

**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 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.

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| **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 | | | |
| **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 | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2018** | **By April 2019** | **By July 2019** |
| All teaching will be judged at good or better  The assessment system for accreditation will demonstrate the progress made towards their end of key stage achievements. | 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. | 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 |

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| **KEY ACTIONS** | **Leader** | | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | | **Evidence of impact** | | Reporting |
| 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** | | | | **By April 2019** | | | | **By July 2019** | |
| All teachers have a clear understanding of their roles and responsibilities as a subject coordinator and can demonstrate this  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 | | | | All teachers beyond NQT will successfully lead in their designated subject and have a clear understanding of the progress within their subject | | | | 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 | |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| 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 |
| A coordinator for Early Years will be introduced due to the numbers in early years rising from 1 to 2 |  |  |  |  |  |  |  |  |
| 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 |

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| **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. | | | |
| **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.  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. | SUCCESS CRITERIA BASED UPON KEY MILESTONES | | |
| **By December 2018** | **By July 2019** | **By December 2019** |
| All stakeholders will have a clear understanding around the physical aspects of the new school building | An evaluation of the current and future needs of the school has taken place . (physical resources) in order to ensure that the school has the correct resources to support good progress  Sharing of good practice between departments has secured a shared vision for moving into one school | An evaluation of current roles and responsibilities will ensure that the staffing complement meets the needs for the new school |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| 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 |

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

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| 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 |

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| **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:**  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. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | | |
| **By December 2018** | **By April 2019** | **By July 2019** |
| A shared understanding of the CPD provided last academic year and how this has impacted on pupil progress | A shared plan is in place to ensure that gaps in knowledge and skills of all staff is being addressed | A clear understanding of the impact that CPD has on the progress and welfare of all pupils. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | | **Reporting** |
| 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 | |