



Thriftwood School & College

School and College Improvement Plan 2020/2021



In 2018 both Headteachers compiled an Improvement Plan for Thriftwood School and College that spanned three years. This gave a reasonable timescale for the completion of ambitious aims.

The areas of intended focus were:

- A change in the Ofsted Framework – this provided a renewed focus on the organisation of the Plan and the ways to monitor progress within our systems.
- Changes in the respective provision models in both school and college – In assisting the Local Authority in expanding the range of students we could accommodate, our staffing capacity and curricula needed particular scrutiny
- Succession planning within the leadership structure at College – due to Liz Smart leaving in July it was important to focus on an appropriate structure for the most cohesive management of the Academy into its next phase

These areas of focus remain key aspects of our plans going forward.

Recovering from the Covid -19 initial Crisis and longer term management

What we could not have anticipated was the national chaos that the Coronavirus situation would cause and the impact on our plans and direction. Although, in spite of this, we have continued to progress even under the challenging conditions we have all recently endured. The future is unknown, and we will continue to be adaptable and responsive to local and national outbreaks and guidance.

Student and Staff Emotional and Mental Wellbeing

The long term 'lock-down, anxieties raised by the virus and trauma associated with loss will require sustained attention to be given to emotional and mental well-being. We have always been and will continue to be responsive to the mental health needs of our students and staff.

Uniting School and College

The departure of one of the substantive Headteachers facilitates a different model of working across the academy with overarching leadership. Over the course of the year work to link the School and the College more closely together will consolidate the excellent practice in both and will increase capacity for further unified development.



Leadership and Management	
Safeguarding	<ul style="list-style-type: none"> • To ensure that all aspects of national and local guidance relating to the management of Covid- 19 are adhered to, are clearly communicated to all stakeholders, and Risk Management procedures are kept at the centre of planning and Leadership priorities. • To further develop cross academy mapping of safeguarding priorities and issues and to enhance the use of My Concern as a monitoring tool. This includes further training and shared practice. • To review the function and use of the Student Monitoring Panel at College and the SEN Panel at school and develop a monitoring process across the academy. • Review the Egress facility across the academy and improve access and range of the service to support confidentiality.
Working within the Trust and Local Governance	<p>To establish a Leadership structure across the academy which is effectively distributed through new roles and improves continuity throughout all systems, procedures and learner outcomes. This means that by the Summer term 2021 the following are in place:</p> <ul style="list-style-type: none"> ➤ Job descriptions reflect the lines of responsibility in new leadership roles ➤ Appropriate appointments are made to reflect the terms of those job descriptions ➤ The staffing structure in both the School and College is adjusted to ensure the best operational capacity by September 2021. ➤ A panel to manage Consultations is in place to ensure appropriate placements and a unified response to the Local Authority <p>To formulate a more diverse and effective Executive Committee to provide a stronger and more developmental role for local governance.</p> <p>To work closely with the CEO and Director of Academy Improvement to support the above.</p> <p>To develop Trauma Perception Practice across the academy as part of the Trust's ambition for improved outcomes for young people.</p>
Financial Planning and Capital Programmes	<ul style="list-style-type: none"> • To continue to use the carry-forward monies effectively for ambitious development projects including: <ol style="list-style-type: none"> 1. The completion of the Business Centre at College and the demolition of the old storage shed to create more parking. 2. The completion of the Astro Turf refurbishment at College. 3. To complete the planning process and begin construction of two replacement classrooms on the school site between 2020 and 2021.



	<ul style="list-style-type: none"> To continue to review and calculate the impact of the Swan and Wren classes group at school and the K4 group at college with regard to staffing and resource needs by 2021. To review provision of College meals in light of long- term absence of the cook.
Recruitment and Succession Planning	<ul style="list-style-type: none"> To work with the Trust to plan for the Leadership recruitment process following the period of Interim Roles between September and July 21.
Public Relations	<ul style="list-style-type: none"> Ensure that the new website improves stakeholder access to key information and reflects compliance with all requirements set by the Trust and Ofsted.

Quality of Education	
Academy Based	<p>To ensure that there is continuity and progress in learning as students transition from school to College. This will involve:-</p> <ul style="list-style-type: none"> Working in cross phase teams Adapting and addressing assessment differences Re-design of curriculum maps and offers to show continuity
School Based	<ul style="list-style-type: none"> Formulate a map of the interventions available to improve learners' outcomes and monitor efficacy over the course of the year. To evaluate the Way to Work curriculum, ensuring its relevance and suitability to the current cohort To develop the use of Earwig throughout the school allowing increased engagement with parents To develop, embed and evaluate the impact of the Woodpecker (SLD) and Swan/Wren (ASD) curriculum
College Based	<ul style="list-style-type: none"> Develop subject leadership in English, Maths and Work Linked Learning to ensure quality for both the more able learners, those that plateau and those requiring more specialised support. Ensure that the PMR process includes both a CPD record and a wider narrative for tracking target completion. Formulate a map of the interventions available to improve learners' outcomes and monitor efficacy over the course of the year. Develop a 'Skills for Business' based – experience of work programme to accompany the development of the new business centre. To develop more adventurous activities and use the outdoors more effectively by introducing the Duke of Edinburgh Award and a new Orienteering Programme.



Behaviour and Attitudes	
Behaviour for Learning	<ul style="list-style-type: none"> • To review the Behaviour for Learning Policy in view of new more complex learners and wider emotional needs. • To put specific behaviour based training in place across the academy to address more complex needs related to ASC.

Personal Development	
Beliefs and Values	<ul style="list-style-type: none"> • To present opportunities through both tutor group times, PSHCE, topic based learning and assemblies the cornerstone principles of tolerance, democracy and being law abiding citizens. Both school and college will continue to present a unified view of the importance of the environment and the impact of climate change.
Work Linked Learning	<ul style="list-style-type: none"> • Work related programmes both at school and college will continue to reflect the outcomes framework for 'Preparation for Adulthood'. The EHCP review process will help parents to understand their role in encouraging greater independence and in setting more 'life skills' based targets within the review.