

Millthorpe School



School Improvement Plan 2014-15 (Update 10, 23 October 2014)

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 2014/15 - 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	10.12.14	25.03.15	13.07.15	Impact
SP1: Improve teaching					
a. We will establish a learning organisation; a culture of teacher review and further development	JPB	A			
b. We will review and refine our Newly Qualified Teacher (NQT) programme.	JPB	G			
c. We will establish a programme for Recently Qualified Teachers (RQTs) – see also SP4e & SP6d	JPB	A/G			
d. We will increase the proportion of outstanding teaching in Millthorpe	JPB	A			
e. We will review and refine homework and marking and feedback to make them even more effective	JPB	A			
SP2: Promote the highest levels of academic achievement					
a. We will begin a programme to encourage our students to aspire to a university education.	TJG	R			
b. We will encourage our teachers to explore how best to challenge our more able students.	JPB	R			
c. We will establish destination information for as many of our past students as possible	JTB	A			
d. We will establish high targets for academic achievement.	JTB	G			
e. We will continue with KS3 catch-up, but review it to see if we can improve it.	SXB	G			
f. We will work with all teachers to help them improve student literacy	TRA	A/G			
g. We will ensure KS3 English curriculum anticipates and develops the skills students will need to be successful in 2017 terminal examinations.	SXB	A			
h. We will adjust the entry strategies and curriculum plans for English Language and Literature in the light of the department's review and following 2014 results.	SXB	G			
i. We will visit other great schools and seek out improvements we can apply at Millthorpe.	JTB	R			

Strategic Priority	Progress				
	Who	10.12.14	25.03.15	13.07.15	Impact
j. We will continue to refine our KS3 & KS4 identification and intervention systems.	TJG	A			
k. We will develop a response to the removal of national curriculum levels.	TJG	A			
l. We will pilot the use of three more PiXL strategies.	TJG	A			
m. We will develop school systems for the new accountability measures of 2016	TJG	A			
n. We will achieve at least 80% for the Basics measure (at least a grade C in both English and Maths) for current Y9 (the 2016 cohort). (The 80% team)	TJG	R			
SP3: Encourage the broad personal development of students					
a. We will establish the Millthorpe Award to recognize non-academic development of students as a pilot in Y8 for 2014-15	SXB	A			
b. We will create a wide variety of leadership opportunities for students and increase the opportunities we take to find out about students' experiences of school.	SXB	A			
c. We will further refine Pastoral systems to ensure expectations of all students are clearly expressed and appropriately high.	SXB	A			
SP4: Develop brilliant leadership					
a. We will clarify expectations of middle leaders.	TRA	A			
b. We will provide more opportunities for Millthorpe leaders (and aspiring leaders) to exchange good practice.	TRA	A			
c. We will streamline our quality assurance and departmental improvement procedures to make them even more effective	TRA	G			
d. We will establish a programme for Aspiring Middle Leaders (AMLs) – see also SP1c & SP6d	TRA	A/G			
SP5: Improve our communications, both internal & external					
a. We will improve provision of internal information to staff and students through electronic communications.	ARC				
b. We will make better use of our closed circuit TV system	ARC				
c. We will use Show My Homework to ensure parents & students always have access to the homework being set.	JPB				
d. We will develop an effective public relations strategy for Millthorpe	ARC				
e. We will review our reports to parents and improve them.	TJG				
f. We will celebrate the 30th Anniversary of Millthorpe School	JTB				

Strategic Priority	Progress				
	Who	10.12.14	25.03.15	13.07.15	Impact
SP6: Engage with other institutions					
a. We will work with York College on transition and on other joint learning projects	TRA	A/G			
b. We will improve our knowledge of learning before and after Millthorpe	JPB	R/A			
c. We will support the work of our KS2 partners in developing their computing curriculum.	JTB				
d. We will work with Archbishop Holgate's and York High on our RQT & AML programmes – see also SP1c & SP4e	-				
e. We will work to establish a Trust or Partnership Agreement with our partner primaries which can support work across the Cluster.	JTB				
SP7: Continue to improve governance					
a. We will ensure all our policies are up to date and we have a full review plan for the future	Govs				
b. We will have a Governor training plan for the year	Govs				
c. We will review and strengthen our link governor system	Govs				
d. We will improve Governor communications with parents	Govs				
SP8: Manage our finances successfully while continuing to support learning					
a. We will control staffing costs and make the workforce increasingly efficient	ARC				
b. We will explore opportunities for external investment in the development of the site	ARC				
c. We will seek efficiency savings across all areas of revenue expenditure	ARC				
d. We will review the school's catering service prior to the expiry of the contract in July 2015	ARC				

SP1: Improve teaching

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will establish a learning organisation; a culture of teacher review and further development	JPB	<ul style="list-style-type: none"> Each teacher to have a "Key Improvement Point" (KIP) agreed in PM in October 2014. These to be the focus of their professional learning for the next year. JPB to organise Teacher Learning Communities which group teachers for 30 hours of development and professional learning throughout the year on their KIP. All UPS teachers to be involved in supporting other teachers' development in some way. This to be planned for and recorded in mid-year PM review. Possible activities involve leading sessions on NQT, RQT, AML programmes, or coaching other staff. 	<ul style="list-style-type: none"> PM evidence from October 2015 shows significant progress made on each teacher's KIP. Teachers' records of professional learning show 30 hours, and their evaluation suggests the time was well spent. At least 80% of UPS teachers involved in supporting others by Easter 2015. 	<ul style="list-style-type: none"> Mid-year PM reviews Feb 2015 & full PM reviews Oct 2015 Mid-year PM reviews Feb 2015 & full PM reviews Oct 2015 Mid-year PM reviews Feb 2015 & full PM reviews Oct 2015 	T&L		A
b. We will strengthen and refine our Newly Qualified Teacher programme (NQT)	JPB	<ul style="list-style-type: none"> JPB and LDW will review the NQT induction programme and refine it for the 3 NQTs starting in September. Current NQTs & RQTs involved in the review and in the new programme. 	<ul style="list-style-type: none"> One page A4 review by end July '14 New schedule by Sept '14 Evaluations by NQTs in January '14 and July '15 are positive. 	<ul style="list-style-type: none"> Review happened July '14 Schedule given out Sept '14 Evaluations carried out Jan & July '15 	T&L		G
c. We will establish a programme to further develop Recently Qualified Teachers (RQTs)	JPB	<ul style="list-style-type: none"> JPB and TRA will liaise with Archbishop Holgate's School and York High to establish a programme for RQTs (and AMLs) throughout 2014-15. Millthorpe SLT and senior HoDs will offer sessions as part of this training. 	<ul style="list-style-type: none"> RQTs show improvements in their lesson observations as against their previous year. Evaluations by RQTs are positive and highlight improved teaching and/or working methods. RQTs demonstrate greater understanding of different roles, responsibilities and career paths within school. 	<ul style="list-style-type: none"> Check activities have taken place at end of each term. Check on lesson observations at end of year. 	T&L		A/G

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
d. We will increase the proportion of outstanding teaching in Millthorpe	JPB	<ul style="list-style-type: none"> Identify 'experts' in areas of the 'Magnificent 7' through lesson observations. Department meeting agenda's feature standing item of 'best practice' linked to an area of the 'Magnificent 7'. Other 'experts' from other departments may share/lead an item as a guest at department meeting. Thematic ungraded observations of teaching and learning to identify whole school Teaching and Learning foci. Develop the use of filming outstanding features of lessons linked to each area of the 'Magnificent 7' to develop a bank of examples available to teachers (subject to pilot TLC) Training day planned as Millthorpe Teaching and Learning Conference – a day sharing best practice and teaching methods across the school Set up a working group: 'Good to Great' to develop what outstanding teaching and learning looks like at Millthorpe. Carry out paired observations with SLT and HoDs to develop observation and feedback techniques. 	<ul style="list-style-type: none"> Experts identified by January 2015 Full participation in Training Day – all staff contributing to, and attending workshops delivering best practice. Department meeting minutes evidence sharing of best practice Resource bank of outstanding practice in place by June 2015 Shared ownership of Millthorpe standard for teaching and learning. Proportion of formal lessons 2014/15 judged as outstanding increases to 40% 	<ul style="list-style-type: none"> JPB to monitor lesson observations throughout the year. Feedback to SLT and Gov. Com termly. All staff to be observed by Easter 2015. JPB to identify experts and build bank of best practice by February ½ term 2015. (Fully populated by Summer 2015) Shared ownership of Millthorpe standard for teaching and learning by all teachers by Summer term 2015. Paired Observation training to take place with HoDs and SLT line managers by January 2015. 	T&L		A
e. We will review and refine homework and marking and feedback to make them even more effective	JPB	<ul style="list-style-type: none"> Review Show My Homework pilot. Consult with teachers following trial JPB to carry out parent and student voice activity to ascertain views on homework, marking and feedback. JPB to audit volume and type of homework received by students across year groups, subjects and ability ranges. Review school policies on homework and marking and feedback. Re-visit this with all teaching staff. Review the impact of 'Flipped Learning' with IMN and other teachers involved in the TLC. Set up Assessment and Feedback working group to examine marking and feedback policy, including use of CIA and FBI. 	<ul style="list-style-type: none"> Teachers feedback that SMHW is beneficial and supports them in setting homework in line with the school policy. School policy in terms of quality, quantity and frequency of homework is adhered to by all departments/teachers. Parents make use of the SMHW link and value the site in helping them to support their child in their learning. Homework completion rates improve. Marking and Feedback teach meet takes place to discuss and agree on effective approaches to feedback and student improvement of work, using CIA and FBI. Consistent approaches in place across school. 	<ul style="list-style-type: none"> Teacher voice activity conducted by February 2015. Audit of SMHW site to show quality, quantity and frequency across a cross section of students (age and ability) takes place by January 2015. Parental voice activity to collect parent views of SMHW by February 2015 Teach meet to take place Spring term 2015. Consistent marking and feedback evidenced in scrutiny/teach meet event by February ½ term. 	T&L		A

SP2: Promote the highest levels of academic achievementT

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will begin a programme to encourage our students to aspire to a university education.	TJG	<ul style="list-style-type: none"> Identify students in KS4 who may benefit from a university education but who are unlikely to apply. Identify students in KS4 who may benefit from applying to highly prestigious universities, but are unlikely to do so. Arrange for speakers from at least two universities to speak to both of the above groups. Arrange a trip to a suitable university for those currently unlikely to consider it. Arrange a trip to Oxford or Cambridge for those who may benefit. 	<ul style="list-style-type: none"> Groups identified by end October 2014 Talks take place Trips gain sufficient interest to proceed and student evaluations are positive. 	<ul style="list-style-type: none"> Students identified by end October 2014. Talks take place by April 2015 Trip takes place before Easter. 	A&C		R
b. We will encourage our teachers to explore how best to challenge our more able students.	JPB	<ul style="list-style-type: none"> RXL will work with a group of staff interested in establishing masterclass type activities within Millthorpe 	<ul style="list-style-type: none"> At least 3 masterclass type activities take place during the year. Student evaluations are positive and teacher evaluations show how to develop this in the future. 	<ul style="list-style-type: none"> RXL to check by Easter. 	T&L		R
c. We will establish destination information for as many of our past students as possible	JTB	<ul style="list-style-type: none"> Write to York Sixth Forms in October seeking post-18 destination data for ex-Millthorpe students – contact them and see if they are interested in working with us in future. Establish an alumni database using contact information from current Y11. Write to York Sixth Forms in October seeking information about which courses Millthorpe students are on – pass this on to departments for them to use in improvement planning. 	<ul style="list-style-type: none"> Summary of outcomes by institution available by end November 2014. Alumnus database established with current Y11 data. Summary of course destinations for 2014 GCSE cohort available to departments by end November 2014 	<ul style="list-style-type: none"> November 2014 November 2014 November 2014 	A&C		A
d. We will establish high targets for academic achievement.	JTB	<ul style="list-style-type: none"> Future targets will begin by considering the achievement of the top 10% of comparable schools/departments. 	<ul style="list-style-type: none"> Targets are seen as challenging but achievable by those involved. 	<ul style="list-style-type: none"> Dept targets agreed by end October 2014 School targets agreed by end December 2014 	A&C		G

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
e. We will continue with KS3 catch-up, but review it to see if we can improve it.	SXB	<ul style="list-style-type: none"> All students in Y7 significantly behind age-expected reading, spelling and maths identified by end September. Intervention programme proceeds from then on. Similar programmes continue in Y8, and if necessary in Y9. HoDs consulted about how to reduce the negative impact of withdrawal of these students from lessons. Students who have completed interventions continue to have progress tracked. 	<ul style="list-style-type: none"> Progress made by students in numeracy and literacy interventions holds them in to learning in related subject areas. 	<ul style="list-style-type: none"> Report back to SLT termly 	A&C		G
f. We will work with all teachers to help them improve student literacy	TRA	<ul style="list-style-type: none"> Give clear guidance about what all teachers should do to promote literacy well, both in general and within their own subject. Have a whole-school SPaG focus for each fortnight of the school year. At the start of Week A, English will teach a particular spelling or grammar rule; at the end of Week A, form tutors will use the same PP to reinforce the rule and the PP will be sent home with the school's weekly e-mail to parents; at the end of Week B, form tutors will test the rule, using a quiz-style test provided by English. Departments will include literacy development within their departmental improvement plans. 	<ul style="list-style-type: none"> All teachers develop planning, resourcing and delivery of lessons to improve students' reading, speaking and writing in their subject area Teachers report an improvement in students' SPaG during the year See Departmental Improvement Plans 	<ul style="list-style-type: none"> Thematic drop-in observations in each term Through fortnightly SpaG tests and on-going assessing of SpaG across the curriculum Approximately monthly 	T&L		A/G
g. We will ensure KS3 English curriculum anticipates and develops the skills students will need to be successful in 2017 terminal examinations.	SXB	<ul style="list-style-type: none"> Track back from requirements of new GCSE to embed skills and content in Y7 and Y8 curriculum. Assessment structure to reflect rigour of KS4. Carry out needs assessment of English teachers and provide training where necessary. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Dec 2014 plans in place for the Spring term Y7 to Y9. Easter 2015 plans in place for Summer term. July 2015 new plans in place for the whole of KS3. 	A&C		A

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
h. We will adjust the entry strategies and curriculum plans for English Language and Literature in the light of the department's review and following 2014 results.	SXB	<ul style="list-style-type: none"> EMA and SXB plan alternate routes for Language and Literature. Regrouping following 2014 results allows a differentiated approach. Plan rigorous timetable of assessment to provide accurate tracking and coordinated department response. Plan content of Y11 intervention groups to complement and secure mainstream English lessons. Following results, decide on entry strategy for 2014-15 academic year 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	A&C		G
i. We will visit other great schools and seek out improvements we can apply at Millthorpe.	JTB	<ul style="list-style-type: none"> We will have visited at least two other schools by December 2014 After each one we will report back to HoDs on what we found and what we could apply 	<ul style="list-style-type: none"> By July 2015 we have made some improvements at whole school level or in English or Maths as a result of what we have found. 	<ul style="list-style-type: none"> December 2014 report July 2015 action 	A&C		R
j. We will continue to refine our KS3 & KS4 identification and intervention systems.	TJG	<ul style="list-style-type: none"> Termly tracking meetings between HoD & SLT Line Managers steered by TJG at both KS3 & KS4. Identify a small number of students for whole school intervention in Years 7-10. Work with Pastoral Leaders including DoI and ADol to develop a manageable intervention programme for Years 7 to 10 alongside the Y11 one and the KS3 catch-up programmes. 	<ul style="list-style-type: none"> Proportion of students under-achieving reduces over time. List exists Procedures begin 	<ul style="list-style-type: none"> After each round of tracking via Governors' data dashboard. Updated after each tracking round. In January 2015 	A&C		A
k. We will develop a response to the removal of national curriculum levels.	TJG	<ul style="list-style-type: none"> English to amend their model this year. SLT conduct research into other schools' approaches 	<ul style="list-style-type: none"> English report back January 2015 TJG keeps SLT up to date 	<ul style="list-style-type: none"> Recommendations available Easter 2015. 	A&C		A
l. We will pilot the use of three more PiXL strategies.	TJG	<ul style="list-style-type: none"> Work with XXX department to embed the use of UMS marksheets for KS4 monitoring. Use unseen mock exams for Y11 this year. 	<ul style="list-style-type: none"> Departmental evaluation is positive and achievement steady or rising. Departmental evaluation is positive and achievement steady or rising. 	<ul style="list-style-type: none"> Termly reports to SLT 	A&C		A
m. We will develop school systems for the new accountability measures of 2016	TJG	<ul style="list-style-type: none"> TJG and JTB will ensure our data systems incorporate this as soon as possible and no later than Autumn 2015. 	<ul style="list-style-type: none"> Achievement documents and online tracking systems compliant by July 2015 	<ul style="list-style-type: none"> Report to Governors June 2015 	A&C		A

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
n. We will achieve at least 80% for the Basics measure (at least a grade C in both English and Maths) for current Y9 (the 2016 cohort). (The 80% team)	TJG	<ul style="list-style-type: none"> • TJG to work with SXB, EMA, ITH to identify those Y10 who are at the boundary of the Basics measure. • Subject level interventions will be put in place in 2014-15 to increase these students' chances of gaining the Basics. • Consider the need to intervention beyond the classroom. • Planning for the 2015-16 intervention in English & Maths for the 80% team to be complete by July 2015. 	<ul style="list-style-type: none"> • Students identified by December 2014 and teachers aware in English & Maths. • TJG tracks these students. • Interventions taking place from January 2015 in lessons. • Interventions identified for September 2015 start 	<ul style="list-style-type: none"> • Lists available Dec 2014 • Plan in place July 2015 	A&C		R

SP3: Encourage the broad personal development of students

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will establish the Millthorpe Award to recognize non-academic development of students as a pilot in Y8 for 2014-15	SXB	<ul style="list-style-type: none"> Working Party begins in Nov 2014. Some means of student and parent (governor?) involvement. Remit of group written by SLT. Workable model established by December 2014. Some students begin the award this academic year. 	<ul style="list-style-type: none"> Working Party established with means of parental and student involvement. Report by December 2014 Launch in January with initial plans for further development subject to success. 	<ul style="list-style-type: none"> November 2014 December 2014 January 2015 	A&C		A
b. We will create a wide variety of leadership opportunities for students and increase the opportunities we take to find out about students' experiences of school.	SXB	<ul style="list-style-type: none"> Consult with staff and students to create specific responsibilities for House Representatives (Paired Reading Champions, EAL support, Welcoming Committee, Student Views etc). Students go through rigorous process of selection and recruitment. House Representatives in place by January 2015. Create position of Heads of House; to be selected by January 2015. 	<ul style="list-style-type: none"> Opportunities for leadership and collaboration are significantly increased. As a consequence of the students' leadership, opportunities for collaboration increase and students are more influential. 	<ul style="list-style-type: none"> House Representatives in place by January 2015. Heads of House to be selected by January 2015. 	A&C		A
c. We will further refine Pastoral systems to ensure expectations of all students are clearly expressed and appropriately high.	SXB	<ul style="list-style-type: none"> Review ways in which we reward, sanction, praise and recognise students throughout the school. To what extent do our existing approaches intrinsically motivate and build independence? Review the language we use to communicate our expectations of students' attitudes. Following a review of the 2013-14 SIP, make further refinements to Pastoral systems to ensure demands on students are reasonable and lead to attitudes we want to encourage. 	<ul style="list-style-type: none"> Increase opportunities to intrinsically motivate. 		A&C		A

SP4: Develop brilliant leadership

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will clarify expectations of middle leaders.	TRA	<ul style="list-style-type: none"> Work with HoDs and others to develop up to date job descriptions for HoDs and AHoDs. Develop brief but effective "Leadership Standards" to be used alongside "Teaching Standards" during PM for 2015-16 for TLR holders. SXB to work with pastoral leaders to develop up to date job descriptions for DoA, DoI and ADol. 	<ul style="list-style-type: none"> New job descriptions in place and new Leadership Standards in place 	<ul style="list-style-type: none"> End April 2015 	T&L		A
b. We will provide more opportunities for Millthorpe leaders (and aspiring leaders) to exchange good practice.	TRA	<ul style="list-style-type: none"> Each HoD contributes to a seminar on a leadership issue during School Improvement Group Meetings of 04/03/2015 & 29/04/2015 aimed at dealing with a leadership issue e.g. <ul style="list-style-type: none"> Keeping on top of assessment Keeping staff in the loop Sharing and organisation of electronic resources Parental Engagement Each HoD will share the most successful aspects of department improvement work 2014-15 in the School Improvement Group meeting on 24/06/2015 	<ul style="list-style-type: none"> Seminars take place and attendance is reasonable 	<ul style="list-style-type: none"> End of each term 	T&L		A
c. We will streamline our quality assurance and departmental improvement procedures to make them even more effective	TRA	<ul style="list-style-type: none"> New format Teaching + Learning Evaluation written, reviewed in light of feedback from HODs and updated by HODs and their SLT line managers throughout the year. Fortnightly meetings between HoD and line manager with HoD leading the planning of Quality Assurance/Departmental Improvement over the year. Teaching + Learning Evaluation always up to date i.e. Achievement of Pupils, Quality of Teaching, Quality of Curriculum & Quality of Leadership and Management self-assessed against Ofsted criteria and validated by SLT Manager throughout the year. Intervention review meetings will take place between Heads of Department and their SLT line manager after each round of pupil tracking. These will identify students making poor progress and discuss strategies the department are using to help. 	<ul style="list-style-type: none"> Produced June 2014 and reviewed July 2014 in light of feedback from HoDs. Updated regularly Sept 2014-July 2015 Line Management meetings prove useful in keeping SLT line manager up to date and in helping HoD to evaluate QA and DI work accurately. HOD is supported intelligently throughout the year. 	<ul style="list-style-type: none"> Distributed June 2014 Through SLT weekly meetings. 	T&L		G

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
d. We will establish a programme for Aspiring Middle Leaders (AMLs).	TRA	<ul style="list-style-type: none"> • TRA will liaise with Archbishop Holgate's School and York High to establish a programme for AMLs (and RQTs) throughout 2014-15. • TRA will select Millthorpe staff for this programme and will contribute to its delivery. 	<ul style="list-style-type: none"> • AMLs make positive evaluations of the programme. • As part of the programme, all AMLs take on one significant departmental leadership task which benefits their department. 	<ul style="list-style-type: none"> • TRA checks activities have taken place at end of each term. HODs feedback to TRA on impact of AML contribution to DIP 	T&L		A/G

SP5: Improve our communications, both internal & external

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will improve provision of internal information to staff and students through electronic communications.	ARC	<ul style="list-style-type: none"> Use Sharepoint to develop accessible intranet style facilities for both audiences, which include bulletins that can be easily updated by all staff and centrally updated information such as calendars. 	<ul style="list-style-type: none"> System in place for Dec 2014 	<ul style="list-style-type: none"> System in place by Dec 2014 	SD		
b. We will make better use of our closed circuit TV system	ARC	<ul style="list-style-type: none"> Re-configure system so that it is easier for school to define and control content Content to include: <ul style="list-style-type: none"> Key school messages changed weekly Room changes displayed throughout the day Extra-curricular clubs on today Establish a group of student TV managers under the guidance of BJB to generate and broadcast celebratory messages/images and other student-driven content to be updated on a regular basis 	<ul style="list-style-type: none"> Students begin to talk about and use the screens 	<ul style="list-style-type: none"> Survey Dec 2014 & April 2015 	SD		
c. We will use Show My Homework to ensure parents & students always have access to the homework being set.	JPB	<ul style="list-style-type: none"> Subject to a successful trial in June/July 2014 	<ul style="list-style-type: none"> Completion of homework improves. 	<ul style="list-style-type: none"> Trial monitored July 2014 followed by decision. If it proceeds, survey of staff, students & parents in January 2015 	T&L		
d. We will develop an effective public relations strategy for Millthorpe	ARC	<ul style="list-style-type: none"> A working group including governors will identify what we do well and what needs improving. As a result, we will identify actions and responsibilities in this plan. 	<ul style="list-style-type: none"> PR strategy exists by November 2014 	<ul style="list-style-type: none"> S&C meeting Dec 2014 onward. 	SD		
e. We will review our reports to parents and improve them.	TJG	<ul style="list-style-type: none"> Convene a group of staff to review reports – include parents & governors. Propose an improved model and consult upon it. Implement. 	<ul style="list-style-type: none"> Group convened Proposal made New system in place 	<ul style="list-style-type: none"> By Sept 2014 By April 2015 For Autumn 2015 	A&C		
f. We will celebrate the 30th Anniversary of Millthorpe School	JTB	<ul style="list-style-type: none"> Identify a committee of governors, FoMS and staff who will work on this. Stage an anniversary event in the Summer of 2015. Stage a series of small events throughout the academic year. Re-connect with our alumni. 	<ul style="list-style-type: none"> Committee formed by end September 2014 Event successful At least 3 smaller events At least 100 alumni in contact with us. 	<ul style="list-style-type: none"> Autumn term July 2015 Termly reports to SD Report to SD 	SD		

SP6: Engage with other institutions

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will work with York College on transition and on other joint learning projects	TRA	<ul style="list-style-type: none"> Each of eight departments will work with their counterparts on a different KS4-KS5 transition project. In addition, Assistant Director of Inclusion will liaise to improve the transition of vulnerable students. 	<ul style="list-style-type: none"> Staff more aware of what happens post-16. Students more aware of opportunities post-16. Staff develop their understanding of progression after GCSE and use this to improve the way they teach GCSE 	<ul style="list-style-type: none"> Depts will report both directly to TRA and via Line Management meetings. SLT will provide a brief summary of York College partnership work by June 2015. 	T&L		A/G
b. We will improve our knowledge of learning before and after Millthorpe	JPB	<p>All teachers to make a teaching & learning link with another institution to improve their understanding of student progression. These links could be primary or Sixth Form, but may also be education-business links.</p> <ul style="list-style-type: none"> The York College initiative and KS2 Computing project is part of this work. Links could include observing primary lessons, work with York College, the RQT & AML programmes, helping other schools improve. Simple links could involve a lesson observation in upper primary or AS class. Deeper links will involve developing transition ideas or joint planning. This will be recorded in our mid-year PM reviews and we will need administrative support for it. 	<ul style="list-style-type: none"> At least 50 teachers make a link. At least 4 different primaries involved. At least 6 departments involved with York College. Some significant improvement made to Y7 teaching in a major subject. 	<ul style="list-style-type: none"> PM documents suggest by end Oct '14 each teacher's plan. Reports from departments by end January '15 Recorded in PM – mid-year reviews show it has happened 	T&L	Cover	R/A
c. We will support the work of our KS2 partners in developing their computing curriculum.	JTB	<ul style="list-style-type: none"> VXM will be freed up for one afternoon each fortnight to support KS2 computing in Knavesmire, Dringhouses and Copmanthorpe. Each primary school will support this financially with £500. 	<ul style="list-style-type: none"> Each school has a clear structure to its KS2 Computing curriculum. Each primary coordinator reports increased confidence in delivering the new curriculum. 	<ul style="list-style-type: none"> Report back by December 2014 Final report July 2015 	SD		
d. We will work with Archbishop Holgate's and York High on our RQT & AML programmes	-	<ul style="list-style-type: none"> See SP1c and SP4e 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	-		-
e. We will work to establish a Trust or Partnership Agreement with our partner primaries which can support work across the Cluster.	JTB	<ul style="list-style-type: none"> Identify the need which will be met. Research how other Clusters work and what benefits a Trust model brings. If appropriate enact the Trust with LA help. 	<ul style="list-style-type: none"> Needs and research completed by December 2014. Decision to enact the Trust (or not) by April 2015. 	<ul style="list-style-type: none"> April 	SD		

SP7: Continue to improve governance

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will ensure all our policies are up to date and we have a full review plan for the future		<ul style="list-style-type: none"> Review the policy register at the beginning of the school year and produce a work plan Regularly check our progress on the policy review plan at each Chairs' Forum meeting Current state of policy register a standing item on Chairs' Forum 	<ul style="list-style-type: none"> Policy review plan exists for the first governing body meeting on 6 Oct 2014 Plan proceeds correctly Item dealt with at each Chairs' Forum meeting 	<ul style="list-style-type: none"> FGB 16 Oct 2014 Minutes of the Chairs' Forum 	CF		
b. We will have a Governor training plan for the year		<ul style="list-style-type: none"> In September 2014 we will collate all the training opportunities offered by York and through online learning, and add any training we wish to commission by looking at any gaps in our skills. Training to be a standing item in committees as well as FGB Publish list of training undertaken by each Governor and update it continuously through the year 	<ul style="list-style-type: none"> Plan exists by end of October 2014. Item leads to discussion about impact of training on work of committees List exists and is circulated as part of FGB papers 	<ul style="list-style-type: none"> Minutes of FGB 16 Oct 2014 FGB Minutes 	CF		
c. We will review and strengthen our link governor system		<ul style="list-style-type: none"> We will establish a small group to review the how well last year's system worked and the impact it had on governance At each committee meeting we will plan which link governor visits will take place before the next meeting At each committee meeting we will check we have received reports on the planned visits Members of T&L committee will work with TRA in a pilot to conduct a "Governance Walk" once each half-term. Each one will focus on a different aspect of the school's work but SEN, English & Maths will be covered. Governor to contact TRA the previous half-term and TRA will make arrangements including suggesting a framework for the reporting of findings 	<ul style="list-style-type: none"> Report contains an evaluation with recommendations for the future Reports are done and they contribute to governors' understanding of the school's work and their scrutiny of the school's plans & effectiveness. Governors report on Governance Walk to be in each T&L meeting except the first in September 2014. 	<ul style="list-style-type: none"> Report to Chairs' Forum on 24 Nov 2014 Minutes of committee meetings. Minutes of T&L Committee meetings 	CF		
d. We will improve Governor communications with parents		<ul style="list-style-type: none"> We will produce a Governors Annual Report to parents and send it out in the Summer term 2015 	<ul style="list-style-type: none"> Report sent out, and some positive comments received. 	<ul style="list-style-type: none"> FGB meeting 13 July 2015 	CF		

SP8: Manage our finances successfully while continuing to support learning

Focus	Who	What we will do	Successful if	How/When monitored	Gov. Com.	Cost	RAG
a. We will control staffing costs and make the workforce increasingly efficient	ARC	<ul style="list-style-type: none"> Review staffing structures whenever existing staff leave or change their working patterns Consult with Governors before any increase to overall staffing establishment Seek opportunities to fully utilise existing staff 	<ul style="list-style-type: none"> Workforce becomes more 'efficient' over time, i.e. outcomes/standards are maintained or improved with a less than commensurate increase in staffing costs (allowing for nationally negotiated pay rises). 	<ul style="list-style-type: none"> Reports to Finance & Staffing Committee 	F&S		
b. We will explore opportunities for external investment in the development of the site	ARC	<ul style="list-style-type: none"> Use Business Plan from Steve Wells Associates to begin seeking funding to develop sporting facilities 	<ul style="list-style-type: none"> At least one significant opportunity is identified and progressed 	<ul style="list-style-type: none"> Reports to Finance & Staffing Committee 	SD		
c. We will seek efficiency savings across all areas of revenue expenditure	ARC	<ul style="list-style-type: none"> Reduce spend by increasing efficiency, offsetting costs with income (e.g. from voluntary contributions or sponsorship) or postponing non-essential activities 	<ul style="list-style-type: none"> Revenue expenditure (non-staffing) is reduced by at least £50k compared with 2013/14 	<ul style="list-style-type: none"> Monitoring reports 	F&S		
d. We will review the school's catering service prior to the expiry of the contract in July 2015	ARC	<ul style="list-style-type: none"> Conduct an options appraisal in advance of the end of the current contract in July 2015 Bring a fully considered proposal to Governors Collaborate with Canon Lee and All Saints on the appraisal and procurement processes 	<ul style="list-style-type: none"> The most beneficial service, in terms of both cost and quality, is secured in time for July 2015 	<ul style="list-style-type: none"> Reports to Finance & Staffing Committee 	F&S		