



**Lime Academy Orton 2022-23
School Evaluation Form (SEF) and School Improvement Plan (SIP)**

Trust Priorities 2022-23

**To improve pupil outcomes
To improve the Quality of Education
To develop Our People**

School Evaluation Form (SEF)

Context
Quality of Education
Behaviour and Attitudes
Personal Development
Leadership and Management
Quality of Education in EYFS
Quality of Education in Sixth Form

School Improvement Plan (SIP)

2022-23 Objective – Ensure our learners have an individualised offer, they are happy, safe, empowered, and ready for what's next

QoE- Ensure EHCP outcomes are ambitious and personal to each learner, reflecting their individual aspirations within a curriculum offer driven by their learning characteristics

BAA-Staff are equipped with the prerequisite skills and expertise to provide a proactive culture of support for behaviour that means learners are happy and safe.

PD-Pupils have a voice, they are supported to make meaningful choices and have power/autonomy around their lives and their futures

LM-Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners

EYFS-Ensure that transitions into school for learners are informed and bespoke to meet their highly individual needs

6th Form- Further develop local links to support our learners to be active, contributing members of their community



School Evaluation Form (SEF)

Strategy

At Lime Academy Orton all our decisions are informed by the guiding principle of ‘doing the right thing’ for every learner. To achieve this, it is vital that everyone at every level focus’ on **Individualisation** to meet each learners needs. This in turn will enable us to support them to succeed on their journey towards adulthood and beyond.

Vision

- At Lime Academy Orton we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected.
- We aim to develop independence, individuality and the confidence to take risks through challenging learning opportunities.
- We want to provide access to inspiring and motivating learning experiences which ensure that all learners are able to flourish and achieve their potential.
- Our academy aims to be an integral part of the wider community, which values, enriches and provides diverse opportunities for all.
- In an ever-changing world, we aim to equip learners with the skills they need to be prepared for adult life, we want them to succeed, to be as independent as possible. We want to ensure they have a voice, that they can make an informed choice and keep themselves safe as they take their place as caring, responsible citizens

Context

- Lime Academy Orton is a 154 place, 2-19 Special School. The school joined the Lime Trust on the 1st June 2020 as a result of an academisation order.
- The current NOR is 150 of which 10 are in our Early Years and 16 are in the sixth form.
- The school is yet to be inspected and as such is without an Ofsted grade.
- All learners have an Education Health Care Plan (EHCP) issued by a Local Authority or access via an assessment placement. The school is designated for learners with complex and profound needs.
- The school is located on 2 sites, the Clayton campus houses learners in from Nursery to Year 9 and sits adjacent to ‘Cherry Lodge’, a Peterborough City Council Short Break provision. The Malborne campus houses learners in Years 9 through 14.

- Our provision also includes a ‘community Hub’ consisting of a workshop and café within a local shopping precinct. Its primary purpose is to facilitate access to Work Related Learning and provide ‘real life’ community access for our young people.
- Learners who attend the school are from a wide range of different heritages, with 27 different home languages. This is representative of the City’s multi-cultural population. We are proud of the rich cultural diversity and celebrate this diversity through a range of cultural events involving all members of our learning community.
- The school undertook a large, whole staff restructure (deletion of 53 posts) during academic year 2020-21 to ensure a fit for purpose and sustainable model to enable the school to move forwards. This had led a large-scale piece over the last 18 months around recruitment, the school has secured a range of new staff members, including teachers, middle leaders and members of the senior Team- the staff group is now stable with minimal vacancies outstanding. This work has led to the following structure to support teaching and learning for our young people:

Core Teaching and Learning staff per class:

Class Teacher

TA3

TA2

In addition to the above the following roles are also utilised, numbers deployed directly links to individual learner need:

TA1 (to support 1:1 staffing when needed)

PCAs (allocated to the family group to support across classes as required)

- The school has been led since September 2018 by its current Headteacher. Three of the senior team are now within enhanced roles and the remaining two are new to school (2022).

Pandemic Impact

The Academy acted safely and swiftly in response to the Government’s decision to ‘close’ schools from the 20th March 2020 in response to COVID-19. The Academy remained partially open throughout for the children of Key Workers and many within the vulnerable group (24% of the full school

cohort attended during Lockdown 1, 40% attended during Lockdown 2. The provision was increased as part of wider opening on 1st June 2020, fully re-opening in September 2020. During Lockdown 3 the school again had 40% of learners attend.

Pandemic Recovery

The school embraced the recovery process. Learners had returned prior to Lock Down 3. They remained allocated into key stage/area bubbles to reduce the risk of full closure in response to outbreak for an extended period of time. This was fully rescinded September 2022, although egress and lunch times arrangements will be retained long term due to success and suitability. Curriculum delivery was initially focused upon re-integration and familiarisation with routines and expectations to establish a positive platform for all learners. This has since moved to our usual provision with the addition of a blended offer for those learners not attending site due to isolation consisting of live, recorded and resourced learning opportunities.

School Cohort Data

	Number (%)	Narrative
NOR (PAN)	150 (154)	R-9, Y1-8, Y2-9, Y3-8, Y4-12, Y5-9, Y6-13, Y7-14, Y8-13, Y9-9, Y10-19, Y11-12, Y12-8, Y13-2, Y14-5
Boys	85 (59%)	The school continues to have a cohort that is less than the national average for SEND settings boys and higher than average for girls – our percentages sit closer to that of mainstream. No significant issues arise from this or impact on the school – Both female and male staff are involved in the support of personal care for our male learners, while females support our female students- the demographics of our staff is not an issue in relation to this mechanism.
Girls	60 (41%)	
FSM	62 (42%)	A significant number of learners are eligible for FSM, the school actively encourages parents who are eligible to register, even where their child is nil by mouth to ensure that the school is able to access The Pupil Premium funds. As each learner is provided with a bespoke package around their individual needs status within this category does not impact on their offer or the provision of resource.
Pupil Premium	64 (44%)	
SEND Total	100%	All learners have either an EHCP or access school via an assessment placement while their EHCP is developed. Assessment placements usually support children where they are new to country rather than for those historically residing in England.
EHCP No.	100%	
CP	1	The vast majority of the significant number of learners at CIN is in relation to accessing Direct Payments and respite/domiciliary care not due to safeguarding concerns around the child.
CIN	52	5 learners are in the care of the Local authority full time in foster care placements, the remaining 4 are within this category due to shared care arrangements around significant respite provision.
LAC	9	The significant number of learners with EAL is representative of the diverse community within the city.
EAL	76	The school has learners with 27 different home languages currently, we are fortunate to have multiple staff who themselves are native speakers and have access to translation support either via specialist services or in collaboration with other schools within the Trust (LAH and LAR).
Ethnicity		Headline groups: White British 44 / Pakistani 27 / All others 74

Learner Characteristics

	Semi-Formal	Semi-Formal Challenge	Formal
Pre-Formal			
Learner Characteristics			
<p>Pre-intentional Communication</p> <ul style="list-style-type: none"> Reactive idiosyncratic Develop awareness in known situations (within routine and with familiar people) Reactive and responsive <p>Pre-volition</p> <ul style="list-style-type: none"> May be responding to sensation in self – pain, heat, hunger or stress <p>Pre-motor intentional</p> <ul style="list-style-type: none"> Needs time and space to process stimulus too many stimuli may reduce ability to process and respond. 	<ul style="list-style-type: none"> Emerging intentional communication Emerging contextual awareness Emerging social awareness Early problem solving Learnt responses in familiar routines Beginning to develop joint attention 	<ul style="list-style-type: none"> Emerging problem solving skills Emerging use of skills learnt Intentional and purposeful communication Access complex language Sustained shared attention Greater contextual awareness Emerging social awareness 	<ul style="list-style-type: none"> High levels of independence Socially aware Reciprocal communication Able to apply skills and knowledge Self-evaluative Greater comprehension Maintenance, retention and generalisation of skills evident Fluency and confidence Understanding of abstract concepts
Approaches to Learning			
<ul style="list-style-type: none"> Multi-sensory learning experiences Experimental learning Allow processing and response time Development of joint attention Building tolerance Sensory profile ensure not overloaded or under stimulated Intensive interaction Visual support – object cues Positive behaviour support Physical development and postural management 	<ul style="list-style-type: none"> Multisensory learning experiences with greater emphasis on cause and effect Active exploration Visual supports – object cues, photos Turn taking experiences Positive behaviour support Physical development and postural management Behaviour for learning Familiar routines and repetition 	<ul style="list-style-type: none"> Structured teaching and learning opportunities Alternative augmentative communication systems Functional communication Visual supports – photos and symbols Positive behaviour support Physical development and postural management Behaviour for learning Colourful semantics? 	<ul style="list-style-type: none"> Visual supports – symbolic, written Self-regulation strategies Independent learning Purposeful peer interactions Problem solving Subject specific learning Pupil self-assessment Consolidation and application
Assessment Methods			
<ul style="list-style-type: none"> Digital Passport Evidence for Learning 	<ul style="list-style-type: none"> Digital Passport Evidence for Learning 	<ul style="list-style-type: none"> Digital Passport Evidence for Learning 	<ul style="list-style-type: none"> Digital Passport Evidence for Learning Phonics Assessment (Little Wandle) National Testing EYFSP Standardised testing (e.g. GL Assessments, Trust Trackers) Accreditation

Year	Cohort	Cohort	Cohort	Cohort	Total	%
R	6	3	0	0	9	6
1	5	3	0	0	8	5.3
2	7	1	1	0	9	6
3	0	7	1	0	8	5.3
4	5	7	0	0	12	8
5	3	3	3	0	9	6
6	4	6	3	0	13	8.6
7	7	7	0	0	14	9.3
8	4	9	0	0	13	8.6
9	4	5	0	0	9	6
10	6	7	6	0	19	12.6
11	5	7	0	0	13	8.6
12	3	4	1	0	8	5.3
13	1	1	0	0	2	1.1
14	4	1	0	0	5	3.3
Total	64	71	15	0	150	100
%	43%	47%	10%	0%	100%	100

1. Quality of Education – Grade: Emerging Good

Intent

- The Quality of education provided was thoroughly reviewed, evaluated and reflected upon (2018-19) to inform the necessary changes required to improve and ensure better outcomes for learners. This culminated in;
- A new curriculum, learning pathways and provision which was launched across the school from September 2019 (evidence via curriculum document, EFL, Planning and training resources) that is ambitious and acutely focussed on preparing our learners for adult life via sequential, developmental acquisition of skills (evidenced within summative QA documentation 2021).
- Through continuous review of the Quality of Education during the year 2021-22 the school curriculum was updated to incorporate reflective practice and augment the best practice established across the improvement journey so far. This incorporated the changes outlined in our 'curriculum amendments January 2022' document.
- This was driven by the leadership team's commitment and shared vision to ensure all learners are experience personal success and are well prepared and ready for the next steps in their individual journey.
- The aim of the curriculum is meeting the individual needs of each learner via an individualised, purposeful learning programme which supports steps to each learner aspirational outcomes. To support the achievement of this aim bespoke CPD for teaching staff has been developed and is ongoing. This CPD is based upon reflective, researched based practice and has become a golden thread within planned training. The use of best practice within school (which is evidenced via a rigorous and robust QA progress to be Outstanding in relation to Quality of Education) is utilised to ensure it is reflective of the needs of our learners.
- The senior leadership team has had involvement in trust wide curriculum development work (June 2020 onwards). This work has acknowledged the need for individual curriculum in each setting to meet the unique and changing needs of learners their vision of building a curriculum which holds appropriate coverage, content, structure, and sequencing to provide the very best opportunities for all learners.
- Pathway (subject) leadership is embedding; the extended leadership team have worked collaboratively under the leadership of SLT to undertake an evidenced program of rapid improvement for each teacher, on an individual basis. Middle leaders have become a driving force for change and the modelling of best practice, including the development of bespoke teaching approaches for our Engage pathway.
- The schools Engage pathway is a strength.
- Teachers are emerging as leaders of learning within their individual pathway, this intent is reflected in 2021-22 PRM targets for teachers at all levels. Mentoring is ongoing from SLT to facilitate as part of weekly focus groups.

Implementation

- Teachers have had significant input to enhance their understanding of Learner Characteristics and individualisation (2019-20, 2020-21 and 2021-22 CPD calendars, this work continues in 2022). Where practice is best, teachers have a firm understanding of both their learners and the practice and pedagogy required to meet their needs. They understand the curriculum and demonstrate the required subject knowledge to adapt and respond to learner needs. These teachers reflect well and adapt individualised programs to drive progress and achievement. Their learning environments are well planned, well-resourced and productive. Where practice is not yet secure, gaps in teacher knowledge are closing. Expectations are high, planning and delivery does not meet all learners needs or support their development appropriately, this is a reducing picture. Learners are making progress, for a small number this progress is not yet reflective of their potential. (QA 2019-20). Summative QA Summer 2021 demonstrated that 10/16 classes, 62% have access to provision that is at least RI, of these 3 are in receipt of good or better provision. The journey from inadequate is developing and is stronger in parts. Multiple changes in staffing has led to vacancies, recruitment processes are underway, but gaps remain.
- Curriculum targets are drawn, when and where possible from individual student EHCP outcomes which are then woven within the schools broad and balanced developmental curriculum offer. Leadership have invested heavily in ensuring the quality of the EHCPs and the curriculum offer. Targets are aspirational and provide appropriate steppingstones towards adulthood and beyond (Evidenced by Family Group Reviews, Planning QA and AR meetings Autumn 2019 onwards).
- The school has a developing curriculum resource catalogue, including emerging ICT and both high- and low-tech AAC and sensory equipment.
- The school fosters strong links with Health and Social care colleagues who are supporting the changes to policy, protocol and practice. The leadership has a firm commitment to gaining the most up to date input from other professionals (evidenced by reports and EHCP contributions). We believe in nurturing a collaborative working approach at Lime Academy Orton.

How we Assess:

- The school adopted and implemented Evidence for Learning to provide an easy to access, electronic system to record learner engagement and learning and facilitate the tracking of progress towards their individual outcomes. The school worked in collaboration with other schools regionally to develop the content of the program. All learners are based lined
- on entry. They have Individual learning goals and they progress is demonstrated by their unique and individualized leaning journals. Data capture takes place in February and July, with planned learner progress and data meetings each term (Whole school calendar) as part of our QA cycle.
- The Engagement Model is embedded within teaching practice where practice is best and the areas of engagement feature in the academy's formative and summative assessment procedures for all learners on the Engage pathway.

Impact

- There is an emerging consistent picture across the school where learners develop knowledge and skills across their curriculum that supports them to achieve their targets and, achieve well. This is reflected and demonstrated clearly within their EfL learning journals, EHCP documentation. Our learners are well prepared and ready for the next stage of education/adult life- they access Post 19 college placements and/or social care provisions dependent on need, some go onto access supported living while the majority remain within the family home. (QA 2019-20 and 2020-21)

2. Behaviour, Attitudes and Attendance – Grade: Emerging Good

Attendance	School	National
Overall Attendance (%) (R-6 statutory school age only)	85.89%	
Persistent absence (%)	36.96%	
Exclusions	School	National
Permanent no. of pupils (%)	0	
Fixed term no. of pupils (%)	0	
Fixed term no. of days	0	
Behaviour	School	National
Bullying incidents	0	
Racist incidents	0	

Attendance

All Learner attendance was impacted due to covid related absence over the last year. Our cohort of learners have complex and profound medical and physical needs, which in turn result in multiple and frequent medical appointments and medical related absence.

Leadership recognised that the MIS had not been utilised effectively in the past to allow its use for attendance monitoring, the introduction of Arbor, a new MIS system April 2021 onwards has facilitated significant improvements. First day absence checks are in place, mechanisms are effective in supporting learners to return from long term absences.

Behaviour and Attitudes

- The school has adopted the Trust SEND behaviour policy, it has clear expectations and compliments the culture and protective behaviours ethos which is now well established. Learner 'Digital Passports' detail any reasonable adjustments and adaptations required as a result of their SEND and enable practitioners to support learners to be regulated, calm and ready to access learning when and wherever possible.
- The vast majority of learners demonstrate positive learning behaviours and conduct during their time in school. A small number of learners may present with behaviours that challenge. These behaviours may, on occasion require adults to physically intervene to ensure the safety of all. Such interventions only take place when it is reasonable, proportionate and absolutely necessary. All learners have a Digital Passport

which includes a positive support plan – staff implement the strategies within these to proactively support learners to remain or return to being happy and calm.

- All our personal care assistants and our teaching and learning staff members are provided with access a 2 day Team-teach course
- Protective behaviours are embedded into the culture of the school to ensure mutual respect and positivity underpin the conduct of ALL members of the learning community, this is being rolled out across the trust as part of a relaunch and refresh of the trusts RESPECT values.
- Analysis shows that physical intervention has been necessary to support a small number of learners. It has only taken place when there is risk to the individual from self-harming or injurious behaviours, a risk to others, or to the physical environment.
- The vast majority of Incidents recorded on the Clayton site involved guiding a child safely to a destination. During academic year 2021-22, 7 incidents occurred involving 5 different learners.
- The 19 incidents on the Malborne site relate to 5 learners, 13 are in relation to 2 specific students: one of which had significant and ongoing health needs impacting on their crisis level behaviour and the frequency of distress- he has since moved onto an adult social care provision in support of his mental and physical health.
- The leadership team have implemented new systems for recording and reporting incidents of behaviours that challenge utilising apps alongside statutory paper-based system. These are now embedded (Evidence by use of Bound and Numbered Book, SIFs & Medical Tracker).
- The school does not use seclusion as a generic measure, any use would be as an emergency response to a high tariff incident or with explicate parental permission (only where a learner is under the age of 16).
- No Learners have been issued with a fixed or permanent exclusion.
- Our learners learn within a calm and orderly environment where the teacher has established clear routines and expectations for the behaviour. This is evident not just within the classroom but across all aspects of school life, including when accessing the community. Where practice is not yet fully developed expectations are in place, but are yet to be fully established

3. Personal Development – Grade: Emerging Good

Overview

- As a school we uphold and understand our duty in relation to the regulations set out in the 2010 Equality Act - Ensuring that all those within our learning community are treated fairly and without discrimination regardless of their age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- The school and wider Trust ethos promotes British values and prepares learners for life in modern Britain, nurturing- respect, tolerance, individuality, and democracy (School council, PHSCE (wellbeing), The World Around Us).
- Our learning community is rich in cultural diversity, this is particularly reflective in our support staff group, we call upon their insight, knowledge and skills to enhance the opportunities we provide our learners – this diversity is celebrated and well supported by parents regardless of race, religion or culture.
- Leaders at all levels relentless in their pursuit of ensuring that learners feel safe and valued.
- Learner voice is encouraged through a variety of methods, matched to pupils’ personal methods of communication and level of need- It may include AAC to support, structure or scaffold intentional communication.
- Staff understand our learners well and respond to their body language, eye movements, facial expressions, signs, sounds, vocalisations and gestures.
- We have a Protective Behaviours Ethos across the academy and as such learners and staff interact with each other utilising mutual respect and positive language - Pupils are informed what is going to happen next, both with respect to them and in their wider environment, and staff respond appropriately to their reactions. This is especially pertinent when supporting them with their personal care needs and postural management.
- The curriculum supports our learners in teaching them, where appropriate to age and stage how to keep themselves safe from risk within school, the wider community and online (Protective behaviours, SRE and PHSE).
- Learner strengths and achievements are celebrated and supported by the positive ethos within school (certificates and celebration assemblies, website, Evidence for Learning, reception screens, photo of the week briefings and weekly newsletters).
- Digital Passports for all learners from Early Years to Sixth form focus on EHCP areas and PFA outcomes including communication, incorporate high aspirations for all learners in relation to their development as an individual (Digital Passports, September 2019 onwards).
- Curriculum enrichment activities: Hydrotherapy, Sound baths, Therapeutic Trampolining , Residentials, community visits, WRL via the community Hub and specific work placements (when appropriate), college taster courses, Specialist Horticulture tutor, horse riding for the

disabled, Play Therapy, Hub, on site and offsite production, Music Therapy, Lego Therapy and school enrichment days/weeks (Forest Festival, #LimeKindXmas) all combine to give our learners a wide range of experiences across the school year .

- The school invests heavily in preparing its learners for future success from the moment they enter the school this forms the basis of the provision they access. It utilises the Gatsby Benchmarks when developing the careers provision. All learners receive unbiased information and experiences to inform potential next steps, this is an integral part of the schools Empower curriculum pathway.
- The community Hub provides meaningful opportunities for learners to encounter the world of work within a safe and secure environment.

4. Leadership and Management – Grade: Good

Ambition /drive/improving teaching and learning

- Whilst leaders share a vision for excellence and have ambitious aspirations for all our learners, the team has been further enhanced (September 2022) by the addition of two new Team Leaders (KS4 and Post 16) and Deputy Headteacher (Behaviour and Attitudes) and therefore requires a period of galvanisation.
- QA systems (Teaching, Learning & Assessment) are now within their 3rd year of use, they have evolved as the school has moved forwards on its improvement journey to a place where they are now embedded within practice to quality of provision, monitor staff performance and inform developments. QA outcomes feed CPD and drive improvement in practice.
- A rigorous appraisal and performance review system is in place- staff are held to account and understand their responsibilities in relation to wider academy development. The school utilises an electronic, trust wide system, BlueSky for tracking and recording this process. All targets centre on improved outcomes for learners via effective and efficient staff. To support staff in achieve these targets a program of whole school and individual CPD is used.
- A developmental curriculum has been developed which links to areas of interest and the locality (Evidenced by curriculum map) The school began the implementation of this in September 2019 it is becoming well embedded across the school.
- Where teachers are new to career or setting they are supported by a planned and robust induction package, utilising in house knowledge alongside external packages (ECT development via an approved local provider) when required.
- September 2022 a Trust wide golden thread of NPQs via The Ambition Institute has been launched, allowing all teacher and leaders the opportunity to access high quality, accredited CPD- the school recognises the impact on work life balance and as such has allocated dedicated time with the 1265 for study and access.

Safeguarding

- Arrangements for Safeguarding are now effective, systems for recording and reporting are timely and robust. Safer Recruitment is in place. (evidence by My Concern, Personnel files and SCR)
- The leadership and wider school staff have a shared understanding and embody a culture of relentless vigilance (evidenced reporting and recording procedures).
- Leaders at all levels have an ongoing passionate commitment to improving provision and the lives of the children and young people in our school, alongside an unwavering commitment to the safeguarding of all learners.

- Staff received annual safeguarding training as well as support around specific themes and local contextual issues.

Health and Safety

- The academy utilises the 'Every' system to support its management and monitoring of Health and Safety across all 3 sites (Clayton, Malborne and The Hub).
- Rigorous and appropriate risk management assessments are in place for the use of our Hydrotherapy facilities and other appropriate areas of the school environment
- Evolve is utilised to approve and track Educational Visits, all learners have an individual Risk Management Assessment within their Digital Passport.

Partnerships

- The school is active both locally, regionally and nationally. The school is a member of the Paragon Alliance. The Head represents Peterborough as a member of the FLSE East executive board and on the local authority Forum for and on behalf of the Trust.
- The school has productive partnerships with a range of local providers – allowing enhances curriculum experiences for learners and easing transitions to 'next settings' as Post 16 and Post 19.

Effectiveness of partnerships with parents / carers

- Staff at all levels communicate and engage with parents and carers. The school's family support team, led by the schools Assistant Headteacher engage with families regularly, offering a wide range of support- especially in relation to accessing social care and health resources and transition. Weekly parent newsletter are used to keep them informed of what is happening in school. Online/telephone meetings (adopted during the COVID-19 pandemic) form a part of our offer and provide flexibility to parents especially around statutory processes e.g. Annual Review meetings.

Wellbeing of staff

- Senior leaders take into account the pressures on staff. They have worked to streamline systems and practice to ensure that activities are purposeful and directly impact on outcomes for learners. PPA is planned alongside peers wherever possible to allow for peer support and dialog.
- The Trust wellbeing strategy is becoming embedded, and a wellbeing champion organizes regular input from staff at all levels.
- The school has mental health first aiders and all staff, and their families have access to an EAP.
- Leaders have a zero-tolerance approach to any form of bullying and harassment – reported incidents are dealt with swiftly to protect and support staff.

Governance

- The school has an Academy Council, consisting of members of the previous IEB, transition board, Trust core team members, staff, community members and parents. The chair of the board is a practicing Executive SEND Head and an expert in the field of SEND and Education. Others include a local Assistant Director for SEND and Inclusion. The council provide robust and appropriate challenge to the leadership of the school in addition to the governance received at a Trust level. They are acutely aware of the strengths and deficit of the school. They lead with ambition and drive.

Use of learner premium

Leaders use Learner Premium monies to provide a range of therapeutic and educational interventions to support learners to be ready and able to access and progress in learning at a level appropriate to their developmental levels.

5. Early Years – Grade: Emerging Good

Please see 1-5 above for whole school mechanisms including and incorporating our EYs provision

- The Team Leader across Early Years is new to phase, but not to role having moved from UKS2 into EYFS/KS1 in September 2022.
- Staff within the department are engaging well with the use of new technologies to evidence and track the progress of children (Evidenced by use of Evidence for Learning).
- Behaviour for learning and conduct of learners is appropriate to the complexity of needs. (Evidenced by individual learner records).
- Some Learners make accelerated progress towards their individual targets from their different starting point (Evidenced by individual progress from starting points, this is especially evident in relation to physical development and communication development). The school is keen to support the parents of learner and work with the local authority where significant progress is made to close the gaps between them and their peers within the City to transition to SLD or Hub provision when and where appropriate.
- Curriculum delivery is individualised and bespoke to the needs and interest of all children
- A stimulating environment organised around learner interest and the curriculum is evident with an aspiration to provide rich, varied and imaginative experiences for learners.
- Rigorous and meaningful use of developmental assessments and baselining is in place. This is informed by short and timely narrative observations. (Evidenced by EYFS profiles).
- Teachers set and use appropriate EHCP targets within planning to meet the individual needs of the children- learning experiences build on existing skills and incorporate the unique and varied interests of learners.

6. Post 16 – Grade: Requires Improvement

Please see 1-5 above for whole school mechanisms including and incorporating our EYs provision

- Sixth form at Lime Academy Orton is based on the Malborne campus, with significant access to the community Hub as a ‘work place classroom’
- The curriculum and organisation was completely overhauled summer 2019 and implemented from September 2019, a new Team Leader commenced role in September 2022 after an extended period without a qualified teacher due to long term illness and recruitment challenged.
- The provision is acutely focussed on Preparation for Adulthood and next steps.
- Provision and timetables are planned on an individual basis driven by aspirational outcomes (Evidenced by EHCPs and timetables).
- Use of our community Hub allows for ‘real world’ experience of employment within the local community
- Students access a range of Post 19 providers of education and social care to allow them to experience the setting to enable informed choices in relation to their adult lives
- Specialist external SRE support is commissioned for learners working at our highest levels of cognition from Diverse to supplement the in house offer and strengthen their knowledge of safety in preparation for life after Lime
- The provision at sixth form incorporates a wealth of ‘real life’ personal, social and independent learning experiences-. This provides learning opportunities and the acquisition for skills for adult life.
- Students follow the academy's empower curriculum, assessment and target setting mirrors the systems used within the rest of the academy.

School Improvement Plan (SIP) 2022-2023

QoE - Ensure EHCP outcomes are ambitious and personal to each learner, reflecting their individual aspirations within a curriculum offer driven by their learning characteristics

BAA - Staff are equipped with the prerequisite skills and expertise to provide a proactive culture of support for behaviour that means learners are happy and safe.

PD - Pupils have a voice, they are supported to make meaningful choices and have power/autonomy around their lives and their futures

LM - Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners

BRAG Rating

Blue – completed

Green – on track

Yellow – on track with minor issues

Red – not on track

Objective	Key Actions	What will success look like?	Who?	Timescale	Resources	Key Commentary
<p>Quality of Education - Ensure EHCP outcomes are ambitious and personal to each learner, reflecting their individual aspirations within a curriculum offer driven by their learning characteristics</p> <p>EIF statements: - <i>leaders take on or construct a curriculum that is ambitious and designed to give all</i></p>	<p>EHCP Outcomes Mentoring of teachers in crafting outcomes for learners at the end of each key stage, utilising the curriculum and preparation for adulthood</p> <ol style="list-style-type: none"> i. Strategic review of EHCP outcome quality and identification of priority 'end of key stage outcome' exercise ii. Preparation for Adulthood CPD for senior and middle leaders supporting EHCP outcome design iii. Revisit outcome design CPD for all teachers <p>Development of an approach to provisions that outline the teaching offer at LAO and the intended impact of those approaches</p> <ol style="list-style-type: none"> i. Audit of current best practice around provision in section F of the current cohort of EHCPs 	<p>EHCP outcomes will seamlessly integrate into the curriculum offer at Lime Academy Orton for all its learners, they will form a golden thread impacting on bespoke provisions and the curriculum offer.</p>	<p>AS / RLC</p> <p>RLC / SN / HJ AS</p> <p>AS / RLC</p> <p>RLC</p>	<p>Sept 22</p> <p>Sept 22 Jan 23</p> <p>Jan 23 Apr 23</p>	<p>Time</p> <p>LA CPD Course</p> <p>Leadership time</p>	

<p>learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</p> <p>- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge</p> <p>-teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.</p> <p>-teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for</p>	<ul style="list-style-type: none"> ii. Creation of a resource bank of provision statements for each of the four areas of need iii. Sharing with teaching staff during pathway development CPD 		RLC	May 23			
	<p>Phonics and Reading Finalise design of a flexible, appropriate, and robust phonetic scheme for implementation where appropriate</p> <ul style="list-style-type: none"> i. Communication and reading strategy written, pulling together where practice is best ii. Reading texts and phonics strategy devised, costed and actioned. iii. Shared with staff as part of a CPD strategy for reading. <p>Coaching for middle leaders from SLT QofE lead</p> <ul style="list-style-type: none"> i. Intent discussion and information gathering ii. Audit of current resources and approaches to phonics and reading iii. Continuous mentoring and 1:1 development of leadership skills <p>Resourcing and CPD relating to reading and phonics strategically crafted and delivered in house</p> <ul style="list-style-type: none"> i. Staff CPD around phonics and reading delivered ii. Resources mapped for the 6 contexts and developmental phonic strategy and ordered iii. QA learning walks to monitor 	<p>Each learner's individual curriculum offer incorporates a wide range of opportunities for them to develop their early read, communication and when and where appropriate phonics skills. Reading at LAO is clearly articulated fully embedded within the school's curriculum</p>		AS RW AS AS / RW AS/RW AS / RW AS / RW	Sept 22 Nov 22 Jan-Mar 23 Sept 22 Oct 22 Ongoing across year Jan-Mar 23 Nov 22 Apr 23	- Central fund bid Leadership PPA Leadership PPA Full staff meeting time	<p>SIT visit has changed direction and decision to utilise Little Wandle has now changed focus to also incorporate Development of bespoke text to engage and inspire learners that incorporates appropriate phonics level being developed by Tls and trialled</p>
	<p>Teaching Approaches and leadership of Learning Development of teachers as leaders in the classroom through modelling of best practice via Lead Teacher rapid improvement.</p> <ul style="list-style-type: none"> i. Every teacher to have a rapid improvement partner from the Lead Teacher team, dedicated time for mentoring and support ii. Observations of teaching where practice is best, including debrief and analysis of leadership of learning 	<p>Leaders of learning at all levels demonstrate high ambition and quality outcomes for our learners</p>		AS / Lead Teachers	Ongoing across the year – individual time frames	Teacher PPA	

<p>those teaching outside their main areas of expertise</p> <p>-teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.</p>	<p>iii. Action planning established for individuals related to development priorities, tracked and QA'd by DHT</p>		AS / SN	Sept 22	<p>1 hour directed time per week</p> <p>Resource bank £200 curriculum</p> <p>Leadership time</p>
	<p>CPD via the NPQ programme</p>		Teachers	Ongoing across the year	
	<p>i. Every teacher and senior leader enrolled on an NPQ programme facilitated by Ambition Institute</p>		RLC		
	<p>ii. Dedicated study time built into teacher directed time each week, utilised effectively</p>		AS / TH	Dec 22	
	<p>iii. Monitoring of individual progress by CPD lead</p>		AS / TH	Feb 23	
	<p>Further bespoke teaching approaches to be designed and implemented within the Engage- proactive pathway.</p>		AS / TH / RM	Spring and Summer Term 23	
	<p>i. Implementation of approach to Developmental Movement Play across proactive classes, training and best practice video in place and CPD delivered</p>				
	<p>ii. Devised bespoke approaches to augment curriculum offer i.e. 'sensology'.</p>				
	<p>iii. Monitoring and mentoring of teachers on this pathway with strong QA thread, link to support with behaviours that may challenge</p>				
	<p>Assessment for Learning</p> <p>Fully embed of the use of EfL consistently across the school</p>		<p>EfL is fully utilised across the school, with timely, robust evidence that is consistent and used well to inform next steps in learning</p>	AS / SN	
<p>i. Clear timeline and expectations set at the beginning of Autumn term re: best practice and milestones</p>	AS / SN	Ongoing across the year			
<p>ii. Individual monitoring weekly, department best practice sharing every three weeks and showcasing half termly.</p>					
<p>Full embedding of tags, specifically around the effective use of the Engagement Model.</p>	AS	Oct 22			
<p>i. New tags devised and implemented for areas of the curriculum to allow further monitoring and filtering</p>	AS	Nov 22			
<p>ii. Approaches shared with all teaching staff and disseminated to class teams</p>		Mar 23			

	<ul style="list-style-type: none"> iii. Leaders to monitor and feedback on areas of individual responsibility using tags <p>Further engagement of parents in EFL and supporting learning opportunities at home</p> <ul style="list-style-type: none"> i. Review of current activity from parents on EFL, audit logins and active users ii. Showcase at open evening, on newsletters and family coffee morning iii. Family support team to contact individual families and offer support and guidance on how to engage with the system 		<p>SLT / Lead Teachers</p> <p>AS</p> <p>AS / CW</p> <p>PG / NA / JP</p>	<p>Oct 22</p> <p>Feb 23</p> <p>Mar 23</p>	<p>Leadership time</p> <p>Events organised</p>	<p><i>Clear evidence of parental engagement increases</i></p>
<p>Behaviour, Attitudes and Attendance - Staff are equipped with the prerequisite skills and expertise to provide a proactive culture of support for behaviour that means learners are happy and safe.</p> <p>Staff will have the knowledge and skill set to know how to act in specific situation where behaviours that may challenge are present.</p>	<p>Recording and Reporting</p> <p>Reporting incidents related to behaviours that my challenge is reviewed, including staff voice.</p> <ul style="list-style-type: none"> i. Analysis from DHT on patterns and trends. ii. Discussion at SLT around serious incidents and appropriate planning carried out to reduce this. iii. Monthly monitoring and reports are to be developed and utilised to include greater depth analysis <ul style="list-style-type: none"> i. Analysis of the Bound and Numbered book-correlate to Digital Passport ii. Ensure stakeholders are informed of changes in procedures as necessary iii. Rigorous timely checks are scheduled and completed by SLT member responsible <ul style="list-style-type: none"> i. Relevant records are kept up to date and analysed by DHT. ii. Discussion of necessary changes to be had at SLT and relevant teaching staff. iii. Ensure that external agencies are made away if there are high tariff behaviours displayed. <p>Electronic significant incident form (SIF) tracking and monitoring system trialled</p>	<p>Robust and detailed records are available that show snapshot and over time monitoring and positive support analysis to inform next steps</p>	<p>RM</p> <p>RM</p> <p>RM</p> <p>RM- SLT- whole Staff</p>	<p>Ongoing across year</p> <p>October ½ term first sign post.</p> <p>Ongoing across year</p> <p>Created pre new year.</p>	<p>Leadership time</p> <p>Leadership time</p> <p>Leadership time then department time as needed</p> <p>Staff training time.</p>	

	<ul style="list-style-type: none"> i. Alert system in place to signal SLT. ii. Link to Digital Passports as necessary. iii. Analyse patterns and trends in Significant incidents to inform next steps. 			Introduced by end of September 22		
	<p>Positive Behaviour Support Proactive SLT support around daily practice (positive support and conduct for learning) with allocation of peer adult mentoring and or Team Leader support where highlighted</p> <ul style="list-style-type: none"> i. Systems in place around culture and behaviours for learning. UPR. ii. Ensuring that there is visible leadership for known children who display behaviours that may challenge iii. Creation and roll out of a high quality and fit for purpose QA system <ul style="list-style-type: none"> i. Development of culture around behaviours and triggers to be more proactive than reactive. ii. Aim to decrease crisis behaviours through debrief system from crisis behaviours. <p>Use of STEPS resources and bespoke CPD input at a whole school, team and individual staff level</p> <ul style="list-style-type: none"> i. DHT to be trained in STEPS. ii. Further embed knowledge of behaviour and culture as needed in the class/personnel context. iii. Create understanding Protective behaviours/steps/team teach 	Timely and effective proactive and responsive systems are in place to support all learners and staff in their positive support of learners is fully established - staff know where to go to seek and gain support, they are confident in their daily practice. Their actions are based on established theory and knowledge within this domain.	SLT and Lead Teachers DHT DHT	On going throughout the year. Created oct ½ Implemented through the following 2 ½ terms. Dec 22	Training for DHT then cascade	
	<p>Relationships: Pupils and Staff Refresh, recap, introduce Program of CPD develop to span the academic year to support staff knowledge and application of the knowledge with a specific focus on:</p> <ul style="list-style-type: none"> i. Behaviour analysis and planning for successes 		SLT RM	Dec 22		

	<i>ii. Building and sustaining positive relationships</i>					
Personal Development - Pupils have a voice, they are supported to make meaningful choices and have power/autonomy around their lives and their futures	Pupil Voice Research systems used within other SEND settings with similar cohort nationally to inform the development of mechanisms to capture individual pupils voice for all levels of learner at LAO i. DHT to visit other similar provisions. ii. DHT to explore the use of Efl for pupil voice iii. Trial of potential systems to be undertaken with cohort at key transition points i. Review of transition paperwork for pupils coming to Malborne to Clayton and those moving on. ii. PfA outcomes embedded from Yr9 onwards Whole school roll out, with option to share within the wider Trust i. Dissemination of good practice by training and exemplars ii. Creation of Top Tips document	Pupil voice and advocacy is an integral part of EHCP reviews and PEP planning. It enables and empowers learners to voice their preferences and inform decisions about their provision and next steps at a level appropriate to their individual cognition	SN SN/HJ SN	Dec 2022 July 23	Leadership time Leadership time	
	Learner impact on school Develop and implement Learner identity #thisisme as a fundamental part of the PSHE curriculum offer for learners at all levels, expand on staff and parental advocacy via Digital Passports to incorporate self-advocacy, voice and choice- document to display pupil character and personality i. Create a system for all stakeholders such as respite care providers and extended family (Including grandparents and siblings where appropriate) to contribute to #thisisme ii. Embed practice of digital passport review including #thisisme at parent’s evening	They are supported to convey their own identity and character, they are celebrated for their uniqueness. Pupils have increasing autonomy in school as they get older, leading to greater choice in their learning and Curriculum enhancement experiences.	SN/SK	July 23	Leadership time PPA time	

	<p>Careers- TARGET to be devised in conjunction with new lead for Post 16 (Commenced September 2022) and DHT responsible</p> <p>Careers advice and guidance Embedding within the curriculum and practice across POST16. PfA links CIAG Vocational</p>					
	<p>Sex and Relationships Education Mapping PSHE provision across the school to be completed to impact on next steps and further enhancement.</p> <ul style="list-style-type: none"> i. Review PSHE provision in LAO curriculum <p>Specialist facilitator training to be completed by SRE Lead (SK) to inform whole staff and teacher CPD sessions</p> <ul style="list-style-type: none"> i. PSHE lead to attend training ii. Dissemination to staff via CPD sessions <p>Parent sessions</p> <ul style="list-style-type: none"> i. FSW to champion and arrange session ii. Sharing of good practise from specialist Diverse training <p>Consider use of EFL TAGs to facilitate QA</p> <ul style="list-style-type: none"> i. Design and implement PSHE tags following Curriculum Review <p>Development and dissemination of school specific RSE philosophy</p> <ul style="list-style-type: none"> i. Delivery of CPD to Teachers and TA's 	<p>All staff at all levels know and understand how to support our learners in developing their knowledge at an appropriate level to their developmental stage. We help learners to be safe and to keep themselves safe and healthy as possible.</p>	<p>SK</p> <p>SK/RLC</p> <p>RLC/PG/JP/NA</p> <p>SN</p> <p>SK/AS</p> <p>RLC/SK</p>	<p>Dec 22</p> <p>Sept 22</p> <p>July 23</p> <p>July 23</p> <p>July 23</p>	<p>Leadership time</p>	<p><i>First parents SRE workshop completed November 2022, positive verbal feedback given from attendee</i></p>

	<p>Healthy lifestyles focus within curriculum develop – Development of bespoke, school specific training and Top Tips in relation to movement, postural management, Physical Education</p> <ul style="list-style-type: none"> i. Review of PE offer for pupils on Inspire Pathway, including off site learning opportunities. ii. Develop opportunities for off-site PE activities. iii. Disseminate to staff via CPD. 		SN/LS	July 23		
<p>Early Years - Ensure that transitions into school for learners are informed and bespoke to meet their highly individual needs</p>	<p>Admissions Procedure review, with a clear flowchart of events/actions to be completed by appropriate staff</p> <ul style="list-style-type: none"> i. Working party to audit current procedures, strengths and weaknesses analysis ii. Design of a flow chart for steps to admissions iii. Review of introductory paperwork and data collection <p>Use of Digital Passport template as part of pre-admission paperwork</p> <ul style="list-style-type: none"> i. Digital passport utilised to collect information for new starters – lead by the class teacher ii. Opportunity for staff across the department to be involved in the process to be built into transitions <p>EHCP interim reviews to be completed within 12 weeks of learner commencing placement at the school to meet statutory transition reviews and ensure that the learners EHCP outcomes are fit for purpose</p> <ul style="list-style-type: none"> i. Reviews hosted according to individual timeframes by DHT ii. Focus on strengths and areas of need review following admissions period to QA the plans 	<p>At point of entry our Early Years team have detailed knowledge of the learner to support and facilitate successful and smooth transitions into school, reducing transition related stress for the child and supporting parents to feel confident in the school and provisions made for their child.</p>	<p>AS / SH / FSW / GF</p> <p>AS / SH</p> <p>EY Class Teachers</p> <p>AS</p> <p>AS</p> <p>AS / SH</p>	<p>Apr 23</p> <p>Apr 23 May 23</p> <p>Apr 23</p> <p>Within 12 weeks of entry to school</p> <p>Across the year</p>	<p>Leadership time</p> <p>Pathway meeting time</p> <p>Teacher PPA / Leadership time</p>	

	<p>of learners joining the school and appropriate outcomes</p> <p>iii. Succession planning to mentor and empower the head of Early Years Lead Teacher in leading these reviews</p>					
<p>Post 16 - Further develop local links to support our learners to be active, contributing members of their community during their time in school and as they progress into adult life</p>	<p>Offsite Provision Seek appropriate opportunities for our learners to access the local community, including but not limited to educational and social provision within the community</p> <ul style="list-style-type: none"> i. Evaluation of current provisions for P16 learners ii. Establishment of new links with Westraven and Helping hands <p>Forge links with a wider range of local providers to expand the experience learners have an inform next destinations, choices for adult life</p> <ul style="list-style-type: none"> i. Evaluation of local providers including value for money. ii. Implementation of P16 link groups iii. Review of link groups <p>Use of Hub as a community learning venue, establishing links that can by used by our learners</p> <ul style="list-style-type: none"> i. Establishment of Hub timetable ii. Renew the signage at the Hub iii. Re-opening and re-launch of the Hub <p>Expand community-based learning opportunities that are high quality, linked to learner individual outcomes and support community integration</p> <ul style="list-style-type: none"> i. Evaluation of opportunities for pupils. ii. Development of hub and collaborative working with Community members such as NHW co-ordinator. 	<p>Our learners have a wealth of community based learning opportunities to prepare them for adult life and inform their choices and destinations, these choices are reflected in their #ThisisMe profile</p>	<p>SN/HJ</p> <p>SN/HJ SN/HJ</p> <p>SN/HJ/JB</p> <p>SN/HJ</p>	<p>Oct 22</p> <p>Dec 22 July 23</p> <p>Oct 22</p> <p>July 23</p>	<p>Teacher PPA/ Leadership time</p> <p>Teacher PPA/ Leadership time Finance for signage</p>	

	<p>Continue to ensure staff have access to all aspects of Safeguarding CPD</p> <ol style="list-style-type: none"> I. Annual Safeguarding including updated KCSIE, Prevent and CIC CPD delivered to all staff II. DSL's receive up to date CPD and renewal CPD carefully monitored and logged III. Safeguarding CPD is 'tested' as part of ascertaining knowledge and understanding gained. <p>Community engagement</p> <ol style="list-style-type: none"> I. Audit the current community involvement with LAO and consider in what ways this could be developed to enhance the experiences of our learners. II. Design a plan of action to develop community engagement through the work of the FSW team. III. Plan a project to encourage community engagement IV. Review project. V. Re-establishment of Parent survey VI. Spotlight Parent View 	<p>Clear evidence of staff understanding of procedures and practices connected to Safeguarding tested and established.</p> <p>Community engagement is audited and developed.</p>	<p>CW</p> <p>All</p> <p>RLC</p> <p>RLC</p>	<p>Sep 22</p> <p>Ongoing</p> <p>Feb 23</p> <p>Jan 23</p> <p>Jan 23</p> <p>March 23 onwards</p> <p>July 23</p> <p>July 23</p> <p>Ongoing</p>	<p>Survey Monkey</p> <p>ICT resource at key events</p>	
	<p>CPD</p> <p>All staff follow appropriate CPD to develop professionally in their specific roles</p> <ol style="list-style-type: none"> I. Training across the year planned to facilitate weekly CPD opportunities for staff at all levels, with clearly defined and focussed INSET day use (2 year cycle to ensure all statutory and required training met) II. All teachers complete NPQ CPD qualifications in specific professional field and share best practice with Family groups or staff groups as appropriate, co-ordinated by CPD Co-Ordinator 	<p>All staff complete worthwhile CPD and share best practice with others as appropriate. Effective CPD opportunities are carefully monitored and quality assured.</p>	<p>RLC</p>	<p>Sep 22</p>	<p>Directed time allocations</p> <p>External CPD providers were cost implications</p>	

	<p>III. CPD schedule to be amended to facilitate directed study time with 1265</p> <p>IV. Staff undertaking CPD will complete a questionnaire around the usefulness of the CPD to Quality Assurance its successfulness and how far it will impact on practice</p> <p>V. CPD co-ordinator will keep records of all CPD to provide Head Teacher with an overview of professional development needs being addressed.</p> <p>VI. Reflective Practice will be planned within / Curriculum Teams and Pathway leads to share best practice.</p>		<p>RLC</p> <p>All staff</p> <p>RLC</p> <p>AS</p>	<p>Sept 22</p> <p>Ongoing</p> <p>Ongoing-weekly</p> <p>Termly</p>	<p>1265</p> <p>Directed time</p>	
	<p>Shared Values RESPECT</p> <p>I. Directed time allocated to provided opportunities for staff to meet and discuss the Trust wide revised Values and recognise and take ownership of their use within our context</p> <p>II. Raise profile of shared values – info graphics etc across the school</p> <p>III. Specific examples collated of shared values from school activities and learning experiences.</p>	<p>All staff illustrate and evidence is available of understanding and facilitation of RESPECT and shared values of the Trust within the everyday life of the Academy.</p>	<p>KJ</p> <p>RLC/KW</p>	<p>Sept INSET</p> <p>Autumn 22</p>	<p>INSET allocation</p> <p>Trust resources</p>	
	<p>Reporting to governors</p> <p>I. Schedule of reporting to governors established and published to SLT</p> <p>II. Agreed report format developed by the Trust and used by SLT</p> <p>III. Termly focuses on site Gov visits with clearly defined agenda/focus – links to specific member of SLT/ELT</p>	<p>Regular liaison with Governing Body and QA sessions established with clear action points agreed after each meeting.</p>	<p>ALL</p> <p>KJ</p>	<p>Ongoing</p> <p>Oct 22</p>	<p>AC member expenses</p>	