



Newark Orchard School Development Plan

2018-2019

This development plan underpins a suite of documents which addresses school improvement.

Alongside this, there are also the actions taken since the last Ofsted inspection, the Subject Coordinator Action Plans, the Curriculum overviews and the Governors' Action Plan. The SEF file is a continuously reviewed and updated throughout the year and contains evidence to support the overall evaluation.

School Improvement at Newark Orchard School is a whole school approach, where everyone contributes and monitors progress to ensure everyone feels a sense of ownership.

IMPROVEMENT AREA 1 Teaching, Learning and Assessment

- Reporting Accreditation, Phonics for TAs & Differentiation in foundation subjects

Starting situation

The school has developed a curriculum which meets the needs of the diverse range of pupils across the school. The curriculum is based on three stages of development, Explorers, Adventurers and Trailblazers.

The school has also developed an assessment system which recognises the pathway each individual pupil will take following a baseline assessment on entry.

The Quality Assurance ensures that monitoring is timely and all staff are clear about the expectations. Both senior and middle leaders contribute towards this process.

Any teacher whose performance falls below the expected standard is both supported and progress is monitored using strict timelines

<p>Next Steps. The recording and reporting arrangements for pupils following accreditation does not fit well into the system used for recording and reporting subject specific progress. The school will develop a system which can track progress on a termly basis to ensure pupils are on track to achieve their accreditation at the end of the key stage. All teachers are confident in the whole school approach to phonics, however, some teaching assistants require further support to ensure the correct pronunciation is being used. Differentiation is used well across the school in core areas of the curriculum, the school now needs to be confident that this is also a strength across all foundation subjects</p>	<p>SUCCESS CRITERIA BASED UPON KEY MILESTONES</p>	<p>SUCCESS CRITERIA BASED UPON KEY MILESTONES</p>	<p>SUCCESS CRITERIA BASED UPON KEY MILESTONES</p>
	<p>By Dec 2018</p>	<p>By Dec 2018</p>	<p>By Dec 2018</p>
	<p>All teaching will be judged at good or better A formal assessing and reporting system for learners following accreditation pathways will be refined</p>	<p>Good practice has been promoted across the whole school All staff across the whole school to be supporting phonics in line with our policy using a consistent approach to sound formation.</p>	<p>An evaluation of the impact of the interventions to ensure all pupils are reaching their full potential will have taken place A report on the impact of sharing good practice across the whole school is in place for future reference. All teaching delivered by TAs will be judged as good or better Differentiation for our higher achievers to be in place across all subjects</p>

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
Lesson observations will take place at least termly as part of the quality assurance schedule	Margot	Leadership Time	October 18	Lisa/Leanne	Head Teacher's report to governors	October 18	All teaching will be consistently good or better	F & P committee
To evaluate the current system for reporting progress towards final accreditation.	Lisa	Leadership Time	September 18	Margot	Data analysis report for Autumn term	Sep 18	The Data Analysis report for Accreditation is clear and demonstrates good or better progress	Full Governors
Agree and implement a formal reporting system for all pupils on the accreditation pathways	Lisa	Leadership Time	October 18	Margot	Section in Head Teacher's report	October 18	The agreed proforma is consistently used and is fit for purpose	Strategic Planning Committee
As part of the quality assurance, all specialist/level 5 TAs will be observed and where necessary support and coaching for individual TAs will be put in place.	Jim/Moyra Jim/Moyra	TLR Time	Dec 18	Lisa/Leanne	Summary report provided to SLT & Governors	Dec 18	Teaching delivered by Level 5 or specialist TAs is at least good	Full Governors
The Focus for quality assurance activities in English will be on phonics	SLT/English Coordinator		February 19	Rebecca	Work Scrutiny Learning Walks	Feb 19	All staff will be using a consistent approach to phonics	Strategic Planning Committee
The focus for quality assurance activities will be on differentiation across foundation subjects	Leanne/Kelly		March 19	Margot	Summary of lesson observations	April 19	Appropriate differentiation is in place in all foundation subjects	Full Governors

IMPROVEMENT AREA 2: Middle Leadership

-Impact of Subject Coordinators, Appraisal linked to career stage

Starting situation

The school has had a strong focus on developing the middle leadership to ensure at least good outcomes and achievement for all pupils.

The subject coordinator role has been further developed and there has been much work in order to ensure that all teachers understand their role and the responsibilities which come with it. This continues to be an area for further development.

A Roles and Responsibilities overview is in place which clearly sets out how each role from governors through to Subject Coordinators complement and support school improvement.

Next Steps:

For all subject coordinators to have a clear understanding around the strengths and development needs in their subject.

A curriculum overview will be in place for each subject which highlights the main areas of strength, the impact of their role and what is going to be addressed next

SUCCESS CRITERIA BASED UPON KEY MILESTONES

By December 2018

All teachers have a clear understanding of their roles and responsibilities as a subject coordinator
All teachers adhere to expectations according to school policies and procedures
All teachers have clear and measurable appraisal targets linked to their subject coordination and appropriate to the stage in their career

By April 2019

All teachers beyond NQT will successfully lead in their designated subject and have a clear understanding of the progress within their subject

By July 2019

Subject Coordinators' roles will have developed in line with school development. They will have a clear knowledge of the impact their role has on pupil progress and welfare

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
The focus for TLA meetings will be on the roles and responsibilities of all subject leaders and clearly outline the expectations	Leanne	Leadership Time	October 18	Margot	Agenda & minutes of meetings	October 18	The action plans and subject overviews will evidence that all subject coordinators have a good understanding of their subject and how it can be further developed	Strategic Planning Committee
Meetings will take place between SLT, middle leaders and subject coordinators to monitor the progress towards their role.	Leanne Kelly	Leadership and TLR time	November 18	Lisa	Progress made in improving Action plans & overviews	Dec 18	The action plans and subject overviews will evidence that all subject coordinators have a good understanding of their subject and how it can be further developed	Strategic Planning Committee
Teacher Appraisal will take place with a clear link to the School Development Plan	Leanne Lisa	Leadership Time	October 18	Margot	Appraisal documents	October 18	All teaching will be good or better and all subject coordinators will have a clear understanding of their subject	Full Governors
Meetings will take place between SLT and middle leaders to ensure that they have a sound knowledge around pupil progress in their subject	Leanne Kelly	Leadership and TLR time	March 19	Margot	Minutes from progress meetings	April 19	Teachers are able to plan, teach and assess in all curriculum areas and feel supported by the coordinator	Strategic Planning Committee
Meetings will take place between SLT and Middle Leaders to ensure that they have a clear understanding and can demonstrate the impact their role has had on quality assurance and pupil progress	Leanne Kelly	Leadership and TLR time	June 19	Margot	Impact reported on curriculum overviews	July 19	Impact reports will demonstrate high quality monitoring and support is in place across the curriculum for all teachers and that progress is good or better for the vast majority of pupils	Full Governors

Improvement Area 3: Planning for the future re-build and developing a shared vision across all stakeholders
-Revisiting the vision, reviewing roles, preparing for new school on one site

Starting situation

The school is working with the design team to plan for a re-build which is scheduled to open April 2020. The school is currently based on two sites and has been for many years however the re-build is on one and will cater for pupils from 3-18. The design is completed for the building however much work is needed in order for all stakeholders to transition to one site and to a much bigger school, catering for 140 pupils with a diverse range of needs.

<p>Next Steps The school will need to carefully prepare for this in advance. All stakeholders will need to be a part of this transition at different stages.</p> <p>There needs to be a shared understanding and vision for the new school which will require careful communication and a sense of belonging for everyone involved.</p>	SUCCESS CRITERIA BASED UPON KEY MILESTONES		
	By December 2018	By July 2019	By December 2019
	<p>All stakeholders will have a clear understanding around the physical aspects of the new school building.</p>	<p>An evaluation of the current and future needs of the school. (physical resources) Sharing good practice between departments.</p>	<p>An evaluation of current roles and responsibilities</p>

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
The plans for the new school to be shared with all key stakeholders	Margot	Leadership Time	October 18	Clare	Minutes from meetings with the design team	Sep-Oct 18	All key stakeholders will have a clear understanding around the physical aspects of the new school	Full Governors
Audit of current physical Resources and decision made around legacy resources for the new school	Clare	Leadership Time	April 19	Leanne & Lisa	Actions at SLT Meetings	Weekly from Oct to April	A list is in place of all the physical resources which the school will be taking to the re-build	F&P Committee
Whole School Development and Team building opportunities to take place	Rebecca	Leadership Time	Jan 19-July 19	Lisa & Leanne	Staff feedback Learning walks	Jan 19-July 19 Half termly	The whole staff Team have improved their understanding around how all departments provide a good education to the pupils	Strat Plan Committee
A review of current staffing requirements and how this compares to future requirements of the new school	Margot	Leadership Time	Dec 19	Leanne & Lisa	Minutes of meetings with LA and SLT	Dec 19	An outline of the staffing structure for the new school is in place	F&P Committee

IMPROVEMENT AREA 4 Work Related Learning

-Shared understanding, Gatsby Benchmark, Careers Mark

Starting situation

The curriculum has been designed using the Gatsby Benchmark from year 8 through to year 13.

The school works with an external advisor for careers who both audit the school's offer and work directly with school leavers.

The school has a work experience coordinator who oversees and organises the experiences for pupils across the 14-19 department. Pupils are offered both an internal placement and an external placement where appropriate.

The school has clear policy and procedures in place for all staff to adhere to.

Each pupil's annual review includes discussion around relevant curriculum pathways for all pupils on entry to year 10.

In Post 16 the curriculum is underpinned by careers and preparing for transition to adulthood

Next Steps	SUCCESS CRITERIA BASED UPON KEY MILESTONES		
	By Dec 2018	By April 2019	By Dec 2019
<p>A review of the curriculum is required in order to measure the impact on learners.</p> <p>All staff need an understanding on Work Related Learning and how it can be delivered at an early age.</p> <p>All staff also need to understand the requirements detailed in the Gatsby Benchmark in order to ensure the curriculum supports these outcomes.</p> <p>The school will work towards achieving Careers Mark</p>	<p>A shared understanding of work related learning is in place.</p> <p>A shared understanding of the requirements within the Gatsby Benchmark</p> <p>An evaluation based on where we are now against the Gatsby Benchmark to take place</p>	<p>A Formalised offer for Work Related Learning is in place and has been shared with key stakeholders.</p>	<p>Evidence has been gathered in order to achieve of Careers Mark.</p>

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
A review of the Work Related Learning is carried out and shared with key staff	Lisa	Leadership Time	October 18	Margot	Report on review	Sep18 Oct 18	A written review provides a clear understanding of our current offer	Strat Plan Committee
The requirements of the Gatsby Benchmark have been shared with key staff	Lisa	Leadership Time	October 18	Margot	Staff feedback Planning for WRL	Sep 18	All relevant staff and governors have a clear understanding about the requirements of the Gatsby Benchmark	Strat Plan Committee
A review to take place and an action plan is written as a result of the review against the Benchmark	Lisa	Leadership Time	Nov 18	Margot	Monitor actions on plan	Dec 19	A clear action plan is in place and is adhered to by named staff	Strat Plan Committee
To create clear plan which includes progression from year 8 onwards for the Work Related Learning offer	Lisa	Leadership Time	March 19	Leanne	Curriculum offer	April 19	A clear outline of the offer is displayed on the school website	Strat Plan Committee
To carry out the actions required to achieve Careers Mark	Lisa	Leadership Time	Nov 19	Margot	Evidence file	Dec 19	The school has achieved the Careers Mark Award	Full Governors

IMPROVEMENT AREA 5 Impact of Continual Professional Development

-Impact of CPD, developing skills for diverse range of need

Starting situation

Continual Professional Development plays an important part in ensuring that staff are equipped with the skills and knowledge to ensure that all pupils achieve their full potential. The school carefully considers the cohort of pupils and how this diverse range can and does evolve year on year. The CPD plan ensures that all of the training takes place which is a legal requirement alongside consideration of school development.

There is a good balance between the use of external providers and the use of in house coaching and support. Appraisals form an integral part of the whole process.

Next Steps:	SUCCESS CRITERIA BASED UPON KEY MILESTONES		
	By December 2018	By April 2019	By July 2019
<p>Continual Professional Development plays an important part in ensuring that staff are equipped with the skills and knowledge to ensure that all pupils achieve their full potential. The school carefully considers the cohort of pupils and how this diverse range can and does evolve year on year.</p> <p>The CPD plan ensures that all of the training takes place which is a legal requirement alongside consideration of school development.</p> <p>There is a good balance between the use of external providers and the use of in house coaching and support. Appraisals form an integral part of the whole process.</p>	<p>A shared understanding of the CPD provided last academic year and how this has impacted on pupil progress</p>	<p>A shared plan is in place to ensure that gaps in knowledge and skills of all staff is being addressed</p>	<p>A clear understanding of the impact that CPD has on the progress and welfare of all pupils.</p>

KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
To provide a list of CPD offered over the last academic year	Rebecca	Leadership Time	Oct 18	Margot	Head Teacher's report to Governors	Oct 18	A list of the staff involved and the CPD attended is in place and has been shared with SLT	Governors' report
Compare the CPD against different cohorts of pupils' progress for last academic year to see impact	Margot	Leadership Time	Nov 18	Leanne & Lisa	Impact analysis report	Dec18	Data which compares progress with impact of CPD	Strat Plan Committee
Compare CPD against data on behaviour, attendance and exclusions	Margot	Leadership Time	Nov 18	Leanne & Lisa	Impact analysis report	Dec18	Data which compares pupils attitudes to learning with impact of CPD	Strat Plan Committee
Staff skills audit to be completed and analysed. Action plan is created to address gaps	Rebecca	Leadership Time	March 19	Margot	Action plan	April 19	An action plan is in place to ensure CPD is addressing need	Strat Plan Committee
A report is written which demonstrates the impact that CPD has on pupil progress and welfare	Margot	Leadership Time	June 19	Leanne & Lisa	Sharing of report with key stakeholders	July 19	There is clear evidence that the CPD provided to staff has a positive impact on progress and welfare for all pupils	Strat Plan Committee