



Lime Academy Orton 2023-24

School Evaluation Form (SEF) and School Improvement Plan (SIP)

School Evaluation Form (SEF)

- Context
- Outcomes and Targets
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Quality of Education in EYFS
- Quality of Education in Post-16

School Improvement Plan (SIP)

Self-Evaluation Form

School Context

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 155 of which 8 are in our Early Years and 22 are in Post 16.
- 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 cafe 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:

TA (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 April 2023 by its current Headteacher. Three of the senior team are now within enhanced roles and the remaining two are new to role, as Assistant Head Teachers (2023).

Lime Trust SEF & SIP Lime Academy Orton

	Number (%)	Narrative
NOR (PAN)	155 (100)	R-9, Y1-8, Y2-10, 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	89 (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	66 (41%)	
FSM	64 (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	2	2 Learners are currently subject to Child protection plans
CIN	52	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.
LAC	11	6 learners are in the care of the Local authority full time in foster care placements, the remaining 5 are within this category due to shared care arrangements around significant respite provision.
EAL	79	The significant number of learners with EAL is representative of the diverse community within the city.
Ethnicity	79	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). Headline groups: White British 44 / Pakistani 27 / All others 74

Quality of Education - Data

Delete if not required.

	2021 (TA)	2022	2023	2024 (targets)
GLD				
Y1 Phonics				
Y2 Phonics				
KS1 Reading				
KS1 Writing				
KS1 Maths				
KS1 Combined				
KS2 Reading				
KS2 Writing				
KS2 Maths				
KS2 Combined				
KS4 / 5				
Destinations				

Add any contextual narrative

1. Quality of Education

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.
- 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). This incorporated reflective practice to augment best practice, including changes outlined in our 'curriculum amendments January 2022' document. Curriculum Document
- This was driven by the leadership team's commitment and shared vision to ensure all learners are able to 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. Curriculum Overview
CPD Schedule
- 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. Extended Leadership CPD Delivery
- The knowledge and skills from the school's bespoke curriculum are planned and sequenced across the term through our 'topic on a page' approach, identifying key curriculum intents for each class group according to their individual EHCP pathways. Quality of Education Induction materials and exemplars
- We utilise our bespoke teaching approaches as a delivery methodology for our curriculum, mapping these across a timetable for each class group. Spread of area of need are identified via colour coding for primary focus, with curricular links identified in each learning plan.

Implementation

- Teachers have had significant input to enhance their understanding of Learner Characteristics and individualisation (2019-2023 CPD calendars). 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 through rigorous and targeted support through mentoring by senior and middle leaders. Expectations are high, planning and delivery is scrutinised to ensure it meets all learners needs and supports their development appropriately. Learners are making progress, which is evidenced effectively and regularly through our use of the Evidence for Learning platform (QA 2022-23). Summative QA Summer 2023 demonstrated that 14/18 classes, have access to provision that is good of these, 5 are in receipt of better provision. Changes in staffing have led to vacancies across the previous academic year, the school has undertaken relentless recruitment processes which have resulted in many roles being filled for September 2023.

Curriculum Overview
- Each learner at Lime Academy Orton has a digital passport at the core of their curriculum offer. This document begins with their EHCP outcomes and considers all factors that contribute to our young people accessing their learning, from communication to individual risk assessment. Teachers work in collaboration with families, therapists and the senior leadership team to craft these documents into comprehensive teaching and learning tools to foster the knowledge within all staff at the school of each individual.

QA Overview 2022-23
- 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 Planning QA and AR meetings Autumn 2019 onwards).

Quality of Education Induction materials and exemplars
- Learning plans are devised for each foundation or area of learning within our curriculum. Teachers thread outcomes from learner EHCPs and the school's Curriculum Document via the 'topic on a page' to learning plans, sequencing learning based on what learners have previously learnt and what they may learn in the future. Within each lesson skills and knowledge are introduced, consolidated and reflected upon through effective plenaries and practitioner feedback.

Learner Characteristics in Curriculum Document
- Our curriculum contexts provide new and motivating ways to present learning opportunities each term. This allows us to build on prior learning and embed the developmental progression across the key intents of mathematics and cognition within our bespoke curriculum. School recognises and celebrates that all our young people have

individual learner characteristics. This means that they will require a range of motivating and stimulating resources to engage them in their learning.

- The school has an extensive curriculum resource catalogue for our learning contexts, including emerging ICT and both high- and low-tech AAC and sensory equipment. This includes the resourcing of our immersive environments each term, providing a learning space for learners to thrive through motivation and engagement in our bespoke contexts.
- Reading in the form of communication and interaction is a priority to enable pupils to access all areas of development through the curriculum. The school has designed a bespoke phonics and reading approach utilising the materials of Little Wandle, leading to a golden thread of approaches through the school to augment communication and reading for pleasure and strategic development of resourcing and approaches. Enjoyment in reading is promoted through cross-curricular links for all pathways to immerse themselves in a text and sound rich learning environment.
- Cognition and learning are fundamental life skills that can develop engagement in learning. Through a deeper understanding of mathematical concepts, we develop within our learners' thinking strategies and problem-solving skills to prepare them for adulthood.
- Embedded within our Quality of Education practice is the use of Evidence for Learning as a formative and summative assessment tool. The school introduced this cloud-based platform in Spring 2019 and has worked with all teaching staff to provide CPD, exemplars and expectations for the use of assessment in school. The platform is utilised in classrooms via iPads and iPods to allow continual access for practitioners to record progress and achievement in all aspects of school life and learning.

Orton Readers documentation

Communication and Interaction Strategy

Cognition and Learning Strategy

Impact

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. Each learning has and individual pathway based on their EHCP outcomes and progress is demonstrated by their unique and individualised learning journals. Data capture takes place in February and July, with planned learner progress and provision mapping 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.

EFL Evidence document

- There remains 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.

PfA Evidence Document /
Case Studies

- 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, 2020-21 and 2022-23).

Attendance

Key Documents

- All Learner attendance is impacted due to medical 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.
- The introduction of Arbor, a new MIS system April 2021 onwards has facilitated significant improvements in attendance monitoring. First day absence checks are in place, mechanisms are effective in supporting learners to return from long term absences and to facilitate Safeguarding and well -being checks as necessary and per the school's attendance policy.

School Attendance policy
FSW attendance
monitoring procedure
document

First Day Calling
administrator procedure.
Case studies

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

adaptions required because of their SEND and enable practitioners to support learners to be regulated, calm and ready to access learning when and wherever possible.

Case studies

- Most 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 2022-23, 7 incidents occurred involving 5 different learners.
- The 14 incidents on the Malborne site relate to 4 learners, 10 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 other has now left site as he is no longer of post 16 education age.

Behaviour analysis and case studies

Case study

- 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 term 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.

2 - Behaviour and Attitudes		
ATTENDANCE	School	National
Overall Attendance (%) (R-6 statutory school age only)	83.8%	82.3%
Persistent absence (%)	41.9%	51%
EXCLUSIONS	School	National
Permanent no. of pupils (%)	0	
Suspension no. of pupils (%)	0	
Suspension no. of days	0	
BEHAVIOUR	School	
Bullying incidents N/A		
Racist incidents N/A		

3 - Personal Development and Pupil Welfare

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 (Pupil voice), PSHE (Wellness, 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 are relentless in their pursuit of ensuring that learners feel safe and valued.
- Pupil voice is encouraged through a variety of methods, matched to learner's 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 PSHE).
- Learner strengths and achievements are celebrated and supported by the positive ethos within school (certificates and celebration assemblies, website, Evidence for Learning, 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, residentials, community visits, WRL via the community Hub and specific work placements (when appropriate), college taster courses, horse riding for the disabled, Hub, on site and offsite productions, Music Therapy, and school enrichment days/weeks (Woodlands Festival, #LimeKindXmas,

Key Documents

PD Case studies
RSHE CPD
Pfe CPD

religious festival celebrations i.e. Easter, Eid, Chinese New Year) all combine to give our learners a wide range of experiences across the school year .

Preparing for Adulthood

- PfA training is delivered by PfA Lead to all staff
- Duke of Edinburgh sessions delivered weekly, focused on skills, careers, and physical health
- Duke of Edinburgh expedition for P16 and KS4 pupils, developing confidence, teamwork, and independence skills
- Ongoing reviews of current careers options within P16 are undertaken by leaders - identifying areas of need and tailoring resources to meet individual needs of learners.
- Post 16 - Weekly work-related learning opportunities at the Hub and enterprise sessions.

- 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. We utilise 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 school's Empower curriculum pathway.

- The community Hub provides meaningful opportunities for learners to encounter the world of work within a safe and secure environment.

Personal Development
Impact summary
statement

Case studies at the HUB
Document

4 - Leadership and Management

Narrative to include Safeguarding, Governance, Pupil Premium and Catch-up funding, impact of external validation, leadership at all levels, inclusion and off-site provision.

1. Do

Ambition / drive/ improving teaching and learning

- QA systems (Teaching, Learning & Assessment) are now within their 4th 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.
- The school will be introducing a new trust wide system for teaching staff, Step Lab, for implementing instructional coaching and mentoring. All teachers will work with coaches to set targets focused on improved outcomes for learners via effective and efficient teaching approaches.
- 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 was 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.

Key Documents

CPD overview

Step lab overview

Curriculum document

1265 document

Safeguarding

- Arrangements for Safeguarding are 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.

Safeguarding CPD 2023-24 and register as such

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). Health and Safety audit
- 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 locally, regionally and nationally. The Trust is a member of the Paragon Alliance.
 - 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.
- Parent consultation meeting minutes
Parent voice collation

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 Business Manager engages with families regularly, offering a wide range of support – especially in relation to accessing social care and health resources and transition. Weekly parent newsletters are used to keep families informed of what is happening in school. Online and 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.
- The school has established a parent consultation forum and plans to introduce a parent support group for the school.

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. Staff well-being meeting minutes
- 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.
- 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. Academy Minutes

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

Early Years –

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

Key Documents

- | | |
|--|--|
| <ul style="list-style-type: none"> • The Team Leader across Early Years is an experienced SEND practitioner, having led in various Key Stages across the school she moved 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). • Curriculum delivery is individualised and bespoke to the needs and interest of all learners. This is established at the beginning of each young person’s learning career with us through an interim review of their EHCP half a term after they join us. This allows those who have built relationships with the young person to work alongside the family and professionals to ensure outcomes and provision for each learner are ambitious and individualised. • Early Years have developed and built a research basis for many of our bespoke teaching approaches. We have trialled our approaches with our youngest learners, drawing on the expertise in teachers within the department to provide feedback from each of our pathways to triangulate reflective practice before rolling these out across the whole school. This includes our approaches to sensory stories, therapeutic yoga, and most recently ‘tactile tales’, our approach to developing fine motor and exploration skills. • 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 learners 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. • The school utilises statutory assessments, identifying where it is appropriate for learners to take some assessments, such as the phonics screening check. Effective procedures are embedded for utilising the EYFS profile for learners at the end of EYFS and submitting data to the DFE | <p>Lesson observations</p> <p>Parent feedback</p> <p>SIP Review June 2023</p> <p>Reflective Practice CPD on TEAMS</p> <p>EHCP Reviews</p> <p>EYFS statutory data submissions and summaries</p> |
|--|--|

6 - Post 16

Narrative to include curriculum, assessment, cultural capital.

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

- Post 16 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 were 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 Preparing 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
- Learners access a range of Post 19 providers of education and social care to allow them to experience the setting to enable learners and their families to make 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 Post 16 incorporates a wealth of 'real life' personal, social and independent learning experiences - This provides learning opportunities and the acquisition for skills for adult life.
- Learners follow the school's Empower curriculum. Assessment and target setting mirrors the systems used within the rest of the school.

School Improvement Plan – 2023-24

BRAG rating – Colour code the progress column

Blue – completed

Green – on track

Yellow – on track with minor issues

Red – not on track

Objective	1. Improve the Quality of Education: Ensure learning outcomes are ambitious and personal to each learner, delivered through a broad and bespoke curriculum offer driven by their learning characteristics.						
What will success look like?	Success Criteria	Evidence					
	1. 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	<ul style="list-style-type: none"> • EHCP schedule • Provision mapping • Curriculum Document 					
	2. Each learner’s individual curriculum offer incorporates a wide range of opportunities for them to develop their cognition skills, leading to semi-formal mathematics when and where appropriate. Mathematics at LAO is systematically taught, through purposeful teaching that is fully embedded within the school’s curriculum.	<ul style="list-style-type: none"> • Cognition and Learning Strat • CPD Schedule • QA Calendar • TEAMS 					
	3. Development of bespoke teaching approaches on Proactive foundation of the Engage pathway	<ul style="list-style-type: none"> • TEAMS QA folder • QA overview • Step Lab summary 					
4. EfL is fully utilised across the school, with timely, robust evidence that is consistent and used well to inform next steps in learning.	<ul style="list-style-type: none"> • EfL Learning Journals • CPD Calendar • Data submission / summary • QA documents 						
Key Actions	Who?	Timescale	Resources	Progress Dec.	Progress Mar.	Progress July	
1a. Mentoring of lead teachers to lead within Key Stage EHCP reviews	AS / Lead Teachers	October 2023	Release time	Blue			
1b. Review of the teacher report format for EHCP reviews, including CPD for all teachers and model review paperwork examples	AS / TH	December 2023		Green	Blue		
1c. Audit of current best practice around content in sections B, E and F of the current cohort of EHCPs	AS / HJ	February 2024		Green	Blue		

1d. Design of a provision mapping document and meeting to capture provision and new outcomes prior to an end of key stage review	AS / TH	December 2023	Time	Green	Blue	
1e. Strategic review of EHCP outcome quality and identification of priority 'end of key stage outcome' exercise	TH	May 2024		Green	Green	
1f. Review Preparing for Adulthood inclusion in EHCP outcome design	HJ	June 2024		Green	Green	
2a Coaching for middle leaders from SLT QofE lead				Green	Green	
2b Cognition and Learning strategy written, pulling together where practice is best	AS	September 2023		Blue	Blue	
2c Systematic strategy for mathematics teaching across contexts devised, costed and actioned.	AS / TH / KH	November 2023		Green	Green	
2d Shared with staff as part of a CPD strategy for mathematics.	KH	January 2024	CPD meetings	Blue	Blue	
2e Intent discussion and information gathering	AS / KH	September 2023		Blue	Blue	
2f Intent discussion and information gathering	KH	November 2023		Blue	Blue	
2g QA learning walks to monitor	AS	March 2024	Release time	Green	Green	
2h Staff CPD around mathematics delivered		January 2024	CPD meetings	Blue	Blue	
2i Resources mapped for the 6 contexts and cognition strategy and ordered	KH	May 2024	Curriculum budget	Green	Green	
2j Resourcing and CPD relating to mathematics strategically crafted and delivered in house. Resourcing and implementation of 'maths sheds' and 'maths trails' approaches	AS / TH / KH	June 2024	Specifically funded project £500-£1000	Green	Green	
3a Cognition and Learning strategy written, pulling together where practice is best	AS / TH	March 2024	Curriculum budget	Green	Green	
3b Devised bespoke approaches to augment curriculum offer i.e. 'sensology', 'communication stories', 'cooking stories'	AS / LTs	March 2024		Green	Blue	
3c Implementation of approaches via training and best practice video in place and CPD delivered	AS / TH / HJ / SN	June 2024		Green	Green	

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3d Monitoring and mentoring of teachers on this pathway with strong QA thread, link to support with behaviours that may challenge	SLT / ExSLT Teachers	October 2023		Green	Blue	
3e Every teacher and senior leader enrolled on the Step Lab programme facilitated by Ambition Institute	SLT / ExSLT	December 2023		Green	Blue	
3f . Leaders at all levels to complete the Ambition Institute instructional coaching module.	SLT / ExSLT Teachers	May 2024		Green	Green	
3g Coaching and feedback delivered via Step Lab ‘drop-ins’ and ‘shout outs’.	SLT	March 2024	Curriculum budget	Green	Green	
4a Clear timeline and expectations set at the beginning of Autumn term re: best practice and milestones	AS	October 2023		Green	Blue	
4b Individual monitoring weekly by peers, department best practice sharing every three weeks and showcasing half termly	Class Teachers	January 2024		Green	Blue	
4c CPD and mentoring in place for teachers around the use of indicators against curriculum outcomes.	AS / TH	November 2023		Blue	Blue	
4d Assessment books used to record summative termly judgements of progress against individual outcomes. (EFL)	AS / TH	February 2024		Green	Blue	
4e Data points completed throughout the year by all teachers, with sufficient evidence gathered against those judgements.	AS / TH / Teachers	February 2024 June 2024		Green	Green	
4f Capture the comments and evidence gathered by parents to share and showcase.	SLT	November 2023		Green	Green	
4g Showcase at open evening, annual review, on newsletters and family coffee morning	SLT	October 2023		Green	Green	
4h Clear timeline and expectations set at the beginning of Autumn term re: best practice and milestones	Family Liaison Officers	May 2024		Green		

Objective	2. Behaviour and Attitudes: 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					
What will success look like?	Success Criteria			Evidence		
	1. Recording and analysis of behaviour: Robust and detailed records are available that show snapshot and over time monitoring and positive support analysis to inform next steps	<ul style="list-style-type: none"> • MT QA Report • Behaviour analysis report • HT report 				
	2. Positive Behaviour support: Staff will continue to have the knowledge and skill set to know how to act in specific situation where behaviours that may challenge are present.	<ul style="list-style-type: none"> • MT QA report • Behaviour analysis report • SLT QA Day • Case studies 				
3. Protective behaviours: Staff continue to be equipped with the prerequisite skills and expertise to provide a proactive culture of support that means learners are happy and safe	<ul style="list-style-type: none"> • Induction documentation • QA Calendar • Mental health awareness week 15-21 May (wellness week) 					
Key Actions	Who?	Timescale	Resources	Progress Dec.	Progress Mar.	Progress July
1a. Development of use of Medical Tracker Reporting and recording training disseminated to all staff	SN	October 2023		Green	Blue	
1b. Termly review of data	SN / RLC	July 2024			Green	
1c. Establishing a reporting format including consistent data analysis.	SN / AS	December 2023		Green	Green	
1d Contribution of data to termly head teacher reports	SN	July 24		Green	Blue	
1e Reporting and recording training disseminated to all staff	SN	October 2023	Whole staff meeting time	Green	Blue	
1f Termly review monitoring reports and the utilisation of these to include greater depth analysis	SN / RLC	July 2024		Green	Blue	
1g Electronic significant incident form (SIF) tracking and monitoring embedded.	SN	July 2024		Yellow	Green	

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2a Review of systems for responding to and supporting instances of behaviours that may challenge	SN / HJ	March 2024		Yellow	Blue	
2b Development of good practice for positive behaviour support	SN	July 2024	Whole staff meeting time	Blue	Blue	
2c Support teachers with positive behaviour support as necessary	SN	July 2024		Green	Green	
2d Analysis of ABC charts to inform positive behaviour support plans	SN	March 2024		Planned	Green	
2e Implementation of revised positive support section for all learners	SN / AS	July 2024	Directed meeting and planning time	Green	Green	
2f Audit and review of statements and support within digital passports	SN / AS	July 2024	Leadership time	Green	Green	
2g . Showcase and sharing of best practice around positive support.	All Teachers	July 2024		Blue	Blue	
2h . Review of systems for responding to and supporting instances of behaviours that may challenge	SN / HJ	March 2024		Green	Blue	
3a All new staff to LAO induction session	SN	July 2024		Green	Green	
3b Evaluation of the information leaflet given to supply staff and visitors.	SN/ GF / SS	November 2023	SLT Meetings	Yellow	Green	
3c Protective behaviour focused learning walks	SN / HJ / TH	March 2024		Planned	Yellow	
3d Whole staff CPD on protective behaviours	SN	July 2024	Whole staff meeting time	Blue	Blue	
3e Capturing learner voice to inform future wellness strategies	SN / HJ / TH	April 2024		Planned	Yellow	

Objective	3. Personal Development: Pupils have a voice; they are supported to make meaningful choices and have power/autonomy around their lives and their futures							
What will success look like?	Success Criteria			Evidence				
	1. Pupil voice: Learners 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.				<ul style="list-style-type: none"> School council section of newsletter EfL evidence and tag QA Report 			
	2. Parental engagement: 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				<ul style="list-style-type: none"> Minutes of PV meetings Celebration in newsletter Certificate of training completion TEAMS QA of Digital Passports 			
	3. Physical development: Opportunities for Physical Development learning are effectively implemented at all Key Stages for learners to be confident, comfortable and healthy now and in the future.				<ul style="list-style-type: none"> Curriculum document Best practice shared via TEAMS New policy TEAMS 			
Key Actions	Who?	Timescale	Resources	Progress Dec.	Progress Mar.	Progress July		
1a. Implementation of a School Council with a review of how all learners can express their views.	HJ	June 2024		Green	Green			
1b. Explore curriculum enrichment options for Malborne campus	HJ / SN	April 2024		Green	Green			
1c. Completion of new digital passports, Addition of 'My Personality' and 'My Voice and Choice' into Digital Passports	Teachers	September 2023	Teacher PPA time	Blue	Blue			
1d. Quality assurance of digital passports	SLT	December 2023	QA Calendar / SLT QA Day	Blue	Blue			
1e. Effective transition of digital passports to new classes, further education and social care	Class Teachers	July 2024		Planned	Planned			
2a. Development of Parent Voice forum and build on the actions so far provided	RLC / HJ / PG	July 2024		Green	Green			
2b. Continuation of parent support groups and family picnics.	PG	July 2024	Staff volunteers	Green	Green			
2c. Designated Teacher to attend training with Virtual School and then update procedures for Personal Education Plans for our Children in Care.	TH	October 2023	Leadership time	Blue	Blue	B		

2d. CPD on CIC/LAC and Virtual School for teaching staff to further knowledge of how to support these learners.	TH	November 2023	Meeting time	Blue	Blue	
2e. Addition of a bespoke 'PEP passport' page within learner Digital Passports'.	TH	December 2023		Blue	Blue	
3a. Identification of curriculum lead for PE and review of the offer for pupils on Inspire Pathway.	SLT / PE lead	March 2024		Planned Yellow	Green Green	
3b. Review the use of our swimming pool for all learners including lunch time clubs.	TH / SN / HJ	December 2023	Transport	Yellow	Green	
3c. Review and development of off-site learning with physical development opportunities in our local community.	TH / HJ	March 2024	Cost of local offers	Yellow	Green	
3d. Reviewing practice across the school. Support from TH/AS to model best practice sessions for teachers new to the approach.	TH / AS	July 2024		Green	Blue	
3e. Initial training in developmental movement play approach. Booking and delivery of Jabadao training offer.	TH	April 2024	Cost of training - £1600 Funding via PEP	Green	Green	
3f. Development of a Principles of Movement policy.	TH / AS	July 2024		Green	Green	
3g. Continuation of OT / Physio structure and support. All learners seen regularly to review their exercise programmes and have aspirational outcomes linked to these.	TH	July 2024		Blue	Blue	
3h. Postural seating offer. Overseeing transition to LA led seating offer and audit of all school therapeutic resources.	TH / AS	July 2024		Blue	Blue	

Objective	4. Leadership and Management: Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners	
What will success look like?	Success Criteria	Evidence
	<ol style="list-style-type: none"> Updated Internal Safeguarding procedures audit available as a Case study of skills, knowledge and systems in place to support safeguarding. Clear evidence of staff understanding of procedures and practices connected to Safeguarding tested and established. 	<ul style="list-style-type: none"> CPD logging Staff questionnaire findings Audit findings Case studies

	2. Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners. Including the implementation of a new platform for linking and recording CPD.	<ul style="list-style-type: none"> • CPD Schedule • Questionnaire and analysis CPD overview on NC				
	3. Parent voice meetings and Academy Council visits reflect feedback and actions inform future planning and impact on the school.	<ul style="list-style-type: none"> • Minutes of parent voice meetings Academy Council minutes				
Key Actions	Who?	Timescale	Resources	Progress Dec.	Progress Mar.	Progress July
1a. Enhanced safeguarding training for all staff relating to Child Protection in SEND settings delivered.	AS	September 23		Blue	Blue	
1b. Staff questionnaire issued to gather evidence of confidence around Safeguarding CPD and how to address any concerns.	RLC	Autumn 23		Blue	Blue	
1c. Safeguarding 'spotlight' workshops built into half termly CPD cycle	AS / SN	Autumn 23	Whole staff meeting time	Blue	Blue	
1d. Review of and updated training related to reporting and recording.	SN	Autumn 23		Blue	Blue	
1e. Establishing the My Concern dashboard for data review	AS	Spring 24	My Concern	Green	Green	
1f. Audit of school safeguarding reporting and data	RLC	Spring 24	My Concern	Blue	Blue	
1g. Review of current CIN and EH procedures	GF / RLC / JP / PG / NA	Autumn 23		Green	Blue	
1h. Case studies drawn up to illustrate skills knowledge and expertise around Safeguarding procedures	RLC / JP / PG / NA	Autumn – Summer 23-24		Blue	Blue	
1i. Review and showcasing of best practice in absence monitoring.	RLC / JP / PG / NA	Autumn – Summer 23-24		Blue	Blue	
1j. Review and utilisation of the Family Liaison Team relating to CIN and safeguarding QA.	AS	September 23		Blue	Blue	
2a. 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)	AS/TH/HJ	Autumn 23		Blue	Blue	
2b. 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	AS/RLC	Autumn – Summer 23-24		Green	Green	

2c. 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	AS/RLC	Summer 24		Green	Green	
2d. Implementation of trust wide CPD platform via the National College	AS	Autumn – Summer 23-24		Blue	Blue	
2e. Reflective Practice will be planned within / Curriculum Teams and Pathway leads to share best practice.	AS/HJ/TH	Autumn – Summer 23-24		Blue	Blue	
3a. Development of Parent voice group to facilitate consultation and discussion	RLC / JP / PG / NA	Autumn 23		Blue	Blue	
3b. Year-long action plan devised alongside families.	RLC	Autumn – Summer 23-24		Yellow	Yellow	
3c. Cycle of governor visits and QA process established	RLC	Autumn – Summer 23-24		Green	Green	
3d. Feedback given from visits and QA at academy council meetings.				Green	Green	

Objective	5. Early years: Ensure that each pathway begins with embedded teaching approaches that are bespoke to the learner characteristics of our individuals	
What will success look like?	Success Criteria	Evidence
	1. Transitions into setting: 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	EHCP schedule
	2. Transitions into setting: Development of an approach to provision mapping that outlines the teaching offer for individual learners, identifying areas for action and high-quality outcomes for the end of Key Stage	Provision mapping recording
	3. Early Reading and Phonics: Embed the schools phonetic scheme within a flexible, appropriate, and robust curriculum offer at Early Years	Communication and Interaction Strategy
	4. Review of the resourcing for communication and interaction at Early Years	CPD presentation

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Key Actions	Who?	Timescale	Resources	Progress Dec.	Progress Mar.	Progress July
1a. Reviews hosted according to individual timeframes by DHT and Head of Early Years	SH	Autumn – Summer 23-24		Blue	<i>Blue</i>	
1b. Focus on strengths and areas of need review following admissions period to QA the plans of learners joining the school and appropriate outcomes	AS / TH / SH	November 2023		Green	Green	
1c. Succession planning to mentor and empower the head of Early Years Lead Teacher in leading these reviews	AS / SH	May 2024		Green	Green	
2a. Design of a provision mapping document and meeting to capture provision and new outcomes prior to an end of key stage review.	AS / TH	December 2023	Time	Green	Blue	
2b. Strategic review of EHCP outcome quality and identification of priority 'end of key stage outcome' exercise	TH	May 2024		Planned	Green	
2c. Review Preparing for Adulthood inclusion in EHCP outcome design.	HJ	June 2024		Blue	Blue	
3a. Communication and reading strategy embedded in EY, pulling together where practice is best	SH / RW	January 2024		Green	Blue	
3b. Reading texts and phonics strategy devised, costed and actioned	SH / RW	January 2024	Curriculum budget	Green	Blue	
3c. Shared with staff as part of a CPD strategy for reading	RW	February 2024		Green	Blue	
4a. Resourcing and CPD relating to reading and phonics strategically crafted and delivered in house	SH	March 2024	Curriculum budget	Green	Blue	
4b. Resources mapped for the 6 contexts and developmental phonic strategy and ordered	SH	May 2024		Planned	Planned	
4c. QA learning walks to monitor	SH / AS	June 2024		Planned	Planned	

6. Post 16: Further develop local links to support our learners to be active, contributing members of their community							
Objective	Success Criteria			Evidence			
What will success look like?	1. Community links: LAO Learners have a wealth of community-based learning opportunities to prepare them for adult life and inform their choices and destinations.			<ul style="list-style-type: none"> • EHCP Reviews 			
	2. Community links: our Hub provision will be developed to incorporate active involvement by more learners.			<ul style="list-style-type: none"> • Efl • Digital Passport • Efl 			
	3. Careers: CIAG appropriate learners will have access to bespoke CIAG. Job coaches established and used			<ul style="list-style-type: none"> • QA of P16 			
	4. Development of D of E programme.			<ul style="list-style-type: none"> • Efl • TEAMS – Training Video 			
Key Actions		Who?	Timescale	Resources	Progress Dec.	Progress Mar.	Progress July
1a. Strategic review of EHCP end of key stage outcomes to ensure links and future provisions are linked to learner individual outcomes and support community integration		HJ / SN / AS	June 2024		Green	Green	
1b. Expand community-based learning opportunities that are high quality and in line with learners needs		HJ / SN / JT	April 2024	Community based provision	Green	Green	
1c. Seek appropriate opportunities for our learners to access the local community, including but not limited to educational and social provision within the community.		HJ / SN / JT	April 2024	Community based provision	Green	Green	
2a. Continuation of partnerships with SENSE and PR colleges link groups.		HJ / SN / PG	October 2023	Transport and provision	Blue	Blue	
2b. Development of community contribution opportunities bespoke the P16 learners skills as appropriate		SN /JT/ HJ	May 2024	Transport and provision	Green	Green	
2c. Design of a transition page added to the Digital passports to capture learners aspirations and work-based skills		HJ	January 2024		Green	Green	
2d. Further review of PfA at the Hub		JT / HJ	March 2023	The Hub	Green	Blue	
2e. Increase of Hub public opening hours to support customer service and hospitality in hospitality work experience opportunities		JT	July 2024		On Hold	On hold	
3a. Development of the implementation of 'in house' and stakeholder taught skills sessions to learners		HJ	July 2024		Green	Green	
3b. Bespoke Careers sessions to be delivered by Trust careers lead		SM / SN	January 2024	CPD Time	Blue	Blue	

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3c. Implement bespoke Careers guidance where appropriate for learners through differentiated taught skills sessions.	SM / SN	July 2024		Green	Green	
3d. Review internal and external work experience opportunities where this is appropriate, supported by trained job coaches				Green	Blue	
3e. Development of a range of in house, work placements in line with learners Career aspirations	HJ / JT	June 2024	HJ / JT	Green	Blue	
3f. Development of a range of hub work placements in line with learners Career aspirations	HJ / JT	June 2024	HJ / JT	On Hold	Yellow	
3g. Design of CV document for all P16 learners where appropriate	HJ / SM	February 2024	HJ / SM	Green	Blue	
4a. Enhancement and expansion the DofE expedition offer.	SN / HJ / JT	June 2024	Equipment for expedition if increase in participants	Green	Green	
4b. DofE training to be delivered to all Malborne teaching staff to increased understanding of the accreditation and how best to support learners.	SN / HJ / JT	January 2024	CPD Time	Green	Yellow	
4c. Further development and implementation of DofE skills sessions	SN / HJ / JT	March 2024		Green	Green	