IMBERHORNE SCHOOL DEVELOPMENT PLAN 2023-24

Our vision

Our vision is that all students leave Imberhorne School as caring, confident, reflective and resilient individuals with a thirst for learning, knowledge and discovery which lasts throughout their lives.

We will enable all young people, regardless of background, to achieve the highest possible standards of academic excellence, personal conduct and responsibility, whilst they enjoy an enriching and fulfilling preparation for life in the modern world.

Our students will have *the sharpest minds and the kindest hearts.*

Our values

These values are the cornerstones of our community:

- **C**ompassion – we are a caring community, where relationships are at the heart of everything we do.
- **A**chievement – we aim for each student to achieve the very best outcomes they can so that they are well-prepared for an enriching and fulfilling life.
- **R**espect – our school is a calm and respectful place, where the highest standards of behaviour and personal conduct are modelled and insisted upon.
- **E**ndeavour – students need to have resilience and are expected to persevere to overcome difficulties. We embrace challenge and learn from our mistakes.

Identified priorities from the Ofsted report (March 2019)

- Sharpen leaders' evaluation of the impact of their actions so that they plan next steps that are more precisely focused on areas that will make the most difference to pupils' progress.
- Strengthen governance to enable governors to hold school leaders to account more effectively.
- Improve the consistency of teaching and learning by ensuring that:

  – teachers use assessment of pupils' progress to build on what pupils already know, understand and can do

  – pupils receive the right levels of challenge and support in lessons

  – all pupils, particularly boys, work purposefully and complete tasks to the best of their ability.

- Continue to raise achievement across the school, particularly that of disadvantaged pupils generally, and boys in particular.
- Improve provision for students in the sixth form by developing students' individual 16 to 19 study programmes so that they derive greater benefit from work experience.

Outline SDP 2023-24

Focus area	Behaviour and Attitudes	Teaching and Learning	Inclusion
Objective	To inspire and support behaviour and attitude through the embedding of consistent systems leading to a positive climate of change for all	To achieve high quality teaching and learning that inspires and engages both students and staff and leads to improving outcomes and KS3,4 and 5	To improve the sense of belonging felt by every student and member of staff
Where are we now? (Summer 2023)	Behaviour Data: ● No clear oversight or analysis of behaviour trends being undertaken across the school. ● No clear graduated response to escalate behaviour across the sites. ● No clear intervention data sheet for tracking and monitoring students behaviour ● Behaviour Data 22-23 ● Suspension Data 22-23 Staff Survey Data ● Highlighted key areas of development (Consistency of policies) Behaviour CPD ● Currently not a clear focus of ongoing behaviour	Outcomes: P8 0.15 (FFT VA +0.2) Match up @ 4+ 74% Match up @5+ 50% QA Monitoring: ● Currently not in a clear timetable and not centrally tracked with follow up measures in place CPD: ● Previous years have been a 'CPD groups' approach with ideas being fed back to subject areas on a broad number of areas Curriculum: ● Last full curriculum review undertaken 2013. ● Inclusion review from 22/23 led to introduction of NCFE courses and bringing the vocational construction course in house for 23/24	Gaps at KS4 Sept 2023: ● PPG/all students gap A8 = 12.8 ● PPG/All students gap 4+EM = 22% ● PPG/All students gap 5+EM = 21% ● PPG/All gap Progress 8 (estimate) = -0.8 ● SEN K/all students gap A8 = 10.8 ● SEN K/All students gap 4+EM = 25% ● SEN K/All students gap 5+EM = 17.3% ● SEN K/All gap Progress 8 (estimate) = -0.27 Attendance 22-23; ● 2022-23 (all) = 89.3% ● FSM E6 students = 79.1% ● SEND students = 84% ● 72 students – attendance <50% Persistent Absence 22-23; ● All students = 29.3% ● FSM E6 = 61.4%

	training throughout the pastoral or leadership teams Policies: ● New behaviour policy introduced at the end of term Playbook ● 'How we do things here' guide for all staff drafted ready to launch in September 2023 Student Voice ● Inconsistent student voice across both sites ● New leader in charge of student voice appointed Summer 23		● SEND students = 43.3% Staff attendance 22-23 (all staff) = 91.1% No. of Imberhorne Y11 students enrolled into Year 12: ● 20-21 129 ● 21-22 132 ● 22-23 140 ● 23-24 143 (as at 11/10/23)
Key Initiatives	● Embedding the 'Playbook' into school culture ● Embedding a four step behaviour model (Proactive – Positive Correction – Consequences and Repair and Rebuild ● Student Voice to be a driver of improving behaviour	● Programme of effective and purposeful CPD which is put into practice in the classroom ● Pedagogy drivers for whole school (full year – embed 'gradual release of responsibility' model, Sept till Feb – adaptive teaching, Feb till July – retrieval practice) ● Departments to identify at least one (but no more than three) areas of	● Develop a Cultural, Racial and Diversity lead role, appoint them, train and implement a strategy ● Introduce an appraisal programme for support staff ● Develop and implement an attendance strategy with clear targets for improvement. ● Widen involvement of students in the Student Council, and ensure their work

	● Introducing a graduated response when dealing with behaviour across the school both positive and negative ● Behaviour CPD throughout the year for all staff ● Reviewing the rewards programme across the school ● Tutor programme to support C.A.R.E values and impeccable behaviour ● Using IT systems in place to improve the day to day functioning of the school. (Bromcom)	pedagogy to develop or introduce. Teams will research these pedagogical approaches and L of L plan for delivery across the year ● Whole school curriculum review to ensure the right students are on the right courses and we have the appropriate curriculum available leading to a redesigned prospectus ● Robust quality assurance process applied with clear understanding of expectations and processes across all stakeholders. This should incorporate coaching and direct instruction	has demonstrable impact in whole school development. ● Put in place the recommendations from Yasmin Maskatiya's report regarding Sixth Form recruitment. ● Develop a strategy to improve parental engagement with the school. ● Further strengthen the impact of our staff wellbeing group to ensure that staff feel supported, valued, and that workloads are fair and manageable.
Key Responsibility	CFA	KMA	LWA
What is the intended impact?	Behaviour ● Improved relationships between all stakeholders ● Staff CPD is targeted to suit the needs of the staff on behaviour demands ● Staff value the four-step approach and is modelled in all departments through CPD, LM and training opportunities	● Improved staff retention and satisfaction leading from clearer CPD focus and greater clarity around quality assurance ● Staff agree that their CPD has been supported and valuable this year ● Improved outcomes for all students. Targets based on aspirational P8 target (+0.3 - +0.5) are: ● Match Up EM4 90%	● Fully meeting our equality objectives ● Improving PA, Severe absence and SEN attendance: - FSM E6 PA < 45% - SEND students < 35% - Overall PA < 25% ● At least 75% of staff agree or strongly agree (in staff survey 23-24) they are happy at the school, they are listened to and their wellbeing is supported (this

	● Staff survey in 2024 reveals that at least 75% of staff strongly agree or agree that *The behaviour policy has helped to support behaviour in School* Suspensions ● To have a consistent approach for managing and leading on suspensions all to come through DHT or HT ● To have a clear consistent approach when suspending (Flow Chart) ● To aim to reduce the number of suspensions by 20% across the school from 22-23 ● To reduce the repeat offender's behaviour leading to suspensions by 20% QA ● All departments to have a net positive behaviour ratio ● All departments to have four step behaviour model	● Match Up EM5 59% ● Grades 9-7 22% ● Grades 9-5 68% ● Grades 9-4 92% ● Targets for Year 13: ● A* - A 46% ● A*-B 72% ● A*-C 95%	would represent a significant increase from 2022). ● Student surveys reveal that a vast majority strongly agree or agree that they feel involved in school life, and that student voice has an impact on their school. ● Improvement in outcomes for FSM E6 students in Y11 2024 (FFT 20 estimates): - A8 = 4.49 - Match Up EM4+ = 61% - Match Up EM5+ = 31% ● Improvement in outcomes for SEN students in Y11 2024 (FFT 20 estimates): - A8 = 4.0 - Match Up EM4+ = 46% - Match Up EM5+ = 22%

	embedded across the school ● Improved consistency of staff when tackling behaviour in school ● To ensure behaviour points and call outs are in proportion with size of department ● Clear steps in place for pastoral and academic leaders with how to deal with behaviour and the next steps in place for them Student Voice ● Student Council created for both sites ● Student Council to meet half termly with a full council meeting once a term ● Student Working Groups formed across the school to discuss key issues separate to the council (Behaviour, Teaching and Learning, Environment, Personal Development)		

	- Student Council to have a full range of students - Student voice survey to show 75% of all students agree with the school has good behaviour systems - Student voice survey to show 75% of all students agree the school has an effective and fair reward system Rewards - Improve the net score by 5% of all students having a positive net positive score - Upward trend of rewards across the school with a 5-1 ratio of positive to negative across the school - Regular reward update to be shared with all staff across the school		
Resources	External Speaker for Behaviour CPD External CPD courses to attend for Staff	2 x TLR for Teaching and Learning Coaches	Curriculum Review Cultural lead role cost

Suggested Timescale	Term 1 ● Introduce Playbook at INSET ● Embed C.A.R.E values across the school ● Focus heavily on proactive strategies within the playbook ● Behaviour Walks ● Hot Spots ● Behaviour Data produced for leaders ● Student & Staff Voice Term 2 ● Specific behaviour CPD to leaders of learning and pastoral leaders ● Graduated response embedded within school practice ● Behaviour bulletins (Research driven) ● CPD on the importance of language through de-escalation	Term 1 ● Embed new CPD approach ● Full observations of new teachers ● Initial learning walks ● Subject review ● New KS3 assessment framework in place Term 2 ● Full PM observations ● Curriculum review ● Subject review Term 3 ● Planning as a result of the curriculum review ● Subject review	Term 1 ● Introduce Playbook at INSET ● Embed C.A.R.E values across the school ● Undertake staff / student voice ● Implementation of the new BRIDGE and THRIVE centre ● Attendance strategy to be rolled out to all staff and students ● Staff CPD on relationships and language used to build relationships ● Implementation of new attendance policy and graduated response programme Term 2 ● Review implementation of new AP provisions across the school ● Case Studies highlighting improvement in attendance ● Bespoke AP curriculum for EBSA students ● Curriculum review and intervention plans drafted across all departments for inclusive practice ● Student Voice Survey across the school Term 3 ● T.B.C - Review Term 1&2

	Term 3 ● T.B.C - Review Term 1&2		
How will we monitor?	● Behaviour Data ● Staff QA ● Student voice ● Daily QA	● Staff voice encouraging reflection on own practice ● SOW adapted to reflect pedagogy drivers ● Quality assurance process (learning walks, performance management observations, book looks, student voice and SLT 'on tour')	● Student voice ● Staff survey ● Staff exit interview
When will we monitor?	Weekly ● Behaviour DATA ● SLT / LOL ● Pastoral Leads Monthly ● Student Voice ● Behaviour DATA ● QA Review Termly ● Staff Voice ● Student Voice ● QA Review	● 2x CPD staff voice feedback – January (which will influence the optional CPD for the second half of the year and June to review) ● Rolling programme of QA as outlined above with one window for full performance management observations – three weeks before February half term	Attendance ● Weekly review ● Fortnightly actions ● Termly review points with HOY Inclusion ● Termly reviews of provision; student voice, survey and staff voice ● QA of Bridge and Thrive centres