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**Newark Orchard School Development Plan**

**2020-2021**

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

Alongside this, there are 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 Blended Learning-** To develop a whole school approach for blended learning which secures a continuation of intended learning objectives in the event of COVID-19 disrupting onsite learning for an individual or group of pupils in the school.  ***Starting point;*** *During the current COVID-19 pandemic, the school is ensuring that all pupils’ needs are met through a differentiated curriculum. Communication with parents/carers is established via email, telephone, letters and for our Engagement students, Tapestry. The majority of pupils are attending school with some parents making the choice to keep their child at home. For this minority, work is being emailed, posted or delivered.* | | | |
| **Next Steps**. Despite schools being open to all children, the current pandemic means that for some children there may still be a disruption in their attendance onsite which leads to the requirement for remote learning for a minimum of a 2-week period each time. As the timing of this cannot be predicted the school needs to be ready to implement a blended learning strategy to minimise the disruption to pupils’ learning. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2020** | **By April 2021** | **By July 2021** |
| For all staff to have the knowledge and understanding of the school’s approach to blended learning to ensure continuity between home and school-based learning.  Curriculum plans are adapted and adhered to during any periods of disruption to enable learning to continue.  When working from home during periods of self-isolation, staff are using this time productively to carry out planning& preparation and supporting their area of curriculum development. | Pupils are receiving appropriate feedback to further their learning.  Pupils are making progress in their learning both on site and from home  Parents/carers report that regular communication has been maintained and they feel supported by the class team to ensure home learning is more manageable | All staff are confidently delivering the curriculum through a blended learning approach which meets the needs of all learners.  As a result of an effective whole school approach the pupils are able to continue to make good progress in their learning. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| All teachers to be briefed on expectations for blended learning. | Leanne/Lisa | Directed time | November 2020 | Margot | Reviewing entries on CPOMS | December 2020 | Quality Assurance demonstrates that all teachers are following the blended learning strategy adopted by school | Strategic Development |
| Planning is monitored to ensure that blended learning is prepared should pupils need to work from home. | Kelly | TLR Time | November 2020 | Leanne | Meeting with curriculum Team Leader | December 2020 | Clear plans in place which include blended learning and linked to curriculum maps | Strategic Development |
| Teachers understand the expectations for PPA during periods of self-isolation | Leanne/Lisa | Leadership Time | November 2020 | Margot | Planning  PPA Timetable | December 2020 | Deadlines are being met by all teachers whether working from home or in school. | Strategic Development |
| Teachers are giving appropriate feedback to all pupils both in school and working from home | Leanne/Lisa | Leadership Time | December 2020 | Margot | Work scrutiny  CPOMS | January 2021 | Outcome from Quality Assurance | Strategic Development |
| To gain parental feedback on how blended learning is supporting them if their child is at home. | Margot | Leadership Time | January 2021 | Curriculum link governor | Parent/carer questionnaires | February  2021 | Evaluation of parent/carer questionnaires | Strategic Development |
| Pupils are making progress through the blended learning approach | Margot | Leadership Time | May 2021 | Curriculum link governor | Progress report | June 2021 | Pupil progress is good or better for the majority of pupils | Strategic Development |

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| **IMPROVEMENT AREA 2 Continual Professional Development –**  A plan in place for CPD offer to equip staff with relevant skills and all staff understand their role and responsibilities.  ***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 recent review of the staff skills audit identifies 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 2020** | **By April 2021** | **By July 2021** |
| An action plan is in place which takes into account the outcomes from the staff skills audit.  A process is in place for all support staff to access a performance review which identifies the strengths and development needs.  All new staff have received an induction and are aware of key policies & procedures to equip them to carry out their role. | 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. | The staffing is fit for purpose for purpose 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 provide the data in order to address the gaps across the school | Rebecca | Leadership Time | December 2020 | Leanne/Lisa | Monitor action plan | December 2020 | Action Plan | Strategic Planning Committee |
| Induction to be carried out for all new staff | SLT | Leadership Time | December 2020 | Margot | Induction Paperwork | December 2020 | All relevant paperwork is completed and signed. Statutory training has taken place. | Strategic Planning Committee |
| To create a CPD offer in response to the skills audit. | Margot | Leadership Time | March 2021 | Leanne/Lisa | CPD offer | March 2021 | CPD Offer | Strategic Planning Committee |
| To create and share a structured plan for support staff professional development reviews. | Rebecca | Leadership Time | January 2021 | Margot | Feedback from PDRs | April 2021 | Professional Development Review reports | Strategic Planning Committee |
| To maintain an accurate record for statutory training which informs the future CPD needs of the school | Rebecca | Leadership Time | December 2020 | Margot | Spreadsheet for SLT to access relevant information | January 2021 | Statutory training is provided in a timely and cost-effective manner. | 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 2021 | Leanne/Lisa | Impact Report | July 2021 | Impact Report | Strategic Planning Committee |

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| **IMPROVEMENT AREA 3 Safety & Behaviour -** To ensure that policies and procedures have been reviewed and updated following the move to the new school and that quality assurance provides the evidence that all staff have received the relevant CPD in order to understand their roles and responsibilities within this area.  ***Starting Point;*** *Following the move to the new school the current policies, procedures and risk assessments all will need to be reviewed and updated to reflect the new building. As we are also in the middle of a pandemic the H&S requirements for this also need to be regularly reviewed and adhere to the latest government guidance* | | | |
| **Next Steps**. The school has clear systems in place within this area and it was graded as outstanding by Ofsted in June 2019. Following the move to a new building, a large intake of new staff and pupils and a staffing restructure, the need for a review of established systems is required in order to ensure that they continue to be fit for purpose. Alongside this there is the current pandemic COVID-19 and the associated health & safety implications which require certain systems to be implemented, monitored and reviewed. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2020** | **By April 2021** | **By July 2021** |
| All staff and pupils understand the requirements associated with the COVID-19 risk assessment and the implementation has been quality assured in order to minimise risk to all stakeholders.  All statutory training which supports this area for staff has taken place to ensure they are equipped with the relevant skills  A clear timeline for reviewing policies and procedures is in place for governors to monitor.  The fire safety procedures are in place and all staff understand them  The induction procedure has been reviewed and implemented for all new staff.  Areas on the snagging list for the new building have been addressed. | All site risk assessments have been reviewed and updated and are accessible to all key stakeholders.  The Health & Safety policy has been reviewed and has been monitored by the link governor  All COVID-19 requirements are relevant and adhere to the latest Government guidance. | A full review has informed practice and remains to be judged as outstanding. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| A COVID-19 risk assessment has been updated in line with the current guidance on the re-opening of schools to all children | Margot | Leadership Time | September 2020 | Chair of Governors | Risk assessment | September 2020 | The school is open to all students and the Risk assessment is being implemented. | Strategic Planning |
| Statutory Training for M&H, Safeguarding, CRB has taken place for all staff | Rebecca | Leadership Time | October 2020 | Margot | Spreadsheet on One Drive | November 2020 | All staff have received statutory training | Full Governors |
| All new staff have received a thorough induction and any additional staff receives this in a timely fashion | SLT | Leadership Time | October 2020  December 2020 | Clare | Completed Induction Paperwork | December 2020 | New staff know and understand key policies and procedures | Pay & Personnel |
| Fire safety procedures are in place and understood by all staff and checked by fire safety officer | Clare | Leadership Time | October2020 | Margot | Fire Practices  Policy | December 2020 | All staff demonstrate safe practice during practice fire evacuation | Full Governors |
| A policy schedule is in place to ensure all key safety aspects have been reviewed in line with up to date guidance | Margot | Leadership Time | September 2020 | Chair of Governors | Reviewing & Approving updated policies | Each month according to schedule | Policies are in place which are relevant and take into adhere to any new guidance. | Strategic Planning |
| All site risk assessments have been reviewed and updated in line with the new school building | Leanne/Lisa | Leadership Time | December 2020 | Margot | Risk assessment File | January 2021 | All relevant areas of the school have been assessed and are being used in line with the recommendations | Strategic Planning |
| All areas identified on the snagging list have been addressed to ensure the building is safe and fit for purpose | Clare | Leadership Time | December 2020 | Margot | Snagging list spreadsheet | December 2020 | All parties involved in re-build are satisfied with completion | Pay & Personnel |

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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 April 2021** | **By July 2021** | **By Dec 2021** |
| 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 | March 2021 | Margot | Attendance at TLA meeting | April 2021 | 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 | January 2021 | Margot | Action Plans  Curriculum Overviews | February 2021 | 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 | May 2021 | Margot | Quality Assurance reports | June 2021 | 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 | October 2021 | Margot | Report for governors | November 2021 | 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- School Website-** The school website is a source for all stakeholders to find the latest and most relevant information about the school and reflects the improvements made following the new build.  ***Starting Point;*** *The website is a valuable resource for sharing information and celebrating the school and all that we offer. The move to the new premises now means that much of the information needs updating.* | | | |
| **Next Steps**.  A review of the website needs to take place to identify areas which require updating following the move to the new school. Relevant key staff need to be tasked with updating information in order for this to remain as a valuable source of information which celebrates all the school has to offer. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By December 2020** | **By April 2021** | **By July 2021** |
| A review of the current information to have taken place and areas which require updates to have been assigned to key members of staff | Information has been updated to reflect the new school and documentation is up to date  The photographs on the website reflect the current staff and students. | The website is a true reflection of the new school and is a useful resource for all stakeholders |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To carry out a review of the website to identify areas which require an update | Margot | Leadership Time | October 2020 | Karen Bates | Report on update requirements | December 2020 | Action plan | Strategic Development & Planning |
| COVID-19 correspondence and information to be updated to reflect the latest government guidance | Margot | Leadership Time | Half Termly or in response to changes | Karen Bates | Visiting Website | As changes occur | Website reflects current advice | Strategic Development & Planning |
| Key staff update areas of responsibility to reflect new school. | Margot | Leadership Time | March 2021 | Karen Bates | Visiting Website | April 2021 | Review of website | Strategic Development & Planning |
| Photographs on the website include current pupils and staff | Margot | Leadership Time | March 2021 | Karen Bates | Visiting Website | April 2021 | Review of website | Strategic Development & Planning |
| Photographs on the website portray the new facilities offered by the new building | Margot | Leadership Time | March 2021 | Karen Bates | Visiting Website | April 2021 | Review of website | Strategic Development & Planning |
| To carry out a further review to ensure that the website is up to date and is providing useful information to stakeholders | Margot | Leadership Time | March 2021 | Karen Bates | Visiting Website | April 2021 | Review of website  Parent/carer questionnaire | Strategic Development & Planning |