



The Orchard School Improvement Plan 2025-2026

School Improvement Plan 2025–2026

The Orchard School is committed to providing an inclusive, therapeutic, and aspirational learning environment where every pupil can thrive academically, socially, and emotionally. This School Improvement Plan builds upon the progress made during 2024–2025 and sets out clear, measurable priorities aligned to the November 2025 Ofsted Framework.

At the heart of our work is The Orchard Way, driven by our Mission, Vision, and Values (MVV)-Trust, Belonging, Aspiration, Voice, Pride, and Curiosity-which define how we learn, behave, and lead. Every strand of this plan is designed to ensure these values are visible in classrooms, relationships, and decision-making across the school.

The 2025–2026 plan focuses on six key evaluation areas:

- **Safeguarding:** Maintaining a culture where safety, vigilance, and early intervention are at the centre of all practice, supported by the effective use of Safeguard My School and regular staff training.
- **Inclusion:** Ensuring that provision meets the needs of all learners, including those with SEND, SEMH, and disadvantaged backgrounds, through robust EHCP implementation, adaptive technology, and equitable access to enrichment and leadership.
- **Curriculum and Teaching:** Delivering a curriculum that is ambitious, well-sequenced, and designed to prepare pupils for life beyond The Orchard. AI and adaptive tools are embedded to personalise learning, while the Reading for Life and Wellbeing curricula ensure literacy and emotional development progress hand in hand.
- **Achievement:** Using intelligent data to track and accelerate progress, ensuring every pupil achieves their potential across academic, vocational, and therapeutic pathways.
- **Attendance and Behaviour:** Embedding Therapeutic Thinking to strengthen consistency, reduce incidents, and build relational trust, alongside targeted attendance interventions to raise overall attendance above 83%.
- **Personal Development and Well-being:** Extending cultural capital through community visits, residentials, and life skills experiences, alongside wellbeing initiatives such as the Therapy Dog Programme and the MVV Wellbeing Day for pupils and staff.

- Leadership and Governance: Strengthening leadership accountability and strategic oversight through the MVV framework, improved communication, and a culture of coaching and reflective practice.

This plan represents a unified commitment by staff, governors, pupils, and families to build a school that is safe, inclusive, and outward-facing — one where relationships come first, and every pupil is prepared for the next stage of their life with confidence and pride.

School Improvement Plan 2025–2026

Safeguarding

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
All staff are confident in safeguarding protocols incl. KCSIE 2025 updates	Annual update delivered but limited ongoing checks	Embed KCSIE 2025 changes; termly quizzes and refreshers; DSL-led spotlight briefings	100% pass on knowledge checks	T1–T3	DSL (SP)	
Pupils can articulate how to stay safe (online, in relationships, mentally)	Pupil voice not always systematically gathered	Deliver termly PSHE safety modules and pupil feedback surveys	85% pupils report feeling safe in all zones	T2–T4	AHT PSHE (SP)	
Safeguarding is visible and accessible across the school	Inconsistent signage and pupil access	Update all zones with DSL posters and info points	100% of zones with refreshed displays	T1	DSL (SP)	
AI and digital strategy includes safeguarding risk review	Rapid growth in AI; risks not yet fully scoped	Conduct annual safeguarding risk assessment on AI tools and usage	Report completed and mitigations shared with DSL/Governors	T2–T4	DHT / DSL (SP)	

Inclusion

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
SEND provision matches EHCPs across all subjects	SEND audits show variable quality	SENDCo-led EHCP review; pupil learning walks; CPD for teachers	90% lessons observed meet EHCP expectations	T2–T5	SENDCo (LC)	
Assistive technology is used effectively across all classes	Usage is inconsistent and staff confidence varies	Audit current usage; training; build AT into lesson planning	Increase in AT use; pupil AT logs show impact	T2–T4	AHT Digital / SENDCo (LC)	
Disadvantaged and SEND pupils access leadership/enrichment	Tracking not systematically linked to these pupils	Use Arbor and MVV tracking to monitor and promote equity	Participation gap closed between SEND/PP and peers	T3–T6	DSL / AHT (LC)	
Disadvantaged pupils make accelerated progress	Gap between disadvantaged and peers remains	Implement targeted interventions and monitor progress termly	Progress of disadvantaged pupils improves across subjects	T2–T6	AHT / SENDCo (LC)	

Curriculum and Teaching

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
AI and adaptive platforms personalise learning	Pilots underway, some inconsistency	Rollout AI and adaptive CPD; link to planning and review	AI used in 75% lessons; case studies produced	T1–T6	DHT / SENDCo (EC)	
Showcase national AI pilot school work	Orchard is part of Big AI Project but impact not yet tracked	Case studies, CPD workshops, sector-wide dissemination	National recognition; DfE presentation or publication	T4–T6	DHT (EC)	
Curriculum is sequenced with clarity on endpoints	Some units lack clarity on progression	SLT-led subject reviews; review end points with staff	100% subjects have mapped progression and endpoints	T2–T5	Curriculum Lead (EC)	
Literacy and Reading for Life is embedded	Phonics in KS3 introduced; Reading Vending launched	Monitor use of Little Wandle; track reluctant reader uptake	85% of pupils are making expected or better than expected progress?	T1–T4	Literacy Lead (EC)	
Teaching is evidence-informed	Lesson review tools not yet linked to pedagogy	Develop walkthrough template linking decisions to outcomes	100% teachers observed show rationale for strategy use	T3–T6	HT / Phase Leads (EC)	
Governors understand and challenge curriculum impact	Governors informed via summary reports	Curriculum leads present termly to governing body on impact	100% governor meetings include Q&A on curriculum/teaching	T1–T6	HT / Govs (EC)	

Foundational writing improves across all key stages through a structured whole-school writing strategy	Writing skills and foundational knowledge (spelling, grammar, sentence accuracy) are inconsistent across classes; no whole-school writing sequence	Implement a writing scheme that sequences foundational skills and models high-quality writing; provide CPD; embed vocabulary instruction; introduce moderation cycles	85% pupils show improvement in core writing skills from baseline; consistent writing structure evident across all subjects	T2–T6	Curriculum Lead (SW) / Literacy Lead (EC)	
--	--	---	--	-------	---	--

Achievement

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
Progress is tracked using adaptive and AI data	Some teachers using; needs whole-school strategy	Embed adaptive tools for half-termly data reviews	100% pupils show tracked progress	T2–T6	SENDCo / AHT Data (EC)	
Achievement for SEND is strong across all pathways	Variable across nurture/vocational/academic	Review offer; SENDCo-led impact review per pathway	Achievement gap narrows year on year	T3–T5	SENDCo (LC)	
AI improves progress across subjects	Early indications positive	Conduct AI impact reviews by subject and learner group	Identified gains in targeted groups (e.g. reading, maths)	T4–T6	DHT (EC)	

Governors understand and challenge curriculum impact	Governors informed via summary reports	Curriculum leads present termly to governing body on impact	100% governor meetings include Q&A on curriculum/teaching	T1-T6	HT / Govs (EC)	
--	--	---	---	-------	----------------	--

Attendance and Behaviour

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
Attendance reaches 83%+	Attendance still below 80%	Implement audit; panels every 3 weeks; home visits	Week-on-week attendance improvement	T1–T6	DSL / AHT (SP)	
Persistent absence reduces across all key groups	Persistent absence >40% in several cohorts	Personalised plans for persistently absent pupils	Reduction in PA by 20% by end of year	T2–T6	DSL / AHT / Govs (SP)	
Therapeutic behaviour curriculum embedded	Still embedding; some staff not confident	Termly training; visuals; relational scripts in every room	Reduction in incidents and exclusions	T1–T6	Pupil Support Lead (SP)	
Off-site and bespoke provision meets needs	High-need pupils placed reactively	Refine offer; termly reviews of impact and provision	90% of pupils in bespoke provision meet targets	T2–T5	HT / DSL (SP)	
TT Audit Tool used for early intervention	New tool not yet rolled out	Train staff; use audit data to inform weekly Pupil Support	Predictive trends inform planning	T3–T6	AHT Behaviour (SP)	
KS3/KS4 pupil responsibility increased	No formal peer leadership yet	Pilot restorative ambassadors and mediators	8 pupils per term in active roles	T3–T5	Pupil Support Lead (SP)	

Personal Development and Well-being

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
Wellbeing improves for pupils and staff through an MVV-aligned culture and supportive working practices	Staff workload and stress indicators remain high; wellbeing systems are reactive rather than proactive	Baseline surveys; embed coaching culture; complete Boxall Profiles; review school day for balance; host MVV Wellbeing Day	20% reduction in stress indicators; 90% staff report improved work–life balance and alignment with MVV values	T1–T6	HT / AHT (EC)	
Therapy dog programme supports SEMH	Pilot underway	Create framework to capture impact and link to EHCP	EHCP targets linked to animal therapy progress	T2–T5	SENDCo / HLTA (LC)	
Residential and life skills expanded	Offer currently limited to select pupils	DofE launched; outdoor learning added to all KS3/KS4 ASDAN Life skills to be included	90% KS3+ access 1+ life skill activity per term	T3–T6	AHT (EC)	
Enrichment and cultural capital tracked	Not yet tracked per pupil	Create tracker linked to PSHE and curriculum topics	100% pupils have journalling in place Orchard 50 Passport on Wall displays introduced in KS2, KS3 & KS4 communal display (lunch hall)	T2–T5	AHT / Parent Liaison (EC)	
Wellbeing curriculum embedded in PSHE	Some overlap, but lacks coherence	Relaunch PSHE map incl. mental health and life skills	Whole-school PSHE weekly offer	T1–T4	PSHE Lead (EC)	

		Journals picking up on Wellbeing NELFT-Impact assessment and emotional explorers course				
Post-16 prep improves	Employer links patchy; limited independence plans	New work exp. coordinator; independent travel modules	90% KS4 pupils have leaver pathway plan	T2-T6	AHT / Careers (EC)	
KS3 pupils broaden their cultural capital and community understanding	Opportunities for community engagement (e.g., care home visits) are informal and not systematically planned	Introduce structured <i>Community Connections</i> programme: KS3 pupils to visit local care homes, museums, and civic organisations each term. Link visits to PSHE and Wellbeing curriculum with reflection journals and pupil voice evaluation.	All KS3 pupils participate in at least one community visit per term; qualitative improvement in empathy and communication recorded via PSHE journals.	T2-T6	AHT (EC) / Parent Liaison / PSHE Lead (EC)	
Cultural Capital experiences enrich the curriculum across all key stages	Cultural and enrichment activities not yet mapped across the year	Develop <i>Cultural Capital Map</i> aligning trips, guest speakers, and local partnerships to curriculum themes and MVV values. Embed into The Orchard 50 Passport.	100% subjects include at least one linked cultural/enrichment experience; Passport evidence displayed across all phases.	T1-T6	AHT Curriculum (EC) / Parent Liaison	

Leadership and Governance

Intended Outcome	Current Position	Planned Actions 2025–2026	KPIs	Term	Who (incl. Gov Initials)	Progress
MVV drives all systems and practice	MVV launched but not embedded	Link MVV to all policies, CPD, display, review cycle	MVV referenced in 100% CPD and policies	T1–T6	HT (EC)	
Coaching culture improves leadership	Coaching introduced for SLT	All staff to receive termly coaching and 1:1s	Coaching records kept for 100% staff	T2–T6	HT / Phase Leads (EC)	
Governors actively monitor SIP strands	Monitoring varies by strand	Create dashboard; assign link governor to each area	SIP dashboard reviewed termly	T1–T6	HT / Govs (ALL)	
Orchard leads on AI strategic work	Innovation underway	National pilot outputs shared with LA, DfE, and sector	Participation in 3+ national events or networks	T3–T6	DHT (EC)	
Leadership protects wellbeing culture	Staff voice inconsistent	HT sets modelled workload protocols; policy revised	90% staff agree workload manageable	T2–T5	HT (EC)	