

INGLEBY MANOR FREE SCHOOL
DEVELOPMENT PLAN – 2016/17 onwards
Summer 2016

DRAFT

Leadership and Management

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Outcomes for Pupils

Key Objective	Specific Actions	Key Lead	Additional Colleagues	Timeline	Success Criteria	Method of monitoring and evaluation
CPL Programme to be in place for all interested staff – must include SLT and existing middle leaders	Staff to sign up for Middle leader training programme, liaise with SPTA core team re delivery	DW	ZM	July 2016 – April 2017	Staff to complete the 10 module programme and implement good practice where in line with school aspirations and ethos	Evaluation Forms One on one feedback Improved cohesion of approach where needed Improved school protocols
To bring students numbers up to PAN in Y8 & Y9	To continue our policy of taking from in catchment only and offer places only to students who can reasonably be catered for as per our admissions policy	DW	N/A	By Easter 2017	Both year groups to be full with students who have been taken on the basis of appropriate offer being available. Once full, school can focus even more clearly on the needs of the whole year group and work with a settled population	Office to maintain gatekeeper line on in catchment applications. SIMS records to keep progress up to date. As of June 2016: Y7 = 110 Y8 = 102
Develop use of UPS colleagues within the school	Align UPS responsibilities with colleague skill sets and subject specialisms to fully utilise expectations of these colleagues	ZM	SLT	20 th Oct 2016	Full use of UPS colleagues in terms of overseeing and leading small cohorts of staff in identified areas – for example NQT lead	Colleagues in place with action plans in place by October half term. Areas identified to run productively and effectively UPS colleagues to attend middle leader training Sub-committee review
Further develop and review ITT & NQT Programmes for 16/17 and future years	Assess efficacy of SHU and SPTA support programmes, especially time v input and outcomes for staff travelling to Sheffield or Doncaster for short training activities. Assess potential for using more locally based training provider.	DS	Subject mentors NQT Lead	End July 2017	NQTs and ITT colleagues receive strong, appropriate, training in a time efficient manner targeted appropriately for their needs at IMFS. School in a position to offer posts to well trained and confident ITT colleagues. NQT colleagues to be delivering increasingly high quality subject content and lesson planning	Audit of time v training balance Issues and support delivered in a timely manner with face to face support available at short notice should this be necessary Sub-committee review
Provide opportunities for potential middle leaders ahead of next	Review school management needs and key areas for focus as	DW	SLT	Easter 2017	Motivated potential middle leaders with clear career progression available	Review of performance of newly appointed post over coming years

round of promoted posts	we approach KS4 for the first time and seek to embed good practice and enhance student progress still further				to them. Improved management of specific areas of the school identified via SLT review and forward planning.	EAB review
Further refine tracking systems for Wider Curriculum	Following development of wider curriculum and introduction of a significant number of new we need to ensure that tracking processes are consistent across the afternoon offer.	CR	RJ	Oct 2017	Coherent tracking will ensure sound advice can be given to students in choosing additional options. Student self-confidence and development is encouraged	Review as part of SLT agenda on termly basis thru to July 17 Sub-committee review
Develop use of Bluesky software to track and develop staff CPL programmes and performance management processes	Ensure admin staff are trained to manage overall package and that all staff receive training to maintain their own accounts	ZM	RE, HL	Dec 2016	All staff using and keeping CPL records up to date on Bluesky	Termly review of Bluesky database via office admin team. EAB review
Build on initial STEM Partnerships to prepare students and school for inclusive KS4 delivery	Develop work with key partners such as Johnson Matthey, Applied Integration Services and Caterpillar. Establish on-going work with local STEM Ambassador. Work with local STEM schools to share expertise	CR	RJ	July 2017	Students to experience substantial and sustainable real world experience thru work with STEM partners. Appropriate "Engineering" GCSE option to be offered for September 2017	Termly review of STEM activity via SLT agenda. Sufficient students opting for STEM subjects in afternoon options to enable school to offer financially viable course/s. Sub-committee review
Further develop Independent Study programme and team to support and enhance core curriculum delivery	Induct new core colleagues on to IS team Review and develop IS content in light of 2 previous years and our first Y9 cohort Plan for IS delivery once KS4 begins	DS	IS team	Initially Dec 2016, on-going thru July 19	Independent Study sessions to act as highly efficient method of embedding learning, enabling intervention, and stretching most able	SLT review on termly agenda basis Sub-committee review
Recruit next cohort of teaching and support staff for 2017/18	Actively promote school in local educational communities	DW	SLT, All Staff	July 2017	Specialist staff recruited to all core subject areas, wider curriculum needs filled and support team enhanced	SLT, Resources committee, EAB review on on-going basis

Teaching, Learning and Assessment

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Outcomes for Pupils

Key Objective	Specific Actions	Key Lead	Additional Colleagues	Timeline	Success Criteria	Method of monitoring and evaluation
Develop KS4 offer which meets needs of strong Progress 8 scoring, builds on core curriculum delivery, offers some broader opportunities and is financially viable	Develop proposals at SLT level, Standards Committee and full EAB. Cost options using Curriculum Led Financial Planning (CLFP) model Consider Student Voice in process	DW	SLT, EAB	April 2017	All students following appropriate and challenging pathways that open up wide range of potential next steps in education, work and training. Cost efficient programme offered which sits well within staffing profile.	Evaluation via student outcomes – in top 10% nationally and top 5 of “55 schools cluster” in Performance Tables. Students engaged and purposeful in their range of options. Costs controlled within budget projections
Embed Mandarin offer within KS3 curriculum in readiness for potential offer at KS4	Review curriculum offer at KS3 to enable significantly increased time offered to students to study our second language	DS	SLT	July 2016	Student progress in Mandarin significantly increased. Students able to confidently choose Mandarin as a second language choice at KS4	Add Mandarin to core curriculum mark sheets in Assessment Manager. Work Scrutiny. Data Tracking
Review use of SIMS Discover in light of OGAT partnership and assess potential of OGAT's Praising Stars software	CPL for SLT needed from SPTA core team so that potential of Praising Stars can be properly assessed	DW	DS, RS	Dec 2016	Efficient and easily usable live data available for SLT and all staff to enable accurate and productive tracking of student progress	Student interventions to be enhanced by use of accurate live data. Student progress to be enhanced thru efficient deployment of available support programmes.
Further develop SEN provision	Utilise facilities in the new building to promote intervention, catch-up, and support work. Train further colleagues on Catch-Up literacy and numeracy programmes. Build mentoring team around subject specialisms. Assess potential for SEN administrative role	ZM	LA	July 2017	See impact on specific students in terms of narrowing the gap. Improve potential to work with students in small group scenarios. Literacy and numeracy skills of weakest students improved	Data Tracking, student voice, SLT review on termly agenda, Attitude to Learning grades
Continue to embed marking policy and assessment protocols to ensure consistency across the school	Induction training for the cohort of new staff starting in September 2016,17,18.	DS	HL	Initially Dec 2016, on-going thru Dec 2018	Productive and efficient use of marking policy across all core subjects and, on-going, in GCSE options from	Student progress enhanced and underpinned by both marking and assessments

	Work scrutiny protocols to be developed with HL in new role as Core Curriculum Manager. Assessments to be developed to be more coherent and increasingly GCSE focussed in line with new specifications				wider curriculum suite. Assessments to accurately reflect student levels and progress.	Tracking data to become increasingly accurate
Maintain progress above national expectations for both 2 sub levels and 1 full level per year	Monitor data tracking information, evaluate challenge with core subject SoWs, track intervention efficacy	DS	HL	July 2017	Student grades remain above national comparatives	Use of newly appointed Subject Directors within SPTA core team, use of external moderation where appropriate, reference to Ofsted comment

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Pupil Development, Behaviour and Welfare

Key Objective	Specific Actions	Key Lead	Additional Colleagues	Timeline	Success Criteria	Method of monitoring and evaluation
Raise attendance from national average to above 96%	Structured programme of intervention work with key problem families, promotion of value of high attendance with pupils and parents, specific rewards for 100% attenders, introduction of EAB panel for PA students and families	ZM	RS, Admin Team	July 2017	Attendance at 96% +, PA students from 2015/16 to have significantly improved individual attendance rates	Daily monitoring of known PA students from day one in September 2016. Weekly analysis of attendance patterns. Half termly review at SLT as agenda item
Continue to embed the mutual respect agenda and induct the new cohorts to embrace the established ethos the school	Reward structures and celebration assemblies specifically recognise acts of respect as of particular importance, work with Student Council, SMSC programmes of Study	SLT	All Staff	July 2019	Student and parent voice shows students embrace school and feel safe and secure, behaviour point sanctions given objectively and remain at less than 0.1% of potential occurrences. Local reputation of school places ethos at heart of community views	Data tracking of behaviour points, student voice feedback, level of student nominations and rewards remains high.
Introduce EAB attendance and disciplinary panels	Support to school's objectives in these areas by formalising an additional layer of accountability for students and families	DW	EAB Chair	Dec 2016	Improved attendance – specifically of known PA families, reduced repeat failures of students in terms of behaviour points	Data tracking, EAB standards committee review, SLT review
Develop pro-active approach to student counselling to keep clear focus on mental welfare	Increase commitment of time to student counselling, increase number of colleagues trained to provide counselling	ZM	LA	July 2017	Student welfare issues tackled on-site where possible, strong, informed, links with external agencies managed appropriately	SEND review on half termly basis, SLT review, EAB review
Successfully bring catering provision fully in-house and promote outstanding uptake of school meals	Appoint head chef and additional catering team, promote healthy living programmes, fully utilise new facilities to promote use of school meals offer	MF	JS, AT	July 2017	75% + take up of school meals as against national average below 50%, Full use of dining and sports facilities at lunch times, no sweets or inappropriate drinks brought into school.	Data tracking of student uptake, student and parent voices, EAB review
Establish the role of the Student Council	Provide opportunities for student council input into use of the new building and specific funding lines such as the school library	ZM		July 2017	Increased membership of school council, new initiatives brought to SLT by council members	SLT, EAB review on termly basis