



Thriftwood School & College

School and College Improvement Plan



Building Capacity within the provision, including leadership & management.

SEAX Trust

- Leadership & Governance across the Trust and academies is highly effective and is accountable for securing improved outcomes for all learners.
- The quality of teaching is excellent and secures the highest achievement for all.
- The quality and breadth of the curriculum enriches learning, promotes well-being and improves the life chances of pupils.
- High quality training and sustained professional development is provided for all staff, Trustees and governors.
- Partnerships with parents/carers, a wide range of professionals and services effectively support achievement and social outcomes for pupils.
- The Trust and academies are innovative and outward facing, working in partnership with ESSET, the LA, and other organisations to develop outstanding SEND provisions for children and young people in Essex.

Thriftwood Academy

In line with Trust Objectives, both School and College aim to:-

- Provide outstanding educational experiences for children and young people with special educational needs
- Put the well-being and achievement of pupils at the heart of all decision making.

Objective	Impact
<p><u>Autism Mark</u> To respond to the Autism Audit results within each setting; focus on staff skills, strategies to support learners and creating the environment needed to meet each individual's needs.</p>	<ul style="list-style-type: none"> - Increase in staff skills in understanding communication needs and clear strategies to effectively support ASD learners. - Adaptations of environment – including communication friendly classrooms
<p><u>ICT development</u> Generate a 3 year development plan, including staffing and resources to:-</p> <ul style="list-style-type: none"> • respond to national initiatives • build a secure infrastructure • enable effective teaching of computing skills. 	<ul style="list-style-type: none"> - Technical support in place across school and college - Equipment updated on rolling programme. - Longer term strategic plan identified and costed.
<p><u>Data protection</u> To ensure systems and processes comply with the General Data Protection Regulation coming into effect on 25th May 2018</p>	<ul style="list-style-type: none"> - Office systems and procedures will be fit for purpose to respond to the General Data protection Regulation (GDPR) - Data managed in a secure manner, with process maps drawn to identify data flow and risk. - Delegated responsibility for data protection is assigned with the admin team.



<p><u>Role of Governors</u> Transformation of the role of Governors in response to the Scheme of Delegation</p>	<ul style="list-style-type: none"> - Effective challenge, support and monitoring of AIP and budget setting. - Maintain a strategic view on Safeguarding
<p><u>Restructure</u> To ensure that the work force develops according to the needs of the students and academy direction, including Leadership structure.</p>	<ul style="list-style-type: none"> - Interim Deputy Role at college will be in place. - ICT tech in place across - 3 year workforce development plan costed, shared and agreed with LAC. - Presented to staff, procedures to restructure commence - Administration roles adjusted. - New designate for safeguarding identified on each site.



Personal Development, Behaviour and Welfare	
SEAX Trust	
<ul style="list-style-type: none"> Partnerships with parents/carers, a wide range of professionals and services effectively support achievement and social outcomes for all pupils. 	
Thriftwood Academy	
<ul style="list-style-type: none"> All aspects of academy life actively promote and nurture the health, safety and well-being of pupils. Promotion of British Values, tolerance and respect will counter radicalisation and extremism. The academy's open culture actively promotes all aspects of pupils' welfare, ensuring that they are safe and feel safe at all times Consistent approaches to support behaviour for learning using therapeutic strategies. 	
Objective	Impact
<p><u>Pastoral Team</u> Development of :</p> <ul style="list-style-type: none"> More effective communication systems Greater responsibility for Safeguarding Improved systems for record keeping Looked After Child Champion role Targeted response to increasing mental health needs 	<ul style="list-style-type: none"> Responsibility for Safeguarding delegated away from HT Effective first response to pupil wellbeing needs Increased free-flow of information in and out of pastoral team
<p><u>Healthy Schools (School site only)</u> To maintain enhanced healthy schools status and revise school catering options, including lunchtimes, Early Morning Club and food technology, in line with Food Standards.</p>	<ul style="list-style-type: none"> Promotion of healthy eating Diet monitored across a school day Revised menu options Value for money assessed



**Improving outcomes for our students,
including quality of teaching, learning and assessment**

SEAX Trust

- The quality of teaching is excellent and secure the highest achievement for all
- The quality and breadth of the curriculum enriches learning, promotes well-being and improves the life chances of pupils.

Thriftwood Academy

- Effective use of assessment, monitoring and analysis of pupil progress is embedded in a broad and challenging curriculum which supports the learning and development of pupils. Pupils/Students to make measurable progress in reading
- Sustained high quality teaching – staff have a secure understanding of how pupils learn and are accountable for the impact of their work on pupils' outcomes. 100% of Teachers demonstrate that communication needs of students are met.
- To develop our expertise and a practice for working with children and young people with autism through the National Autistic Society "Autism Accreditation" internationally recognised quality standard.

Objective	Impact
<p><u>EHCPS</u> To respond to the demand for all students to convert to an EHC plan by April 2018, establishing effective working practices to implement the changes using a person centred approach.</p>	<ul style="list-style-type: none"> - Every child will convert from a Statement to an EHC plan. - Student voice will be a priority in determining appropriate outcomes. - Development of an effective person centred approach engaging with the child's family and other agencies.
<p><u>Link Assessment</u> Conversion of year 9 PIVATS 5 and school based assessment data to college progress data systems.</p>	<ul style="list-style-type: none"> - Enable accurate prediction for outcomes and destinations for learners - Monitoring of progress over time and across phases
<p><u>Assessment Systems (School site only)</u> Embed the PIVATS 5 assessment system implemented last year, reviewing its effectiveness to track progress of our students in Literacy, Maths and PSD</p>	<ul style="list-style-type: none"> - Accurate data tracking of progress of pupils - Extend external moderation to allow data comparison - Monitoring of data will show efficacy of the programme in tracking progress
<p><u>Assessment Systems (College site only)</u> Embed the bespoke assessment processes for maths and put English threshold assessment into place.</p>	<ul style="list-style-type: none"> - Consistent methods of assessment in place to produce Person Centred progress data.



<p><u>Vocational Curriculum (School site only)</u> Development of the curriculum in:-Design and Technology, Food Technology and B&E (Way to Work) to respond to pupil needs and future skills moving in to adult-hood and employment.</p>	<ul style="list-style-type: none"> - Key skills will be developed through the school - Identification of skills across all curriculum areas - Approaches in lessons will be person centred and show good subject knowledge
<p><u>Vocational Curriculum (College site)</u> Redesign vocational curriculum including Business and Enterprise/Work Experience following the cessation of BTEC qualifications to a more personalised approach.</p>	<ul style="list-style-type: none"> - Students interests/strengths will be better met - Access to more appropriate mainstream courses will be developed - The vocational/B & E curriculum will be articulated as an inclusive 'Way to Work' programme and will have an a clear model of progression throughout the College
<p><u>Development of a 'Get a life' curriculum (College site)</u> Curriculum based on the preparation for adulthood agenda, including generating person centred learning targets from EHC plan, within a programme flexible to student needs.</p>	<ul style="list-style-type: none"> - Students better equipped for employment. - Students will be prepared better for sustained College courses
<p><u>Spiritual Moral Social Cultural Development (College Site)</u> Inclusion of wider curriculum activities /events to promote the arts, community involvement and develop personal interests across school and College</p>	<ul style="list-style-type: none"> - The curriculum will be vibrant, creative and hold students interests - Staff will show enthusiasm for their field and have confidence to share their skills and talents - Students will demonstrate high levels of participation
<p><u>Communication Skills (school site only)</u> Promote increased opportunities for speaking and listening development across all curriculum areas, enabling students to communicate effectively to convey their needs, share ideas and contribute to discussions and build conversational skills</p>	<ul style="list-style-type: none"> - Students will practise verbalising ideas before recording - There will be greater opportunities for social communication between peers - Students will have opportunities to build confidence in speaking and listening in formal and informal situations - Guidance from SaLTs will be embedded in practice