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**Newark Orchard School Development Plan**

**2021-2022**

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

Alongside this, there are the Subject Coordinator Action Plans, Curriculum overviews, Policies 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 Quality of Education –** To embed the intent, implementation and impact across the curriculum and to ensure that pupils are achieving their best possible outcomes and are prepared for the next stage in their learning & development.  ***Starting point;*** The curriculum is designed to give all pupils the knowledge and cultural capital they need to succeed in life. The curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. In the main, teachers present subject matter clearly. They check pupils’ understanding, identifying misconceptions and provide feedback. In so doing, they respond and adapt their teaching as necessary. Where this is not the case, support is swiftly put in place and progress is monitored. Any remote education is well integrated within the topic and is well designed to support the wider implementation of the school’s curriculum  Teachers and leaders use assessment well to check understanding and inform teaching and understand different starting points and gaps as a result of the pandemic. Teachers create an environment that focuses on pupils. Pupils develop knowledge and skills across the curriculum and, as a result, achieve well. | | | |
| **Next Steps**.  All subject leaders know their subject well and can describe the intent, implementation and impact across the school. They can identify the strengths and areas in need of development in their subject  The school’s curriculum intent and implementation and impact are embedded securely and consistently  across the school and is preparing all pupils for their next stage in learning and life  Pupils’ work across the curriculum is consistently of a high quality  All pupils achieve exceptionally well.  The quality of education provided is exceptional and all pupils make progress in order to achieve intended end point and future destination on leaving Newark Orchard school. The curriculum offer demonstrates flexibility within its structure to ensure the individual needs of all pupils are being met appropriately to ensure pupils are achieving their potential. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2021** | **By April 2022** | **By July 2022** |
| The Life Skills curriculum is in place across the school. The policy is clear and is reflected in every day practice.  The SRE curriculum is fit for purpose and alongside the Life Skills offer, coverage incorporates all areas of the previous PSHE curriculum targets  All curriculum coordinators understand their subject in terms of Intent and implementation and their action plans reflect this.  The new Early Years curriculum is understood by the relevant team in school and is being introduced accordingly  The Engagement offer is extended to ensure the needs of the new cohort of pupils can be met. All teachers understand the intent, implementation and desired impact in this area of the curriculum. | Governors and other key stakeholders understand the intent, Implementation and potential impact for the Life Skills curriculum  .  The new SRE and Life Skills curriculum is in use across the school and has replaced the PSHE targets in Wilson Stuart.  All curriculum Coordinators are able to demonstrate how their role is contributing to the impact in their subject.  All pupils in Early Years are making good or better progress towards their intended outcomes.  The Engagement Coordinator has established their role and is able to demonstrate impact across the department. | The Life Skills Curriculum is embedded across the school and all stakeholders understand the offer.  Pupil progress can be demonstrated across the school in SRE & Life Skills  All curriculum coordinators can demonstrate impact in their subject and understand how their role has contributed towards this  The Early Years curriculum is embedded and the intent, implementation and impact can be demonstrated  The Engagement offer is embedded across all relevant class groups and a clear pathway from Engagement to subject specific learning is established |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| Quality Assurance is carried out by Life Skills Coordinator to monitor implementation of this area of the curriculum | Kelly | TLR Time | October 2021 | Leanne | Meeting with Life Skills coordinator | November 2021 | Quality Assurance demonstrates that all teachers are implementing the agreed Life Skills curriculum. | Strategic Development  Committee |
| A review of the SRE curriculum intent identifies if all PSHE intended outcomes are covered by SRE and Life Skills offer | Kate | TLR Time | November 2021 | Leanne | Meeting with SRE Coordinator | December 2021 | The review demonstrates that all areas are implemented through the agreed Life Skills and SRE curriculum. | Strategic Development  Committee |
| An Assessment document for Life Skills is created and shared with all relevant staff | Kelly | TLR Time | October 2021 | Leanne | Meeting with Life Skills coordinator | November 2021 | Assessment document | Strategic Development  Committee |
| All subject Coordinators attend the meeting to understand their role and how they can demonstrate intent, implementation & impact | Leanne | TLA Meeting in Directed time | October 2021 | Margot | Reviewing Subject Coordinators Action Plans | November 2021 | All Curriculum Action plans demonstrate a clear understanding in each subject of intent, implementation and impact | Strategic Development  Committee |
| The Early Years Coordinator to attend relevant training to ensure they have the relevant skills & knowledge to oversee this area of the school  An extra class is created to provide for new pupils who are working at the level of the Engagement curriculum.  Staff have the required knowledge & Understanding to ensure all pupils’ needs are met. | Simon  Leanne | Directed time  Leadership Time | September 2021  September 2021 | Leanne  Margot | Meeting between relevant staff members  Observations across the department | September 2021  October 2021 | Feedback from MTP  Progress data  Lesson Observations  Work Scrutiny  Feedback from MTP  Progress data  Lesson Observations  Work Scrutiny | Strategic Development  Committee  Strategic Development  Committee |
| A Life Skills Policy is in place and has been approved by governors and shared with staff | Kelly | TLR Time | November 2021 | Leanne | Meeting between relevant staff members | December 2021 | Policy in place which reflects practice | Strategic Development  Committee |
| Review of Subject Coordinators Plans | Leanne | Leadership Time | March 2022 | Margot | Reviewing plans | April 2022 | Report on review of plans | Strategic Development  Committee |
| SRE is being taught across the school in line with policy and curriculum plan | Kate | TLR Time | March 2022 | Leanne | Meeting between relevant staff members | April 2022 | Lesson Observations  MTP  Work Scrutiny | Strategic Development  Committee |
| Quality Assurance – Lesson Observations, Work Scrutiny and Learning walks | Margot  Leanne  Lisa | Leadership Time | October 2021  February 2022  June 2022 | Quality of Education Link Governor | Written reports on Quality Assurance | November  March  July | Feedback from the reports | Strategic Development  Committee |

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| **IMPROVEMENT AREA 2 - Parental Engagement;** To build upon the methods of engagement used across the school to ensure there is a consistent approach and all parents/carers report that they are regularly informed about their child’s progress and that they feel listened to when they have a concern.  **Starting point;** The school has a good reputation amongst the majority of parents & carers and in the main they report that they are satisfied that the communication between home and school is good. There are many different strategies successfully implemented across the school, however, this is not always consistent for all class groups as demonstrated through the analysis of the parent/carer questionnaire in July 2021. | | | |
| **Next Steps**.  The impact of the pandemic on some of these strategies means that some areas of good practice need to be re-established to ensure that all of our new parents/carers have similar experiences to those who have worked alongside us prior to the pandemic.  In order to establish a consistent approach across the school, a clear policy and procedures need to be established which all staff and stakeholders buy into in order for it to be successful and therefore better support the pupils in their journey through school. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2021** | **By April 2022** | **By July 2022** |
| A consistent approach has been agreed across school which considers the age and stage of the pupils across school whilst meeting the expectations of the majority of parents. All parents & carers know who to contact in school if they wish to share information or discuss a concern. | The majority of parents/carers are accessing the range of support mechanisms offered by the school. They are able to discuss concerns or to ask questions of the relevant member of staff and feel that their views are listened to. The majority of parents/carers understand what their child is learning in school and also know how they can support them with this at home. | An established policy and practice are in place where all key stakeholders are working together in the best interests of the child. Parents/carers feel a part of the school community and in the main are playing a key role in developing their child’s wholistic growth. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| A review of parental engagement is carried out across the school in order to inform next steps | Margot | Leadership Time | October 2021 | Parent Governor- Anne Glaves | Sharing outcome of review | November 2021 | Action plan to address gaps in provision | Strategic Development Committee |
| A policy is written, considering the outcome of the review. This will incorporate and agreed code of practice and level of communication required as a minimum for all class teams. | Margot | Leadership Time | October 2021 | Parent Governor- Anne Glaves | Reading & approving policy as part of committee | December 2021 | Policy in place | Strategic Development Committee |
| Parent support Group re-established and planned to take place once a month | Margot | Leadership Time | November 2021 | Parent Governor- Anne Glaves | Attending parent support Group | December 2021 | Parent uptake of sessions offered | Strategic Development Committee |
| To gather views from parents on preferences for future workshops and areas which would help them to support their child | Margot | Leadership  Time | January 2022 | Parent Governor- Anne Glaves | Reading outcomes from the review | February 2022 | Workshops planned which are in line with parental requests | Strategic Development Committee |
| Medical reviews & Drop in clinics re-established following impact of Pandemic | Rebecca | Leadership Time | November 2021 | Parent Governor- Anne Glaves | Feedback from parents | December | Feedback recorded on Cpoms | Strategic Development Committee |
| Plan in place to re-introduction of open afternoons, parents’ evenings, school events, fundraising which include parental participation | Lisa W | Leadership Time | November 2021 | Margot | Meeting to review plan | December 2021 | Attendance at events  Parent/carer feedback | Strategic Development Committee |
| To ensure that the new procedures for EHCP reviews is in place in line with ICDS proposals and to monitor parental engagement | Leanne & Lisa W | Leadership Time | January 2022 | Margot | SLT Meetings | March 2022 | Attendance of parents  Review of accessibility of new system | Strategic Development Committee |

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| **IMPROVEMENT AREA 3 - Extended Schools;** To ensure that the Extended school offer meets the needs of the diverse range of pupils and includes a range of approaches and activities. To consider the benefits the new school building in creating an offer which includes access for young people with SEND in the wider community.  **Starting point;** The school is experienced in supporting a range of residential field study trips over a number of years. There have been many successful overnight camping experiences and trips which extend the school day and broaden the experiences of the pupils. Due to the pandemic, these experiences were temporarily suspended and the opportunities to reintroduce are now beginning to widen. Lunch time clubs have always been offered and have ranged from choir to computing. The barrier to successful after school provision has always been transport as some pupils do not live within a close distance to school. | | | |
| **Next Steps;**  To carry out a review of the extended school offer and to build on previous success in order to provide the pupils with a wider range of experiences which enhance the school day.  To develop links with external extended schools’ providers to enhance the after school and holiday entitlement.  To ensure the school building is used to it’s maximum potential and to develop a community offer which benefits a wider audience in the local community | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2021** | **By April 2022** | **By July 2022** |
| To have identified an extended school partner in order to deliver both after school and holiday provision for young people with SEND in the local area.  To have developed an extended school offer to include a range of lunchtime opportunities to meet the diverse age and stage of the pupils. | To have an extended school offer which includes both day trips and a range of residential overnight experiences from single night on-site camping to full trips away from home for an extended number of nights.  To develop the outside area in order to offer outdoor opportunities such as horticulture, Forest schools, walking challenges and camping opportunities. | To have a range of local community opportunities to use the school facilities during out of school hours which meet the needs of SEND youngsters. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To liaise with a local extended schools’ provider and draw up a service level agreement for them to use the school facilities during out of school hours | Clare S | Leadership Time | September 2021 | Margot | Review service level agreement and regular liaison with provider | Termly | External provider offering out of school provision on a regular basis from the school building | Strategic Development committee  Finance committee to agree hire costs |
| To approach all staff for their potential offer of a range of lunch time clubs.  To draw up a schedule of clubs and agree which pupils will access each club | Leanne  Leanne | Leadership Time | September 2021  October 2021 | Lisa W | To oversee the plan and monitor attendance of pupils for each club | December 2021  April 2022  July 2022 | Attendance at clubs is maintained and pupils engaging in the offer | Strategic Development committee |
| To review current Residential Field Study trips and to risk assess possible new venues for future use | Leanne | Leadership Time | February 2022 | Lisa W | To review offer and ensure risk assessments are fit for purpose for any new venues | March 2022 | The offer includes new venues  Risk Assessments for venues  Pupil uptake | Strategic Development committee |
| To review the CPD requirements in order to provide outdoor opportunities such as Forest schools, walking and camping | Margot | Leadership Time | January 2022 | Leanne | Meeting to discuss offer and review plans | February 2022 | Staff have relevant skills to provide outdoor opportunities described | Strategic Development committee |
| To communicate the community aspects of the school building in order to draw up service level agreements for groups to hire the school during out of hours | Clare S | Leadership Time | Autumn Term | Margot | Reviewing, overseeing & agreeing  service level agreements | On-going throughout academic year | Monitoring school out of hours usage and the financial gain to the school | Finance Committee |

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| **IMPROVEMENT AREA 4 Recovery & Wellbeing**  ***Starting Point;***  ***Staff-*** A Wellbeing Coordinator has been in post for a year and has carried out a wellbeing survey, numerous wellbeing events for staff took place, a recognition board was re-introduced and the governors agreed to an INSET day being dedicated to staff wellbeing.  ***Students***. CPOMS was used throughout the lockdown to monitor contact with those students accessing their learning from home alongside academic support. Blended Learning was planned and implemented, a policy agreed and information shared with key stakeholders. A recovery curriculum was planned & implemented to support their return to school following the lockdown. Individual support packages were implemented to support those families with anxieties around their child’s return to school. Several members of the team have completed the Mental Health First Aider Training. Emotional coach working with individual pupils to support them in order to access their learning. | | | |
| **Next Steps**.  The Recovery curriculum to be reviewed and amended as necessary due to the pupils requiring an extended period of recovery time and the on-going situation with the pandemic and its impact on learning.  Mental health Training for senior leaders to be accessed in order to implement a whole school approach to supporting pupils’ mental health  Wellbeing of staff to be added to SLT responsibilities due to the retirement of post holder. Plan to be in place to ensure the continued monitoring and support of staff wellbeing  Staff safe to be used by SLT to monitor and record staff wellbeing, attendance and conduct.  Liaison with other Notts special schools to continue and to share commonalities regarding recovery and on-going wellbeing  To review the role of Team Leader for Behaviour for learning in order to ensure the most effective monitoring and support of pupil behaviour across school | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By December 2021** | **By April 2022** | **By July 2022** |
| To have reviewed the Recovery Curriculum and its impact on pupil performance, engagement, attendance and behaviour  To have access to Senior Mental Health Training and secured a route to pursue  Staff Wellbeing responsibility decided and a plan in place for supporting staff  Role of Team Leader for Behaviour for Learning to be fit for purpose and supporting positive behaviour across school | Staff Safe to be implemented and all of SLT to be competent in accessing it appropriately.  Senior Mental Health Leader Training to be accessed  SLT know and understand how staff wellbeing is supported and can describe what is happening across school  Team Leader for BfL can demonstrate impact of the role on pupil behaviour and staff confidence in this area. | Staff Safe to be in place and be fit for purpose as a tool for monitoring staff wellbeing, attendance, performance and conduct  A plan is in place and is being implemented to support the mental health of the pupils.  SLT know the impact of the support for staff wellbeing is having and have a good understanding of general wellbeing across the school. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To review Recovery curriculum and update where necessary. To look for how this supports the curriculum map moving forward | Leanne & Kelly | Leadership time | November 2021 | Margot | Report | December 2021 | Performance data  Attendance  Behaviour incidents | Strategic Development committee |
| To apply for DFE in order to access training for senior mental health role | Margot | Leadership time | October 2021 | Lisa Williams | SLT meeting | November 2021 | SLT minutes | Strategic Development committee |
| To secure placement on relevant ongoing training package for Senior Mental Health role and to access initial training | Margot | Leadership time | October 2021 | Lisa Williams | SLT meeting | November 2021 | SLT minutes | Strategic Development committee |
| Staff Wellbeing responsibility to be assigned to member of SLT  Meet with Team Leader for Behaviour for Learning to review role | Lisa  Margot | Leadership time  Leadership/TLR time | September 2021  October 2021 | Rebecca  Lisa | SLT meeting  SLT meeting | October 2021  November 2021 | SLT minutes  SLT minutes  Governors’ report | Strategic Development committee  Strategic Development committee |
| Staff Safe to be trialled by SLT and an agreement around what information should be stored and access levels determined | Rebecca | Leadership time | November 2021 | Clare | SLT meeting | December 2021 | SLT minutes | F&P committee |
| To put a plan in place to support positive mental health across the school | Margot | Leadership time | January 2022 | Lisa | SLT meeting | February 2022 | Plan | Strategic Development committee |
| Staff wellbeing is being supported through a structured approach and SLT are aware of those requiring additional support | Lisa | Leadership Time | January 2022 | Rebecca | SLT meeting | February 2022 | Plan | Strategic Development committee |

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| **IMPROVEMENT AREA 5 Extending the provision**  ***Starting Point;*** The school is now based on one site in a brand new, fit for purpose building. Staff and pupils have settled well and are familiar with the facilities and using it appropriately to enhance the curriculum. The school has grown in size and offers provision to 140 pupils with a range of complex needs. | | | |
| **Next Steps**.  The school will expand further in order to accommodate 170 pupils with SEND.  A part of this cohort will include an increased amount of primary aged pupils whose needs are best described as ASD/SEMH. This is to support to placement of hard to place pupils and to extend the hub provision to younger children in the locality.  Plans will be agreed which describe the layout of the extension and how it complements the existing building.  The school will work with ARK partnership to implement the plan and ensure the disruption is kept to a minimum for the existing pupils. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By December 2021** | **By May 2022** | **By October 2022** |
| A clear plan is in place for the proposed extension to the school which has been shared with key stakeholders.  Liaison between ICDS, planning and LA senior leaders to ensure the plans are fit for purpose for the identified cohort of pupils | Building will have started and the extension will be erected whilst careful consideration is given to managing the build alongside running the existing provision.  A clear understanding of the cohort of pupils included for the 30 extra places is established between ICDS and the school | The extension will be completed and the building is fit for purpose and is in operation in order to offer places to those requiring a specialist provision in the locality. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To meet with ARK and NCC representatives to discuss initial plans and agree a way forward | Margot | Leadership time | November 2021 | Clare | Attendance at meeting | November 2021 | Plans in place which are fit for purpose | Full Governors |
| To ensure the Transitions Team Leader is fully informed of the plans to increase the roll of the school and the proposed provision which will be available | Margot | Leadership Time | November 2021 | Leanne/Lisa | Attendance at relevant SLT meetings | December 2021 then ongoing monitoring | Transitions Team Leader has relevant information to plan the successful transition of new pupils | Strategic Development Committee |
| To inform staff, and all key stakeholders of the plans and agreed timelines for completion | Margot | Leadership time | November 2021 | Clare | Email trail and letters sent | November 2021 | All stakeholders are aware of the information | |  | | --- | | Attendance at meeting Full Governors |   Full Governors |
| To liaise with planners around when key actions will take place and ensure all staff are aware of this | Margot | Leadership time | February 2022 | Clare | Email trail and letters sent  Attendance at meetings | February/March 2022 | All stakeholders are fully informed of when key actions are taking place | Full Governors |
| To ensure a plan is in place which addresses how the existing provision will continue whilst the building is taking place. | Margot | Leadership Time | February 2022 | Leanne/Lisa | SLT Meeting  Email Trail | March 2022 | The existing provision is continuing to operate in a safe manner and there is no detriment to the curriculum offer | Full Governors |
| To oversee the progress towards completion | Margot | Leadership time | March 2022 onwards | Clare | Email trail and letters sent  Attendance at meetings | March 2022 onwards | Progress towards the completion of the extension is according to plan | Full Governors |
| To consult with ICDS on the potential placements for October 2022 | Margot | Leadership Time | January 2022 onwards | Leanne/Lisa | Consultation information accessible on One Drive | January 2022- July 2022 | Places offered to potential students | Strategic Development committee |
| To carry out site visits to observe progress of project | Margot | Leadership Time | Summer Term | Clare | Outcomes from visits | March 22 October 22 | Minutes from meetings with ARK | Full Governors |
| A plan is in place for when pupils can access the extended provision and the impact on potential pupils transitioning to the school | Margot | Leadership Time | March 2022 | Leanne/Lisa | SLT meetings to include Team Leader for Transitions | March 2022-October 2022 | SLT minutes  Transition plan  Consultations folder | Strategic Development committee |