



# **Newark Orchard School Development Plan**

## **2017-2018**

**IMPROVEMENT AREA 1 Teaching, Learning and Assessment**

Starting situation	SUCCESS CRITERIA BASED UPON KEY MILESTONES		
<p>Ofsted reported in January 2017 that <i>'Leaders do not have an accurate view of pupils' progress and attainment in English and maths'</i></p> <p>HMI reported in July 2017 that, <i>'You have reviewed the school's assessment system since you recognised that it was not capturing all pupils' learning and progress effectively. You set up a working group to address this issue and have devised a bespoke scheme of assessment that will take account of all pupils' starting points and set ambitious but realistic targets for their achievement.'</i></p> <p>In line with the recommendations from The Rochford review the school has been reviewing the systems used for assessing pupils who are working at P1-P4. A working party was set up in the summer term to implement the most effective system. The school is currently using Routes for Learning as the assessment tool and the plan is to merge this with The Engagement Scale</p>	By December 2017	By April 2018	By July 2018
	<p>Parents understand the new tracking and assessment of progress and that reporting to parents has been modified.</p> <p>The engagement profile is being used to carry out formative and summative assessment for learners working below P5</p> <p>Joint lesson observations with the SIP have taken place to ensure consistency across the school</p> <p>Support for underperforming teachers to be monitored more closely against stricter timelines</p>		

<p>In January 2017, Ofsted reported that <i>'not all staff have high enough expectations of pupils or follow the school's agreed approach for planning and assessing what pupils have learnt. The quality of interaction with pupils, including questioning, is too variable'</i></p> <p>In July 2017 HMI reported that, <i>'It was clear teachers had taken pupils' prior learning into account when planning activities.'</i></p>			
---	--	--	--

KEY ACTIONS	Leader	Resources	Time scale	Who	Monitoring How	When	Evidence of impact	Reporting
Support for underperforming teachers to be monitored closely against strict timelines	Leanne/Lisa	Leadership Time	Sep 17-Dec 17	Margot	Check DH are adhering to PM Policy	Dec 17	All teaching will be consistently good	F&P Committee
Joint lesson observations to take place with key leaders & the school improvement partner.	Margot	Coaching from SIP	Oct 17	Rebecca	Feedback from coaching	Dec 17	Key Leaders are confident when carrying out lesson observations	F&P Committee
The working party to meet regularly to review the impact of The Engagement Profile to ensure it is fit for purpose	Leanne	Leadership Time	Sep 17-Dec 17	Margot	Reviewing minutes Staff feedback Monitoring progress	Dec 17	Pupils engagement is increasing	Strategic Planning Committee
A parent workshop has been provided to explain the Tracking and Assessment of Progress and a short booklet has been produced for the website	Margot	Leadership Time	Sep 17-Dec 17	Lisa	Parental feedback	Dec 17	Parents understand the tracking and assessment used by the school	Strategic Planning Committee

**IMPROVEMENT AREA 2 Raising the external profile of the school**

**Starting situation**

The school has a good reputation in the local area and works closely with partners in mainstream settings across Newark. Members of the SLT have provided training and support to other professionals in areas of SEND.

The school website was updated two years ago but it does not yet represent the full life of the school.

**SUCCESS CRITERIA BASED UPON KEY MILESTONES**

**By December 2017**

The website has been reviewed and areas for improvement have been identified

A meeting with the website providers has taken place to agree improvements and provide necessary training for SLT

An action plan is in place to address the necessary improvements to the website

**By April 2018**

A review of the support required by mainstream partners has taken place.

The offer of support the school can provide to mainstream partners has been formalised and shared with the Newark Inclusion Lead

The website provides a rich bank of information to all stakeholders of the school.

**By July 2018**

A menu of support is shared with mainstream partners with key members of staff identified and costs agreed.

KEY ACTION	Leader	Resources	Time Scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
To review the current website and identify areas for improvement	Lisa	Leadership Time	Sep 17- Dec 17	Clare	Checking website	Dec 17	Areas for improvement identified	Strategic Development Committee
To attend training with website company	SLT	Leadership Time	Sep 17- Dec 17	Laura	Feedback from Training	Dec 17	Enhanced skills of uploading information to website	Strategic Development Committee
To create an action plan with identified areas for improvement	Lisa	Leadership Time	Sep 17- Dec 17	Margot	Checking Action Plan	Dec 17	Improvement of website	Strategic Development Committee
To update the website with information which describes our school	SLT	Leadership Time	Se 17-April 18	Margot	Checking website	April 18	Increased usage of the website Parent feedback	Strategic Development Committee
To review the support required by the Newark Partnership schools.	Margot	Leadership Time	Se 17-April 18	Jane	Feedback from SENCOs	April 18	An increased knowledge of support required	Finance & Personnel Committee
To create a sold offer of support the school can provide to Newark partnership schools.	Margot	Leadership Time	Se 17-April 18	Jane	Reviewing sold offer	April 18	Support offer formalised with costs	Finance & Personnel Committee

Improvement Area 3		Developing the Learning Pathways for All		
<p><b>Starting situation</b></p> <p>In July 2017 HMI reported that, <i>'The new pathways for assessment are at an early stage of development, but the signs are promising. You now have a clearer picture of pupils' progress across different subjects, including English and maths and have taken action to address those areas where pupils were not making consistently good progress'</i></p>	<b>SUCCESS CRITERIA BASED UPON KEY MILESTONES</b>			
	<b>By December 2017</b>	<b>By April 2018</b>	<b>By July 2018</b>	
	<p>The Learning Pathways are understood by all staff and are being used for baseline assessments for new pupils.</p> <p>The Learning Pathways are established and pupils are following the appropriate route.</p> <p>The information around the Learning Pathways is shared with governors.</p> <p>There is a shared understanding about how The Learning Pathways link with the assessment criteria</p>	<p>The Learning Pathways are described on the school's website for all stakeholders to access.</p> <p>Parents understand The Learning Pathways and how this is relevant to their child.</p> <p>Good or better progress is being achieved for all pupils in English, maths, science and SEMH.</p>	<p>A review of The Learning Pathways has taken place.</p> <p>The curriculum offer and assessment complement each other and demonstrate good or better progress for all pupils.</p>	

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
To share the Learning Pathways with all staff	Deputy Head Teachers	Leadership Time	Sep17-Dec17	Margot	TLA Meetings	Dec 17	All staff understand the Learning Pathways and how to use them.	Strategic Development Committee
To monitor the use of The Learning Pathways to ensure its fit for purpose.	Deputy Head Teachers	Leadership Time	Sep17-Dec17	Margot	Lesson Observations Work Scrutiny	Oct 17	Teaching, Learning and Assessment is good or better	Head Teacher's Report
To share The Learning Pathways with all governors	Deputy Head Teachers	Leadership Time	Sep17-Dec17	Margot	Feedback from Governors	October 17	Governors understand The Learning Pathways and can talk about them with stakeholders	Full Governors
To ensure a description of The Learning Pathways is available on the website	Deputy Head Teachers	Leadership Time	Jan18-April 18	Margot	Checking the website	April 18	The website describes The Learning Pathways and how it is used.	Strategic Development Committee
To hold a parent workshop to share The Learning Pathways with them and how they relate to their child	Deputy Head Teachers	Leadership Time	Jan18-April 18	Margot	Feedback from parents	April 18	The parents understand The Learning Pathways and how well their child is progressing	Strategic Development Committee
To monitor the Progress against The Learning Pathways	Deputy Head Teachers	Leadership Time	At the end of each term Dec April July	Margot	Monitoring Progress against targets on SOLAR and Engagement Scale	Dec 17 April 18 July 18	The progress of all pupils is good or better	Full Governors in Head Teacher's Report

## IMPROVEMENT AREA 4 Subject Coordination

### Starting situation

Subject Coordinators are identified for each area of the curriculum and expectations are in place. Ofsted report that, 'Subject Leaders have the necessary knowledge and expertise to improve teaching & learning across the school, however, leaders do not analyse the impact of subject leaders' work sufficiently.'

HMI reported that, 'You have reviewed the roles and responsibilities of the school's middle leaders, who are now more involved in monitoring the quality of teaching, learning and assessment across the school. For example, the curriculum leaders carefully check staff are using assessment effectively when planning learning and provide you and governors with feedback on the quality of planning across the school. Subject leaders have carried out reviews of teaching, learning and assessment of their subjects across the school and have provided senior leaders with reports outlining key strengths and areas for improvement.'

### SUCCESS CRITERIA BASED UPON KEY MILESTONES

#### By Dec 2017

Core subject leaders know how to use the assessment system in order to analyse progress in their subject.

Core subject leaders report to governors about the developments in their subjects.

The curriculum Team Leaders and the subject leaders understand their role and how it feeds in to whole school Quality Assurance

All subject leaders have the necessary knowledge about how their subject is taught across the whole school.

All subject leaders can offer advice and support to other teachers

All subject leaders monitor resources for their area.

#### By April 2018

All subject leaders are confident in coordinating their subject and fulfil their role

All subject leaders can demonstrate the impact of their coordination

#### By July 2018

All subject leaders have contributed towards a whole school 'Monitoring the Curriculum' document.

<p>The school's initial success of securing better coordination of core subjects now needs to include all subject areas to ensure a broad and balanced curriculum which contains key skills for each subject area.</p>	<p>All subject leaders have produced an action plan</p>		
--	---	--	--

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
The Core subject action plans are shared with all staff	Leanne	TLA Meetings	October 2017	Lisa	TLA meeting minutes	Nov 17	All staff have a shared understanding of key improvements in core subjects	SLT Meetings
Core subject leaders enhance their skills in order to use the assessment system to understand whole school progress in their subject	Leanne	Core subject leader meetings	October 2017	Lisa	Minutes of meetings Data analysis	Nov 17	Core subject leaders can provide information of progress in their subject and can offer advice on suitable interventions	SLT Meetings Strat Plan Committee
The roles and responsibilities of Core subject leaders and Curriculum Team Leaders are understood by all staff	Margot	TLA Meetings	October 2017	Lisa	TLA meeting minutes	Nov 17	All staff have a shared understanding of the roles and responsibilities and how they support each other	SLT Meetings
The role of the core subject leaders is cascaded to all subject leaders	Leanne	TLA meetings Appraisals	April 2018	Lisa	Check minutes TLA Meetings Governor role	May 17	All subject leaders understand their role and have clear action plans with intended impact identified	SLT Meetings Head teacher's Report
Regular meetings with core subject leaders continue in order to monitor the action plan.	Leanne	Leadership Time	Sep 17- April 18	Lisa	Check minutes Feedback from meetings	Monthly	The curriculum monitoring document. Outcomes for pupils	Strat Plan Committee

Progress is shared with senior leaders and governors	Leanne	SLT Meetings	Oct 17 April 18 July 18	Lisa	Head Teacher's Report	Termly	All leaders have a good understanding of the impact of subject coordinators and Curriculum Team Leaders	Governors
--	--------	--------------	-------------------------------	------	-----------------------	--------	---	-----------

