ADDINGTON VALLEY ACADEMY

SCHOOL IMPROVEMENT PLAN 2021-22

SCHOOL VISION & VALUES

Vision – Achievement, Well-being, Communication and Independence

Engagement Values – Exploration, Realisation, Anticipation, Persistence and Initiation

Addington Valley Academy (AVA) is a special co-educational school for students aged 2 to 19 who have autism and social communication, cognitive, sensory and social, emotional and behaviour needs in the Croydon region. Our students have complex needs and present with Severe Learning Difficulties (SLD)

AVA opened on a temporary site in Canterbury Road, Croydon on the 1st September 2020. There were 23 students on roll with 20 from Year 7, 2 in Year 6 and 1 in Year 8.

In September 2021 AVA moved into our new permament site in FieldWay, New Addington with 80 children aged between reception to Year 8. There are 35 children in the Secondary School and 45 in the Primary School.

On entering the school, children are placed in an appropriate pathway which offers a differentiated curriculum appropriate to need.
- 100% of the intake has an ASD diagnosis
- 78% of the students are classified as 'child in need'
- 74% of students are non-verbal or have severe communication needs
- 43% of students require personal care
- 48% of students present with behaviours with show no or limited awareness of social rules/boundaries
- 40% of students present with severely challenging behaviours

Addington Valley Academy is part of Orchard Hill College & Academy Trust ("OHCAT") and sponsored by Orchard Hill College, an outstanding college primarily for adult learners with a range of complex needs and disabilities. Addington Valley Academy is part of the Sutton/Croydon Hub and also works closely with Carew Academy and The Link Primary and Secondary Schools to share resources, offer INSET training and CPD for all staff.

All our students display a range of complex needs such as, but not limited to, high levels of anxiety, wellbeing and associated mental health issues, rigidity of thought, impulsive and often dangerous/severe behaviour patterns, high levels of dependence, severe learning difficulties, high levels of personal care needs, lack of spoken language/communication system and we have several students with ADHD. This exposes our students to high levels of vulnerability. They display behaviour and language which is significantly behind their chronological expectations.

Our students could not access a subject led curriculum and we base our planning and preparation around the Engagement Model and The Equals Curriculum. Our assessment tool is through Evidence for Learning and is relevant in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study.

Addington Valley Academy has students on roll from 3 local authorities with 95% from the London Borough of Croydon, with 82% of boys and 18% of girls. 80% are from a BAME background.

All students have an EHCP.

All our students have progressed through education in a special school setting. As a result of complex social, sensory, behavioural and physical as well as speech, language and communication needs, the school offers a structured integrated therapy package to support progress. All students benefit from onsite speech and language therapists, occupational therapists and canine assisted learning.

To support our curriculum and therapy provision, it is essential that staff have access to high quality training and research. Addington Valley Academy seeks to use an evidence based approach to ASD best practices. Staff received training in Team Teach, PECS, Attention Autism and TEACCH.

SECTION 2:
PRIORITIES FOR SCHOOL IMPROVEMENT FROM SCHOOL'S SELF-EVALUATION

Leadership and Management	Quality of Education
1.1. To set high expectations for all staff and students through the school vision (Achievement, Well-being, Communication and Independence) and supported by our daily school values (Exploration, Realisation, Anticipation, Persistence and Initiation) 1.2 To develop a highly effective LGB who are well versed in supporting and challenging quality of teaching, student progress/achievement and all relevant school systems 1.3 To embed and prioritise a targeted CPD programme to ensue all staff have access to high quality knowledge and understanding of complex student needs and school improvement priorities 1.4 To develop a middle leadership tier to support progress/capacity across the school 1.5 To ensure an approach and support mechanism for staff well-being 1.6 To ensure effective safeguarding practices	2.1 To embed our teaching and learning procedures to ensure that all lessons are, at the very least, good. To ensure ASD best practices (PECS/Attention Autism/TEACCH) is part of curriculum planning and daily routines 2.2 To secure TLA improvements through and effective CPD/INSET programme which address all school needs and allows for professional expertise to be shared 2.3 To ensure all curriculum plans are differentiated to accommodate all needs and disabilities 2.4 To ensure that the equals curriculum is fully embedded and evidence for learning is being used consistently across the school
Behaviour and Attitudes	**Personal Development**
3.1 To establish and embed a positive ethos through our school values 3.2 To implement, record and monitor all behaviour incidents through our New Behaviour Procedures 2021-22 3.3 To accurately record and monitor school attendance through clear procedures and reporting	4.1 To ensure all students have access to the most appropriate pathways 4.2 To ensure all students make progress by analysing information about different groups and plans are in place to address any differences 4.3 To ensure outcomes for all students are fully aligned with school vision and values through curriculum planning which takes into account PHSE, SMSC, Our World, British Values and protected characteristics

QUALITY OF TEACHING TARGETS

		TERM 1						TERM 2						TERM 3					
		I	RI	G+			O	I	RI	G+			O	I	RI	G+			O
				2C	2B	2A				2C	2B	2A				2C	2B	2A	
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0	0	12	10			0	0	6	10	6		0	0		13	9	
	ACTUAL																		

SECTION 5:

ATTENDANCE TARGETS 2021-22

			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole school	Target		90%	90%	90%	90%	90%	90%
	Actual							

Current Judgement:		THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021-22	PLAN WRITTEN BY: John Reilly

Priorities for Improvement

1.1 To set high expectations for all staff and students through the school vision (Achievement, Well-being, Communication and Independence) and supported by our daily school values (Exploration, Realisation, Anticipation, Persistence and Initiation)

1.2 To develop a highly effective LGB who are well versed in supporting and challenging quality of teaching, student progress/achievement and all relevant school systems

1.3 To embed and prioritise a targeted CPD programme to ensue all staff have access to high quality knowledge and understanding of complex student needs and school improvement priorities

1.4 To develop a middle leadership tier to support progress/capacity across the school

1.5 To ensure an approach and support mechanism for staff well-being

1.6 To ensure effective safeguarding practices

Actions to Address Priorities for Improvement	Time Scale	Led By	Resources & Cost	Success Criteria	Monitoring of actions and practice indicators in this section (who, what, when)	Traffic light evaluation of impact Feb 2022
Priority 1.1 • To ensure the work of all meetings (staff and LGB) in school places the school vision at the heart of all we do • To ensure we monitor, record and track all progress on the school values (Exploration, Realisation, Anticipation, Persistence and Initiation) • To undertake a review to ensure effective use of the school building, premises and resources	Ongoing	SLT All staff	Meeting time CPD training PM £1000 for school values postcards (200 x5 each)	• Agenda/minutes published • Impact demonstrable through data on progress, attendance, TL and personal social development of students	Meetings chaired by HT/DHT LGB, Vice chair Teaching and Learning OHCAT, John Prior CEO Trust led external verification and health checks	

Priority 1.2 • To ensure the consistency and quality of portfolio reports for the LGB members • To offer CPD and training in school improvement and role of governors • To introduce additional LGB meetings to ensure roles/responsibilities are fully understood (two per term)	Ongoing	SLT OHCAT	Meeting time CPD training	• Agenda/minutes published • Portfolio reports • Attendance at appropriate training recorded	LGB, Vice chair Teaching and Learning OHCAT, John Prior CEO Trust led external verification and health checks	
Priority 1.3 • To complete a staff professional competency school audit • To establish a culture of best practice and developing outstanding links with external training providers (NAS) • To build upon the high quality training offered by the NAS, Gina Davies Foundation • To use the attached ASD consultant to support the CPD plans • To develop internal capacity to ensure effective and systematic use of approaches such as TeamTeach or TEACCH	Ongoing	SLT	Meeting time CPD training ==£3000 for additional in year training== ==£8000 for ASD consultant – already part of staff budget plans==	• Audit the CPD training September 2021 • All staff complete a pre and post competency framework questionnaire – Autism Education Trust • All staff have access training an online resources (EduPod) • Staff training records • ASD consultant audit • VPs to complete TeamTeach training • Consider appropriate staff to lead on TEACCH	LGB and portfolio reports SLT	
Priority 1.4 • To use SLT time to identify capacity and roles needed as the school continues to grow/develop • To set up and work with OHCAT to benchmark new roles in the school organisation	Ongoing	SLT OHCAT HR All staff	Meeting time CPD training ==Potential AHT costs 2 or 3 additional TLR posts==	• Revamped School organisation structure produced	LGB and portfolio reports SLT	

			2 or 3 additional HLTA roles			
Priority 1.5 • To launch a staff survey to understand work/life balance • To develop a well-being action plan based on these results • To establish a Staff Well-being group	Survey by end of Autumn 2 Action Plan by Spring 1	SLT All staff	Time £1500 well being fund	Survey results Well-being action plan	SLT LGB – portfolio reports	
Priority 1.6 • To ensure consistent training throughout the year • To embed Safeguard as whole school approach • To establish an effective culture of reporting • To ensure safeguarding appears as a standing item on all school meetings • To work effectively with the LGB safeguarding governors	Ongoing	SLT LGB All staff	Time	Data from Safeguard Staff quiz/catch ups LGB portfolio reports	SLT LGB – portfolio reports OHCAT	

Current Judgement:	THE QUALITY OF EDUCATION

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021-22	PLAN WRITTEN BY: John Reilly

Priorities for Improvement

2.1 To embed our teaching and learning procedures to ensure that all lessons are, at the very least, good. To ensure ASD best practices (PECS/Attention Autism/TEACCH) is part of curriculum planning and daily routines

2.2 To secure TLA improvements through and effective CPD/INSET programme which address all school needs and allows for professional expertise to be shared

2.3 To ensure all curriculum plans are differentiated to accommodate all needs and disabilities

2.4 To ensure that the Equals Curriculum is fully embedded and Evidence for Learning is being used consistently across the school

Actions to Address Priorities for Improvement	Time Scale	Led By	Resources & Costs	Success Criteria	Monitoring of actions and practice indicators in this section (who, what, when)	Evaluation of impact in this section (who, what, when)
Priority 2.1 • To implement and embed the TL policy • To implement for all teaching staff a full Teacher Evaluation Framework • To record through lesson observations/learning walks examples of PECS etc	November 2021 and ongoing	Principal Vice Principals LGB - TL	Time	• Teacher Evaluation Schedule grades • Record sheets – lesson obs and learning walks • TL policy	Meetings chaired by HT/VP LGB, Vice chair Teaching and Learning OHCAT, John Prior CEO Trust led external verification and health checks	
Priority 2.2 • Staff CPD programme • External training plans	September 2021 and ongoing	Principal Vice Principals LGB - TL	Time £3000 for additional in year training This cost is mentioned above	• Teacher Evaluation Schedule grades • Record sheets – lesson obs and learning walks • TL policy • Training feedback		

Priority 2.3 • To establish a whole school approach to planning schemes of work	September 2021 and ongoing	Principal Vice Principals LGB - TL	Time	• Schemes of Work • Weekly/termly plans • Observations/learning walks	
Priority 2.4 • To ensure that staff planning incoropotes at all levels The Equals Curriculum and curriculum intent. • To ensure progress is consistently evidence across the school though Evidence for Learning • Form links with other schools to ensure effective moderation. • To embed SLD/ASD approaches to the teaching of cross curriucular studies eg PHSE	September 2021 and ongoing	Principal Vice Principals LGB - TL	Time Evidence for Learning £2490 Equals Curriculum £857	• Schemes of Work • Weekly/termly plans • Observations/learning walks	

Current Judgement:		BEHAVIOUR AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021-22	PLAN WRITTEN BY: John Reilly

Priorities for Improvement

3.1   To establish and embed a positive ethos through our school values

3.2   To implement, record and monitor all behaviour incidents through our New Behaviour Procedures 2021-22

3.3   To accurately record and monitor school attendance through clear procedures and reporting

Actions to Address Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria	Monitoring of actions and practice indicators in this section (who, what, when)	Evaluation of impact in this section (who, what, when)
Priority 3.1 • To use our school values (and postcards) to guide personal and social development for all students. Record, monitor and celebrate when students contribute to our school ethos.	Start Spring Term 2022	Principal Vice Principals LGB - TL	Value postcards Costs detailed above at £1000 Time	• Termly personal and social development (school value) reports • Postcards and letters sent home	Meetings LGB, Vice chair Teaching and Learning OHCAT, John Prior CEO Trust led external verification and health checks	
Priority 3.2 • To implement, record and monitor all behaviour incidents through our New Behaviour Procedures 2021-22 • To plan effective intervention to support both attendance or behaviour needs • To ensure all staff receive Team Teach training and the number of RPI incident remain low	Ongoing	Principal Vice Principals LGB - TL	Time	• Minutes from meetings • Analysis of the behaviour incidents • Evidence of behaviour plans and intervention		

Priority 3.3	Ongoing	Principal Vice Principals LGB - TL	Time	• Attendance figures improving and targets met • Involvement of EWO as required		
• To use SLT and meeting time to monitor attendance • To plan effective intervention to support both attendance needs						

Current Judgement:		PERSONAL DEVELOPMENT	

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2021-22	PLAN WRITTEN BY: John Reilly

Priorities for Improvement

4.1   To ensure all students have access to the most appropriate pathways and a range of extra curricular learning experiences

4.2   To ensure all students make progress by analysing information about different groups and plans are in place to address any differences

4.3   To ensure outcomes for all students are fully aligned with school vision and values through curriculum planning which takes into account PHSE, SMSC, Our World, British Values and protected characteristics

Actions to Address Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria	Monitoring of actions and practice indicators in this section (who, what, when)	Evaluation of impact in this section (who, what, when)
Priority 4.1 • To embed the pathway curriculum by monitoring teaching and learning and student progress data • To develop the role of the newly appointed Outdoor Learning/PE lead to embrace a range of opportunities outside of the clasrom	Ongoing	Principal Vice Principals PE lead LGB All staff	Time £10000 to support outdoor learning	• Student progress data • Reports/evidence for extra curriculur opportunities	SLT and Staff meetings. LGB, Vice chair Teaching and Learning OHCAT, John Prior CEO Trust led external verification and health checks	
Priority 4.2 • To analyse data on FSM, gender, ethnicity, PP and all appropriate vulnerable groups to ensure gaps are identified and narrowed. • To plan and monitor impact of intervention plans for most vulnerable students	Ongoing	Principal Vice Principals LGB	Time	• Student data reports and analysis when available • Intervention plans and impact/outcomes available		

Priority 4.3 • To ensure outcomes for all students are fully aligned with school vision and values by ensuring all plans/meetings fully represent these. • To develop a reliable whole school approach to enable the effective capture of student voice	Ongoing	Principal Vice Principals LGB	Time	• Curriculum plans reflect school vision and values • All meeting agendas refer to vision and values • Governors' training on vision and values		