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| **Self- Evaluation Summary**  **Contextual Information** |
| The ethos at Newark Orchard School is **Individual Growth, Individual People.** The school is a split site, generic special school which opened in 1996. It caters for 111 students from age 3 -18 who present with an extremely diverse range of needs, PMLD, SLD, MLD, ASD & SEMH. The Lower site is based in Newark town centre whilst the Upper site is based in Balderton. Also situated on the town site is the specialist ASD hub which opened in April 2015 and offers limited places to pupils with ASD who are unable to sustain a mainstream placement due to a range of associated needs.  All students have an Education, Health Care Plan (EHCP) and are placed at the school via an admissions procedure administered by the local authority. As Nottinghamshire is an inclusive authority, this means that the students have increasingly complex needs. The number of pupils presenting with additional mental health issues and challenging behaviour is increasing. This means that careful consideration needs to be given to class groups in order that all students’ needs are met appropriately and safely.  The curriculum offer is diverse, catering for the needs of students from low P Levels through to GCSEs.  The school’s mission statement ‘Individual Growth, Individual People’ is at the heart of everything. The mission of the school is to meet the very individual needs of the students and enable them to reach their full potential. The school works closely with families and other agencies to ensure that all aspects of the students’ needs are being met as far as possible.  **Social Background of students**   * 33% of students claim free school meals * 8% are looked after children and 10% have previously been in care or are living with relatives on a care order. * There is a large travelling community in the Newark area * There is also a large population of Eastern European families and the school has admitted several pupils where English is a second language.   **Brief History**   * The school opened in 1996 following an amalgamation of two special schools. * The buildings are not new however this does not define the school and the practice within supports the students to reach their full potential. There is now a definite **re-build** on one site planned for **May 2020** which is something that all key stakeholders have fought hard to achieve for the students. * The school has continued to grow over the last 6 years from 88 to 111. This is largely due to demand for special school places and the positive reputation the school has in the local area. Students attend the school from all over the Nottinghamshire and surrounding counties. * The profile of the students has continued to change over recent years with a significant increase to 52% in students with ASD   **Features which have changed since the last Ofsted**   * The Governing body has significantly changed since the last Ofsted and the subsequent Governing Body review, with a new Chair of Governors, one new Vice Chair and seven new Governors. * The Senior Leadership Team is now well established as one Deputy Head had been in post for only two weeks at the last inspection * The Middle leaders, including Team Leaders and Curriculum Leaders have refined and developed their roles. The school has introduced a Transition Leader and an Early Years & Engagement Leader to the Middle Leadership structure.     **Particular Areas of Strength**   * An ethos of **‘Individual Growth, Individual People’** which values all members of the school community. * A wide and varied curriculum which is flexible to the changing needs of the students * A wide variety of accredited courses and examinations on offer. * A Tailor made Assessment Pathway which recognises diversity * The quality assurance process is timely and robust and ensures that the provision for all the pupils is of a good standard * Overcoming barriers to learning and achievement * SMSC is promoted throughout the school and is an important aspect of school life; it is the backbone to everything we do and supports the school ethos. * The Travel Training Programme which develops independence and prepares students for adulthood. * Positive and effective links with parents/carers and the wider community. * Supporting pupils to manage their behaviour and express their needs appropriately.   **Significant Partnerships**   * Strong partnerships are in place with the mainstream schools in Newark and this has developed over the last six years. The school supports the role of the Inclusion Lead for Newark and has developed many initiatives to support SEND students across the area, one of which includes The Autism Kite mark, recognised by the Autism Education Trust. * The school also works closely with the other 10 special schools across Nottinghamshire which includes regular network meetings for the Head Teachers, School Business Leaders and Curriculum Leaders in each school. This collaborative approach ensures that good practice and initiatives are shared   **Progress since Ofsted**   * In November 2018 the School Improvement Partner reported that ‘The HT and deputies together are a strong team. They are committed to making the school as good as it can be and have made determined and well-targeted efforts to do this.’ * In July 2017 HMI carried out a monitoring visit and stated that, ‘Leaders have taken decisive action in response to the areas for improvement identified in the previous inspection report’ * In January 2017 the school was judged to be ‘requires improvement’ by Ofsted following a period of 21 years of being judged to be good. |

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| **Self- Evaluation Summary**  **Outcomes for pupils School’s Judgement: Good**  **OFSTED Judgement (January 2017): Requires Improvement** | | |
| **Current Evaluation**   * The school has developed a bespoke package for assessment where each student follows a pathway relating to their baseline assessment on entry to the school. The assessment tool SOLAR is used by the school to measure progress and in particular the Wilson Stuart element provides a system which measures progress from P4 through to P18, which incorporates targets from the curriculum and age expected targets whilst also addressing the gap between P8 and the end of Year 1 expectations. Pupils in Early Years are assessed against the EYFS Learning Goals * For our younger pupils working below P5, The Engagement Scale is used alongside associated bespoke targets whilst our older pupils working at this level are assessed on a bespoke system created by the school called ‘Engagement with Adulthood. For the older pupils who are working towards external accreditation, progress towards this is measured accordingly. * End of year data analysis shows year on year good or better progress for the majority of students. * Pupils’ starting points are well below the level expected as the national average for their appropriate age. The vast majority meet their targets set using the whole school assessment system. When targets are set, the starting points are taken into consideration alongside the needs of the students. The expectations of progress are 66% of a step per year for students with moderate learning difficulties and 33% for students with severe learning difficulties. The school is responsive to those students who demonstrate progress at a higher level and adjust in year targets accordingly. In comparison with other Nottinghamshire special schools that also use this assessment system, the schools targets are aspirational and challenging.   **Met or exceeding targets**  **2016/17 English maths**  KS1 100% 100%  KS2 90% 87%  KS3 81% 70%  KS4 95% 85%  KS5 72% 85%  **Met or Exceeding Targets**  **2017/18 English maths SMSC science**  KS1 92% 100% 100% 100%  KS2 92% 86% 100% 91%  KS3 89% 92% 96% 89%  KS4 WSP 77% 67% 86% 75%  (Accreditation ) 100% 89%  KS5 88% 87%   * The pupils in receipt of **Pupil Premium** are making progress in line with their peers in the majority of areas. * **Met or exceeding targets**   **English maths SMSC science**  2016/17 84% 90%  2017/18 80% 88% 100% 89%   * The wide variety of accredited courses and examinations on offer meet the needs of the pupils from P5 levels through to Level 1 GCSEs. This includes AQA Entry Level English and maths, Functional Skills Entry Level in English and maths, ASDAN science, CoPe, Independent Living and AIM VOC. * All leavers move on to some kind of employment or training.’ * A questionnaire went out in the spring term 2019 to the previous year’s leavers to ascertain how supportive they found the transition to college. The feedback was 100% positive and students continue to successfully access their courses.   **In 2018:**   |  |  |  | | --- | --- | --- | | Number of pupils entered | Exam | Number Achieved | | 3 | Functional skills Entry 1 maths | 3 | | 1 | Functional skills Entry 2 maths | 1 | | 2 | Functional skills Entry 3 maths | 2 | | 1 | Functional skills Level 1 maths | 1 | | 3 | Functional skills Entry 1 English | 3 | | 1 | Functional Skills Entry 2 English | 1 | | 3 | Functional Skills Entry 3 English | 3 | | 5 | AQA Entry 3 maths | 5 | | 2 | AQA Silver Award English | 2 |   **Progress since Ofsted**   * The School Improvement Partner reported in **February 2019**,‘Data suggests that leaders have continued to improve outcomes for pupils. The monitoring and evaluation cycle, the new assessment system plus the strengthened role of the subject co-ordinators are ensuring that the on-going triangulation of performance information informs next steps effectively.’ * HMI reported in **July 2017** that, ‘ 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. * Ofsted reported in **January 2017** that, ‘Outcomes for pupils are not yet good because leaders are not able to demonstrate that pupils are making consistently strong progress in individual subjects including English and maths’ | | **Evidence and location of evidence:**   * Analysis of data (section 8 Evidence Library) * External Accreditation results(section 6 Evidence Library) * Summary of work scrutiny(section 18 Evidence Library) * Summary of Observations( section 19 Evidence Library) * External reports (Section 9 Evidence Library) * Head Teacher’s reports (section 26 Evidence Library) * Pupil Premium Summary(section 21 Evidence Library) * Actions since Ofsted (section 1 Evidence Library) * SIP Reports ( section 9 ) |
| **In order to secure Outstanding:**   * Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. * Progress from starting points is above average across nearly all subject areas. * Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. | | |
| **Current priorities for improvement:**   * To revise the current system for reporting progress towards final accreditation * To ensure that teaching is good or better during PPA * To ensure FSM pupils make good or better progress in communication & writing, in line with their peers. | **Lead Personnel and Link Governors:**   * Lisa- Link Governors; Jane and Clare | |

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| **Self- Evaluation Summary**  **The quality of teaching, learning and assessment**  **The school’s judgement: Good**  **OFSTED Judgement (January 2017) Requires Improvement** | | |
| **Current Evaluation**   * The overall quality of teaching across the school is good * Where teaching was less than good the appropriate formal support packages were put into place resulting in the resignation of one teacher and the vast improvement in another’s practice. There is good use of resources and extremely effective working relationships with teaching assistants. * The vast majority of pupils make good and in some cases outstanding progress in their learning, particularly in view of their starting point. * End of year data analysis shows year on year good or better progress for the majority. * The high level of care guidance & support is reflected in the pupils’ personal development * Newark Orchard achieves good results in relation to pupils who start school with a history of exclusions & non-attendance due to their unmet needs and anxieties. This is reflected in their improved attendance and analysis of their behaviour. * Pupils frequently reach higher standards than expected from their baseline data as a result of individual support to deal with social & emotional issues. * A sound induction policy is in place for all staff. * There is a wide and varied curriculum which is flexible to the changing needs of the pupils. * The curriculum has been developed to include a differentiated offer to meet the needs of a diverse range of pupils. * All teachers are confident in using the assessment systems and effectively monitor the progress of all pupils. * Teaching, Learning & Assessment meetings are held regularly with a clear school improvement focus. * The subject coordinators’ role has been developed and teachers are clear about their roles and responsibilities. There is an action plan alongside an overview sheet for each subject which is shared with governors. The current focus is on ensuring the impact is beneficial to the students’ progress. * New policies on The Curriculum, Assessment & Reporting, Displays, Presentation and Early Years have been embedded into practice across the school   **Progress since Ofsted**  **In February 2019** The School Improvement Partner reported that;   * Teachers have planned a good range of interesting and engaging activities that motivate pupils and ensures that they remain on task and make good effort with their work. * Teachers have high expectations of what children can and should achieve. Pupils live up to these expectations well and pupils make good gains in learning as a result. * Teacher comments are informative and link to the targets set. These are helpfully encouraging and include clear next steps in most cases and this also contributes to the good progress pupils make. * There is strong evidence of high quality work linked to assessment and tracking especially in EYFS, and KS1, 2 and 3. * Tasks are matched well to varying ability levels and reflect a good level of challenge as well as clear continuity of progression. Progression also noted in teacher planning. * The link between the learning journals and engagement progress folders which include on-going assessments is strong. There is a weekly detailed assessment which informs planning for the next week with very good follow through.   **In April 2018** The school Improvement Partner reported that;   * A great deal of work has been done in school to audit, review and develop the whole school curriculum in the light of recommendations contained in the Rochford Review. The revised curriculum policy now shows three curriculum pathways and this includes: “Explorers” (P1 to P4). “Adventurers” (P5 to P8) and “Trailblazers” (above P11). This ensures that each pupil has an appropriate individual pathway from the time they join the school until they leave. Pathways are flexible allowing for the range of strengths pupils show and the fact that they may be an explorer in one area of the curriculum and an adventurer in another, for example. External accreditation is also appropriate to each pathway. This new curriculum policy has been approved by governors and is available on the school website for parents and carers. In KS1 and EYFS, the class teacher has worked hard to develop the engagement scale further to provide a clear framework for measuring progress. We discussed the proposed new framework which should provide more precise steps for measuring progress against and will effectively underpin the work of the engagement scale.   **In July 2017** HMI reported that the teaching, learning and assessment meetings enable staff to share best practice and work together on the school’s priorities for improvement. Teachers have a clear understanding of the importance of capturing small steps of progress so pupils can move on quickly. Pupils had a clear understanding of what they needed to do to achieve their targets. The learning had been planned to meet their needs and they settled quickly to it. They worked with perseverance and resilience on their individual targets.  **In January 2017** Ofsted reported that the quality of teaching, learning and assessment requires improvement because not all staff have high enough expectations of pupils or follow the school’s agreed approach for planning and assessing what pupils have learned. The quality of teaching, learning and assessment is not consistently good in all classes or across both sites. The quality of staff interaction with pupils, including questioning, is too variable. Many staff are highly successful in supporting the language and understanding of pupils who have particularly complex needs, but this good practice is not routinely shared with all staff. | | **Evidence and location of evidence:**   * Analysis of data (section 8) * Lesson observation summary (section19) * Work scrutiny (section 18) * Learning Walks (section 17) * Link Governor Visits ( section 5) * External accreditation results (section 6) * Curriculum Pathways (section 7) * Feedback from parents   ( section 23)   * Feedback from pupils (section 22) * SIP reports (section 9) * Actions since Ofsted (section 1) * Head Teacher’s report to Governors (section 26) * Case studies (section 27) |
| **In order to secure Outstanding**   * Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced. * Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities * Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve | | |
| **Current priorities for improvement**   * All teaching during PPA cover will be judged as good or better * All staff will be using a consistent approach to phonics where appropriate * All areas of the curriculum will be differentiated appropriately in accordance with pupil need * A formalised offer for Work Related Learning will be in place | **Lead Personnel and Link Governor:**   * Leanne & Lisa, Link Governors; Chris and Anne | |

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| **Self- Evaluation Summary**  **Leadership and Management**  **School’s Judgement- Good OFSTED Judgement (January 2017): Requires Improvement** | | |
| **Current Evaluation**   * The Leadership and Management of the school set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. * The quality assurance process is timely and robust and ensures that the provision for all the pupils is of a good standard * The policies have been reviewed and updated to reflect the developments across the school. * The broad and balanced curriculum has been reviewed and meets the needs of a diverse range of pupils * The school development plan has clear success criteria with clear time lines; Governors are linked with specific areas of school development and monitor this effectively. * The SEF evidence file contains a range of evidence to support school improvement and creates a system for all leaders to monitor progress * Teachers’ appraisal is closely linked to school improvement and targets are consistent with the career stages. * Middle leaders are clear about their roles and responsibilities and understand how they contribute to school improvement * Subject Leaders have a clear direction highlighted in their action plans and know the strengths and development needs within their subject * Governors know the school well and are clear about the school’s vision and direction. They hold the senior leadership team to account through their link visits and questions relating to the Head Teacher’s report. During governor meetings they challenge appropriately. * A Governor action plan and yearly planner is in place and is reviewed regularly * As the school progresses towards a re-build and the move to one site, all key stakeholders are kept informed on the on-going progress * The Leadership and management team work closely with the planners and Local Authority to ensure the re-build meets the needs of current and future pupils   **Progress since Ofsted**  **In February 2019** The School Improvement Partner reported that;   * Leaders have acted swiftly since the EIA visit in November 2018 to address the agreed next steps. There is no complacency and leaders have taken very seriously the need for improvements from the last inspection. They say that all staff are now much more focussed on ensuring the impact of what they do. All changes agreed to documentation have been completed * Monitoring arrangements have been adjusted to give greater emphasis to book scrutiny which is now carried out at least termly and this has had a positive impact on standards overall. * The development of assessment and tracking systems is strength and is now securely embedded, enabling leaders to hold teachers to account and middle leaders to track progress. This has been a critical factor in improving teaching and learning. * Presentation of work is also strength and shows that pupils take pride in their work and that they value their work. Colour coding has been introduced for books and folders for different subject areas and this is consistent across school. Since the previous work scrutiny review leaders have developed a policy document for staff on presentation of work in books. This has had a positive impact on pupils’ work as a result. * Work is marked and in line with school policy. Feedback is evaluative and helpful in identifying next steps in most cases. Good examples were seen of work in books improving as a result of feedback from senior leaders to teachers. For example, leaders conducted a work scrutiny exercise on 12/11/18 and identified that annotation from staff needed to link more closely with next steps in EYFS. EYFS learning journals show that staff have responded very well to this since that date. * Leaders have good understanding of strengths and weaknesses in pupils’ work and utilise work scrutiny exercises effectively to provide good evidence for judgements made and to inform plans. * Leaders have introduced target sheets with detailed recording showing when pupils have achieved each step within the levels of SOLAR. These dates correspond to dates in the books and show clearly the rate of progress made. Each step is further broken down into “emerging, developing or secure” and the sample seen demonstrates that pupils make good progress over time. * In **July 2017** HMI reported thatLeaders have taken decisive action in response to the areas for improvement identified in the previous inspection report. * You have re-written your school development plan so it now includes clear success criteria and timelines. The new plan shows who will implement the actions and who will monitor their impact. The actions in the plan are appropriate and are helping the school to improve. This new system makes it much easier for governors to see where the school has made progress and where further work is needed, therefore they are able to hold you to account more effectively for all aspects of the school’s work. * The systems to evaluate the effectiveness of the school’s work are now more rigorous. You have revised the programme of monitoring activities, so these focus more closely on the school’s main areas for improvement. This more robust approach to quality assurance is ensuring all staff have a clear understanding of leaders’ expectations. In addition it provides important information to governors on how the school is progressing * Across the school, there is now a coherent approach to securing improvement. * Governors have responded positively to the findings of the review and have put in place their own action plan to improve effectiveness. * In **January 2017** Ofsted reported that Leadership and management require improvement because systems for monitoring and evaluating the work of the school are weak. Consequently, while the school has maintained some strengths since the previous inspection, senior leaders and governors have an overly positive view of the current quality of teaching, learning and assessment across the school. * Leaders do not have an accurate view of pupils’ progress and attainment in English and mathematics. * Plans for improving the school are not as precise as they need to be. They lack clear timelines and important details about who will be   checking that agreed actions have been reviewed and completed.   * The priorities which have been identified for school improvement for this current year have not been communicated effectively to all staff. Although the majority of staff have a clear understanding of their individual roles, there is no shared vision of what the school needs to do next. * Senior leaders and governors have ensured that all teachers have targets to help them to improve their practice. However, these need to match the school’s current priorities more closely so that the pace of improvement increases. * The governing body has not ensured that senior leaders have provided them with the necessary information to give them an accurate view of pupils’ progress and attainment in English and mathematics. Consequently, they have not been able to challenge senior leaders effectively about pupils’ progress. * Governors have not held senior leaders to account effectively for the impact of their work. As a result, they do not currently have a fully accurate view of areas where urgent improvement is needed in some aspects of the school’s work. * All members of the governing body are extremely proud of Newark Orchard and invest a lot of time in attending meetings and visiting the school. Several members have demonstrated an unwavering commitment to the school over many years. However, more recently, they have not ensured that the plans for school improvement are detailed enough to bring about the next steps that are needed to improve teaching, learning and assessment. * Because assessment systems have improved, governors now have clearer information on the progress pupils are making across the school. | | **Evidence and location of evidence:**  •School Development Plan (section 2)  •Leadership Roles and Responsibilities (section 14)  •SLT Minutes  •Governor Minutes  •Governor Action plan (section 4)  •Policies and Procedures  •Website  •Appraisal  •Quality of Teaching, Learning and Assessment  ( section 16, 17, 18, 19)  •Analysis of data( section 8)  •External reports (section 9)  •Parent Questionnaires (section 23)  •Pupil Questionnaires (section 22)  •Curriculum Pathways ( section 7)  Actions since Ofsted (section 1)  External reports (section9)  Anonymous appraisal targets  (section24)  Head Teacher’s reports (section 26) |
| **In order to secure Outstanding:**   * Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups. * Leaders and governors use high quality professional development to encourage, challenge and support teachers’ improvement. Teaching is highly effective across the school | | |
| **Current priorities for improvement:**   * All teachers beyond NQT will successfully lead in their designated subject and have a clear understanding of the progress within their subject and the impact their role has. * Appraisal targets support all teachers to have a positive impact on pupil progress * To develop a shared understanding and vision for the new school between all key stakeholders * To develop a system for measuring the impact of CPD on pupil progress, attendance, behaviour and welfare | **Lead Personnel and Link Governor:**   * Margot- Link Governors; Laura & Lisa Wh | |

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| **Self -Evaluation Summary**  **Personal development, behaviour and welfare**  **School Judgement: Outstanding OFSTED Judgement (January 2017):Good** | | | |
| **Current Evaluation**   * The school’s Travel Training programme promotes independence in school and the wider community and is highly successful. In some cases, older pupils are now able to use public transport by themselves and younger pupils who were not able to walk independently when they first arrived at the school are now able to move around the school with minimal adult support. Several Post 16 pupils successfully travel independently to the leaver’s residential trip in Skegness. * Over the last academic year 3 students have achieved the green level, 5 students have achieved the Amber level and 3 students have achieved Green level in Titan travel training which means that those students are now able to use public transport for their journey to school. This has had a positive impact on leavers this year as one student applies these skills when going to college and also to his part time employment. * The school promotes British values and has developed a bespoke system for ensuring pupils understand and apply the values to their own actions. A two year cycle ensures that each value is promoted during assemblies and pupils are rewarded for demonstrating the value through their day to day life at school. * The school has developed a safeguarding curriculum which runs through all areas to ensure that all pupils are supported to develop the skills to keep themselves safe. * Particularly vulnerable pupils on the upper site receive 1:1 sessions to enhance the safeguarding curriculum; this is tailored to their specific needs and reinforces the key messages. * The school takes part in fund raising activities which encourage the pupils to think of others less fortunate than themselves. The events are always well supported by parents and carers. * SMSC is promoted throughout the school and is an important aspect of school life; it is the backbone to everything we do and supports the school ethos. * Pupils who come to the school with a background of non-attendance and high incidents of behaviour due to their unmet needs and anxiety are supported well to achieve success. They quickly settle into school life and achieve success. * The school values each pupil as an individual and a holistic approach is adopted to support achievement in all areas rather than a single focus on academic achievement. * The school caters for a diverse range of needs and adapts the curriculum to suit the pupils; tailor-made programmes of support are developed and applied in order for each pupil to reach their full potential. * Any incidents of behaviour are handled effectively and monitoring of the incidents ensures that adaptations to behaviour plans are made where appropriate. Exclusions are used as a last resort and only where they will have an impact on improving future behaviour. * The Governor responsible for safeguarding carries out the necessary checks on the systems and processes across the school and ensures that they are effective in keeping pupils safe. * All the members of SLT and several governors have completed the safer recruitment training in order to carry out this process well. * All staff completes annual online safeguarding training in order to keep up to date in all areas of keeping our pupils safe. * The school has four Designated Safeguarding Leads to ensure the role is covered across both sites and each individual case is dealt with in a swift and effective manner. * The school has introduced an online system for recording any safeguarding concerns which is linked closely with incidents of behaviour, attendance and communication with home. This system ensures that information is current and dealt with effectively alongside communicating to all necessary staff on actions taken. * The overall attendance figures for 2017/2018 continue to remain above the National Average and this is largely due to the consistent approaches used across the school to encourage good attendance.  | 2017/18 | SCHOOL DATA | LOCAL AUTHORITY DATA | NATIONAL DATA | | --- | --- | --- | --- | | **Overall absence** | 8.7 | 11.1 | 10.2 | | **Authorised absence** | 6.4 | 7.9 | 8.0 | | **Unauthorised absence** | 2.3 | 3.2 | 2.2 | | **Persistent absence** | 24.8 | 32.5 | 29.6 |  |  |  |  | | --- | --- | --- | | **2017/18** **FSM IN SPECIAL SCHOOLS** | SCHOOL DATA | NATIONAL DATA | | **Overall absence** | 13.2 | 15.1 | | **Authorised absence** | 7.7 | 11.8 | | **Unauthorised absence** | 5.4 | 3.3 |   **Progress since Ofsted**  In **November 2018** The School Improvement Partner reported that;   * Across the school it was evident that staff know pupils well and that there is good rapport between pupils and staff and this leads to good working relationships where attitudes towards work are very positive. * Behaviour across school was good and in all lessons seen pupils were on task and working hard.   In **May 2018** The School Improvement Partner reported that;   * PSHE and developing self-help skills is a key priority for Newark Orchard School. It was evident during the learning walk that pupils in the dining hall need little supervision from adults and have excellent social skills in relation to selecting and eating their lunch in a group environment. Pupils were seen to support one another to carry plates to and from their tables and to share water and drinks. The atmosphere was very calm and purposeful with very little background noise often associated with school dining rooms. Again, pupils lived up to the very high expectations set for them in relation to social skills and interaction skills. This was a pleasure to see and is a strength of the school.   In **September 2017** The school Improvement Partner reported that;   * School values were displayed in each classroom and opportunities to reinforce these in lessons were utilised by staff where appropriate   In **January 2017** Ofsted reported that;   * The school’s work to promote pupils’ personal development and welfare is good. The school’s breakfast clubs provide a warm and positive start to the school day for the pupils who attend. The relationships between the staff and the pupils are consistently warm and respectful. Pupils thrive in their personal development and well-being during their time at the school. The school invests heavily in training for staff in relation to the management of pupils’ behaviour and personal, social and emotional development. Staff work exceptionally hard to build pupils’ self-confidence and there is generally a strong ‘can do’ culture across the school. The vast majority of staff consistently model positive attitudes to learning and, as a result, pupils try their best and develop the confidence to try things they previously thought impossible. * Parents specifically praise the school’s work in developing children’s independence and self-help skills. Several parents were keen to tell inspectors how the school has made ‘an incredible difference’ to their child’s overall quality of life. * The pupils receive useful information about the opportunities that are waiting for them in work and training when they leave school. The staff are highly skilled in using a wide range of communication systems to ensure that all pupils have the opportunity to express their views and fulfil their individual ambitions. * Leaders refuse to see pupils’ disabilities as barriers to learning and achievement. For example, support staff have received the appropriate training from physiotherapists to enable them to carry out programmes of exercise and support safely for individual pupils in school. As a result, there are fewer absences for attending medical appointments. * Pupils of varying abilities have a very clear understanding of how to keep themselves safe. They understand about the dangers of being online and know who to go to if they need help either at home or at school. * The behaviour of pupils is good. They behave well at all times of the day, in and out of lessons. Pupils take pride in themselves and their work. * The head teacher is uncompromising in her determination that all pupils are polite and respectful to one another and they do not let her down * Pupils develop a very strong sense of fairness and recognise the importance of sharing and valuing one another’s differences. A group of pupils told an inspector that everyone at Newark Orchard is expected to take care of one another and, indeed, this is clearly the case. * The majority of staff use praise effectively to recognise pupils’ best efforts but also to encourage them to do even better. The majority of pupils have a very clear understanding of what is expected of them. * The work to support the pupils with the most challenging behaviour has improved since the previous inspection. Senior leaders now ensure that all staff receives the training needed. Consequently, the school’s own records show that incidents of poor behaviour have reduced since the time of the previous inspection. * The attendance of pupils is also improving over time. The rewards system introduced since the previous inspection works well and absences are reducing * The school values are promoted across the school and experienced through every day activities. The school ethos promotes the Social, Moral, Spiritual and Cultural aspects of school life and the pupils share reflection time/ Collective Worship on a daily basis | | | **Evidence and location of evidence:**  Parent questionnaires(section 23)  •Pupil questionnaires(section 22)  •Behaviour Improvement Plans  •Behaviour analysis(section 11)  •Exclusion data(section 12)  Attendance Analysis (section 10)  •Performance data(section 8)  •Monitoring safeguarding report(section 25)  •Single Central Register  •CPD records(section 15)   * Policies on Website * Head Teacher’s Report (section 26) * Case Studies (section 27) * Summary of trips, visits, clubs & activities (section13) * External reports (section 9) * Travel Training Records (section 29) |
| **In order to maintain Outstanding:**   * Continue to ensure that pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites * Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. * Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average | | | |
| **On-going priorities for improvement:**   * Continue to use Hayes online Training for Safeguarding for all staff * Continue to monitor Single Central Record for compliance * Continue to carry out mandatory checks on systems and procedures for Safeguarding * Introduce an online system to record incidents of safeguarding concerns | **Lead Personnel and Link Governor:**   * SLT Link Governors- Laura and Johno | | |
| **Self-Evaluation Summary**  **Effectiveness of Post 16 Provision**  **School Judgement: Good OFSTED Judgement: (January 2017) Good** | | | |
| **Current Evaluation**   * Independence is encouraged in all aspects of school life from studying Functional Skills in English and maths to accessing the community and applying for colleges or employment when leaving school. * The curriculum is such that it develops skills for a diverse range of skills in order for each individual to reach their full potential. * The assessment system recognises this diversity and measures progress for all types of learner. * Work related learning is an integral part of the curriculum and adheres to Gatsby Benchmarking. * Work experience is carefully planned and is offered to all pupils for whom it is appropriate; this can be working in school alongside the Admin, Catering or Site teams or on a placement out in the local area. * Travel Training supports their independence further and pupils are encouraged to access the local community and in some cases further afield using public transport. * Vocational courses such as Horticulture, Hair & Beauty, Shopping & Cooking, Design & Technology and Sports & Leisure all provide opportunities for pupils to engage in areas of interest and develop the associated skills. * In their final year, the leavers are provided with the opportunity to access a residential trip where their skills are applied in self -catering accommodation. Those pupils who have achieved the Green level in travel training are encouraged to plan their journey and travel independently to their destination. * All pupils in 2017, all leavers went on to education or employment.   **Progress since Ofsted**  **In February 2019** The School Improvement Partner reported that;   * Work from KS5 show that students experience a very wide range of activities including work related working experiences and this is well-recorded. It is evident that students really enjoy the activities and this is very closely linked to the requirements of the externally accredited awards. * Lots of evidence of the increasing expectations of students’ independence and responsibility for example and independent travel display. * High quality art work using a range of different materials. * The library is well organised with up to date resources. There is a library club which is very popular with students. Students act as library assistants. * Different aspects of British values promote well throughout the building. * Range of lunch clubs and displays to promote well -being and mental health. * Display of all the ten leavers from the end of last year with their individual destinations. * Wide range of lunchtime clubs. * Overall the learning environment is strength.   In **April 2018** The School Improvement Partner reported that;   * During the summer term the school leavers l travel to Skegness for a residential learning opportunity. Again, some of the students will plan their journey using public transport for themselves and then travel independently to their destination, meeting staff and their peers when they arrive. This is an excellent means of preparing students for the next stage in their education, training or employment and will enhance their chances of gaining employment if they are able to travel to a range of locations independently. * **In January 2017** Ofsted reported that the provision for 16 to 19 learners is well led and is strength of the school. The senior leaders with responsibility for 16 to 19 study programmes have high expectations of staff and learners. The behaviour of learners is good and they develop impressive degrees of independence during their time in the department. The learners value their time in this part of the school and say that all staff helps them to achieve and reach their full potential. Consequently, attendance and punctuality are good. Teachers have high expectations of students and, in return, students demonstrate great pride in the presentation of their work. Learners say that they feel safe at school. They learn about healthy eating, personal hygiene, internet safety and how to manage their feelings and behaviour. They also develop a wide range of essential skills associated with travel, shopping and cooking. *  Learners behave consistently well and show care and consideration to one another and to all staff. They take great pride in helping younger members of the school and are positive ambassadors for the whole of the school. They socialise well together and help one another to develop good habits of sharing, communal eating, playing games and looking after themselves. * There is a wide range of study programmes, carefully selected and tailored to meet the needs of individual learners. These include qualifications at entry levels 1–3, vocational courses and other courses leading to valuable accreditation. The most able learners study for GCSE and, in 2016, all leavers went on to some kind of employment or training. * Impartial careers advice is available from the school and an external provider. Learners are effectively supported to make informed, realistic and ambitious plans for the future Opportunities for work experience are well matched to learners’ individual interests and abilities. On some occasions, these experiences have led directly to employment or apprenticeships. Learners are well supported to develop the personal, social and emotional skills they need to follow their chosen path, whether it is college, employment or other further study. Most pupils in key stage 4 continue to Year 12 and then into Year 13. The vast majority of students successfully complete their courses. * The provision for Post 16 prepares the pupils well for their next stage in life. Pupils’ strengths are built on and their individual interests are taken into account when planning the curriculum. | | | **Evidence and location of evidence:**  Analysis of data(section 8)  •Summary of Lesson observations( section 19)  •Work scrutiny(section 18)  •Learning Walks(section 17)  •Governor Link Visits( section 5)  •External accreditation results( section 6)  •Accreditation plan( section 7)  •Curriculum maps(section 7)  •Feedback from parents(section 23)  •Feedback from pupils(section22)  •External reports(section 9) |
| **In order to secure Outstanding-**   * Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners’ retention, progress and skill development. * Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment. * Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel. | | | |
| **Current priorities for improvement:**   * A review of the Work Related Learning is carried out and shared with key staff * To create clear plan which includes progression from year 8 onwards for the Work Related Learning offer * To carry out the actions required towards achieve Careers Mark | | **Lead Personnel and Link Governors**  Lisa- Link Governors; Chris & Keith | |

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| **Self- Evaluation Summary**  **Effectiveness of Early Years Provision School’s judgement Good OFSTED Judgement (January 2017): n/a** | | |
| **Current Evaluation**   * Staff have high expectations of all children and this is based on accurate assessment of skills, knowledge and understanding when they first join the school. This is evidenced through the understanding of the pupils’ complex needs and the assessment system used by the school to measure small step progress. ‘Development Matters’ provides an accurate picture of the Prime areas of communication, Physical and Personal & Social development. Due to the complexity of the Early Years pupils the prime areas remain a focus until the pupils are ready for a subject specific approach. * Effective partnerships with other agencies such as SALT, OT and Physio provide the pupils with a programme which addresses all aspects of their development. This is evidenced through the good progress that pupils make in their communication, physical and personal & social skills from their starting points. * Leaders ensure that the curriculum provides a broad range of interesting experiences that help children to make at least good progress from their starting points. All pupils, whatever their level of disability, experience a very broad range of experiences and are given frequent opportunities to learn beyond the walls of their classroom, both utilising the outside learning areas and the local community. * Leaders actively promote equality, diversity and British values through all policies and practice. The pupils experience the cycle of values and take part in assemblies which promote and reward behaviour which demonstrates the chosen value. * Safeguarding is effective and pupils’ welfare is actively promoted. There is a strong culture of safeguarding throughout the school. Staff are highly skilled at interpreting the different ways in which pupils communicate and know them well, this helps keep pupils safe. Staff work in close partnership with a very wide range of different professional agencies from health and social care services. They make sure that the complex needs of many pupils are well met and that families feel well supported and know who to turn to at times of difficulty. * Governors and leaders have established a culture across the school where pupils are always listened to and parents are well supported. * The links Governors for Early Years regularly monitor to ensure that the provision is meeting the needs of the pupils. * The recently appointed Early Years Coordinator ensures that all pupils are supported to reach their full potential and that the curriculum is the best it can be. He communicates effectively with all members of the EYFS team. * An effective programme of CPD alongside mentoring and appraisal, where under performance is tackled swiftly, ensures that the teaching is at least good. * All staff support children to learn communication skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning. * Staff support pupils to develop their independence skills alongside support to manage their personal needs. * Pupils’ behaviour is good and they feel safe, they are encouraged to explore their environment to develop their understanding of risk * Assessment shows that on entry to the school the starting points are much lower than those of other children of their age but pupils are making good progress from their starting points. * The development of the outside learning spaces are utilised effectively and students are involved in a range of learning opportunities with free flow between indoors and out.   **In February 2019** The School Improvement Partner reported that;   * The link between the learning journals and engagement progress folders which include on-going assessments is strong. There is a weekly detailed assessment which informs planning for the next week with very good follow through.   **In April 2018** The school Improvement Partner reported that;   * EYFS has a new covered area to enable teachers to extend opportunities for outdoor learning. This has only just been completed and so the use by children will be monitored to ensure that the resources contained in the area are appropriate to their age and stage of development. Visits are planned to another special school with a class of a similar age and ability profile to share best practice pointers and exchange ideas. | | **Evidence and location of evidence:**  Analysis of data(section 8)  •Summary of Lesson observations( section 19)  •Work scrutiny(section 18)  •Learning Walks(section 17)  •Governor Link Visits( section 5)  •Curriculum maps(section 7)  •Feedback from parents(section 23)  •Feedback from pupils(section 22)  •External reports(section 9)   * Policies * Website * Case Studies (section 27) |
| **In order to secure Outstanding**   * A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. * Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs. * Pupils are extremely well prepared academically, socially and emotionally for the next stage of their education.   . | | |
| **Current priorities for improvement:**   * Introduce the role of Early Years Coordinator to ensure that they have the knowledge and skills to carry out their role effectively * Support the NQT teacher to ensure that they have the knowledge and skills to be a good teacher. | **Lead Personnel and Link Governors**   * Leanne/Simon- Link Governors; Lisa Wh and Karen | |