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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 a)** To further develop and embed the intent, implementation and impact across our learner focussed curriculum to enable all pupils to achieve their personalised learning objectives and academic outcomes so that they are prepared for the next stage in their learning & development.  **b)** To support above, build upon subject leadership capacity to ensure sustained and strategic approach to school improvement  ***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, ensure effective implementation and can evaluate impact across the school. They accurately 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** |
| Subject leadership has been reviewed, redistributed and roles are understood  The Curriculum policy has been reviewed and approved by Governors to reflect the curriculum offer across the school  Quality Assurance timetable in place and Autumn due diligence findings results in modified or new actions  Interventions are impacting on pupil progress indicating greater number on track to achieve targets in English, maths, science and RSHE  RHSE scheme of learning shared with staff, targets set and strategies evident in practice  Science scheme of learning developed and tracking indicates outcomes in Science are improving with majority of pupils on track to meet their targets (see separate subject plan)  Phonics training delivered and staff tailor sessions to match need (see separate subject plan)  Early Career Teachers are fully supported by their tutor and mentor and are making good progress against the standards  All new staff complete the induction process to ensure effective practice in line with school’s policies and procedures. | All subject leaders can confidently describe the intent, implementation and impact for their subject and how it is delivered across the school and use QA evaluation to inform actions  Quality Assurance has identified that evidence in books is of a high quality, pupil progress is good and where this is not the case, support and intervention packages are in place to ensure improvement.  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.  Science QA indicates progress in learning and pupils on track to meet end of year targets  A deep dive in Phonics identifies strengths and areas for development are being addressed through CPD. Practice is consistent and majority of pupils meet learning goals | All subject Leaders understand their precise roles and responsibilities and   * Curriculum plans and progression documents are relevant, meet statutory requirements and effectively support pathways for learning * Shared planning means that all teachers teach in a consistent way. This helps pupils increase their knowledge over time. School leaders provide staff with plenty of training opportunities to improve their expertise. * at least 95% of learning over time judged to be good or above * at least 25% of learning overtime judged to be outstanding * Book scrutiny shows work is high quality and provides challenge * All groups of learners make at least expected progress on average in each key stage against their personalised targets in core areas   SMSC targets met by majority  Science targets achieved  Scrutiny of Phonics data indicates greater proportion of pupils meet expected standards  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 |
| Subject leadership   * Restructure Subject Leadership providing clear role descriptors and expectations * Continue to instigate regular line management meetings to support and challenge staff to ensure capacity and improvement * All subject leaders have personalised appraisal targets to develop/reinforce skills and competence and guarantee ongoing capacity * Provide training, so that all members of staff with subject leadership responsibilities have the necessary skills to construct plans, check and evaluate pupils’ achievement and quality of teaching for learning * Subject Leaders to develop action plans and QA programme in place to ensure they are fit for purpose * Instigate individual subject leaders termly monitoring programme for their subject and adjust plans based upon impact * Support Subject Leaders to provide governors with evaluative findings | Leanne | Leadership Time costed within timetable allocations | September - November2022 | Brian Smith | Meeting | November 2022  June 2023 | Summative subject data report to governors- SEF evidence file section 7  Link Visit Minutes -SEF Evidence file section 4 | Strategic Development Committee |
| Curriculum vision and policy   * To review the Curriculum policy in response to cohort need and monitoring outcomes and propose changes to be adopted by FGB | Leanne | Leadership Time and dedicated meeting time | November 2022 | Margot and Janice | To read policy to ensure upholds vision and will meet needs of current and future cohorts | November 2022 | Policy in place and approved following monitoring audit-school website | Strategic Development Committee |
| Recovery and intervention   * Adapt planning in light of baseline assessments. * Interventions to be provided where needed to meet children’s needs based on this assessment. * Draw up an interventions timetable and ensure staff know intent and expected impact to enable focused, consistent teaching sessions that accelerate learning | Leanne | Leadership Time  Dedicated TA hours –  117 per week | September 2022 | Margot | QA of data and line management sessions | September 2022 | Data Analysis and evaluation- SEF evidence file section 7  Timetable available  Pupil premium summary-SEF Evidence file section 20  QA of sample of pupils’ work SEF Evidence file section 17 | Strategic Development Committee |
| Induction   * ECTs to be registered and assigned a mentor/tutor * Training plans established in line with need * Staff and governors new to school provided with induction to enable knowledge and understanding of school policy and practice | Lisa | Leadership Time | September 2022 | Margot | Meeting | September 2022 | ECT portal | Strategic Development Committee |
| Curriculum areas   * Review SMSC targets on SOLAR and ensure all teachers understand the changes so approach is consistent | Kate | Leadership Time | October 2022 | Leanne | Meeting | October 2022 | Scrutiny sampling of scheme of learning  Training records-/summary- SEF Evidence file section 14  Updated SOLAR targets for SMSC | Strategic Development Committee |
| * Review and adjust Phonics targets on SOLAR, ensure teachers /TAs use the information to plan and adapt teaching and track impact * Develop Science scheme of learning in order to ensure intent and implementation reflected in long- and medium-term plans to result in adaptive practice and impact on outcomes | Jantine  Gemma | Leadership Time  Leadership Time | September 2022  September 2022 | Leanne  Leanne | Meeting  Meeting | October 2022  Spring 2023 | Updated SOLAR targets for Phonics  Data analysis related to named areas- SEF evidence file section 7 | Strategic Development Committee |
| Quality Assurance  To ensure rigorous and robust timetabled system of monitoring and evaluation is implemented as planned and results in accurate self-evaluation and informs next steps so teaching and learning continually meets highest standards. | 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 -SEF Evidence file section 25  Quality Assurance timetable SEF Evidence file section 15  Work scrutiny summary- SEF Evidence file section 17  Lesson observation summary- SEF Evidence file section 18  Learning Walk Summary- SEF Evidence section 16  SDP Rag ratings  Data summary evaluation of progress-- SEF evidence file section 7 | 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 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- school website | 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-introduce open afternoons, parents’ evenings, school events, fundraising which include parental participation so that parents feel supported and support the school to enhance child’s progress | Lisa W | Leadership Time | April 2023 | Margot | Meeting to review plan | July 2023 | Attendance at events  Parent/carer feedback- SEF Evidence file section 21 | 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 and ensure well-being addressed | **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** |
| Policies shared and principles shared with all staff.  CRB training to take place for all appropriate staff  Pupil survey demonstrates that pupils feel safe and know how to seek support  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 and all are familiar with school policies  Low Level concerns policy will be embedded and all staff will understand their responsibilities within this area. | Emotion Coaching training will have been undertaken by all staff and used to support the school ethos and behaviour management approach  Harmful Sexual Behaviours training will have been undertaken by named members of staff across school to support their understanding in appropriately handling potential incidents.  Low level behaviours reduced  Incidences of bullying reduced | 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 able to support the range of challenges which they are presented with across the diverse range of pupil need resulting in greater engagement and use of known effective strategies meeting individual 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 |
| Precise training programme to be completed by identified staff linked to Appraisal targets | Margot | Leadership  Time | September 2022 onwards | Lisa W | SLT meetings | weekly | CPD records, practice across school | Strategic Development Committee |
| All staff undertake online safeguarding/ prevent training; updated policies shared and discussed with staff | 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  To monitor incidents, identify patterns and determine strategies to ensure reduction in bullying and off task behaviours | 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  Leaders are aware and take account of the pressures on staff, considering staff well being  Staff Safe is used appropriately by all members of SLT in order to access relevant information.  staff attendance policy is approved by governors and staff know the changes | A directory of support is available and staff know how to increase their understanding of internal and external support for mental health & wellbeing  parent/carers are well informed of the school’s support mechanisms for mental health & wellbeing of pupils  A policy for Mental Health & Wellbeing will be in place and approved by governors  Attendance policy implemented appropriately. Staff attendance figures increase. | Staff identify wellbeing has improved and absence rate reduced.  An end of year survey is undertaken and informs next steps. survey will have been completed by key stakeholders to gain views on how the school supports and promotes positive mental health and wellbeing across school  Staff attendance improves |

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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 |
| * Develop the role of Senior Mental Health Lead through establishing a clear Action Plan with support of working party * Undertake well being survey to inform decisions and review impact * Listen to and act upon staff feedback from meetings and questionnaires * Complete subject leader role activities and give planning guidance at staff meetings where possible * Review current practice to identify if further changes can be made | Margot | Leadership Time | September 2022 | Lisa | SLT Meeting | October 2022 | Development needs identified for Action plan- SEF Evidence file section 27 | Strategic Development committee |
| A directory of support to be produced which signposts staff for help | Margot | Leadership time | January 2023 | Lisa | SLT meeting | February 2023 | Directory for staff- website/One Drive/ SEF Evidence file section 27 | 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 | Action Plan- SEF Evidence file section 27 | Strategic Development committee |
| A parent workshop to be planned and organised to share information and support them in ensuring pupil well being | Margot | Leadership Time | March 2023 | Lisa | Attendance at workshop | March 2023 | Parental feedback- SEF Evidence file section 22 | 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  Attendance Management Policy-website | 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 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- Staff Safe | 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- SEF Evidence file section 22 | Strategic Development committee |