

Academy Self Evaluation 2024-2025 Summer Term		
Thomas Wolsey Ormiston Academy		
Co-Principals: Helen Dickenson and Emily Webster	Chair of Governors: Lynne Goodwyn	
Education Director: Wasim Butt		
Overall Effectiveness		
The Quality of education		Good
Behaviour and attitudes		Good
Personal development		Outstanding
Leadership and management		Good
About our Academy		
2023-24	Academy	National Average for special schools
Number on roll	105 (PAN 105)	120
Pupil premium	29%	unknown
FSM	29%	46%
SEND K	2%	unknown
EHCP	98%	unknown
% white British	73%	79.3%
% EAL	17%	14.5%
Number of CLA	8%	unknown
ADACI IMD score	0.19 (Ipswich only)	1.76
Academy Priorities		
<ul style="list-style-type: none"> Secure a robust and meaningful curriculum through effective middle leadership Strengthening reading (Trust-wide priority) Develop great teaching (Trust-wide priority) Build a strong and striving workforce 		
Vision		
<p>Our aim is for all pupils to leave school with:</p> <ul style="list-style-type: none"> Increased awareness, knowledge and experience of the wider world An established means of communication Social interaction skills to navigate and participate in a wide range of situations Maximum functional movement for both comfort and independence Resilience to cope with unfamiliar situations and change The confidence to know their own minds and know they have worth A sense of control and influence over their lives which enables them to work toward increased levels of self-advocacy and plan for their future and life beyond school A sense of their value as citizens within their local community A desire to continue to be curious and carry on learning <p>And as far as possible...</p> <ul style="list-style-type: none"> The practical skills and knowledge to carry out a wide range of daily living tasks The ability to read and understand shared meanings <p>We work to achieve this through our vision statement</p> <p><i>"Achieving together through personalised learning where every second counts."</i></p>		
Values		
<ul style="list-style-type: none"> Communication is key A total learning environment Aspiration for all and a 'can-do' approach Children at the heart of all decision Irresistible learning Positive relationships Safe, valued and listened to A holistic approach 		

- Dignity, courtesy and respect
- Mistakes are okay
- Mutual support and honesty

Contextual Information

An effective and well-established multi-professional approach lies at the heart of all teaching and learning at the academy. This is essential in enabling us to deliver a highly personalised, child-centred provision to up to 105 pupils, who range significantly both in age, (3-16) and diversity of SEND. (Our pupils have a wide range of physical/medical and/or sensory impairments with associated learning difficulties). In addition to our families, we work closely with the ICPS, (Integrated Community Paediatric Services) and SCARC, (Suffolk Communication Aid Resource Centre), both of whom are based at the academy as well as a range of other teams including SPS (Sensory and Physical Needs Service), CCNT, (Community Children's Nursing Team) and Social Services (for the 29% of our pupils who are currently CIN or LAC and the additional 15% who are on step-down or who have had former involvement). We are also co-located with Ormiston Endeavour Academy, a secondary mixed comprehensive which offers opportunities such as access, (for learners where appropriate) to access mainstream lessons.

The academy has a SLT structure which prioritises the continued development of teaching and learning. This comprises of 2 Co-Principals and 3 Heads of Department. The academy has been well-supported by a long-standing and very experienced Chair and Vice-Chair of the Governing Body over recent years, who have recently switched roles. The last year has seen the Governing Body increase in size and expertise.

The academy falls under the leadership of the OAT National Director of AP and Specials. The Trust's current executive has ensured that SEND is central to their agenda and its CEO Tom Rees is currently chairing the Government's expert advisory group on inclusion. The academy has benefitted from the Trust's recent acquisition of two further special schools enabling collaboration and the sharing of best practice and it is having a far greater influence over high-level policy.

The specialist nature of the provision means CPD is always a high priority. The excellent working relationships we have with other professionals gives opportunities for school staff to benefit from specialist live CPD during the school day. The academy continues to reach out to other special school settings in addition to providing CPD internally as a way of developing the highly specialist skill set required for the pupil cohort. The current teacher cohort continues to be weighted towards teachers who are either new to the profession or new to the specialist nature of our SEND. The structure of the Leadership Team enables senior leaders to work closely with teachers in their department, providing support, modelling best practice and encouraging a collegiate approach to teaching and learning. This, alongside effective quality assurance and monitoring practices, provides the SLT with an accurate understanding of what the academy does well and what needs to be prioritised for further improvement.

As all pupils at TOWA are disadvantaged by way of their SEND, the academy is accustomed to mitigating the impact of disadvantage through personalised development planning, high aspirations for all and a focus on social inclusion. This approach extends equally to improving outcomes for those children with additional layers of disadvantage. As a result, premium-spend is often directed towards improving self-esteem and well-being through e.g. music therapy or bespoke time-tabling or access to enrichment opportunities or community inclusion. The academy monitors closely the quality and achievement of personal learning goals to measure the impact of premium spend on the learning outcomes of pupils with additional prohibitive factors to learning success and life chances.

The academy began rolling out a new curriculum in March 2020 and has been relentless in developing this year-on-year despite set-backs from the pandemic and changes to its staffing cohort. It has welcomed changes to the statutory assessment practices within the sector and continues to embed these as part of its school improvement priorities to ensure all pupils work towards, and achieve, those goals that are most meaningful and life-changing for them.

There is a strong and systemic safeguarding culture that runs across all areas of the academy attesting to the efficacy of robust and well-established safeguarding practices that are in place and our well-developed multi-agency working relationships.

The communities served by the school are a mix of urban and 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.

Date of previous inspection	November 21
Previous inspection judgement	Good
Ofsted areas for improvement	Progress to date
Some staff are not as well trained and confident to use sensory strategies or practical resources to	<ul style="list-style-type: none"> • The use of class-based sensory spaces is now embedded in classrooms and these spaces are being used more purposefully to support learning.

<p>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.</p>	<ul style="list-style-type: none"> • Practical multi-sensory resources to support curriculum delivery are well-utilised in teaching and learning. • Sensory approaches to learning modelled initially by SALT have also become embedded and an established part of the time-table in classes as teachers have seen the benefits of increased engagement, focus and attention. • Specialist MSI teacher continues to model best practice of how to support pupils with sensory impairments to access learning – these monthly sessions are now a well-established part of the CPD time-table. • The lead teacher for Sensory delivers a regular programme of training around sensory resources, approaches and the theory behind sensory approaches. • The new phonics scheme, designed by the academy, fully utilises real objects and multi-sensory input to engage learners and develop understanding.
<p>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.</p>	<ul style="list-style-type: none"> • The academy's vision, values and priorities have been a focus area of whole-school PD days and are revisited weekly at whole school briefing and other academy communications. • Department forums are now well-established and have resulted in non-teaching staff feeling more involved with decision-making processes. • Whole-school priorities are clearly defined by the ADP and there is clarity over delivery responsibility and time-frames • Curriculum leads are developing a greater understanding of their role within school improvement through the work of the ADP priority regarding their development • The school website and branding boards have helped articulate whole school direction and priorities.
<p>Quality of Education</p>	<p>Good</p>

The learning environment at TWOA is pupil-centred, age appropriate, developmentally aspirational and highly inclusive. We prioritise meeting times and CPD slots during PD days to ensure sufficient time is dedicated to this. Each pupil has a PMC (preferred method of communication) and PAT (preferred access to technology) to maximise access to the curriculum. These are continually reviewed and updated in line with pupil development. Multi-sensory resources and approaches support pupils with developing conceptual understanding. We have a commitment to maximising and realising the potential of *all* pupils, irrespective of their age, stage or complexity of need.

“The curriculum is well-planned to meet the varied and complex needs of pupils who attend the school...Curriculum plans...ensure all pupils get access to the same high quality curriculum.” OFSTED Nov 21

A carefully designed curriculum allows equity of access to broad and sequentially planned subject content in ways appropriate to each learner.

Universal topic themes ensure pupils have opportunities to move across and integrate into, age and stage groupings in organic and genuine ways, preparing pupils for social interactions which are more reflective of real life and not restricting pupils to a particular pathway. Age and stage documents and PoS for each curriculum area set out clear expectations for each learner for each phase.

The curriculum is being continually reviewed and refined to ensure that there is consistency in the quality of practice and that there is appropriate stretch and challenge at all levels of learning. Through the spiral curriculum model, subject content is systematically revisited to ensure regular repetition and allow pupils to build on and extend previous learning. The academy has chosen to focus on developing the leadership skills and expertise of curriculum leads as one of its school improvement priorities. More recent appointments to the academy have brought a new range of expertise and energy to the academy's middle leadership, initiating new opportunities for pupils and/or refreshing existing ones. Examples have included the development of a more accessible & inviting library space initiated by one of the Literacy Leads and the use of the natural environment to develop independent living skills, (initiated by the Science Lead).

The focus on the development of curriculum leadership is one of three current academy priorities, (from a total of four) that are focused on quality of education and, as such, reflect the academy's ongoing commitment to making the quality of education the best it can possibly be. The academy has taken full advantage of the 'development of great teaching' being a Trust-wide priority and as such, has been able to access the latest thinking in this area. It is currently working with other specialist settings to create a bank of resources that demonstrate what expert teaching looks like in specialist settings.

The academy has begun to apply the principles of great teaching to a third priority – 'strengthening reading'. As another Trust-wide priority, the academy has benefitted from the opportunity to collaborate with other settings; this has been particularly beneficial in helping the academy review how it approaches reading comprehension. The academy has taken the bold decision to create its own phonics programme and is using the principles of great teaching to roll this out and help embed it. Although still in its infancy, teachers have already reported significantly higher levels of pupil engagement in their phonics sessions. Senior leaders are confident that this will translate in time to higher levels of competence, confidence and fluency in reading for *all* pupils however they access reading.

Teachers work in close partnership with families and key professionals to build detailed understandings of how each pupil learns best, what motivates and engages them and how best to reduce their particular barriers to learning. Remote learning remains an option for learners who may be unable to attend school for example when recovering from an operation.

Senior leaders make effective use of their regular presence in classrooms to inform school improvement priorities and action planning and, as a consequence, school improvement priorities remain targeted and achievable. Senior leaders ensure feedback to teachers and any actions revisited are timely and attainable. There is a strong, collegiate approach to teaching and learning and a culture of sharing resources and best practice. This is supported through a range of academy systems such as shared access for all planning documents, joint planning sessions at the end of term, shared time-tabling of class groups and regular opportunities for classes to come together.

The academy makes effective use of the exceptional working relationships between education staff and other professionals to provide high quality, evidence-informed learning opportunities. Most recently this has included a range of arts projects with a focus on developing pupils' social communication skills. Senior leaders make good use of directed time to target teacher development in ways that will have the most sustainable impact on teaching and learning. They focus on developing and embedding an academy-wide model of key routines and learning approaches that underpin high-quality teaching. Work on this is extending beyond the academy with a project that seeks to codify high quality practice in specialist settings. Assessment in the academy is driven by the unique needs of each learner and is fed from the EHCPs. Assessment outcomes are co-produced by a wide range of stakeholders including families, key professionals and where possible, pupils themselves. This ensures that targets, (which govern the personalised curriculums delivered alongside class programmes of study) are meaningful, developmentally appropriate and focus on those aspects of each pupil's development that will have greatest impact on their future.

"There is a real 'can-do' approach and staff are highly ambitious for what every pupil can achieve both in their time in school and after they leave." OFSTED Nov 21

Senior leaders rigorously evaluate the quality of the targets set for each pupil. Through quarterly pupil progress meetings, analysis of evidence of learning, (e.g. on Earwig) and their knowledge of individual pupils through *their* teaching contact, they hold teachers to account in their professional judgements and ensure that any barriers to progress are identified and addressed in a timely way. SLT analysis of data of personalised learning outcomes, has evidenced that CPD focused on writing high quality targets has improved pupil outcomes and strategies to achieve these. Teacher assessments are quality assured through internal and external moderation.

The academy is in the process of introducing routemaps to run alongside the personalised development goals. The routemaps have been developed by senior leaders and curriculum leads in partnership with other outstanding specialist providers nationally to support teachers plan for next steps in provisions where children's progression is irregular and atypical.

The personalised approach to pupil progress in the academy ensures that teachers have high expectations and aspirations for *all* pupils. All pupils are disadvantaged by way of their SEND and achieve exceptionally well in relation to their personal starting points. Pupils with additional layers of socio-economic disadvantage, typically achieve at least as well in relation to their peers.

Autumn/Winter Semester 24-25 – Personalised Learning Goals Fully Achieved

Autumn/Winter 24-25						
Categories	Overall	Girls	Boys	FSM	LAC	EAL
Percentage	66%	63%	69%	71%	61%	65%
Numbers	98	48	50	25	6	14

Pupils' efforts and achievements are celebrated through a range of nationally recognised accreditations and qualifications. Pupils are motivated to succeed at these and the vast majority meet our 'aspirational portfolio of accreditation' which brings pace, challenge and a sense of achievement to their learning.

Aspirational Portfolio of Accreditation – July 24 - Established and Early Learners

Number of pupils	Literacy Communication	Numeracy	Science	Arts	PD	PDP	Careers	Life Skills	Progress by level or award Y10-Y11
5	80% (4)	100% (5)	100% (5)	100% (5)	100% (5)	100% (5)	100% (5)	100% (5)	100% (5)

Aspirational Portfolio of Accreditation – July 24 - Emerging Learners

Number of pupils	Literacy Communication	Numeracy	Arts	PD	Learning Skills	Life Skills	Progress by level or award Y10-Y11
7	100% (7)	100% (7)	100% (7)	86% (6)	100% (7)	100% (7)	100% (7)

The academy places a high priority on personal development and equipping pupils with the knowledge and cultural capital to succeed in life. It has well-established links with local organisations and makes full use of these to provide a breadth of learning experience beyond the classroom. Pupils learn how to have agency over their own lives and how to be active participants in their local communities. Outcomes of our oldest learners are characterized by the generalization and functional application of skills in real world contexts.

Communication, and especially, leaving school with an established means of communication, remains a core priority for the academy and pivotal to our curriculum. Personalised approaches to reading are communicated to a range of stakeholders to support the development of reading in ways that are pertinent to each learner. Pupils read and/or communicate with increasing fluency, confidence and comprehension as appropriate to their developmental abilities

What does the academy need to do to improve further?

- Continue to grow a middle leadership who have the subject knowledge, specialist teaching approaches and leadership skills to develop teaching and learning in their curriculum areas of responsibility.
- To work with literacy experts nationally to develop and pilot a school-led SSP approach which better meets the needs of our children
- To work with SALT to pilot the use of story-telling and other forms of creative expression as a platform to build communication and social interaction goals.
- To develop and embed a whole-school approach to numeracy. Provide teachers with tools and approaches that support their ability to teach numeracy at a sensory level and to understand the foundations of mathematical thinking. To continue to forge links with other specialist settings and develop this.
- Embed the use of route maps or appropriate substitute, across the school to support less experienced teachers with appropriate next steps and ensure that pupils progression is well-paced and consistent throughout their school career
- In line with Trust priorities, to build a deep culture of systematic, self-directed, on-going professional development amongst teaching staff and support staff

Behaviour and Attitudes

Good

"Pupils enjoy attending school. The relationships between pupils and staff are very positive. Pupils are well-behaved. They are very respectful of each other and their differences." OFSTED Nov 21

A culture of dignity, courtesy and respect permeates throughout the academy. This is frequently commented on by visitors to the academy.

A high value is placed on building trust and relationships amongst all academy stakeholders and especially between pupils and academy staff. This is modelled through positive behaviour management approaches which seek to understand the root causes behind behaviours and address these through consistent strategies and approaches.

The use of the Norfolk Steps 'Step On' approach to positive behaviour support is now established across the academy and a rolling programme of refresher training for all staff is delivered by qualified in-house trainers and full training for all new staff. 'Step Up' training (restrictive physical intervention techniques) is delivered to class teams in response to need.

There is an embedded understanding across the academy of the need for an individualised approach to behaviour support; understanding the impact of different conditions and/or development needs on a child's behaviour forms a key part of staff CPD. Pre-empting the need for disruptive behaviours through personalised learning, which takes account of pupils' individual motivators and learning preferences is currently a key focus of the academy. The Behaviour Lead works with individual class teams, using a problem-solving approach that empowers teams to suggest, trial and review the most intractable behaviours and provides support through observations, discussions and her own reflections and experience. Examples include: one pupil now having a positive start to each day by building a period of work experience into her morning routine, which allows her peers time to settle and rewards her with much-needed 1:1 attention from positive rather than negative interactions. Another example of this bespoke approach has involved exploring sensory-motivated reasons for behaviours. The team have provided one pupil her own 'safe tent' which she is seeking out with greater independence to self-soothe.

Positive behaviour plans are co-produced with families and professionals to promote consistency between school and home and there is honest and open dialogue between settings in their implementation. Plans are systemically and collaboratively reviewed for their efficacy through mechanisms such as weekly Department Forums, weekly DSL meetings and regular, (generally daily) communication between pastoral teams, SLT, families and other professionals. The SLT are on-call throughout each day to support behaviour management and model de-escalation. All members of SLT are DSLs and are able to respond to immediate concerns within the context of knowing the wider information surrounding a pupil, their family, the support they have and the support they might need.

Incidents of behaviours are routinely recorded and analysed through the use of CPOMS for their effectiveness. The timely reporting and recording of incidents is well-embedded amongst academy staff. A reduction in the overall number of incidents evidencing the effectiveness of approaches is detailed below.

Term	Summer 23-24	Autumn 24-25	Spring 24-25
No. of weeks in term	13	14	13
Total no of incidents	90	93	64
physical	64	67	44
vocal	20	16	18
Damage to property	6	17	3
Other	20	18	21
No. of pupils with recorded incidents	25	24	28

The academy creates an environment which incentivises positive behaviour and achieves this through the reward and celebration of achievement. Examples of this are:

- Making pupils aware of their successes throughout the lesson
- Sharing achievement and success with other academy staff, visitors and families
- Weekly Department Awards shared in assemblies
- Display of work and photographs across the academy and online

In line with British Values based education, staff are expected to demonstrate respect and consideration towards others and their property, and politeness and acceptance of other people's differences at all times and in so doing, model the qualities which we aspire to develop in all our pupils. The diversity which exists in all classes and the deliberate mixing of age and stage through both regular time-tabled sessions and less frequent special events, promotes a greater understanding and respect for each others' differences. Learning walks and snapshot observations provide evidence that these attitudes and behaviours are well-embedded across the academy.

Incidences of bullying across the academy are rare and incidences of bullying of any kind, if it occurs, are dealt with promptly.

Incidents of social media misuse are rare but are approached in a personalised way and in partnership with families. The curriculum supports pupils with their understanding of safe online conduct.

Data is systematically scrutinized by senior leaders to identify and address patterns of non-attendance and senior leaders make full and effective use of multi-professional networks to approach poor attendance with robustness and sensitivity. Bespoke plans are put in place to ensure pupils with the most complex needs access as much education as they are able. Any pupils on part-time time-tables are as a result of recommendations by paediatricians. Pupils on part-time time-tables have 'rest days', later starts or earlier finishes which energizes them to attend for the rest of the week and increases their resilience to catching illnesses which can lead to prolonged periods of absence or hospital admission. Although extended periods of illness can still occur, this approach is successful, as evidenced through one pupil recently being awarded the OAT inspirational learner award as a result of his ability to focus. He has also been able to increase his attendance to 2 days a week for the majority of the school year as a result of careful management of his condition and staff who are responsive to his ever-changing presentation. Academy staff coordinate home-learning programmes with SPLSAs, intervenors and teachers from the hospital school. Comprehensive records are kept of all pupils on phased integration into school which are reviewed regularly to ensure pupils return to full-time education as soon as they are able.

- Ensure the learning environment has engaging learning activities ready for pupils on entry each morning and at other key transition points during the day.
- Continue to evaluate impact and training delivered by SALT, MSI and SLT teams over previous 12 months to see the impact of initiatives and training delivered so far around:

The embedding of strategies to support pupils' sensory needs

<p>The use of intended curriculum resources to ensure more active engagement of pupils</p> <ul style="list-style-type: none"> • Behaviour lead to deliver a programme of training sessions to families. To include positive behaviour support programme based on Norfolk Steps framework and online safety • Behaviour lead to continue bespoke packages of support to ensure all class teams feel fully skilled to address incidents of more challenging behaviours so they result in more positive outcomes 	
	Outstanding
<p>Personal development is a strength of the school. Its holistic, needs-led provision places equal value on the development of all aspects of a child's learning: cognition and learning, communication and social interaction, physical and sensory development, social and emotional well-being. Opportunities to progress all areas of their development are timetabled into the academy day either through class PoS or the personalised curriculums built around each child's EHCP.</p> <p>The holistic education our children receive is underpinned by spiritual, moral, social and cultural values; weekly departmental assemblies for example, offer opportunities for both celebration and reflection, links with our community church offer a range of opportunities for awe and wonder, community inclusion and civic responsibility in ways that are meaningful to the diverse needs of our pupils.</p> <p>The academy integrates many high-quality enriching and real-life experiences into the curriculum offer to provide a rounded education in line with our core vision and values. Many experiences, such as representation on the academy or trust pupil voice councils, participation in work experience or the College Link Programme, inclusion in competitive sporting events or county-wide arts performances are well-established in the academy are an important right-of-passage that develop character, resilience, confidence and independence that pupils look forward to as they move up the school. In line with their age and development, these experiences typically increase in challenge, frequency and responsibility as pupils get older. Last year's Year 11s for example, organised their own leaving events, ran their own lunchtime clubs and determined their own social action projects.</p> <p>Enrichment goals since the last inspection have focused on building the confidence and skill-set of a less experienced teaching staff to lead educational visits, building understandings of the importance of tangible, real-life experiences for pupils with ever-increasing complexity of need and exploring long-term solutions to practical issues such as changes to transport legislation and aging mini-buses. Despite the challenges, pupils participated in a wide range of community visits, sporting events, work experience, arts performances, transition events and 2 residential. The academy ran its first ever Duke of Edinburgh expedition for 5 Year 10 pupils who have all been awarded their Bronze Certificate and participated in a range of trust-based initiatives, which, in line with academy inclusion values, they participated in as equals.</p> <p><i>"I like using my eye-gaze to make my lunchtime activity choices. I like being able to independently ask questions to staff and my friends. I like being spokesperson on the School Council and having my voice heard." Y10 Pupil</i></p> <p><i>"I have opportunities to realise plans to expand my skills including fundraising, sports events and teaming up with [Ormiston] Endeavour [Academy]." Y11 Pupil</i></p> <p>Feedback from annual reviews confirms that the academy is a physically and psychologically safe place to be. Over 72% of families commented on the well-being and happiness of their child in school in response to the open-ended question 'What's working well?' This is supported by:</p> <ul style="list-style-type: none"> • A well-established safeguarding culture in place across academy; staff are confident in identifying concerns and these are effectively and promptly recorded and acted upon. The use of CPOMS is very effective in creating a wider safeguarding picture. Weekly DSL meeting enable information sharing, support and upskilling at a DSL level. • A fully integrated team around each child, comprised of therapists, social workers, families, health professionals and education staff who provide a fully joined-up and well-coordinated approach to the often complex care needs of each pupil. • Ongoing programmes of CPD which may targeted at particular class teams, such as training on lesser-known conditions or specific medical interventions to more generic training, e.g. awareness-raising of unconscious bias around gender-stereotyping delivered to all class-based staff last year. <p><i>"[The academy] keeps the children safe and they thoroughly enjoy their time there." Parent</i></p> <p>The academy places great importance on preparing pupils thoroughly for life beyond school through a comprehensive year-long transition to post-16 provisions. Pupils leave having a clear pathway to next steps having developed a range of communication and interpersonal skills and other supported employment skills, increased independence, increased</p>	

levels of self-advocacy and an increased awareness and understanding of the world and their place in it. Feedback from colleges is generally positive. Colleges report that, once they arrive in Year 12, pupils quickly adapt to their new environments as they are well-prepared for their experience.

The 'Experience of Work' programme for KS4 pupils is ambitious and pupil centred and makes good use of a wide range of local work places. Over the summer term, all Year 11s accessed a minimum of 3 work placements from a range of 5. Pupils undertook a range of other career-related opportunities, which included running a tuck shop and planning a prom applying skills such as working to a budget, analysing data and marketing an event.

The academy has built strong links with the local Careers Hub. A new Enterprise Co-ordinator and Enterprise Advisor have met the Careers Lead monthly which has strengthened connections with local businesses and social enterprises who have a good understanding of the needs of our pupils and, as a result, have been able to source meaningful and aspirational work-based learning experiences for all pupils.

- Breakdown of enrichment data to allow further analysis of layers of disadvantage
- Establish a consistent approach to the evaluation of enrichment activities
- Deliver disability awareness across local Trust schools
- Introduce and develop PD initiatives including Rebound therapy and Therapy Gyms (Year 2 of Opening Schools Facilities Fund)
- Work with Trust fundraiser to submit an Expression of Interest for funding for fully-inclusive, outward-bound residentials
- Work with Trust fundraiser and other local charities to raise money for a second mini-bus
- Ensure there is succession planning for academy-owned and transport driven by academy staff

Leadership and Management

Good

Leaders ensure that they have highly effective and robust processes in place to safeguard children. All senior leaders are DSL trained. Both co-principals, the academy safeguarding governor and the academy's HR lead are all safer recruitment trained. Safer recruitment processes are rigorously followed.

Professional networks around children at the academy are strong; formal multi-disciplinary meetings are scheduled monthly between academy and therapy leads to discuss safeguarding cases but the location of NHS staff in the academy building allows information to be shared instantly and is frequently resorted to. 50% of pupils are on social services caseloads. Pastoral teachers communicate directly with social workers and attend all CIN meetings. A senior leader also attends in more complex cases. A monthly meeting between HODs and pastoral teachers provides a platform to discuss ongoing safeguarding cases in greater detail and a solution-focused approach for more intractable cases. Summaries of these meetings can be shared in the weekly class team meeting.

The academy safeguarding leads are held to account by both the Trust Safeguarding Leads and the academy's safeguarding governor. Both meet with the DSL regularly to critically evaluate the academy's safeguarding processes and address any issues or concerns that may arise. The safeguarding governor carries out regular checks on the Single Central Record along with one or both of the co-principals. DSLs meet weekly to review ongoing concerns and share any progress or developments. All DSLs are copied into all CPOMS records so they have an overview of what is happening across the academy although all records are assigned to just one DSL who is responsible for following up any actions.

All new staff and long-term volunteers must complete an accredited safeguarding training course before starting. A separate, but equally robust system is in place for volunteers and those engaging in work experience. All academy staff complete annual safeguarding and Prevent training. This is tailored to the needs and vulnerabilities of the children in the academy. Further safeguarding updates are delivered throughout the year via weekly briefings and department forums. The forums, established over the past year have become an important platform to discuss ongoing safeguarding concerns amongst those members of staff who work most closely with the pupils concerned. Although some non-teaching staff were initially reluctant to change from SSA meetings to departmental forums, many now see the benefits to organising meetings in this way and have commented that they feel more included in decision-making and discussions.

Staff are excellent at reporting safeguarding concerns directly to DSLs and record promptly on CPOMS. A senior leader is always on-call and this allows any concerns to be raised immediately.

The Chair and Vice-Chair of the Governing Body now meet regularly (currently every two weeks) with the Co-Principals to ensure they are kept up-to-date with academy matters and can question any matters arising as they move about the academy.

Governors are keen to be involved in academy life and collectively offer a wide range of experience. The Chair spends regular time in the academy in a mentoring capacity and gathers perspectives from academy staff about issues such as the effectiveness of SLT, staff well-being, workload and work-life balance whilst doing so. A further community governor, through her involvement with the PTA, gathers perspectives from parents and carers about issues such as wider educational provision and channels of communication. Informal meetings are occasionally scheduled in addition to the FGB to discuss single issue items such as the development of the website or roles and responsibilities within the strategic leadership of the academy.

The leadership team is committed to providing an excellent education and is aspirational in actualizing a fully shared vision of outstanding progress and achievement for all pupils at the academy. A number of measures have been put in place since the last inspection to ensure that 'whole-school improvement planning...[is]...more detailed and shared more effectively with staff so that they know their responsibilities in improving provision' These are outlined above.

Embedding this shared vision amongst all academy stakeholders will continue as a priority on the ADP. Over the past 12 months, a new website and new branding boards around the academy have improved channels of communication. A recent recruitment drive to the Governing Body has secured a bank of potential new Governors which will allow a revision of Governor roles and responsibilities and closer working partnerships with department leads. Senior leaders and governors have finalised details for a parent liaison volunteer who, it is intended, will help coordinate workshops, gather parent/carers views, share advice and experience and signpost new parent/carers to other sources of support.

The continuous professional development of teaching staff new to the academy or the profession remains a high priority for senior leaders. They aim for teacher pedagogical content knowledge to be built up consistently over time through a range of measures including: a departmental lead structure that enables modelling and shared problem-solving through direct experience, a 'back to basics' CPD programme delivered through weekly teacher meetings, supportive monitoring cycles that have clear areas of focus and close partnership working with specialist teachers and therapy staff based at the academy.

The leadership team is very aware of the demands on workload of an improving school environment. An open-door approach is in place to raise concerns directly with SLT and staff concerns are dealt with in a timely and supportive manner. A number of measures to reduce staff workload have been introduced over the last 12 months and SLT continue to explore other ways to reduce it further.

A culture of continual CPD is modelled by the Senior Leadership Team and the Governing Body.
All senior leaders have been involved with partnership working with local special schools and academy schools and undertaken a wide range of CPD in their areas of whole-school responsibility
Co-principals have been mentored by another OAT academy Principal and are members of FLSE
Lower School Lead is working towards an NPQLBC
Middle School Lead is working towards an NPQH

What does the academy need to do to improve further?

- Co-principals to continue to work in close partnership Governing Body to establish a more sustainable working partnership with further reach across the academy
- Recruit new Governors to Governing Body
- Revisit building bank of parent-volunteers once lost HR capacity has been put in place
- Build capacity by building the leadership skills and subject knowledge of middle leaders
- Use CPOMS data to analyse trends
- Explore possibilities for reducing teacher workload further, (e.g. additional release time, further use of admin team)
- Increase personal responsibility for continuous professional development through changes to appraisal process