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**Newark Orchard School Development Plan**

**2022-2023**

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. Teachers create an environment that focuses on pupils. Pupils develop knowledge and skills across the curriculum and, as a result, achieve well. Pupils who are falling behind are identified and targeted interventions, including 1:1 tutoring is put into place to address this. | | | |
| **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 2022** | **By April 2023** | **By July 2023** |
| Curriculum leadership has been reviewed and all teachers who are not ECT are leading an area of the curriculum.  The Curriculum policy has been reviewed and approved by Governors to reflect the curriculum offer across the school  The outcomes in Science continue to improve and the majority of pupils are meeting their targets  Early Career Teachers are fully supported by their tutor and mentor and are making good progress against the standards | The RHSE curriculum is embedded across the school and pupils are supported to understand their rights and responsibilities in this area at appropriate developmental stages.  All subject leaders can confidently describe the intent, implementation and impact for their subject and how it is delivered across the school  Quality Assurance has identified that evidence in books is of a high quality and where this is not the case, support packages are in place to ensure improvement. | A review of the whole school phonics approach has taken place and the impact has been assessed through the use of pupil data and assessment.  The impact of interventions, including 1:1 tutoring has been identified and identifies pupils requiring further support.  Early Career teachers have successfully completed their first year |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To meet with teachers to identify their subject leadership | Leanne | Leadership Time | September 2022 | Brian Smith | Meeting |  | Minutes of meeting | Strategic Development Committee |
| Subject Leadership plans to be quality assured to ensure they are fit for purpose | Leanne | Leadership Time | October 2022 | Brian Smith | Meeting |  | Minutes of meeting | Strategic Development Committee |
| The Curriculum policy to be reviewed for Governors approval | Leanne | Leadership Time | November 2022 | Margot | Read policy | November 2022 | Policy in place | Strategic Development Committee |
| Pupils requiring intervention have been identified | Leanne | Leadership Time | September 2022 | Margot | Meeting | September 2022 | Data Analysis | Strategic Development Committee |
| An interventions timetable to be produced and key staff know the intent for each intervention | Leanne | Leadership Time | September 2022 | Margot | Meeting | October 2022 | Interventions Timetable | Strategic Development Committee |
| Any new ECTs to be registered and a mentor and tutor assigned | Lisa | Leadership Time | September 2022 | Margot | Meeting | September 2022 | ECT portal | Strategic Development Committee |
| SMSC targets on SOLAR have been reviewed and all teachers understand the changes. | Kate | Leadership Time | October 2022 | Leanne | Meeting | October 2022 | Updated SOLAR targets | Strategic Development Committee |
| Phonics targets on SOLAR have been reviewed and all teachers understand the changes | Jantine | Leadership Time | September 2022 | Leanne | Meeting | October 2022 | Updated SOLAR targets | Strategic Development Committee |
| Quality Assurance procedures are completed on time and identifying strengths & development needs | Margot | Leadership Time | December 2022  April 2023  July 2023 | Leanne & Lisa | SLT meeting | December 2022  April 2023  July 2023 | Head Teacher’s report to Governors | Full Governors Meeting |

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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. | | | |
| **Next Steps**.  The impact of the pandemic on some of these strategies has meant 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, 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 2022** | **By April 2023** | **By July 2023** |
| 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 holistic growth. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| A policy is written, considering the outcome of the review of engagement. This will incorporate an agreed code of practice and level of communication required as a minimum for all class teams. | Margot | Leadership Time | November 2022 | Parent Governor-  Olivia Leatt | Reading & approving policy as part of committee | December 2022 | Policy in place | Strategic Development Committee |
| Parent support Group re-established and planned to take place once a month | Margot | Leadership Time | September 2022 | Parent Governor-  Olivia Leatt | Attending parent support Group | December 2022 | 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 2023 | Parent Governor-  Olivia Leatt | Reading outcomes from the review | February 2023 | 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 | September 2022 | Parent Governor-  Olivia Leatt | Feedback from parents | December  22 | Feedback recorded on Cpoms | Strategic Development Committee |
| Plan in place to re-introduc open afternoons, parents’ evenings, school events, fundraising which include parental participation | Lisa W | Leadership Time | April 2023 | Margot | Meeting to review plan | July 2023 | Attendance at events  Parent/carer feedback | Strategic Development Committee |

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| **IMPROVEMENT AREA 3 – Safety and Behaviour-** To ensure that all staff are equipped to deal with any concerning behaviour including harmful sexual behaviour and child on child abuse**.**  **Starting point;** The school responds exceptionally well to any incidents of behaviour; all staff understand the requirement to record any concerning behaviours or incidents on CPOMS. All staff receive CRB training on an annual basis and understand that if and when a hold, including blocking has been used that there is a requirement to inform parents/carers and record the level of hold required. The Team Leader for Behaviour for Learning monitors the incidents and reports to governors. He also offers support and guidance to staff when necessary and is a trainer in CRB. The new level 5 Teaching Assistant role for Behaviour for Learning is in place for September 2022. Interventions are identified where necessary and monitored for impact alongside the use of Behaviour Improvement Plans for those pupils who require them. The school works closely with external agencies as and when required and are proactive in identifying potential areas of concern. | | | |
| **Next Steps**.  The extension to the school will include provision for primary aged pupils requiring a therapeutic approach to their learning as currently provided in the secondary/post 16 hub, to the older pupils. A maximum of 12 spaces will be available for pupils with primary need of Autism and SEMH.  The newly appointed Assistant Head Teacher will lead the hub provision, ensuring that appropriate staff are appointed who understand the complexities presented by this type of pupil.  Across the wider school the Team Leader for Behaviour for learning will be supported in this role by a newly appointed level 5 teaching assistant.  All new staff will be equipped with the skills in CRB and understand their responsibilities in responding to and reporting on incidents of challenging behaviour.  The whole school CPD will focus on developing staff skills in Emotion Coaching to support the school ethos. There will also be an emphasis on dealing with harmful sexual behaviours as the increase of pupils with complex SEMH difficulties also brings with it the complexities of supporting appropriate behaviour in school and the wider community in order to prepare them for adulthood.  A review of the interventions for supporting positive behaviour alongside the planned staff development will support further development in a whole school approach in this area | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2022** | **By April 2023** | **By July 2023** |
| CRB training to take place for all appropriate staff  Training to be identified for individual staff in order to increase their skills in strategies which support behaviour for learning  Staffing is in place for the new primary hub provision  Dealing with Low Level concerns policy will be embedded and all staff will understand their responsibilities within this area.  All staff will complete their on-line safeguarding training, read KCSiE and the updated Child Protection Policy in order to maintain the outstanding level of safeguarding that the school prides itself on. | Emotion Coaching training will have been offered to all staff to support the school ethos and behaviour management approach  Harmful Sexual Behaviours training will have been offered to relevant members of staff across school to support their understanding in appropriately handling potential incidents.  Practice across the school will reflect the school ethos and pupils feel safe and know how to seek support. | A review of the interventions which support behaviour for learning will inform a whole school offer being further developed and shared with all key stakeholders to access.  All staff are better skilled to support the range of challenges which they are presented with across the diverse range of pupil need. |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| CRB training to be delivered to all staff | Rebecca | Leadership  Time | September 2022  January 2022 | Margot | SLT meetings | Oct 2022  Feb 2022 | Observation of practice across school | Strategic Development Committee |
| Whole school Safeguarding update to be delivered | Margot | Leadership  Time | September 2022 | Laura R | Attending Training | September 2022 | CPD Record | Strategic Development Committee |
| Staff Development offered to key members of staff | Margot | Leadership  Time | September 2022 onwards | Lisa W | SLT meetings | weekly | CPD records, practice across school | Strategic Development Committee |
| Recruitment process for new staff to develop hub provision | Ryan | Leadership  Time | October 2022 | Margot | Staffing structure | October 2022 | Staff in place for Jan 22 | Finance & Personnel Committee |
| Induction of new staff to take place | Rebecca | Leadership  Time | September 2022  January 2022 | Margot | Signing off Induction paperwork | October 22  January 23 | Induction signed off and in personnel files | Finance & Personnel Committee |
| Online safeguarding training, updating and sharing policies, KCSiE and ensuring all staff have completed | Rebecca | Leadership  Time | October 2022 | Laura R | Approval of policies & signing sheet | November 2022 | All staff have signed to say this is completed | Strategic Development Committee |
| Emotion Coaching and HSB training arranged for INSET days | Margot | Leadership  Time | September 2022 | Lisa | SLT Meeting | October 2022 | Observations following training  CPOMS | Strategic Development Committee |
| A whole school offer of positive behaviour interventions to be devised and shared with staff and key stakeholders | Jim/Harry | TLR Time | June 2023 | Margot | SLT meetings | June 2023 | Document depicting offer | Strategic Development Committee |
| Review of staff confidence in managing challenging behaviour in school | Jim | TLR Time | June 2023 | Lisa | Monitoring the review | July 2023 | Outcomes from the review | Strategic Development Committee |

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| **IMPROVEMENT AREA 4** Mental Health & Wellbeing- To ensure that the ethos of the school supports the mental health and wellbeing of staff and pupils and to ensure that the procedures in school are robust and shared with all key stakeholders  ***Starting Point;***  ***Staff-*** A Wellbeing Leader has been in post for two years 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 on a bi-annual basis.  ***Students***. CPOMS is used to record concerns and to ensure communication is accessible for key staff. The Mental Health Leader has completed training and several members of the team have completed the Mental Health First Aider Training. An Emotional coach works with individual pupils to support them in order to access their learning. Interventions are in place for identified pupils and are taking place weekly | | | |
| **Next Steps**.  To implement a whole school approach to supporting pupils’ mental health  A member of SLT to create plan 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  Staff absence to continue to be monitored and a more consistent approach is developed so all staff feel supported to return to work following any absence | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By Dec 2022** | **By April 2023** | **By July 2023** |
| A review of the staff questionnaire will highlight areas of strength and areas which need to be addressed for improvement  A plan is in place which addresses the areas for improvement and shared with staff  A working party will be established to promote positive mental health and wellbeing across school  Staff Safe to be used appropriately by all members of SLT in order to access relevant information. | A directory of support will be shared with staff in order to increase their understanding of internal and external support for mental health & wellbeing  A parent/carer workshop will have taken place to share the schools support mechanisms for mental health & wellbeing of pupils  A policy for Mental Health & Wellbeing will be in place and approved by governors | A survey will have been completed by key stakeholders to gain views on how the school supports and promotes positive mental health and wellbeing  A consistent approach to staff absence is in place and all staff understand their roles and responsibilities within this |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| SLT to refresh their skills in using staff safe and upload relevant information | Clare | Leadership time | September 2022 | Margot | SLT meeting | October 2022 | Staff safe being used effectively | Finance & Personnel Committee |
| To review the outcome of staff survey for mental health | Margot | Leadership Time | September 2022 | Lisa | SLT Meeting | October 2022 | Development needs identified for plan | Strategic Development committee |
| To arrange meetings for Mental Health & wellbeing working party | Lisa | Leadership Time | October 2022 | Margot | Attendance at meetings | October 2022 | Staff awareness raised on wellbeing | Strategic Development committee |
| To put a plan in place to support positive mental health across the school | Margot | Leadership time | October 2022 | Lisa | SLT meeting | November 2022 | Plan shared | Strategic Development committee |
| A directory of support to be produced which signposts staff | Margot | Leadership time | January 2023 | Lisa | SLT meeting | February 2023 | Directory for staff | Strategic Development committee |
| A Mental Health & Wellbeing Policy is in place and shared with stakeholders | Margot | Leadership Time | February 2023 | Lisa | SLT Meeting | February 2023 | Policy on website | 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 2023 | Rebecca | SLT meeting | February 2023 | Plan | Strategic Development committee |
| A parent workshop to be planned and organised to share information | Margot | Leadership Time | March 2023 | Lisa | Attendance at workshop | March 2023 | Parental feedback | Strategic Development committee |
| Staff survey is carried out on staff wellbeing | Lisa | Leadership Time | June 2023 | Rebecca | Review of survey | July 2023 | Outcomes from review | Strategic Development committee |
| A consistent approach to staff absence is agreed and is implemented across school | Rebecca | Leadership Time | May 2023 | Lisa | SLT meetings | June 2023 | Written agreement highlighting roles & responsibilities | Finance & Personnel Committee |

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| **IMPROVEMENT AREA 5 Extending the provision-** To work with Notts County Council to provide additional spaces to address the shortage of specialist places across the county and to ensure that the most vulnerable pupils are accessing quality 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 ARC Partnership to implement the plan and ensure the disruption is kept to a minimum for the existing pupils.  The consultation process will identify the pupils who will secure a place from the additional spaces the extension will provide at the school and transition packages will be put into place.  The Assistant Head for the extended hub provision will oversee this provision and support the staff, pupils and their families.  Recruitment will continue to secure the best possible staff are in place to support the additional pupils from January 2023. | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** | **SUCCESS CRITERIA BASED UPON KEY MILESTONES** |
| **By December 2022** | **By April 2023** | **By July 2023** |
| 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 from January 2023  The recruitment process has secured the appropriate staffing to support the additional pupils  The extension to the school is fit for purpose and ready to accommodate the additional pupils  The existing class groups have been reviewed and any necessary amendments have been communicated to all relevant stakeholders. | The new classes are well established and pupils are successfully accessing the provision  The building is meeting the requirements of the school and any snagging is being completed in a timely manner  Parents/carers of new pupils are satisfied that the school is communicating effectively with them and they feel supported.  All new staff have completed their induction and understand school’s policies and procedures | The additional cohort of pupils are embedded as part of the school and are successfully included.  All pupils are making progress against their targets and where this is not the case, interventions have been identified to support them.  All new staff feel part of the whole team and are committed to the school ethos following a successful induction |

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| **KEY ACTIONS** | **Leader** | **Resources** | **Time scale** | **Monitoring** **Who How When** | | | **Evidence of impact** | Reporting |
| To continue to consult with ICDS on the potential placements for January 2023 | Margot | Leadership Time | September 2022 onwards | Leanne/Lisa | Consultation information accessible on One Drive | December 2022 | Places offered to potential students | Strategic Development committee |
| The new Transitions Leader understands their role and is carrying this out successfully | Margot | Leadership Time | September 2022 onwards | Leanne/Ryan | Discussion and on-going communication | December 2022 | Consultation records on One Drive | Strategic Development committee |
| To identify the staffing requirements and successfully recruit staff | Margot | Leadership Time | September 2022 | Leanne  Ryan | Involvement in recruitment process | October 2022 | Successful recruitment of staff | Finance & Personnel Committee |
| To carry out site visits to observe progress of project | Margot | Leadership Time | October 2022 | Clare | Outcomes from visits | November 2022 | SLT minutes | Full Governors |
| A transition plan is in place for when pupils can visit the school | Clare Mc | TLR time | November 2022 | Margot | Oversee plan | November 2022 | Successful transition visits | Strategic Development committee |
| Review of class groups to take place and additional classes added to whole school | Margot | Leadership Time | November 2022 | Leanne/Lisa/Ryan | Meeting | December 2022 | New class list | Strategic Development committee |
| Plan of classroom reviewed and shared | Margot | Leadership Time | October 2022 | SLT | Meeting | November 2022 | Plan shared identifying use of rooms | Strategic Development committee |
| To plan when the moving can take place and inform key stakeholders | Margot | Leadership Time | October 2022 | Clare S | Meetings with ARC | October 2022 | Communication with key stakeholders | Strategic Development committee |
| To physically move into extension and set up learning areas | Margot | Leadership Time | December 2022 | SLT | SLT meetings | December 2022 | Plan in place  Communication with key stakeholders | Full Governors |
| To monitor the use of the extension and respond to snagging issues | Clare S | Leadership Time | January 2023  February 2023 | Margot | Communication with ARC | March 2023 | Any issues identified and rectified | Finance & Personnel Committee |
| To complete induction process with all new staff | Rebecca | Leadership Time | January 2023 | Margot | Monitoring Induction paperwork | February 2023 | Induction forms | Finance & Personnel Committee |
| To gain the views from new parents and carers about transition into the school | Clare Mc | TLR  Time | May 2023 | Margot | Review of responses | June 2023 | Report on parental responses | Strategic Development committee |