

Thriftwood School and College Improvement Plan

2024-25



Educate Challenge Prepare

Thriftwood School and College is part of SEAX
Trust Multi Academy Trust.

Thriftwood School and College

Educate

Challenge

Prepare

We develop independent, confident and healthy individuals who are able to lead a purposeful life.

Ensuring an excellent education with a focus on meeting individual needs and where no limits are placed on achievement.

- Refine the Primary topic subjects to meet the presenting needs and interests of the learners and extend to a four-year rolling programme.
- Development of the communication, language, and literacy whole school approach (KS2/3) to provide learners with systematic progressive development of these skills.
- Extend the Foundation Growth Pathway curriculum and explore ASDAN qualifications.
- Review the qualification offer to ensure it challenges learners and accredits their potential.

Young people are prepared for the future; for meaningful and suitable employment, self- advocacy and independent living

- Extend the careers curriculum, working with SEND Talentino careers team, to meet all the Gatsby benchmarks. Find and implement experiences of workplaces for year 9 learners.
- Find and implement extended work placements for the 'work ready focus' learners.
- Increase the number of learners moving through the Duke of Edinburgh programme towards accreditation.

Leadership and professionalism at all levels drives continuous improvement

- Continued professional development for the leadership team in order to provide focussed strategic direction across the academy; through collaboration, implementing timely change and clearly articulating the shared vision.
- All staff across the school and college to use the tailored EHC recording system, to enable uniformity of approach allowing data to be analysed.

Collaboration and sharing are central to our belief that we all learn from each other

- Increase parents/carers and learner awareness of accreditation and of supported internships and accessible apprenticeships so that informed choices can be made for leavers

Financial decisions are always made with our children and young people at the centre of our thinking which results in efficiencies of spend and value for money

- Plan for the future use of the current Hawthorns area when they vacate, creating a specialised Foundation Growth learning environment.
- Renovate the Robin primary classroom and outside play area to ensure it is a suitable and motivating environment to meet the complex needs of the learners.

Colour denotes the progress in the target.

Red – not started or no longer a priority

Amber – under way

Green – target met

Objective	Evidence	Impact
Refine the Primary topic subjects to meet the presenting needs and interests of the learners and extend to a four-year rolling programme.	Primary SOW. Teacher planning Lesson observation Behavioural incidents during the lesson time. Discussions with learners. Tapestry	Learners that are in the Primary department for 4 years are receiving a broad breadth of topics to motivate and extend knowledge, that are accessible and relevant, without repetition of topic. Skills are repeated across topics to reinforce and embed. Engagement in the topic for the last term was high. Learners starting to see links between the different subjects, and the trip this term has proven extremely positive, giving learners a real life experience for them to relate to (Victorian museum). <i>There is a developing alignment across the FGP in KS2/3, with collaboration between staff to ensure smooth transition through phases. Greater awareness of topic content is planned to ensure consistency and progression within the pathway.</i>
Development of the communication, language, and literacy whole school approach (KS2/3) to provide learners with systematic progressive development of these skills.	CLL implementation plan Phonics progress data Lesson observations Tapestry	CLL skills are explicitly identified during lessons, including a range of teaching and learning strategies that are used consistently and effectively to maximise learner progress. Expect that the range of strategies should continue to expand as good practise is shared and staff become more familiar with the content. Teachers talk about CLL and can articulate their aims and purpose within a lesson. SCERTS targets are used within One Plans to support Communication elements and show a unified approach, setting specific relevant targets for learners to focus on. The progressive curriculum document for Literacy (reading and writing) is used to support planning and delivery of lessons to ensure that clear next steps are identified for learners to make progress, with smaller steps added to ensure that all communication, language and literacy building blocks are clear. The assessment system has also been modified accordingly to track progress in these areas. Data has evidenced that phonic lessons are effective in developing learners' ability to decode words. Phase 1 has been adapted to include phonological awareness based on evidence from the learners. Lesson observations and Challenge Partners have shown this as a strength across the school. Wave 1 has been completed at school, wave 2 starts in September 25, including work across college CLL development plan.pptx

Review the qualification offer to ensure it challenges learners and accredits their potential, including ICT.	Exam entries. Assessment system Predicted accreditation One plans Learners work	<p>Learners identified who are capable (in terms of resilience and academic ability) to sit a GCSE exam in English and / or math (2 learners for each subject). Learners are able to articulate their qualification pathways, and are proud of the route they are on. Syllabus being followed is providing a high level of challenge.</p> <p>Parents are fully aware of the course their child is on and have verbally agreed to encourage and support their child at home to complete the self-study element of the course.</p> <p>All FGP learners are working towards a Entry Level qualifications in English and Maths.</p> <p>One year 10 learner entered for Maths Functional Skills Level 1 a year early.</p> <p>61 learners are currently accessing and obtaining knowledge and skills within the Digital Functional skills syllabus for this qualification. These skills, digital and functional, are highly relevant for their everyday lives. A pathway has been created to extend this offer further next year.</p> <p>Next year we will look at food hygiene / health and hygiene qualifications and Arts Award will be introduced for KS4 and 5.</p> <p><i>See objective based on Duke of Edinburgh.</i></p>
Extend the Foundation Growth Pathway curriculum and explore ASDAN qualifications.	FGP SOW and timetables Lesson observations / work explorations / learning walks One plans Parent feedback Tapestry	<p><i>Notes: Research into pre-requisite qualifications recognised by both Chelmsford and Braintree College for their courses has identified that ASDAN is not listed. Exploration into the courses offered shows that the content is very similar to our current curriculum offer but inflexible in terms of personalisation, ways of recording and the order of lessons. The pricing of the courses and training required for every single module is not cost-effective in relation to any benefit it may offer. Focus for the FGP is currently on Entry level qualifications in English and maths if achievable (AQA unit awards if not) and building skills towards D of E award to be rolled out in KS5 from Sept 25.</i></p> <p>The planned FGP curriculum areas are rolled out to all FGP learners, across all key stages, to meet needs as identified by the current cohort. The new curriculum offer is being adapted and refined as necessary to ensure it is accessible to individual learners and is relevant and challenging – engagement levels are high, behavioural incidents are extremely low. Due to the lower number of learners in this pathway - 51 - across 5 class groups, the curriculum can be adapted to meet the pace of the learners. Specialist teachers in this area are being developed and work cohesively with each other.</p>

		<p>As a result of work scrutiny, the marking policy has been refined to ensure it meets the needs of the FGP KS4/5 learners using a system they are familiar with from the school site.</p> <p>SOW for KS4/5 are being modified to ensure they reflect current practice. Lisa Walker, College Lead, is leading on this curriculum.</p> <p>A suite of AQA unit awards are being considered to recognise achievements in different areas of the curriculum. A rolling programme of English level AQA unit awards are in place for those working below Entry Level.</p> <p>Challenge Partners confirmed the need for this pathway to meet all learners needs. Next steps: Consider FGP first for all initiatives. New FGP KS5 class for September 25/26</p>
Extend the careers curriculum, working with SEND Talentino careers team, to meet all the Gatsby benchmarks across key stage 3. Find and implement experiences of workplaces for year 9 learners.	<p>Careers SOW</p> <p>Timetables</p> <p>Achievement certificates</p> <p>Naturally Talented Me</p> <p>Topic planning including visitors in.</p> <p>Tapestry (careers flag)</p>	<p>Learners follow a clear, sequenced curriculum to broaden their understanding of their career options. Learners are developing an understanding of what it means to work, including the benefits and challenges involved.</p> <p>Learners have a created an evolving vocational profile that develops and grows as they progress through school and college, enabling them to make informed choices regarding their future at the end of their education. For example, Sophie identified that she could be a lifeguard and Michaela that a sports coach would suit her skill set. However we have identified that NTM is not accessible to all learners and therefore we are creating a widget version.</p> <p>Year 9 learners enjoy a greater responsibility and accountability around the school doing ' jobs'. The T buck system of earning a virtual monetary reward for daily jobs, appropriate uniform etc. develops their sense of accountability.</p> <p>A range of different visitors for key stage 3 have broadened awareness of the different types of employment and also ways to use their leisure time. E.g. assemblies from car sales and also a diver.</p> <p>Ductu visits are underway for Year 9.</p> <p>Year 9 vocational profiling using a Thriftwood created visual document. Completed with parents.</p> <p>When Compass report is run in July 25 it will state 100% achieved.</p>

Find and implement extended work placements for the 'work ready focus' learners.	One plans	<p>Careers lead achieved an accreditation so can assess workplaces for the health & safety suitability for our learners to access them, enabling an increase in the range of work experience placements to meet learners' interests where possible.</p> <p>Since work experience in February 25, 4 year 12 learners are starting an extended one day a week work placement, continuing in their placement location. This is on-going.</p>
Increase the number of learners moving through the Duke of Edinburgh programme towards accreditation.	Qualification entries and monitoring SOW Timetable	<p>All core curriculum key stage 4 learners are now working towards achieving the Bronze DofE award, in addition to an option group in key stage 5. This will build their confidence and resilience.</p> <p>They are learning valuable skills that link with our FFF framework.</p> <p>Certification will improve students' employability.</p> <p>Note: some learners will only receive participation award as refusing to do the expedition. The KS4 learners will receive the accreditation in 25/26 once completed the full amount of volunteering hours.</p>
Continued professional development for the leadership team in order to provide focussed strategic direction across the academy; through collaboration, implementing timely change and clearly articulating the shared vision.	Leadership project presentations Challenge partner training NPQH focussed work	<p>Projects maintained momentum and gave opportunities to reflect on leadership journey and develop articulation skills. Increased collaboration with other schools in the Trust leading to a great understanding of each other's schools and learning from others projects.</p> <p>NPQH course is strengthening leadership skills, refining necessary knowledge to lead a school whilst sharing experiences with external colleagues presenting a differing viewpoint.</p> <p>Phase leaders have completed the challenge partner training, developing confidence and skills in identifying and articulating what went well and even better if.</p> <p>Headteacher initial triad work in getting to know the other schools in order to provide challenge under agreed focus areas, and sharing good practice.</p> <p>NPQH completed in April 25 for LW and SK.</p> <p>CM completed a Challenge Partner review in May.</p> <p>We received a Challenge Partner Review April / May with leadership identified as strong.</p> <p>Coaching master class has also been completed.</p> <p>External moderation carried out through the leadership team with other SEND schools.</p>

All staff across the school and college to use the tailored EHC recording system, to enable uniformity of approach allowing data to be analysed.	The EHC system with all learners	<p>All staff are using the system with confidence –data / targets available for all to see. Greater insurance that targets set are SMART, relevant to each learner and clearly identify the next step.</p> <p>Considerable reduction in workload of admin and teaching staff. Workflow timeline for completing annual review paperwork will allow staff to complete paperwork in the autumn term. <i>Only 1 outstanding due to parent re-arranging multiple times.</i></p> <p><i>Note: at the end of this academic year, whole academy analysis of progress towards the targets will be available.</i></p>
Increase parents/carers and learner awareness of accreditation and of supported internships and accessible apprenticeships so that informed choices can be made for leavers	<p>Parents evening notes / mid year reports.</p> <p>Information published on website.</p> <p>Annual review documentation.</p> <p>College parent survey – Jan 25</p>	<p>Parent survey Jan 25 - Parents have increased awareness of the accreditation that their child is on (35% increase from last year).</p> <p>Greater awareness of options post Thriftwood and other clubs for their young people to promote community engagement and extend social skills, has resulted in some parents identifying supported internships as possible next steps.</p> <p>During annual reviews there was use of common language and a shared understanding of the future trajectory of the learner.</p> <p>Parents meeting for work experience, transitions, vocational profiling all used effectively to highlight possible future routes.</p>
Plan for the future use of the current Hawthorns area when they vacate, creating a specialised Foundation Growth learning environment.	<i>No current access to the area. Awaiting confirmation from the Trust and LA as to what area Thriftwood will be able to use.</i>	Initial discussion with the local authority at the beginning of April. Awaiting more info from the LA.
Renovate the Robin primary classroom and outside play area to ensure it is a suitable and motivating environment to meet the complex needs of the learners.	<p>Play leader plan.</p> <p>Visuals of play activities on offer.</p>	<p>No playground incidents reported this term to date 1/2/25. High level of engagement of learners with a specific focus on developing social skills and communication. Staff clear on their role at playtimes as stated to Seax Trust staff during a walk around.</p> <p>Robin classroom new floor was fitted 3-4/2/25. New wall built during half term to create 3 rooms (currently 2). New work stations and a quieter intervention room to meet a play based curriculum for specific identified learners, allowing the class to be split and the learners on a part time timetable to close to the main classroom.</p> <p>Play incidents huge reduction since play plan.</p>

