

**EBOR ACADEMY, FILEY**

**School Development Plan 2018-2021**

**STATUS: Ratified by Local Governing Body on 4 October 2018**

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| **Acronyms** | **Initials** |
| CPD – Continuous Professional DevelopmentPM – Performance Management (Appraisal)SDP – School Development PlanSEF – Self Evaluation FormQA – Quality AssuranceFGB – Full Governing BodyEEF – Education Endowment FoundationDfE – Department for EducationUPS – Upper Pay SpinePP – Pupil Premium SLT – Senior Leadership TeamFL/SL – Faculty or Subject LeaderKSL – Key Stage LeaderNQT – Newly qualified teacherRQT – Recently qualified teacherNGL- National Governance Leader SCR – Single Central RecordPA – Persistent Absentee (attendance below 90%) | RLu – Richard Ludlow, Ebor Trust CEOGPr – Geoffrey Proudlock, Chair of GovernorsTCa – Terry Cartmail, HeadteacherMBr- Michell Britton, Assistant Headteacher & Faculty Leader of EnglishTDo – Tracy Donaldson, Member of SLT, Data Manager and Exams OfficerJCo – Janet Coleman, Assistant HeadteacherJWi – John Winter, Trust Director of Training/CPDHTu – Hannah Turlington, Member of SLT, SENDCOEJo – Member of SLT, HR and bursar at Ebor Academy Filey.KFr – Kath Francis, Faculty Leader for ScienceTCl – Trish Clay, Progress Leader for KS3MAn – Michael Anderson, Assistant Subject Leader for EnglishSBa – Sue Banks, previous Assistant Headteacher and Faculty Leader for English.TLa – Terry Lamb, Site SupervisorJEm – Jodie Emmerson, Internal Exclusion Manager. |

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| \**By vulnerable students we mean those students who: are low starters; have a Special Educational Need or Disability; start mid-year; or are disadvantaged, including those who are in care*. |  |

**Ebor Academy Filey – Our Core Values**

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| **KINDNESS*** Kindness means we will consider the needs of others above our own
* Kindness means looking after one another and making everyone feel safe
* Kindness means helping everyone to do their best
* Kindness means showing good manners to one another
* Kindness means sharing with each other
* Kindness means sympathising with each other
 | **RESPECT*** Respect means treating others how they would like to be treated
* Respect means looking after our school and keeping it neat and tidy
* Respect means looking after myself and wanting to do my very best
* Respect means accepting that everyone is an individual and that we’re all different
* Respect means being polite to one another
* Respect means following instructions when given
 |
| **INTEGRITY*** Integrity means always trying to do what is right
* Integrity means being truthful and honest
* Integrity means taking responsibility for one’s actions
* Integrity means doing what you said you would do
* Integrity means putting things right or making amends when you need to
* Integrity means having the highest expectations of yourself and others
 | **TEAMWORK*** Teamwork means accepting that we are all different
* Teamwork means valuing everyone’s contributions no matter how big or small
* Teamwork means putting the needs of the group above our own
* Teamwork means doing your bit and not expecting others to do it for you
* Teamwork means being on time and being ready to work
* Teamwork means working together in a positive way
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**OUR ACADEMY VISION**

*Ebor Academy Filey will be at the vibrant heart of the Filey community and the school of choice for families in Filey and the surrounding area. Our school will grow as our reputation grows and families will be happy to entrust us with their children’s education; they will be proud to call themselves parents of Ebor Academy Filey students.*

*Ebor Academy Filey will be a truly exceptional school, which consciously and constantly strives to provide the highest quality education for all of its learners. Students will be happy, enjoy their learning and know that their time at our school will equip them for whatever lies ahead. They will be confident, independent learners, well prepared for the next phase of their lives.*

*We will provide all our learners with an exciting, coherent and inspirational curriculum taught by truly talented, professional and hardworking staff. Students will be educated within a culture that is aspirational and inclusive, and where the individual and diverse talents of all our students are nurtured and celebrated.*

*Ebor Academy Filey will have the highest expectations of itself and of all our students. We will insist that every member of our school community works as hard as he or she can, without exception.*

*Ebor Academy, Filey staff will work in a school characterised by a high level of collegiality. We will recruit, develop and retain the best practitioners who never cease in their desire to further refine their craft. Professional dialogue will be commonplace and our teaching will be informed by our own best practices, underpinned by the most robust research.*

*Every member of our school community will focus upon fulfilling this Vision. We will insist that all members of our school community will live by our values of* ***Kindness****,* ***Respect, Integrity*** *and* ***Teamwork.***

**GOVERNORS’ MONITORING CYCLE**

**September Meeting:**

* Examination Results Headlines.

**November Meeting:**

* Analysis of Results & Evaluation of SDP
* UPS and PM review
* Progress on current cohorts;
* Up-dated SEF.

**February Meeting:**

* Progress on current cohorts;
* Staffing.
* Whole School Planning & consultation.

**June Meeting:**

* Ratify revised SDP;
* Predictions for current cohorts;
* External QA visit report;
* Staffing;
* Review Pay Policy.

**On-going monitoring through Full Governing Body Meetings**

**Trust Meetings**

Fulfilling Statutory Duties;

Policy Review Cycle at FGB.

***The work of the School supported by Link Governor visits & Subject CPD***

**September/October:**

* Examination Results Analysis & Remedial Action – CPD Plans;
* Evaluate SDP success criteria;
* Performance Management Cycle ends/begins.

**November/December:**

* Implementation of Departmental CPD plans continued.

**THE ACADEMY’S SELF EVALUATION CYCLE**

**January – March:**

* Whole School planning & consultation;
* External QA visit.

**June:**

* Revised SDP published.

**On-going Self Evaluation:**

**Subject; Key Stage; Whole School; underpinned by the up-dating of CPD plans, and SLT/SL & KSL Line Management Meetings.**

**All Self Evaluation informs the fiscal year SDP.**

**October – June:** Developmental Activity

**Success Measures**

1. Our headline Key Stage 4 national success measures will place us in the top 25% of comparable schools in both the EEF and DfE results tables for 2019 and 2020, with a positive and improving P8 score at KS4.
2. We will see our students hit our overall progress targets as detailed in Appendix 1.
3. Teaching will be rated at least Good in all departments.
4. Our transition work will ensure that Ebor Academy Filey becomes the school of choice in our feeder primary schools.
5. Attendance will be above 96% with a Persistent Absentee figure of less than 11%.
6. Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4 and beyond.
7. Students will constantly develop their vocabulary
8. Student wellbeing will improve.
9. Our teaching & learning strategies will be developed by high quality, evidence-based CPD.
10. Our vulnerable students will genuinely thrive.

**Local Governing Body Meeting Dates and Proposed Agenda Items 2018/2019**

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| --- | --- | --- |
| **Thursday 4th October 2018** | **Wednesday 21 November 2018** | **Wednesday 23 January 2019** |
| Year on Year Performance Indicators* Examination results KS4;
* Current student performance through internal data for Years 7 – 10;
* Internal Exclusion (IE), exclusion, attendance and managed moves data benchmarked against 2017/2018 data;
* Student destinations KS4.
 | Year on Year Performance Indicators* Validated GCSE results 2018
* Current Year 11;
* Current student performance through internal data for Years 7 – 10;
* Internal Exclusion, exclusion, attendance and managed moves data benchmarked against 2017/2018 data;
 | Year on Year Performance Indicators* Mock examination results Year 11;
* Current student performance through internal data for Years 7 – 10;
* Internal Exclusion, exclusion, attendance and managed moves data benchmarked against 2017/2018 data;
* Parent View data collected at Parents’ Evenings
 |
| SDP strands for discussion* DS1
* DS2
 | SDP strands for discussion* DS3
* DS4
* Discussion on Additional Developments 1 to 3 if necessary.
 | SDP strands for discussion* DS1
* DS2
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| Policy Reviews * PP spending evaluation and policy discussion

EJo will inform governors of any policies needing approval for 2018/2019. | Policy Reviews  | Policy Reviews  |
| Link Governor Visits* SEND
* Inclusion Team, Child Protection & SCR scrutiny
 | Link Governor Visits* Science (inc PE) and Humanities
* Governor(s) to attend Data Meet
* Governors to attend Training Days
* Governors to attendt CPD sessions
 | Link Governor Visits* Maths (Inc ICT)
* NQTs, RQTs and Teach First placements

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**Local Governing Body Meeting Dates and Proposed Agenda Items 2018/2019**

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| --- | --- | --- |
| **Wednesday 13 March 2019** | **Wednesday 15 May 2019** | **Wednesday 3 July 2019** |
| Year on Year Performance Indicators* Examination results KS4;
* Current student performance through internal data for Years 7 – 10;
* IE, exclusion, attendance and managed moves data benchmarked against 2017/2018 data;
* Careers work and impact
 | Year on Year Performance Indicators* Current student performance through internal data for Years 7 – 10;
* IE, exclusion, attendance and managed moves data benchmarked against 2017/2018 data;
* Parent View data collected at Parents’ Evenings
 | Year on Year Performance Indicators* Examination results KS4;
* Current student performance through internal data for Years 7 – 10;
* IE, exclusion, attendance and managed moves data benchmarked against 2017/2018 data;
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| SDP strands for discussion* DS3
* DS4
* Discussion on Additional Developments 1 to 3 if necessary.
 | SDP strands for discussionGovernors to decide which strands they wish to be updated uponUpdated draft SDP in light of impact of 2018/2019  | SDP strands for discussionGovernors to decide which strands they wish to be updated upon |
| Policy Reviews  | Policy Reviews  | Policy Reviews  |
| Link Governor Visits | Link Governor Visits | Link Governor Visits. |

| **DEVELOPMENT STRAND 1: To improve the quality of T&L across the academy** |
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| **Actions to achieve DS1** | **Person(s) responsible** | **Resources and costs** | **Key review dates** | **Monitoring Person and Method** | **Notes on Progress** |
| Year long, whole school CPD focus on effective, evidence based lesson planning and feedback strategies | **TCa**, MBr, JWi  | Time and persistence | Nov 18Mar 19June 19 | Departmental Line ManagersStrategic SLT meetings and Governors’ committees |  |
| Establish a new Teaching and Learning Group who disseminate best practice across the academy. The initial focus will be on student engagement, metacognition and self-regulation | **MBr**, MAn | Time and persistence | Nov 18Mar 19June 19 |  |
| Review of existing QA procedures and policies with respect to lesson planning, work scrutiny and lesson observations. Bespoke CPD to all Middle Leaders in relation to their roles in the QA processes within the academy | **TCa**, MBr, JWi | Time and persistence | Nov 18Mar 19June 19 |  |
| Provide additional support to those departments whose results are below academy and national expectations | **TCa**, MBr, JWi, SBa | Time and persistenceSBa time | Nov 18Mar 19June 19 |  |
| Provide a training programme for Governors regarding their statutory responsibilities and identify how these link into the cycle of Governor Meetings and individual delegated Governor responsibilities | **RLu,** TCa | Support from the Trust/NLG or local secondary governing body | Nov 18Mar 19June 19 |  |
| **Success Criteria/Evidence.*** All teachers meet the Performance Management target related to consistently high quality planning, marking and feedback. Evidenced by PM folder including examples of work, learning walks and lesson observation
* Work scrutiny, learning walks and lesson observations all show an increase in effective planning and use of formative assessment
* Middle leadership structure improves the quality of learning and teaching
* All statutory responsibilities are met by the school and by governors
* High quality outcomes for the next two years, as defined in Appendix 1
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| **Evaluation arrangements DS1*** **Baseline measurement:** Subject Leader checklist, as scheme of learning. Checking procedures for frequency and quality of planning and marking as subject feedback policy. Learning Walks and work scrutiny using school review forms (in autumn term) on a sample of work. Interventions identified by Subject Leader.

Governor skills audit (autumn term) * **Process evaluation**: Subject Leader learning walks and work scrutiny using school review form, (spring term) of frequency and quality of marking as subject feedback policy. Evaluation of interventions.

Governor training programme, governor away day, partnership with other LGB* **After measurement**: Subject Leader work scrutiny (summer term) of frequency and quality of planning and marking as subject feedback policy. Discussion and information gathering at CPD related to planning and marking/feedback related to Development Strand. Report to Governors’ Meeting on progress.

Governor confidence and evidence of challenge through LGB meetings and Link Governor visits |

| **DEVELOPMENT STRAND 2: Improve the quality of pupils’ personal development, behaviour and well-being** |
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| **Actions to achieve DS2** | **Person(s) responsible** | **Resources and costs** | **Key review dates** | **Monitoring Person and Method** | **Notes on Progress** |
| Review of current behaviour and attendance routines and procedures to ensure they are fit for purpose | **JCo,** HTu | JCo time to visit other schools | Nov 18Mar 19June 19 | TCa through regular meetings with JCo and HTuRegular reports to the LGB Committee – specifically link governor for Inclusion |  |
| Yearlong anti-bullying audit and campaign that eradicates bullying within the academy | JCo, HTu, JEm | Time and perseveranceExternal speakers and resources as requires | Nov 18Mar 19June 19 |  |
| Develop a strategic approach to gathering, tracking and evaluating incidences of inappropriate behaviour and falling attendance | **JCo,** HTu | JEM time and further training on Progesso | Nov 18Mar 19June 19 |  |
| Use the findings of the Attendance Review, the Pupil Premium Review, and the identification of strategies which have evidence of success in improving attendance | **JCo,** HTu | JCo, HTu time and PP fund | Nov 18Mar 19June 19 |  |
| Provide a programme of CPD and additional support to enable staff to develop increased skills in managing low level behaviour, specific challenging behaviour, and students with associated SEND behaviour needs | **JCo,** HTu | JCo, HTu time and perseverance | Nov 18Mar 19June 19 |  |
| Ensure all students and parents are educated in regard to the importance of high attendance and the long term impact that low attendance has on life chances | **JCo,** HTu | JCO, HTu & Whole school CPD time | Nov 18Mar 19June 19 |  |
| **Success Criteria/Evidence*** Academy attendance improves across all year groups and all cohorts. Target is 96%
* Parent view responses show marked improvement in attitudes to behaviour and bullying
* Number of corrections and redlines reduces in line with academy targets across 2018/21019 and decrease in every subsequent year
* Reduction in the number of exclusions and a reduction in the number of students excluded more than once.
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| **Evaluation arrangements DS2*** **Baseline measurement:** Behaviour & PP review (July2018), Half termly behaviour and attendance data 2017/2018, ParentView and Ani-bullying survey Sept 2018
* **Process evaluation**: Revise Behaviour for Learning procedures and all associated policies. Bespoke behaviour CPD to all staff. Recommendations from behaviour review and PP review implemented. Parental workshops on improving attendance. Improvement in whole school rewards systems.
* **After measurement**: Termly parent, student and staff voice, Attendance data 2018/2019. PA data 2018/2109. Redline and correction data 2018/2019. Increased engagement in parental workshops
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| **DEVELOPMENT STRAND 3: To improve Leadership and Management across the academy** |
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| **Actions to achieve DS3** | **Person(s) responsible** | **Resources and costs** | **Key review dates** | **Monitoring Person and Method** | **Notes on Progress** |
| Provide a structured and bespoke programme of Middle Leader CPD linked to the academy’s priorities for development. | **SBa**, JWi | Time and persistenceSBa time | Nov 18Mar 19June 19 | RLu through regular meetings with TCa, MBr and all middle leaders |  |
| Implement a rigorous QA system for all middle and senior leaders to ensure they are improving the quality of L&T within their subject areas | **TCa,** SBa | Time and persistenceSBa time | Nov 18Mar 19June 19 |  |
| Review and develop Senior Leadership systems and structures to enable relevant Senior Leaders to be able to drive areas of responsibility/improvements | **TCa,** RLu |  | Nov 18Mar 19June 19 |  |
| Provide additional coaching and support to middle leaders as and when appropriate. | **TCa,** SBa, JWi | Time and persistenceSBa time | Nov 18Mar 19June 19 |  |
| **Success Criteria/Evidence*** Significant improvements in the quality of Middle Leadership, T&L and student outcomes in line with or exceeding targets, in response to increased support, challenge and leadership direction
* QA procedures in place and used across the academy to monitor and improve outcomes
* High quality CPD and additional support provided for all leaders within the academy
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| **Evaluation arrangements DS3*** **Baseline** meeting in half term one with questionnaire establishing current CPD requirements.
* **Ongoing** meetings to have an increased focus on the impact of their CPD specifically:
* Evidence that increased accountability is part of people’s thinking (CPD journal);
* Evidencing any change that has happened as a result of their CPD (PM conversations, CPD journal, portfolio of work, lesson observation);
* Evidencing their learning and new knowledge they’ve acquired (PM conversations, CPD journal);
* Evidencing the positive impact on students’ learning (CPD journal, October/January review meeting);
* Evidence that CPD pathways have helped them in their career (CPD journal, exit interviews).

Pre (October 2018) and post (October annually) evaluation of provision against the CPD Standards  |

| **DEVELOPMENT STRAND 4: To enhance our students’ vocabulary** |
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| **Actions to achieve DS4** | **Person(s) responsible** | **Resources and costs** | **Key review dates** | **Monitoring Person and Method** | **Notes on Progress** |
| To embed the whole staff CPD training on vocabulary instruction and the teaching of literacy and literacy skills, in order for staff to have the relevant skills and knowledge to support this development. | **MBr**, MAn | Time and reprographics | Nov 18Mar 19June 19 |  |  |
| To create ‘word-rich’ classroom bases within each departmental area so that the classroom becomes a more effective tool for learning. | **MBr**, MAn | Time and persistence- some reprographics |
| To embed cross-phase partnership around vocabulary enhancement to improve student outcomes and continuity of pedagogy. | **MBr**, MAn | Calendared meeting time  |
| **Success Criteria/Evidence*** Improved student reading assessments and Spelling, Punctuation and Grammar (SPAG) scores.
* Impact of staff training will be shown in schemes of learning and curriculum developments, also Dedicated Individual Reflection Time (DIRT) feedback, Tier 2 word bank teaching via Lesson Checklists.
* Improvements in word-rich classroom environments.
* Lesson observations show evidence of SPAG work in class.
* Thinking Reading programme up and running for those in need of most reading support
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| **Evaluation arrangements DS4*** **Baseline measurement**: Baseline KS3 SPAG scores and reading test results for KS3. STAR reading tests cross referenced with KS3/KS4 English assessments
* **Process evaluation**: CPD outcomes; Lesson observation form will highlight opportunities in class to support vocabulary enhancement – examples will be shared. Word of the week and other initiatives used consistently across the academy. Shared resources used consistently across the academy through whole school CPD
* **After measurement**: SPAG and reading test re-testing. Report to Governors’ Meeting on progress.
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| **ADDITIONAL** **DEVELOPMENTS 2018-21** |
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| **Additional Developments AD** | **Person(s) responsible** | **Resources and costs** | **Key review dates** | **Monitoring Process** | **Notes on Progress** |
| Create a cohesive, high quality yearlong transition plan with our partner primary schools to improve student numbers in Year 7 each year  | **HTu,** JCo, TCl, TCa, MBr, KFr |  | Nov 18Mar 19June 19 | JCo, HTu et all report to TCa |  |
| Investigate alternatives to the timings of the school day and our CPD structure | **TCa**, TDo, EJo and others |  | Nov 18Mar 19June 19 | Working group feedback to TCa and LGB |  |
| Create a maintenance plan to ensure that our buildings are maintained and repaired on an ongoing basis | **EJo,** TLa | Time and perseverance. Time to investigate possible scenarios | Nov 18Mar 19June 19 | EJo, TDo and TCa to meet before proposals made to LGB |  |
| To ensure that we have a balanced budget by April 2022 | **EJo**, TCa | Time and perseverance | Nov 18Mar 19June 19 | Monthly reports to TCa and Finance director |  |
| **Success Criteria/Evidence**AD1: +100 students in Year 7 from 2019 onwardsAD2: Working party proposal on the school day, changes made in time for 2019 if necessaryAD3: Yearly plan of Academy maintenance and repairsAD4: Budget balanced by 2022 and in year spend in line with academy target each year |
| **AD1:** On-going reports at strategic SLT and Governors’ meeting.**AD2:** On-going reports at strategic SLT and Governors’ meeting.**AD3:** On-going reports at strategic SLT and Governors’ meeting**AD4:** On-going reports at strategic SLT and Governors’ meeting |

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| **Examination Targets** | **Target 2019** | **Target 2020** |
| P8 score of the best 8 GCSE only including En & Ma | +0.1 | +0.2 |
| A8 score of the best 8 GCSE only including En & Ma | 45 | 50 |
| % of students attaining 9-5 GCSE grades in En and Ma | 40% | 45% |
| % of students at the end of KS4 achieving the English Baccalaureate | 20% | 25% |
| % of students at the end of KS4 entered for the English Baccalaureate | 40% | 50% |
| P8 score of the best 8 GCSE only including En & Ma, FSM students | +0.1 | +0.2 |
| % of disadvantaged students attaining 9-5 GCSE grades in En and Ma | 40% | 45% |
| % of disadvantaged students at the end of KS4 achieving the English Baccalaureate | 20% | 25% |
| % of students attaining 9-5 grade in English GCSE | 67% | 75% |
| % of students attaining 9-5 grade in mathematics GCSE | 58% | 65% |

The Leadership Team

Richard Ludlow

CEO

*Ebor Academy Trust*

Interim Headteacher

Terry Cartmail

Janet Coleman

Assistant Headteacher

Inclusion

John Winter

Assistant Headteacher

Teaching & Learning

Hannah Turlington

Assistant Headteacher

SENDCO

Michelle Britton

Assistant Headteacher

Faculty Lead for English

Trish Clay

Progress Leader

KS3

Kath Francis

Faculty Leader

Science

Amanda Pickering

Progress Leader

KS4

Deb Moreno

Faculty Leader

Technology

Jo Rowland

Faculty Leader

Humanities

Sue Robinson

Subject Leader

PE

Hugo Glover

Assistant Subject Leader Maths

Michael Anderson

Assistant Subject Leader English

Technology

John Chalk

Careers and

Co-curriculum Leader