

**Newark Orchard School Development Plan**

**2019-2020**

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 Curriculum-** Review curriculum offer, make clear the intent, how it will be implemented & the intended impact, ensure all staff have the necessary skills to deliver and all stakeholders understand the intent.  ***Starting point;*** The curriculum offer is such that the pupils follow one of three pathways following a baseline assessment when they first join the school. The pathways are designed to reflect the different stages in development and the range of learning styles. The safeguarding curriculum is built into the curriculum maps and is taught at relevant stages | | | |
| **Next Steps**.  As the curriculum offer has now been in place for two years now, a working party will review the suitability of the offer and make any necessary changes. This will recognise the new Ofsted framework and make clear the school’s Intent, Implementation and Impact of the curriculum.  In recognition of the importance of developing life skills for the pupils, the offer will incorporate this aspect at relevant ages and stages. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2019** | **By April 2020** | **By July 2020** |
| Working parties are established to review and improve the current curriculum offer in order to ensure it represents our ethos of ‘Individual growth, Individual people’ | The policy is in place and supports classroom practice.  The curriculum maps clearly set out the offer and include important life skills, WRL and appropriate aspects of safeguarding.  The working parties are supporting staff to understand the intention and then provide coaching opportunities in order to implement the curriculum offer. | The curriculum is fit for purpose and meets the individual needs of our diverse range of pupils.  All staff are committed to the intention of our curriculum offer and they are confident in implementing it.  All leaders, including governors are clear on the impact of the curriculum and understand their role in this area. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To form the curriculum working party. | Leanne/Lisa | Leadership Time | October 2019 | Margot | Minutes of the working party meetings | October 2019 | The working party is established and members identified. | Strategic Planning Committee |
| To review the current offer to identify what is working well and any changes which are needed. | Lisa/Leanne | Leadership Time | November 2019 | Margot | Minutes of the working party meetings & reports to SLT | November 2019 | A review has taken place and clear plan is in place | Strategic Planning Committee |
| To identify the intent behind the updated curriculum offer at each Key Stage. | Lisa/Leanne | Leadership Time | January 2020 | Margot | Minutes of the working party meetings & reports to SLT | January 2020 | A shared intent behind the curriculum is in place | Strategic Planning Committee |
| Create new curriculum maps which describe the implementation of the curriculum. Share at a Teaching, Learning and Assessment meeting. | Lisa/ Leanne | Leadership Time | March 2020 | Margot | The curriculum maps  Attendance at TLA meeting | March 2020 | The curriculum maps are in place and understood by all | Strategic Planning Committee |
| To write a policy that reflects the curriculum based on the ethos ‘individual growth, Individual People’ | Lisa/Leanne | Leadership Time | March 2020 | Margot | Approval of policy by governors. | March 2020 | The policy is in place and has been approved by the governors.. | Strategic Planning Committee |
| Lesson observations take place with a focus on the updated curriculum offer. | Margot | Leadership Time | June 2020 | Chris & Keith | Monitoring visit | June 2020 | The teaching and learning across the school is good or better | Strategic Planning Committee |

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| **IMPROVEMENT AREA 2 Continual Professional Development –** Staff skills audit, review impact of CPD, clear plan in place for CPD offer to equip staff with relevant skills.  ***Starting Point;*** 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. | | | |
| **Next Steps**.  A review of the staff skills audit will identify the necessary training requirements for the school. An impact of the previous year’s CPD clearly identifies where training has successfully impacted on pupil progress.  The CPD plan will incorporate the above information and alongside the legal requirement for training, staff skills are being developed to meet the needs of a diverse range of pupils and all staff can successfully deliver the updated curriculum. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2019** | **By April 2020** | **By July 2020** |
| An action plan is in place which takes into account the outcomes from the staff skills audit.  The impact on pupil progress and behaviour for learning of the CPD from 2018/2019 has been analysed | A CPD offer is in place which is responsive to pupil need and ensures that there are enough staff skilled up in relevant areas according to the identified needs.  A structured plan is in place for carrying out professional development reviews for all support staff. | The staffing structure is fit for purpose for the new school and all staff understand their strengths and development needs. Staff skills are being utilised to best support the needs of all the pupils  . |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To analyse the staff skills audit and create an action plan to address gaps | Rebecca | Leadership Time | October 2019 | Leanne/Lisa | Monitor action plan | October 2019 | Action Plan | Strategic Planning Committee |
| Compare the CPD against different cohorts of pupils’ progress for last academic year to see the impact. | Margot | Leadership Time | November 2019 | Leanne/Lisa | Impact Report | November 2019 | Impact Report | Strategic Planning Committee |
| To create a CPD offer in response to the skills audit. | Rebecca | Leadership Time | March 2020 | Leanne/Lisa | CPD offer | March 2020 | CPD Offer | Strategic Planning Committee |
| To create and share a structured plan for support staff professional development reviews. | Rebecca | Leadership Time | April 2020 | Margot | Feedback from PDRs | April 2020 | Professional Development Review reports | Strategic Planning Committee |
| To review action plan to ensure staff skills are being utilised effectively | Rebecca | Leadership Time | June 2020 | Margot | Lesson Observations  Learning walks | June 2020 | Outcomes of quality assurance activities | Strategic Planning Committee |
| To complete an impact report which takes into account different cohorts of pupils and how the CPD offer has supported their needs | Margot | Leadership Time | July 2020 | Leanne/Lisa | Impact Report | July 2020 | Impact Report | Strategic Planning Committee |

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| **IMPROVEMENT AREA 3 Planning for new build-** Working parties to be established with clear remit, Review staffing structure, all stakeholders understand the plan for moving to new school, new pupils will be identified and have clear transition plan in place.  ***Starting Point;*** Building work has started on site and the LA are committed to the agreed plans for the new school. A budget for fixtures and fittings has been agreed. Progress meetings continue to take place with contractors. | | | |
| **Next Steps**.  Working parties to be established to ensure that all aspects have been addressed and the school is ready to move into the new school in May 2020.  Current equipment and resources need to be audited to ensure all equipment is up to date, in working order and fit for purpose for the new school.  All stakeholders are to be kept well informed and are prepared for the transition to the new building. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2019** | **By April 2020** | **By July 2020** |
| All staff to be a part of a working party focussing on key priorities.  The staffing structure has been determined and is appropriate for the new build.  The school has a clear plan from the LA regarding equipment and furniture for the new build. | Appropriate resources are ready to be moved to the new build and are fit for purpose.  All key stakeholders are well informed and prepared for the move to the new build. | The new school is fit for purpose and pupils are being educated within an appropriate building.  Everyone is clear on who the new pupils are for September 2020 and the funded places will increase to 140  The staff complement will meet the needs of all pupils on one site. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To create an action plan for the transition to the new school | Margot | Leadership Time | September 2019 | Leanne/Lisa | Review of Action Plan | October 2019  March 2019 | Actions on plan have been achieved | Strategic Planning |
| To establish working parties and their remit. | Margot | Leadership Time | October 2019 | Leanne/Lisa | Feedback from working parties | November 2019 | Clear plans are in place to address their area of responsibility | Strategic Planning |
| To share the proposed staffing structure with key stakeholders. | Margot | Leadership Time | October 2019 | Clare S | Procedures agreed with LA and unions | October 2019 | A staffing structure is identified and agreed | Finance & Personnel |
| To meet with LA & ARC to identify new and legacy equipment and share information with all staff. | Margot | Leadership Time | November 2019 | Clare S | Minutes from the meeting | November 2019 | Equipment being provided by the LA is clearly identified. | Finance & Personnel |
| To review current learning resources and identify which are fit for purpose for the new build | Lisa  Leanne | Leadership Time | March 2020 | Clare S | Inventory | March 2020 | A list of resources to be taken in place and shared. | Finance & Personnel |
| To monitor the progress of the working parties | SLT | Leadership Time | December 2019  April 2020 | Laura | Attendance at SLT meetings | December2020  April 2020 | Working parties have a clear action plan which is being achieved | Strategic Planning |
| Update information to share with key stakeholders via website, Facebook and newsletter. | Margot | Leadership Time | Monthly up until May 2020 | Karen Bates | Website  Face Book | Monthly until May 2020 | All key stakeholders understand the process and have access to relevant information | Strategic Planning |
| Day to day organisation, timetables and room allocations to be established. | Leanne  Lisa | Leadership Time | April 2020 | Margot | Timetables  Map of new school identifying allocations | May 2020 | All staff and pupils know where their classroom is and understand the use of other rooms | Strategic Planning |
| Transition for new pupils to be arranged and put into place in preparation for September | Ryan | TLR Time | June 2020 | Margot | Transition timetable | July 2020 | All new pupils have had the opportunity to visit the school and meet the staff and pupils | Strategic Planning |

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| **IMPROVEMENT AREA 4 Middle Leadership -** Middle Leaders to understand their role and be clear on how their work impacts on pupil progress, To understand and share the intent, implementation and impact of their area of responsibility. To understand and demonstrate how their area of responsibility fits into the overall offer**.**  ***Starting Point;*** All middle leaders understand how their area of responsibility is delivered across the school, they have an action plan which identifies next steps and the curriculum overview which demonstrates what has happened in their area over the last academic year. | | | |
| **Next Steps**.  All middle leaders need to be able to demonstrate how their leadership of a given area is having an impact on school improvement, curriculum development and pupil progress. They need to contribute towards the overall curriculum offer and understand the requirements for their area at all Key Stages | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2019** | **By April 2020** | **By July 2020** |
| All middle leaders to take an active role in reviewing and improving their area of responsibility and be clear on the intent. | All middle leaders understand how their area of responsibility is being implemented across the whole school and are holding others to account. | All middle leaders understand and can demonstrate the intent, implementation and impact of their area of responsibility. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| All middle leaders to attend a TLA meeting to share and discuss the intent behind the curriculum offer and how their area of responsibility contributes towards this. | Leanne/Lisa | Leadership Time | October 2019 | Margot | Attendance at TLA meeting | October 2019 | All middle leaders to have a shared understanding of the intent behind the curriculum offer | Strategic Planning |
| Middle leaders to review their own area of responsibility and create an overview and action plan | Leanne/Lisa | Curriculum Time | October 2019 | Margot | Action Plans  Curriculum Overviews | October 2019 | All areas to have a clear action plan and overview identifying the intent behind their area of responsibility | Strategic Planning |
| Middle Leaders to carry out quality assurance activities to identify current strengths and development needs for their area. | Leanne/Lisa | Curriculum Time | December 2019 | Margot | Quality Assurance reports | January 2020 | All middle leaders know their area of responsibility well and has a plan to address areas of development | Strategic Planning |
| Middle Leaders to produce a report for governors on their area of responsibility and how their role has impacted on school development and pupil progress. | Leanne/Lisa | Curriculum Time | June 2020 | Margot | Report for governors | June 2020 | All governors are aware of all areas of the curriculum and how it is monitored, developed and improved | Strategic Planning |

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| **IMPROVEMENT AREA 5 Extended Schools –** To investigate possible sources to support the creation of out of hours provision, to identify external providers who could potentially provide provision using the school premises, to increase the offer of educational visits for our pupils.  ***Starting Point;*** Currently the school offers a PE afterschool club for pupils in Key Stage 1, 2 and 3. This is well attended and run by school staff. It is financed from the Sports Premium budget and parents collect the pupils after the club.  The school offers a range of educational visits and follow the policies and procedures however staff are not confident using these systems and visits may be missed due to this lack of confidence and frustrations of current systems. Both deputy heads are trained to use Evolve and attend regular update training. | | | |
| **Next Steps**.  To investigate ways of enhancing the school’s extended schools offer to potentially include external providers through a service level agreement to use the school premises to provide for our pupils.  To extend the offer of educational visits and skill up a range of staff to plan and organise opportunities for the pupils across all key stages. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2019** | **By April 2020** | **By July 2020** |
| *Out of normal school hour’s provision* - a working party has been established to investigate the range of possibilities of a breakfast club and an afterschool club. They would have begun to gather information regarding different offers.  *External Agencies using the schools facilities* – a working party has been established with clear roles of who are investigating each part of the school letting areas when in the new build.  *Educational Visits*. –policies and procedures have been reviewed and updated, gaining information from different sources. | *Out of normal school hours provision* - a working party understand what can be offered, the cost of these and how they would affect the running of the new school if implemented  *External Agencies using the schools facilities* – a working party understand the legal implications of letting parts of the school for external use. They have investigated different avenues of managing this offer.  *Educational Visits*. – clear detailed policies and procedures reviewed and all relevant staff have had training to be able to organise and follow these whilst running educational visits. | *Out of normal school hours provision* - A clear detailed plan of the out of normal school’s offer ready and shared with all stakeholders.  All relevant checks and insurance information completed to ensure a prompt start in September 2020.  *External Agencies using the schools facilities* - Procedures and policies are in place to use the new resources available to external agencies and staff understand their role in managing this.  *Educational Visits.* - Relevant educational visits have been identified for the new curriculum maps.  Staff are confident and able to plan, risk assess and conduct a range of educational visits and share the impact of these with all stakeholders. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To set up three key working parties & relevant information is shared with all staff and governors. | Leanne | Leadership Time | September 2019 | Laura | Working Party Meetings | Beginning November 2019 | Posters and emails of working parties | Strategic Planning |
| Working parties are set up with clear agendas, common goals and smart targets. Clear actions are established with timelines. | Leanne | Leadership Time | September 2019 | Laura | Working Party Meetings | Beginning November 2019 | Posters and emails of working parties | Strategic Planning |
| Visits to other schools that provide before and afterschool provisions and discussions on how these are managed are held. | Leanne | Leadership Time | November 2019 | Laura | written report | Beginning December 2019 | Report contains clear action points to take these forward. | Strategic Planning |
| Visits to others schools that hire their facilities to external providers and discuss how these are managed are held. | Leanne | Leadership Time | November 2019 | Laura | written report | Beginning December 2019 | Report contains clear action points to take these forward. | Strategic Planning |
| School policies and procedures in regards to educational visits are reviewed and rewritten if required, All approved by governors. | Lisa | Leadership Time | December 2019 | Leanne | Meeting and revised policies and procedures available on website. | End of December 2019 | SLT are ready to support staff in more educational visits. | Head teachers report to governors. |
| Different types of provision for before and after school is presented to key staff and governors who will decide the preferred method. | Leanne | Leadership Time | April 2020 | Laura | Attendance at presentation. | End of April 2020 | A clear decision and steps forward to make this offer appropriate to Newark Orchard | Full Governors |
| Agreed offers are shared with parents and carers. | Leanne | Leadership Time | July 2020 | Laura | Parents’ meeting | July 2020 | Parents have a clear idea of the before and after school offer as of September 2020 and understand those that are relevant for their child.  Pupils have an increase in learning opportunities before and after school. | Strategic Planning. |
| Additional staff, if relevant, are employed to run before and after school provision, funded from Sports Premium | Leanne | Leadership Time | July 2020 | Margot | Meeting | July 2020 | The new provision is ready to start in September. 2020 | Strategic Planning &  Finance. |
| The school contact external providers on the offer agreed and if appropriate set arrangements to start in September. | Clare | Leadership Time | June 2020 | Leanne | Meeting | June 2020 | A suitable range of external providers use the resources to ensure the pupils and wider community have extended access. | Finance |
| Training and coaching in relation to educational visits is given. | Lisa | Leadership time  TLA meeting | November 2020 | Leanne | Attendance at TLA meeting | November 2020 | Increase educational visits and staff are confident in following the policy and procedures. | Head teacher’s report to governors. |
| Review of the new curriculum map with additional educational visits are added. | Leanne | Leadership time | April 2020 | Lisa | Educational visits are highlighted on long term maps. | April 2020 | Increase and greater range of educational visits for the pupils. | Head teachers report to governors. |
| Ongoing coaching and support is offered whilst educational visits are offered. | Lisa and Leanne | Leadership time | July 2020 | Margot | SLT meeting discussing support and coaching. | July 2020 | Increase and greater range of educational visits for the pupils. | Head teachers report to governors. |