of playground ambassador scheme	AJ/ LG	April 23	Ong oing	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 22 23	RAG 22 23	RAG 22 23	RAG 23 24	RAG 23 24	RAG 23 24
4c **Parents and other stakeholders own and engage with strategic improvements**	Seek other stakeholder input for SEF and ADP	AJ	Sept 2022	Oct 2022	SLT time	Feedback forms	**22-23** There is a clearly identified link Governor for all Key Stages or Phases Governors select appropriate foci for their monitoring cycles which						

							reflect the priorities in the ADP					
							23-24					
							Parent and other stakeholder understanding of the ADP is clear from a stakeholder survey and from parent learning and information sessions					
							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					
							Governor monitoring cycles add real value to the overall direction of school improvement					
							24-25					
							Volunteer parents and other stakeholders are contributing to the ADP					

objectives by e.g. going on school trips, being an enrichment visitor into school, supporting reading				

Key Performance Indicators

	21-22	22-23	23-24
Attendance	79.6%	84.5%	
Persistent Absence	60	41	
Exclusions rate	0	0	0
Pupil Number EYFS	12	13	14
Pupil Numbers Y1-6	37	39	46
Pupil Numbers Y7-11	54	52	45