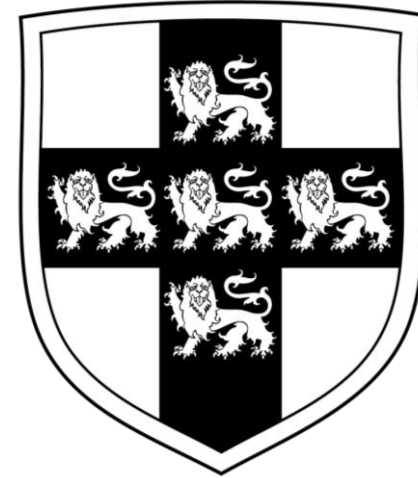# Millthorpe School

School Improvement Plan 2013/14

(Draft 5, 3rd October 2013)

We will become a Great school.

We will achieve this by a relentless focus on learning so all learners are supported and challenged to achieve their best.

School Improvement Plan 2013/14 - Summary

We will become a Great school. We will achieve this by a relentless focus on learning so all learners are supported and challenged to achieve their best.

The grid reflects progress with actions, not the impact of those actions. Impact will be evaluated at the end of each action using impact on learner outcomes where available The first Full Board Meeting of each year will be reviewing the impact of the plan on student outcomes and whether the actions have been successful in achieving the strategic priorities.

Strategic Priority	Progress				
	Who	12.13	03.14	07.14	Impact
SP1: Improve achievement through developing teaching	Q&C				
We will improve the effective use of assessment within lessons	JPB				
We will improve the effectiveness of homework	JPB				
We will find ways of providing an appropriately high level of challenge for all students, but particularly those at Key Stage 3 and the most able	JPB				
We will give all teachers means of improving their practice, from RI to Good and from Good to Outstanding – these will be through the Teacher Development Team , Head of Department, our Teacher Learning Communities or via individual research.	JPB				
We will refine our teacher professional development programme to align it better with training needs arising out of performance management	JPB				
We will provide a comprehensive and representative evidence base to support the performance management of teachers.	JTB				
SP2: Refine our assessment & intervention procedures	Q&C				
At KS4, refine last year's practice in Y11 and introduce the best elements into Y10	TJG				
At KS4, spread what can be generalised from English and Maths into all other subjects, including precise assessment against course components and within-subject intervention following this.	TJG				
Directors of Achievement and Student Support Officers will work with students at KS4 whose behaviour for learning is restricting their progress	SXB				
We will provide additional teaching of core subjects at KS4 to improve the attainment of students whose progress is least secure	TJG				
Co-ordinate KS4 assessment between subjects to avoid student workload peaks	TJG				
Roll out Race Diagrams and Flight Paths to KS3 to allow accurate and early identification of failure to make good progress	TRA				

Strategic Priority	Progress				
	Who	**12.13**	**03.14**	**07.14**	**Impact**
At KS3, we will ensure we make best use of a range of targeted interventions to address failure to make good progress	TRA				
Any student under-achieving will be identified by SLT, HoD and teacher, and their teacher will make an appropriate response.	TRA				
SP3: Improve behaviour and attitudes to learning			**S&C**		
We will develop a clear culture of positive behaviour for learning for all students	JPB				
We will recognise effort and motivate learners through the use of classroom-based rewards, praise and celebration.	JPB				
We will improve the impact of the Inclusion Support Classroom a new TA to manage it.	SXB				
We will refine the PA system to improve the immediacy of sanctions.	SXB				
We will protect the learning progress of all students by ensuring a high level of accountability and support for students with the most challenging behaviour	SXB				
We will improve visible leadership of behaviour through a consistent approach to baseline issues	SXB				
We will work with Y8 and vulnerable girls in Y9 and Y10 to raise aspirations and self-esteem. The Y8 work will involve the Olympic legacy project for schools.	SXB				
We will use display far more effectively to promote high aspirations, independent learning and resilience. There will be an allocated budget. We will use "Amazing Alumni" to inspire current students.	JPB				
We will have prestigious speakers address students to open their thinking about their future.	JPB				
SP4: Improve middle leadership & management			**Exec**		
We will provide Heads of Department with common frameworks for strengthening their effectiveness	TRA				
We will improve our procedures for line managing Heads of Department.	TRA				
We will create a framework for HoDs to self-evaluate the effectiveness of their department, including the use of the subject-specific Ofsted criteria.	TRA				
We will review the performance management and teacher pay policies and procedures to ensure they meet upcoming national requirements yet still motivate staff and promote improved teaching.	JTB				
SP5: Continue to improve the effectiveness of governance			**Exec**		
Consolidation of the link governor scheme as part of the core business of the Governing Body					

Strategic Priority	Progress				
	Who	**12.13**	**03.14**	**07.14**	**Impact**
All statutory and other adopted school policies are up-to-date, reviewed annually, and amended where necessary					
Promote and improve Governing Body training					
Performance management of the SLT					
SP6: Communicate pride in Millthorpe			**S&C**		
Every half-term we will communicate formally with parents, students and staff a key message regarding our core purpose and values and our success in moving toward them.	JTB				
We will work with the House Committee to engage students as ambassadors for the school	SXB				
We will work with the House Committee to consult staff, students and parents upon a change to the uniform of Millthorpe School.	JTB				
We will celebrate the success of pupils across a wide range of endeavours and activities and communicate this to parents and the community.	SXB				
We will introduce representative awards for school team members or House team competitors , e.g. for sport, music, drama, debating (Millthorpe medal).	SXB				
We will refresh our signage, establishing a clearer and more consistent branding across the site, embedding the House structure and creating a stronger link between teachers and their rooms.	ARC				
We will communicate the successful progress of individual students with their parents	JPB? SXB?				
SP7: Develop partnerships			**Exec**		
We will develop our collaboration with York High School.	JTB				
We will continue to work within the Scarcroft Cluster on any matter of mutual interest	JTB				
We will expand our links with Y5 & Y6 students in the Scarcroft cluster into Maths, particularly at level 6.	JTB				
We will begin to contribute to the work of PiXL.	TJG				
SP8: Build a robust support structure for teaching and learning			**S&C**		
We will design and implement a prioritised 12 month plan for developing a more secure and effective ICT infrastructure.	ARC				
We will develop and implement a long term (3 year) plan for deployment of resources on large scale investment items to support teaching and learning.	ARC				
We will improve the accessibility of the learning environment and establish consistent standards for teaching areas.	ARC				

SP1: Improve achievement through developing teaching

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
Improve the effective use of assessment within lessons	JPB	• Develop the effective use of peer marking in line with the latest draft of the school's marking policy. • To do this, secure student access to helpful skill descriptors in all subjects – and especially at the top and bottom ends of the ability spectrum. • Audit and improve the use of formative assessment within medium term planning. • Launch and embed the use of COW lessons (Check Our Work) to allow students to reflect on targets set in summative assessment. • Ensure that comments on summative assessment link clearly to the targets on the formative assessment, making the improvement process clear to students. • Trial the use of class context sheets – simplified visualisations of student ability and progress ranges - to help staff plan lessons.	• Effective peer marking a Good or Better feature of 80% of lessons (currently 68%). This reflected in student experience with 80% or more students agreeing that this is embedded (currently 48%) • All grids collated and departments receive feedback. • 80% or more students feel that they are given sufficient time to improve on their targets – (currently 30%) • Reduced number of lessons where intervention is not anticipated (currently 25%)	•	Q&C		
Improve the effectiveness of homework	JPB	• Implement Show my Homework to ensure homework is set consistently across the school. • Work with MHG to develop homework setting for SEN students. • Use lesson observation sub-judgements to identify staff who need help in setting effective homework and ensure they receive appropriate support. • Collate and compile department "Best Practice" lists for each of the five homework varieties (see the Homework Planning Toolkit)	• Show My Homework provides a regular and methodical way of checking individual homework setting. • Increased homework setting for bottom set groups – currently 60% less than their top set peers. • Increase the number of lessons seen with homework at Good or above – currently 70% • Clear improvement in departments where poor homework setting is part of a trend.	•	Q&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
Providing an appropriately high level of challenge for all students, particularly in Key Stage 3 and the most able	JPB	• Review staff training on outcome setting – especially (as part of Increase the Effective Use of Peer Assessment) criteria grids to isolate the higher order skills in each subject in top set groups and mixed ability sets. • Use lesson observation judgements to identify staff who need help in setting challenging tasks and ensure they receive appropriate support. • Develop good practice from Raising Achievement at the C/D borderline and apply this to develop the A/A* borderline. • Effective use of race diagrams to ensure the rapid progress – and intervention – with students on the 5c grade.	• Increase in the percentage of lessons where challenge is Good or Better – currently 82% but with a clear trend towards poorer practice in top and mixed ability sets. • Intervention lists and action plans created and later evidence improvement at student level and in terms of high performance at the A/A* measure.	•	Q&C		
We will give all teachers means of improving their practice, from RI to Good and from Good to Outstanding.	JPB	• Conduct staff voice into the effectiveness of lesson observation feedback with a view to developing the process of follow-up. This is an opportunity to train staff in the type of conversation they can expect to have with inspectors in the new framework. • Use the Teacher Tracker system to identify clear trends at department level to be worked on with HODs during allocated time in departmental meetings. • To identify clear trends across members of staff to form small group clusters to work with Lead Teachers. • To identify clear trends in individual practice and apply a support programme for staff to improve where lessons are often Requiring Improvement. • To ensure that units delivered during Professional Learning link clearly to school priorities and that staff attend the sessions that link to their priorities based on recent observation evidence. • To expand and develop Teacher Learner Communities to include units on Getting to Outstanding.	• Staff voice completed anf fed back to staff with approprfate changes made to our forms ad follow-up routines. JPB to shadow SLT and HODs in the feedback process to check these are embedded. • Decrease in the number of departments with areas that have a greater percentage of Requiring Improvement than Good or better. • Decrease in the number of staff currently seen teaching more Requiring Improvement lessons than Good – currently 6 staff – and the number of staff who are at the bottom of Good – currently 4. • An increase in Outstanding lessons seen from 24% to 30%.	•	Q&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will provide a comprehensive and representative evidence base to support the performance management of teachers.	JTB	• All teachers will be given a record of their last two year's results at Y11, their most recent observations (with grades for strands) to inform their PM • All teachers will be trained in how to assess themselves against the teacher standards prior to PM review using their information, and in how to help set themselves suitable objectives for improvement.	• Information available to all teachers at the start of September • JTB quality checks all objectives – at least one is about personal teaching effectiveness. Check for SMARTness.	• JTB Check info goes out 9/9/13 • PMs complete 31/10/13. JTB quality assures by end 30/11/13	F&S		

SP2: Refine our assessment & intervention procedures

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
At KS4, refine last year's practice in Y11 and introduce the best elements into Y10	TJG	• War room for Years 10 and 11 from first tracking • Summer entry for all in Year 10, Maths and English Language • Analyse Year 10 Mock Results and controlled assessments on English spreadsheet. Analyse impact on English Literature results because of preparation for English Language Unit 1 exam • On timetable revision immediately before November exams. SXB to lead English walking talking mock. Half term revision for targeted pupils • Controlled assessments deadline; secure improvements by this date. Remarks and exam scripts recall if needed and regroup in January following results • Precise timetable of English Language prep and differentiated timetable of Literature prep • Extra English and Maths Intervention sets (see below) • Analyse impact of 2012/13 strategies in maths. Analyse Year 10 Mock results .Early entry for all except top set who will start Level 2 Further Maths in Sept • On timetable revision immediately before November exams. TJG to lead Maths walking talking mock. Half term revision for targeted pupils • Remarks and regroup in January following results • Use of Maths PLCs from September • Revision days in run up to Summer exams for all examined subjects	• War Room completed for KS4 • No detriment to Eng Lit • Completed revision sessions students selected for Nov revision • Improvement in controlled assessments from Sept 2013 to Nov 213 • In place by Sept 2013 • On timetable by Sept 2013 taught by specialist teachers • Improvement in Maths results from 79% • Analyse Level 2 Further maths results compared to GCSE Maths results • Completed revision sessions students selected for Nov revision • PLCs in place and used • Summer revision timetable in place	• In first half term • Exam entry by Easter • By mid Sept • Attendance list • Analysed on English mark sheet • Used by dept EMA to feedback to TJG in weekly meetings • By mid sept • Used by dept ITH to feedback to TJG in weekly meetings	Q&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
At KS4, spread what can be generalised from English and Maths into all other subjects, including precise assessment against course components and within-subject intervention following this.	TJG	• KS4 assessment spreadsheets in place for all subjects by September following on from the English Language UMS model • TJG to meet with all HODs after every round of tracking in KS4 and identify underachieving/key pupils using digger analysis	• In place • Students identified and depts. intervene	• September • Feedback from HODs	Q&C		
At KS4 the Pastoral and Inclusion Team will work closely with identified students from different groups whose progress needs securing. Students will include those whose behaviour for learning is restricting their progress.	SXB	• Analyse feedback from students, parents and teachers supported by Pastoral and Inclusion Team intervention 2012-13. Triangulate feedback with case studies and results to evaluate impact and inform actions 2013-14. • Using data from Summer of 2013, identify underachieving students from Pupil Premium and SEN cohort in Y11 and Y10. Identify learning mentor from Pastoral and Inclusion team. • First meeting with students and parents. Write an intervention plan for each student with clear achievement targets and accountabilities. • Support the progress of students in targeted subjects through information shared between teachers and mentors on a live database. Information shared includes weekly details of homework and its completion. Information shared with parents. • Weekly meetings with students ensure that work is completed on time and to a high standard or repeated. • Formal meeting with parents following each tracking round.	• We can demonstrate the impact of our intervention and identify areas for improvement. We can refine and repeat the successful approaches. • Evidence from tracking and regular feedback from teachers, students and parents demonstrates that the process improves progress and secures achievement of students.	• Impact reviewed through fortnightly Pastoral and Inclusion team meeting.	Q&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
Provide additional teaching of core subjects at KS4 to improve the attainment of students whose progress is least secure	TJG	• Three intervention groups created in Year 11 from students who have completed FCSE - taught by specialist Maths and English teachers three hours per fortnight for both English and Maths. • TJG to take a ' maths breakfast club'	• Groups created and staffed by specialist teachers and students' predictions improve • Club created and predictions improve	• Timetable in Sept and tracking data • Timetable in Sept and tracking data	Q&C		
Co-ordinate KS4 assessment between subjects to avoid student workload peaks	TJG	• Produce a Year 10 and a Year 11 assessment calendar and share it parents, students and staff	• Completed and shared with parents, staff and students	• In September	Q&C		
Roll out Race Diagrams and Flight Paths to KS3 to allow accurate and early identification of failure to make good progress	TRA	• In Summer 2013, and after each round of tracking, we will use race diagrams to identify students who are not making good progress in each subject. The teachers of these students will record centrally what action they are taking to improve progress for that individual. We will also identify students who are failing to make good progress in several subjects and put in place some whole school intervention	• Identification happens after each round of tracking • Central record exists and is updated following line management meetings • As a result, line management meetings can evidence that the number of students not making good progress is declining over time.	• Identification using summer 2013 tracking done by Sept 2013 • Interventions recorded by Oct 2013 • Review by SLT leader and HoD after each round of tracking Early Jan 2014 End March 2014 End July 2014	Q&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
The Inclusion Support Team will prioritise KS3 catch-up intervention for Literacy and Numeracy to support the progress of our least able students.	SXB	• KS2 data, CATs testing, Literacy Screening, Race Diagrams and Flight Paths will be used to identify less able students whose progress needs to accelerate. • Teams of TA2s will work alongside English teachers in Y7, to lead time limited intervention focusing on improving extended writing and spelling skills. • Catch-up Literacy will improve the reading skills of identified students in Y7 through CATs, KS. • The Paired Scheme will support students in Y7 and Y8 with reading mentors from Y9 and Y10. • Catch –up Numeracy will intervene with Y7 students to accelerate numeracy skills. • Pre-teaching and learning will support less able students in Y8-9 who are making less than expected progress. The intervention will focus on embedding Tier 3 vocabulary and concepts in History, Geography, Maths and Science.	• Less able students make better than expected progress. • Reading and Numeracy ages of students increase significantly. • Attained improvement in subjects targeted.	• Baseline assessments used to bench mark progress.	Q&C		

SP3: Improve behaviour and attitudes to learning

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will develop a clear culture of positive behaviour for learning for all students.	JPB	•	•	•	S&C		
We will recognise effort and motivate learners through the use of classroom-based rewards, praise and celebration.	JPB	•	•	•	S&C		
We will improve the impact of the Inclusion Support Classroom a new TA to manage it.	SXB	•	•	•	Q&C		
We will refine the PA system to improve the immediacy of sanctions. We will continue to reduce incidents of low-level disruption by ensuring that the leadership of behaviour is shared across the whole staff.	SXB	• Support authority and influence of teachers by ensuring poor behaviour in lessons is followed up, in the first instance, by the classroom teacher. • Students removed from lessons using the new On Call system will be placed on a department report, held by the class teacher, for three lessons.	• Teacher led ten-minute detentions are run by all staff following the issue of a negative comment. • Overwhelming majority of students attend teacher detentions and the incident of poor behaviour is resolved without the student needing to be to referred upwards. • Department reports ensure involvement of HoDs when behaviour for learning does not improve. • Numbers of red-flag incidents show a reducing trend.	• Half termly comparison of numbers of students given negative comments, with numbers given teacher instant whole school detention, shows overwhelming majority of classroom incidents are addressed by teacher. • SLT line management meetings look at On Call and Department Reports. • Half termly monitoring.	S&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will protect the learning progress of all students by ensuring a high level of accountability and support for students with the most challenging behaviour	SXB	• Most serious sanctions focused on the most disruptive students. • Students receiving x9 negative comments in a two week period will spend a day removed from lessons. Free time within the school day will be lost and students will remain behind after school for an hour. • On Call system changed to ensure actions following removal from a lesson are responsive and discourage poor behaviour in the future. • ISC provides support for most challenging students, so that place in mainstream curriculum is maintained without undue disruption to learning and progress of others. ISC managed by HLTA with specialist skills and experience. • Reading and numeracy catch-up, peer reading and speech and speech and language interventions begin to address some of the root causes which underlie disengagement with learning. • A flexible and intensively managed curriculum package at KS4 secures the achievement of students identified as being at risk of becoming NEET.	• A proportion of the removal time is spent with the SSO reflecting on incidents leading to withdrawal from lessons. • Half termly analysis shows reducing trend of students with x9 negatives in two weeks. • SSO's response is timely. Student Remove is a calm and disciplined space. • Students returned to lessons work positively. • Immediacy of detention and involvement of parents/carers discourage poor behaviour in the future. • ISC helps students with complex needs build resilience and holds them into learning. ISC rewards students for effort and creates planned opportunities for students to succeed. • Impact of interventions is measured, demonstrates good progress for majority and puts a more intensive package of support in place for those whose success is more limited. • Identified students achieve minimum of 5A*-C.	• SSO records show that restorative work has taken place. Reviewed fortnightly at pastoral team meeting. • Statistics analysed and discussed at pastoral meeting. informing tracking and intervention with most disruptive students. • Records show SSOs prioritise response to students removed. Student remove monitored by SXB and DOA; standing agenda item pastoral meeting. • Analysis of On Call data looks at pattern of removal for incidents following an On Call incident. • SLT review of department held On Call reports show students improve behaviour following incident. • ISC register reviewed fornightly in preparation for pastoral and inclusion meeting. A brief half termly report records miles stones. • Progress monitored through testing at the beginning and end of interventions. • Progress tracked by TJG and SXB.	S&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will promote good discipline through visible leadership and a consistent approach to baseline issues.	SXB	• Involve staff, students, parents and governors in changes to PAS. • Introduce certain consequence of 10-minute detention to 'remind and reinforce'. • Establish effective systems to administer 10-minute detentions. • Leadership of behaviour is shared and visible throughout the school day. • Baseline expectations are met by an increasing majority of students.	• Consultation is comprehensive and influences changes planned. Impact of changes measured and reported. • Yellow Slips processed quickly to secure immediate sanction. After school detentions run smoothly. Students on detention support the principle and accept the consequence. • Yellow Slip count up shows that whole staff is supporting this initiative. SLT monitoring of corridors evidences visible leadership of staff. • Increasing majority of students follow the rules relating to baseline expectations.	• Termly staff and student voice. • Termly Pastoral and Inclusion newsletter to parents and governors. • Weekly, through pastoral team meeting. • Weekly count up of slips. Standing agenda item Monday SLT. Feedback to staff Friday briefing. • Termly staff and student voice. Detention statistics evidence improvement.	S&C		
We will launch a refreshed Anti-Bullying Policy and plan high profile anti-bullying work across the year.		• Calendar assemblies with Anti-Bullying focus from beginning of year. • Use results of Y8 survey 2013 to inform action plan 2013-14. • Review impact of new policy, looking at use of: text, secure mail box and mentors. • Provide SSO led workshops for students who most frequently draw negative attention from others.	• 2014 Y8 survey shows that actions taken in 2103-14 have had a positive impact. • High profile anti bullying work reduces incidents of bullying and encourages students to report concerns. • Identified students develop strategies which increase resilience and confidence.	• Fortnightly review of incidents recorded on spreadsheet. • Feedback from students at end of workshop. Close monitoring of students following intervention.	S&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will work with Y8 and vulnerable girls in Y9 and Y10 to raise aspirations and self-esteem.	SXB	• Engage PSI worker and Careers Advisor to lead raising aspiration course with disadvantaged Y9 girls. • We will run a KS4 study group on a Tuesday evening, with rewards linked to attendance and progress. • We will arrange informal group sessions with the School Nurse and SMC to explore issues around sexual health and contraception. • We will provide a bespoke package of careers advice to girls identified in Y8 and Y9. We will provide careers interviews for disadvantaged, vulnerable or underachieving girls in Y9 and further interviews in Y10 and Y11. • We will work with groups of girls in Y8 and Y9 who need inducting in the positive benefits of exercise. • We will publicise and brand the package of support as 'girls inspired' and encourage those invited to take part, to broaden participation by recruiting friends to the project.	• Feedback from students is positive. Improved attitude and effort grades in tracking. • As a consequence, students work independently to complete homework successfully and follow planned revision. • Participating girls are able to make informed choices. • Curriculum choices in Y9 are informed by greater clarity about post 16 options. • Careers interviews secure post 16 next step. • Participating students have clear post-16 goals which help motivate and engage. • Demand increases as a consequence of girl's promotion of the group and its aims.	• Student voice following intervention. • Student voice and feedback from study group leaders each half term. • Termly review of project.	S&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will improve whole school attendance by securing and exceeding 95% in Y7-Y10. We will improve Y11 attendance by securing 95% up to the beginning of the Summer exam period.	SXB	• Build on campaign for 95%+ attendance. • Individual's attendance is measured from the beginning to the end of each term to motivate those with below 95% in one term, to improve in the next. • Termly positive letters home and entry into golden ticket prize draw. • Termly attendance focus in pastoral and inclusion parent update. • When student's attendance drops to below 92%, picked up by Attendance Monitoring plan. • Half-termly attendance meeting reviews progress of students on 'at risk of PA' intervention plan. • Expand 'at risk of PA' mentoring to include Form Tutors. • If attendance in two weeks following L3 meeting, does not suggest a pattern of improvement, move to L4 within the same monitoring round,	• At the end of each round, year groups attendance is on track for 95%+ at the end of the year. • Attendance of different groups is in line with expectations and showing an improving trend. • Level of PA reduced to 4% Y7-10 for whole school year. • Level of Y11 PA, up until Summer exam period, in line with whole school PA. • Greater accountability for parents of students with entrenched PA.	• Six weekly by SXB, JD, LB, AJN and DOAs.	S&C		
We will use display far more effectively to promote high aspirations, independent learning and resilience.	JPB	•	•	•			
We will have prestigious speakers address students to open their thinking about their future.	JPB	•	•	•			

SP4: Improve the effectiveness of middle leadership & management

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will provide Heads of Department with common frameworks for strengthening their effectiveness and we will improve our procedures for line managing Heads of Department so that they are both supported and challenged to lead their departments to the very best of their ability.	TRA	• TRA will provide HODs with detailed guidance in writing Department Improvement plans 2013-14 • TRA will quality assure Department Improvement Plans to ensure they provide a detailed plan for how each department will meet the School Improvement Priorities identified by JTB for cross-departmental focus, as well as address individual areas for development identified in Departmental Teaching and Learning Evaluations 2013-14. • TRA will ensure all SLT Line Managers read both the Teaching and Learning Review 2012-13 and the Department Improvement Plan 2013-14 for each of the departments they line manage before the start of September 2013 and prepare thoroughly for their work with departments by annotating Department Improvement Plans with planning for their own involvement in the department's work throughout the year. Some of this involvement will be through line management meetings (the calendar and agendas for which will be set by TRA); some involvement will take place outside of line management meetings and will be agreed between HODs and SLT line managers at the start of the year and then as the need arises. • TRA will ensure SLT line managers use Department Improvement Plans as working documents throughout the year to support and monitor progress towards departmental objectives and continue to cross-reference whole-school planning with departmental planning. • TRA will run a series of optional training sessions in June and July 2013 on departmental improvement planning and will coordinate further training for HODs in 2013-14, some of which will be for all HODs and Seconds in Department through SIG meetings and some of which will be bespoke training for particular HODs or groups of HODs in response to	• Survey of HODs and teachers within departments shows that leadership of departments is better in 2013-14 than it was in 2012-13. • Survey of SLT and HODs shows that SLT have fulfilled their responsibility to support and challenge HODs to lead their departments to the very best of their ability. • Departmental Teaching and Learning Evaluations 2013-14 show that departments have achieved the targets they set for themselves in their Department Improvement Plan 2013-14 and that, as a result of this, Teaching and Learning has improved across the school.	• Agendas, minutes and resources for Professional Learning Module on Departmental Improvement Planning July 2013 • QA Department Improvement Plans July-August 2013 • Copies of annotated DIPs to TRA by 2 September (Week 1a) • Agendas, minutes and resources for Professional Learning Module on Departmental Improvement Planning July 2013 and SIG meetings September 2013-July 2014 + SLT records of additional	Exec		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
		identified additional needs. • TRA will create a library of resources for HODs to use for departmental improvement planning. This will be updated throughout the year and will contain resources for HODs to use in departmental training on developing and sharing best practice and for embedding school policy. • TRA will ensure HODs plan departmental meeting and training time effectively, in order to provide training for departmental colleagues on how to improve practice and to ensure the department is able to meet all improvement priorities set out in the Department Improvement Plan 2013-14. • TRA will collate departmental meeting agendas, minutes and meeting documentation in order to monitor use of departmental meeting time and share best practice across departments. • TRA will work with JPB to ensure HODs set PM targets for members of their department that support the Department Improvement Plan, as well as reviewees' own areas for development. • TRA will guide HODs in planning and delivering training to ensure reviewees are provided with the best possible support for achieving their PM targets and in monitoring reviewees' progress towards targets throughout the year. • TRA will guide HODs in planning half-termly Learning Walks (first one with line manager). TRA will create framework for HODs to provide written feedback to their department, their line Manager and TRA. • TRA will calendar, timetable, plan and resource SLT line management meetings and collate agreed actions for both HODs and SLT following each meeting. • Following each line management meeting, TRA will ensure all members of SLT undertake their agreed actions within the time-frame agreed with HODs and that they hold HODs to account for their agreed		support meetings • Copies of departmental meeting agendas, minutes and documentation to be sent to TRA following each calendared departmental meeting. • Collated PM targets for each department cross-referenced with departmental meeting agendas • Written feedback from Learning Walks. • Agendas and agreed actions from line management meetings •			

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
		actions.					
Use Race Diagrams and Flight Paths at KS3 to enable accurate and early identification of underachievement, to target intervention and to monitor impact of intervention following each round of KS3 tracking.	TRA	• Sarah Buglass will produce Race Diagrams + Flight Paths for new Y8 and Y9 cohorts, based on their final Y7 and Y8 tracking grades so that teachers can use these to inform planning right from the start of September. • JTB will train Sarah Buglass to use Flight Path software. • After each round of tracking, Sarah Buglass will put pdfs of both Race Diagrams and Flight Paths in Pupil Information folder on M-drive and provide HODs with paper copies to use in departments. She will calculate the proportion of students on target to make 2 levels of progress across KS3 for every subject, whole cohort, Pupil Premium students. • Sarah Buglass will create an extra column in SIMMS for teachers to input a comment detailing specific actions taken to address underachievement of current KS3 Intervention students. (contact home, specific targeted differentiation of learning activities, HW support, etc). Teachers' actions will be updated during the 2 week period immediately following each round of tracking and discussed with HODs during morning departmental meetings. Teachers will continue to update Actions column in SIMMs until the next round of tracking when list of intervention students will change. • The new KS3 intervention process will be explained to all staff on the Training Day at the start of September. • First KS3 post-tracking intervention meeting will take place in September using Y7 and Y8 Summer tracking data for new Y8 and Y9. This meeting will last 2 hours and be run by JTB with line manager as listener + note maker. Where a department has a Second, (s)he will take part in this meeting (and subsequent KS3 intervention meetings), along with the HOD. The	• Better than average proportion of students are on target to make 2 levels of progress across KS3 • By the end of the year the gap between students who are making most and least progress narrows significantly. • Students and parents are better informed of current progress and of targeted interventions to accelerate progress. • Our KS3 intervention list (all students who have had intervention in any given subject across the year) shows that during academic year 2013-14, these students have got closer, rather than farther away from achieving National average and Expected Progress across KS3. (National Average Progress is 4 sub-levels across KS3 and Expected Progress is 6 sub-levels for students who enter KS3 on 4b and above and 5 sub-levels for students who enter KS3 on 4c and below.)	• Add Timings after assessment and tracking calendar discussion with TJG • After each round of tracking, the proportion of students on target to make 2 levels of progress across KS3 will be measured for every subject, whole cohort, Pupil Premium students. • The quality of KS3 intervention will be measured by SLT in each post-tracking line management meeting.	Q&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
		meeting will focus on actions identified by teachers of underachieving students and HOD's/Second's plans for how to monitor these actions. • Subsequent KS3 Intervention meetings will be run by line managers and last 1 hour. They will take place 2 weeks after each tracking deadline. • JTB will write a guide for KS3 parents on how to interpret tracking data, that will be sent out with students' Autumn term tracking. • Tutors will conduct flight path analysis with tutees during extended tutor time following each round of KS3 tracking. • Teachers will share Race Diagrams and Flight Paths during learning conversations with students on their intervention list (bottom 10% by progress and bottom 40% by progress for vulnerable groups). • Parents of these students will be informed of poor progress and of action being taken by teachers to address this. Gentler conversations between teachers and students who have dropped below their flight path will guide students in how to make more accelerated progress.					
We will review the performance management and teacher pay policies and procedures to ensure they meet upcoming national requirements yet still motivate staff and promote improved teaching.	JTB	• Issue draft appraisal & pay policies by July 2013 for consultation. • Train all PM reviewers in any new requirements during the training days in September • Establish suitable procedures for involving HoDs as well as senior staff in lesson observations and ensure they are administrated well.	• Consultation received and used by governors in setting new policies by mid-September 2013 • PM reviews comply with new requirements	• Policy set by governors by 16/9/13 • Quality Assurance conducted by JTB by 30/11/13 • Termly report to governors about progress with observations. • Report to governors by 31/12/13 about how PM objectives have been linked to school improvement priorities and our training plan	F&S		

SP5: Continue to improve the effectiveness of governance

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
Consolidation of the link governor scheme as part of the core business of the Governing Body		• Review and prioritise in line with the School Improvement Plan • Establish clear lines of responsibility for link governors to the chairs of committees • Ensure that all new governors are allocated a link governor role	• Link governor reports are focused on SIP priorities • Chairs of governors develop structured work programmes and termly and annual targets • New governors report that they have been successfully integrated into the Governing body work programme	• Standing item on each Executive Committee agenda • Agenda item on second Executive Committee meeting of the new school year • Interview with the Chair of GB by end of year	Exec		
All statutory and other adopted school policies are up-to-date, reviewed annually, and amended where necessary		• Review and sign all policies annually • Ensure all policies are posted on the school website • Ensure there is a clearly articulated review process in place	• All policies have been reviewed by year end • All policies are readily accessible • Clerk to the governing body has an adopted review process minuted	• Standing item on each Executive Committee agenda • Monitored by link governor with responsibility for communications and reported to S&C committee at beginning of Spring term • Second Executive Committee meeting of the Autumn term	Exec		
Promote and improve Governing Body training		• Review current training provision and take up • Identify and secure targeted bespoke training	• Report produced with recommendations • Training events are organised, well attended and well designed.	• Prepared by link governor responsible for training and reported to Executive committee • Feedback from governors	Exec		
Performance management of the SLT		• Set up a pay & rewards panel • Ensure performance management of the head teacher is undertaken early in the autumn term. • Ensure there is a link governor allocated to performance management	• Panel carries out its duties in accordance with the pay and rewards policy • Headteacher's annual targets are agreed and approved before autumn half term • Link governor reports are produced	• Report to Executive and Full Governing Body meeting • Monitored by the Pay & Rewards Panel • Monitored by the chair of Finance & Staffing	Exec		

SP6: Communicate pride in Millthorpe

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG

Every half-term we will communicate formally with parents, students and staff a key message regarding our core purpose and values and our success in moving toward them.	JTB	• The six key messages will concern
		  o Achievement & Aspiration (HT1)
		  o Seizing opportunities (HT2)
		  o Behaviour & Attendance (HT3)
		  o Communications with Parents (HT4)
		  o Homework (HT5)
		  o Rewards (HT6)
		• There will be a small booklet or video for each key message going out towards the beginning of each half-term
			• All 6 booklets/videos are produced on time.
			• Parents respond with positive feedback
			• Staff use the booklets in lessons
			• Students respond to the booklets
				• Each key message will be shared with governors and the dates for each one will be:
				  o 30/09/2013
				  o 30/11/2013
				  o 31/01/2014
				  o 31/03/2014
				  o 30/04/2014
				  o 31/05/2014
					S&C		

We will work with the House Committee to engage students as ambassadors for the school	SXB	•	•	•	S&C		
We will work with the House Committee to consult staff, students and parents upon a change to the uniform of Millthorpe School.	JTB	• Agree a proposal for change with the House Committee by 30/09/13 – this to include photographs, displays, costs, phasing in of any change and explanatory leaflet, • Organise assemblies in the Autumn Term to publicise to students • Organise a Parents' Forum in the Autumn Term to discuss the proposal • Organise a staff meeting to discuss the proposal • Obtain the views of staff, students & parents on the proposal • Put the views of all parties to the Full Governing Body in December 2013. • If Governors approve a change, organise the necessary publicity and stocking with suppliers.	• Proposal shared by early October 2013 • All publicity events occur during October/November • Views obtained and presented to the FGB • Organisation of changeover goes smoothly and all parents and prospective parents informed	• JTB to liaise with CoG • Events happen • FGB makes an informed decision December 2013	S&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will widen participation by celebrating the involvement of students across a wide range of endeavours and activities and communicate this to parents and the community.	SXB	• All teachers will name a Roman, Saxon and Viking student of the week. Teachers will identify students on basis of effort or progress in lessons. Students will receive extra positives, a post card home and have their name displayed on the House wall. • Termly House Achievement assemblies recognise: students who achieve all 4/5 in tracking reports; students with 95%+ attendance; the 3 forms in each House with the most positives; the two students in each Tutor Group with the most positives and least negatives and the winners of Inter-House competitions. • Termly Form awards allow students to vote for and reward contributions of students in their own Tutor Group. • Annual awards from the School Council nominate students for significant contributions or achievements. • Millthorpe Rewards Card directs students towards extracurricular opportunities within and beyond the school community and encourages a rich engagement with the life of the school. • We will produce a 'magazine style' electronic update to celebrate our House system and make the pastoral and inclusion work of the school visible to more parents and carers.	• Student and parent voice suggests that positive achievements are encouraged, recognised and rewarded by teachers and the school. • Numbers of students participating in the scheme increases each term. Students choose to complete the rewards card each half term. • Responses to Parent Voice show that parents are better informed.	• Fortnightly at Pastoral meeting. • Feedback from Students and Staff following Achievement Assemblies. •	S&C		
We will introduce representative awards for school team members or House team competitors , e.g. for sport, music, drama, debating (Millthorpe medal).	SXB	•	•	•	S&C		

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will refresh our signage, establishing a clearer and more consistent branding across the site, embedding the House structure and creating a stronger link between teachers and their rooms.	ARC	• Design signage that reflects the school's 'brand identity' which is based in turn on the core principles. • Use temporary signage to identify form rooms (and other classrooms as applicable) according to individual teachers and their House	• Clear and consistent signage is in place across the site, improving navigability for students and visitors and communicating the school's unique brand.	• Progress against an agreed plan will be reported to SLT and Schools & Communities Committee	S&C	£2.5k	
We will communicate the successful progress of individual students with their parents	JPB? SXB?	•	•	•	S&C		

SP7: Develop partnerships

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
We will develop our collaboration with York High School.	JTB	• Implementation of our joint teaching of Textiles and Photography • Senior staff in each school practice observations in the other school this will validate the internal judgements	• Good progress made by students in the classes • The experience proves worthwhile for senior leaders, and grades of the visiting leaders are similar to those internally given	• At each round of tracking, Senior Staff from each school discuss progress grades (Dec, Mar, June) • During Autumn Term, and reported back to Q&C (December)	Q&C		
We will continue to work within the Scarcroft Cluster on any matter of mutual interest	JTB	• JTB will work with Anna Cornhill of Scarcroft on supporting cluster improvement activities	• Cluster Improvement Plan developed by end December 2013	• Sharing of Cluster Improvement plan with Governors in December meeting	Q&C		
We will expand our links with Y5 & Y6 students in the Scarcroft cluster into Maths, particularly at level 6.	JTB	• Visit to at least one cluster school by two Y7 Maths teachers & two Y7 English to observe Y6 teaching in October and May. This to include scrutiny or work. • Visit to Millthorpe by last year's Y6 teachers to observe Y7 or Y8 English and Maths teaching in October and May. This to include scrutiny of the work of their past students • Offer of support to at least one cluster primary in level 6 Maths teaching	• Report by Millthorpe teachers on how we can take advantage of what has been seen. • Advice received from Scarcroft on patterns of progression or opportunities missed. • Students in primary school make outstanding progress as a result AND Millthorpe teacher	• Modification of Department Improvement Plans (Dec 2013 & June 2014) • Modification of Department Improvement Plans (Dec 2013 & June 2014) • KS2 SATs results 2014 (July)	Q&C		
We will begin to contribute to the work of PiXL.	TJG	• TJG to become a 'PiXL associate' and support two other secondary schools once per half term.	• PiXL schools give positive report re: TJG's support • TJG to bring back good practice from other schools	• Report from TJG every term			

SP8: Build a robust support structure for teaching and learning

Focus	Who	What we will do	Successful if..	How/When monitored	Gov. Com.	Cost	RAG
Design and implement a prioritised 12 month plan for developing a more secure and effective ICT infrastructure.	ARC	Evaluate risks, weaknesses and potential of current systems. Consult with staff on barriers and aspirations for use of ICT to support learning. Develop a strategic plan in conjunction with the School's external network management provider. Agree milestones for elements of the plan. Review and revise regularly.	A suitably prioritised plan with agreed milestones is in place. The plan reflects the School's priorities for teaching and learning.	The delivery of the plan will be monitored via monthly IT Strategy Meetings, which will report in turn to SLT and School & Community Committee.	S&C		
Develop and implement a long term (3 year) plan for deployment of resources on large scale investment items to support teaching and learning.	ARC	Consult with students, parents and staff to identify priority areas for large scale investment to support teaching and learning. Develop a phased, costed plan for 3 years investment, with flexibility to accommodate changes to funding. Targeted areas for consideration include: IT network, premises, and grounds, learning resources, online resources, furniture / fixtures and fittings. Explore a range of funding options, including inward investment.	A phased and costed plan is in place.	The delivery of the plan will be monitored via SLT and School & Community Committee.	S&C		
Improve the accessibility of the learning environment and establish consistent standards for teaching areas.	ARC	Consult with students and staff about the requirements for an accessible and effective teaching area. Establish and maintain a consistent standard for teaching areas.	At least 75% of teaching areas meet agreed standard.	Monitoring will combine progress reports on compliance (i.e. number of rooms meeting the standard) with feedback from students and staff.	S&C		