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King's Academy
Prospect

KING'S ACADEMY PROSPECT ACADEMY IMPROVEMENT PLAN (AIP) 2024 – 2025

DRAFT v1.0

July 2024

King's Group Academies

KGA Wide Priorities 2024/25

- To continue a relentless focus on the KGA priorities of educate, evolve and influence to achieve the mission, vision and values of KGA
- To achieve progress measures of FFT20 or higher
- To fully embed the revised Principles of Teaching and impactful use of DDIs and Walkthrus
- To embed the KGA Principles of Reading
- To co-create the KGA Curriculum of Excellence
- To embed further principles and strategies to reduce our carbon footprint

Whole Academy Outcomes: priorities and goals

- For all students in all phases to make progress which will result in the academies being in the top ten in their family on DfE
- For all students in all phases to make exceptional progress which will result in the academies both being within FFT 20% range
- Rapidly improve learning and progress for students in key specific groups, particularly pupils who are supported by pupil premium in every year group
- Increase the number of students making greater than expected progress in every year group
- To be Outstanding in all Ofsted Categories

Whole Academy Outcomes: priorities and goals for each year group

For Year 7 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing and ensures that they are safe.

For Year 8 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing including CIEAG and ensures that they are safe.

For Year 9 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age

- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing including CIEAG and ensures that they are safe.
- All students to be able to make informed and appropriate choices about their KS4 options, with at least 60% following an EBacc curriculum

For Year 10 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing including CIEAG and ensures that they are safe.

For Year 11 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to make rapid progress to account for any lost education during the pandemic (2020-22),
- % achieving 5+ in Eng and Maths is above LA and national average and at least 35% **(2025 FFT20 Target - 34%)**
- % achieving 4+ in Eng and Maths is above LA and national average and at least 65% **(2025 FFT20 Target - 63%)**
- FFT20 targets are met in all subjects and for all groups
- Progress 8 for all groups are at least >0 and Attainment 8 is above LA and national average and at least 4.3
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing and ensures that they are safe.
- All students to be able to make informed and appropriate choices about their post-16 options through the provision of high quality CIEAG, with at least 70% choosing KAP for their studies in Year 12/13

For Year 12 the Wildly Important Goals are:

- All students to be following courses that are appropriate and ambitious and make rapid progress
- All students to have access to a programme of study that includes academic tuition, guided private study, opportunities for school service and personal development, work experience and non-curriculum activities.
- All students to be engaged on a well-being programme that ensures that they are kept safe and well-prepared for adult life, including CIEAG and support in progressing to further and/or higher education.
- At least 85% of Year 12 students progress to either Year 13 or begin Level 3 studies at KAP. (88% in July 2024)

For Year 13 the Wildly Important Goals are:

- All students to be following courses that are appropriate and ambitious and make rapid progress, A level average result is above the national average and at least C+ **(Target 2025 - A*-C - 66%)**; Applied result is above the national average and at least Merit+ **(Target 2025 - Merit+ - 69%)**; Sixth Form Progress measures are at least >0

- All students to have access to a programme of study that includes academic tuition, guided private study, opportunities for school service and personal development, work experience and non-curriculum activities.
- All students to be engaged on a well-being programme that ensures that they are kept safe and well-prepared for adult life, including CIEAG and support in progressing to further and/or higher education.
- At least 80% of students achieve places at their first choice university or apprenticeship provider.

Driving Priority 1 – Quality of Education

- Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.
 - o Improving students' outcomes by:
 - **(Ofsted Key Action)** ensuring that adaptations to teaching to support SEND students is consistently effective, ensuring that provision is precisely matched to student needs
 - increasing the challenge provided for the most able students
 - o Improving the quality of teaching so that it is consistently good or better, through the process of DDIs and WalkThrus, targeted where needed.
 - o Further raise the profile of reading across the school and ensure that the weakest readers make the progress they should.
- To raise the levels of progress and attainment at the end of every Key Stages, so that
 - o FFT20 targets are met for % achieving 5+ in Eng and Maths **(2025 FFT20 Target – 34%)**
 - o FFT20 targets are met for % achieving 4+ in Eng and Maths **(2025 FFT20 Target – 63%)**
 - o FFT20 targets are met in all subjects and for all groups
 - o Progress 8 for all groups is at least >0 and Attainment 8 FFT20 target is met **(2025 FFT20 Target – 4.3)**
 - o All students have a reading age that is no less than 12 months below their chronological age (except students in the Bridge/SEN as appropriate)
 - o ALPS+ target is met A*-C. **(Target 2024 - A*-C – 69%)**
 - o ALPS+ target is met Merit+ **(Target 2024 – Merit+ 94%)**
 - o Students achieve their ALPS+ grade in each subject
 - o Sixth Form Progress measures are at least >0
- **(Ofsted Key Action)** Robust use of key assessment tasks and data to help students to consolidate their knowledge in all subject areas, to ensure that learning is as deep and secure as possible. Assessment tasks must make an effective contribution to student's learning in all subjects.
 - o All teaching staff engaging in SSAT Embedding Formative Assessment Programme and making an effective contribution to peer observation.
 - o Improving quality of curriculum so that all students are able to access key assessments that consolidate their knowledge and deepen their understanding across all subject areas.

Driving Priority 2 – Behaviour and Attitudes

- Improving pupils' personal development, behaviour and welfare by:
 - o improving the attendance of pupils, particularly those who are disadvantaged, [in line with the guidance in Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)
 - o eliminating low-level disruption in lessons
 - o ensuring that leaders and staff respond consistently to students whose behaviour does not meet expectations

- o **(Ofsted Key Action)** ensuring that the school values are embedded across the school, through curriculum, lessons and relentless reinforcement of expectations, particularly focusing on the elimination of the use of derogatory and/or discriminatory language and the elimination of all antisocial behaviour.

Driving Priority 3 – Personal Development

- Students are able to demonstrate resilience and fortitude and recover quickly from the impact of COVID-19 so that they are able to
 - o Develop their interests and talents through the provision of a broad extra-curricular offer
 - o Keep physically and mentally healthy through the provision of a comprehensive provision of character and culture education
 - o Have ambitious and aspirational plans for the future, supported by an outstanding careers provision
 - o Prepare for life in modern Britain and make a positive contribution as respectful and active citizens
 - o Keep themselves and their peers safe, especially in relation to sexual violence and sexual harassment

Driving Priority 4 – Leadership and Management

- Ensure excellent leadership at all levels, especially middle leadership support, challenge, accountability, and effectiveness
- Ensure that safeguarding is effective, especially in relation to the guidance contained in [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) and [Keeping Children Safe in Education 2022 \(Gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education-2022)
- Ensure that there is a balanced budget, with priorities correctly identified and a focus on increasing the school roll to the 7-11 PAN of 1,200 and a Sixth Form of 200.

NB Driving Priorities for the Sixth Form are embedded as appropriate within the 4 areas above.

Quality of Education

Driving Priority:

- Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.
- Improving student outcomes (especially SEND/Disadvantaged/More Able)
- **(Ofsted Key Action)** ensuring that adaptations to teaching to support SEND students is consistently effective, ensuring that provision is precisely matched to student needs
- Improving the quality of teaching so that it is consistently good or better, through the process of DDIs and WalkThrus, targeted where needed.
- **(Ofsted Key Action)** Robust use of key assessment tasks and data to help students to consolidate their knowledge in all subject areas, to ensure that learning is as deep and secure as possible. Assessment tasks must make an effective contribution to student's learning in all subjects.
- Further raise the profile of reading across the school and ensure that the weakest readers make the progress they should.

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
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<p>Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.</p>	<p>Curriculum progression for each subject demonstrates effective sequencing, impacting on improved pupil outcomes across the whole range of subjects.</p> <p>Curriculum assessment is rigorous & identifies gaps & next steps in learning.</p> <p>Subject Leaders can evidence standards. Ofsted grade this judgement as Good or better.</p>	<ol style="list-style-type: none"> 1. Ongoing training for HOF/HODs and classroom teachers to understand new Ofsted EIF. 2. Ensure that all HOF/HODs are able to explain their curriculum design to Governors and other stakeholders 3. Curriculum Audit of curriculums across all departments in line with KGA expectations 4. Curriculum to be at least as good as NC; skeleton knowledge to be identified and embedded 5. Further develop process of subject reviews and ensure that all departments are visited annually. 6. Ensure that staff and students are able to communicate learning journeys and displayed in all departments 	<p>SST</p>	<p>LMU/DJL</p>		
<p>Improve students' outcomes (Disadv, SEND, More Able) & to raise the levels of progress and attainment at the end of every Key Stages</p>	<p>Improved outcomes in line with Targets above</p>	<p>KS3 and KS4</p> <ol style="list-style-type: none"> 1. Through whole school monitoring and QA systems (DDIs/subject reviews) ensure high quality teaching and learning. 2. Further develop HOP role for each year group. Progress meeting each half term, updated RSL tracker after each reporting point. Focus on literacy interventions as main driver to improvement, especially at KS3. 3. Directed department time to discuss KM students, department 	<p>GED/JBI/AHO/SAE</p>	<p>LMU/DJL/MMY</p>		

		<p>RAAP updated after each RP with follow up meeting with HOD/HOF.</p> <ol style="list-style-type: none"> 4. At least weekly SLT/ELT meeting, focus on Yr11 KM students and attendance. 5. Fortnightly meetings with Core Subject Leaders (Eng/Ma) re students, interventions and strategies. 6. Increase capacity for English and maths intervention at KS4. 7. Update and re-launch of PP strategy and ensure all staff are aware. Regular updates to include KM PP students' progress. 8. More Able coordinator with focus on progress and outcomes. 9. Monitor and review the impact of all interventions on progress of KM students after each Reporting Point. <p>KS5</p> <ol style="list-style-type: none"> 10. Culture of Learning continues to be reinforced – no 'free periods. Either F2F or independent study. 11. Fortnightly review of attendance – c4c identified and challenged to improve. Reviewed at following cycle. Challenge/ support/ Celebrate. 12. Routine analysis of RP data – feeds into RAAP process. 13. Progress manager in constant dialogue with course leaders – 				
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		<p>supports completion of work, attitudes to learning etc.</p> <p>14. Parental involvement sought if/when required.</p>				
<p>(Ofsted Key Action) Ensure that adaptations to teaching to support SEND students is consistently effective, ensuring that provision is precisely matched to student needs</p>	<p>SEND students achieve outcomes in line with their non-SEND peers</p> <p>SEND students all receive provision that is precisely matched to their needs, through universal (in the classroom), targeted (intervention) or specialist (bespoke provision) support.</p>	<ol style="list-style-type: none"> 1. Ongoing training for all staff to understand that all teachers are teachers of SEND and how this looks in the classroom 2. All staff know how to use Pupil Passports and how they can adapt their teaching for students with SEND 3. Targeted and specialist provision is further developed to ensure that the most vulnerable students receive the support that they need 	JBI	LMU/ MMY		

<p>Improve the quality of teaching so that it is consistently good or better, through the process of DDIs and WalkThrus, targeted where needed.</p>	<p>Principles of Teaching for great classrooms is established in all lessons as a basis for classroom outcomes</p> <p>Lesson framework adopted by all teachers to ensure that all students receive a consistent framework for lessons</p> <p>All teachers receive high quality feedback through the DDI, instructional coaching and appraisal processes and have an appropriate CPL vision and plan in place</p> <p>All ECTs/Teach First trainees are supported to meet school expectations with regards to whole school T&L processes with the impact of all students receiving consistently high quality of teaching, making rapid progress and acquiring & retaining core skills/knowledge</p> <p>All students acquire and consolidate knowledge, deep understanding and skills exceptionally well</p> <p>All students receive consistently high quality teaching which enables them to make rapid progress</p>	<ol style="list-style-type: none"> 1. Ensure that DDIs are embedded across the school for all teachers with a clear and individual path to support where needed. 2. Evidence collected from DDIs is analysed and used to inform whole school and individual personal development. (Every half term) 3. Building upon the success of WalkThrus; further develop teachers' understanding of the educational research and principles on which Walkthrus are built. 4. Re-launch of directed time on a Monday and Wednesday to focus on whole school priorities and deliver practice clinics to all teachers, using WalkThrus. 5. Monitor and evaluate impact of attendance of teachers at KGA CPD programme. Encourage facilitators from KAP to deliver sessions, using expertise. 6. Introduce and develop a robust system for the delivery of Walkthrus at whole school and individual teacher level. 7. Individual support plans put in place for any staff whose teaching is not consistently strong - use of T&L team to support using WalkThru and Instructional Coaching programme. 	<p>SMC/SPI</p>	<p>LMU/DJL</p>		
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		<ol style="list-style-type: none"> 8. Re-launch of Home Learning Policy to all stakeholders to ensure that this is meaningful and manageable and has impact on students' progress. 9. All ECTs/Teach First to receive CPD, be mentored and supported through the ECF or Teach First Programme 10. All ECTs to receive a full observation/drop in and feedback each half term (In total 3 tutor observations & 3 mentor drop ins) 11. All ECTs/Teach First trainees to be part of the whole school DDI process and feedback to be shared to SPI/PJE 12. Any ECTs/Teach First needing support to be placed on an action plan and further support provided. 				
<p>(Ofsted Key Action) Robust use of key assessment tasks and data to help students to consolidate their knowledge in all subject areas, to ensure that learning is as deep and secure as possible.</p>	<p>Students are able to make rapid progress because teachers are using purposeful and valuable, reliable and valid forms of feedback and assessment which they use to plan the next stages of learning.</p>	<p>KS3 and 4</p> <ol style="list-style-type: none"> 1. Re-launch and embed school assessment policy using SSAT EFA programme and 4 quarters marking and monitor/evaluate through school systems. 2. Through line management, INSET and progress meetings, ensure a consistent approach to summative assessment across year groups and departments. Assessments are embedded into curriculum plans. 	<p>SST/SM C/SAE</p>	<p>LMU/DJL/ MMY</p>		

<p>Assessment tasks must make an effective contribution to students' learning in all subjects.</p>		<ol style="list-style-type: none"> 3. A programme of rolling assessment windows takes place 3 times a year for KS4 and 5 and twice a year for KS3, followed by Reporting Points and Subject Consultation Evenings/Academic Review Days. 4. End of Year exams are embedded for Key Stage 3 as well as PPEs at Key Stage 4. 5. The importance of summative assessment is highlighted to all stakeholders by SLT/HOPs through assemblies, documentation sent home, information evenings and social media. 6. Key Stage 4 students and families are adequately prepared for summative assessments and PPEs through a study skills programme in tutor time and through sharing of documentation, including practice papers. 7. Quality of moderation across departments improves and includes external support, and from other KGA schools. 8. Internal data analysis after each Reporting Point is prioritised as agenda items in every department meeting, line management and leadership meeting and on school calendar. 9. HOP RSL trackers and department RAAPs 				
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		<p>are updated after each reporting point to highlight areas of concern and address them, including the progress and intervention of KMs.</p> <p>KS5</p> <ol style="list-style-type: none"> 1. ALPs Data Analysis after every RP. 2. Target students identified – RAAP initiated – targeted support from department reinforced by KS5 leadership in F7. 3. Correlated through drop ins and staff discussions. 4. Expectation for all KS5 staff to use PLC (or equivalent) tracking document – shared with students to highlight gaps in learning and allow for focused planning to reteach. 				
Implement an effective Reading Strategy across the school to enable students to fully access the curriculum, improve their cultural capital and achieve good outcomes in assessments and exams	Aspire for every student to be able to read at chronological age or above. All staff have the skills to teach reading within their subject and every opportunity is taken to expose pupils to rich and diverse texts, both within subjects and across the schools' wider curriculums.	<p>KS3 and 4</p> <ol style="list-style-type: none"> 1. Launch of KGA Principles of Reading 2. Re-launch of the TRP and revised KAP canon and expectations and monitoring throughout the year 3. Introduction of vocabulary booklets and tier 1 and 2 vocab lists 4. Ensure all tutors and teachers are trained and supported to deliver the programme effectively. 	SMC/SS T	MMY/DJL		

		<p>5. Regular testing and re-testing of students' reading and spelling ages, using NGRTs and NGSTs as well as data from Sparx Reader</p> <p>6. Focus on bottom 20% of readers and intervention and support. Lexia, Lexonik Advance and possibly FFT Reading quest. Training for new Lexonik Advance teachers</p> <p>7. Regular (termly) tracking of data from testing and analysis of intervention</p> <p>8. Focus on reading across the curriculum: Every teacher is a teacher of reading. Launch of Lexonik Cloud, Reading Champions in each department, use of National Literacy Trust membership and re-launch of Lexonik Vocabulary.</p>				
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Behaviour and Attitudes

Driving Priority:

Improving pupils' personal development, behaviour and welfare by:

- o improving the attendance of pupils, particularly those who are disadvantaged, [in line with the guidance in Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)
- o eliminating low-level disruption in lessons

- o ensuring that leaders and staff respond consistently to pupils whose behaviour does not meet expectations
- o ensuring that the school values are embedded across the school, through curriculum, lessons and relentless reinforcement of expectations

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
<p>Improving the attendance of students, particularly those who are disadvantaged, in line with the updated guidance in Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>Attendance is at least 95% for all groups (All, PP, SEND) or above National Average.</p> <p>PA is 13% for all groups</p> <p>Positive impact on progress and outcomes as number of students with poor attendance decreases.</p>	<ol style="list-style-type: none"> 1. Participation in DfE Attendance Hubs Programme 2. Attendance team established (MMY, KTU, EWO ECA + HOPs) 3. Daily calls to key marginals (KTU) 4. Fortnightly attendance meeting with HOPs 5. Celebrating good attendance in staff briefing/year/house assemblies and through reward system 6. Tutor/HOPs discuss attendance with those below 95% 7. Discussed with parents at ARD 8. Interventions for specific students 9. Attendance targets displayed in every classroom 	RGE	LMU/ MMY		
<p>Eliminating low-level disruption in lessons</p> <p>Ensuring that leaders and staff respond</p>	<p>Zero disruption in lessons</p> <ul style="list-style-type: none"> - Number of students in C3/4/5 falls on a half-termly basis <p>Incidents of misbehaviour continue to reduce</p>	<ol style="list-style-type: none"> 1. Behaviour policy embedded throughout school and consistency in application by all staff 2. Behaviour/expectations embedded in Themes of the Week/assemblies 	RGE	LMU/ MMY		

<p>consistently to students whose behaviour does not meet expectations</p> <p>https://www.gov.uk/government/publications/behaviour-in-schools--2</p>	<p>Staff surveys provide evidence of reduction in incidents of rudeness</p> <p>Repeat (internal) suspensions fall</p>	<ol style="list-style-type: none"> 3. SLT/ELT on patrol throughout the day, visiting every lesson including challenging classes/times of the day/staff who struggle/cover 4. Student/staff/parent survey repeated throughout the year 5. SLT/ELT/HOPs on duty every breaktime; high presence all in hi-viz 6. Line-ups before every lesson so no students un-supervised in corridors 7. Uniform policy enforced rigorously. 8. Regular meetings with parents with emphasis on early intervention 				
<p>(Ofsted Key Action) ensuring that the school values are embedded across the school, through curriculum, lessons and relentless reinforcement of expectations, particularly focusing on the elimination of the use of derogatory and/or</p>	<p>Continuous improving % ratio of positive points to negative across the houses month by month – above 80% positive</p> <p>All students feel safe and a valued part of the school community where tolerance, diversity and inclusion are valued by all.</p>	<ol style="list-style-type: none"> 1. Values and protected characteristics displayed in every classroom and embedded in lessons 2. Review of curriculum intent to ensure that values are embedded 3. All staff understand their role in embedding values. 4. Robust system of rewards and public praise to students who exemplify these values - 5 Star Student 5. Equally robust system of sanctions for students who display discriminatory or derogatory behaviour to others. 	<p>RGE/ LMC</p>	<p>LMU/ MMY</p>		

discriminatory language and the elimination of all antisocial behaviour. #ready #respect #resilience #responsibility #relationships						
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Personal Development

Driving Priority:

- Students become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
 - Develop their interests and talents through the provision of a broad extra-curricular offer
 - Keep physically and mentally healthy through the provision of a comprehensive provision of character and culture education
 - Have ambitious and aspirational plans for the future, supported by an outstanding careers provision
 - Prepare for life in modern Britain and make a positive contribution as respectful and active citizens
 - Keep themselves and their peers safe, especially in relation to sexual violence and sexual harassment

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
Develop their interests and talents through the provision of a broad	Increase uptake in extra-curricular activities in which all students involved in at least one extra-curricular activity.	1. Broad range of extracurricular activities. 2. ClassCharts used to monitor attendance at extracurricular activities	RGE/ LMC	LMU/MMY		

<p>extra-curricular offer</p>	<p>Monitored termly through tutors and HOP and student surveys</p> <p>Students' social and cultural capital is developed and enhanced. through a range of extracurricular activities.</p>	<ol style="list-style-type: none"> 3. House Councils and student voice provision – Anti-Bullying/Learning Consultants/Sports Leaders/LGBT 4. 6th form leadership roles 5. Each faculty or cross-curricular group to plan extra-curricular clubs – 6th form leadership support this and encourage participation 				
<p>Keep physically and mentally healthy through the provision of a comprehensive provision of character and culture education</p>	<p>Students make informed choices about how to keep themselves healthy; both physically and mentally, have a secure knowledge of healthy relationships and are confident of how to stay safe</p>	<ol style="list-style-type: none"> 1. Well-being lessons delivered by specialist team to ensure continuity and quality of provision 2. COP for all wellbeing staff for training – use of PSHE Association for training 3. Health and Wellbeing Day for all years 4. Values education embedded across whole curriculum and monitored by Head of wellbeing. 5. FBV visible in classroom, corridors and audited across the curriculum 6. Student mental health mentors and anti-bullying mentors work 1-2-1 with students in planned mentoring sessions 7. MH& W policy in place with procedures for concerns 8. Drop in room with trained staff and student mentors available at break times 9. Work with MHST to provide information and referrals with LMA/JBI 	<p>LMC</p>	<p>LMU/MMY</p>		

<p>Have ambitious and aspirational plans for the future, supported by an outstanding careers provision</p>	<p>Destinations measure 16-19: Students progressing to education or employment was 83%, LA average 86% and England average 81% Target 86% Students progressing to higher education or training – 51%, LA average 71%, England average 62%. Target 62%</p>	<ol style="list-style-type: none"> 1. Independent careers meetings with SGA. 2. Exposure to local international organisations e.g. Virgin Media (apprenticeships) 3. Destinations work completed in Tutor and Wellbeing. 4. Targeted support from MA coordinator for HE destinations. 5. Reading University open day attendance. 6. Careers Fair 7. Employability skills workshops / wellbeing sessions. 8. Destinations discussed during assemblies and smaller targeted meetings. 9. Intended destinations recorded and shared with BFFC. 	<p>SAE/AHO/SGA</p>	<p>LMU/MMY</p>		
<p>Prepare for life in modern Britain and make a positive contribution as respectful and active citizens</p>	<p>Students are prepared for life in modern Britain</p>	<ol style="list-style-type: none"> 1. Well-being lessons delivered by specialist team to ensure continuity and quality of provision 2. Health and Wellbeing Day for all years 3. Values education embedded across whole curriculum and monitored by Head of wellbeing. 4. Community projects as part of Wellbeing or house competitions 	<p>RGE/LMC</p>	<p>LMU/MMY</p>		
<p>Keep themselves and their peers safe, especially in relation to sexual</p>	<p>Students demonstrate high levels of respect for others and bullying, misogyny, harassment and violence is never tolerated</p>	<ol style="list-style-type: none"> 1. KCSIE and Safeguarding Policy are updated and shared with all staff 2. All staff have completed identified training modules in Educare 	<p>LMC/MMY</p>	<p>LMU/MMY</p>		

violence and sexual harassment		<ul style="list-style-type: none"> 3. All staff understand shared responsibility in promoting a culture of tolerance and ensuring that any bullying, misogyny, harassment and violence is challenged robustly. 4. All students understand how they can keep themselves and their peers safe. 5. Contribute towards Trust wide White Ribbon Project accreditation 				
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Leadership and Management

Driving Priority:

Ensure excellent leadership at all levels, especially middle leadership support, challenge, accountability and effectiveness

Develop the effectiveness of Governance, implementing the recommendations from the Governance Review, within the KGA Scheme of Delegation as defined by the Board of Trustees

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
Ensure all middle leaders are enabled to make significant impact on teaching, learning and progress in their	<p>Reduced in-school variation due to lower performing teachers improving their practice</p> <p>All students making strong progress in all</p>	<ul style="list-style-type: none"> 1. Establish half termly middle leaders meeting as key forum for school improvement, linked to wider ELT meetings 2. All middle leaders are active participants in the DDI/WalkThru process 3. Use line management meetings to review quality of teaching/DDI/WalkThru feedback in each 	DJL	LMU/DJL		

areas of responsibility	phases in all subject areas	<p>phase/subject area and rehearse/plan next steps for improvement</p> <ol style="list-style-type: none"> 4. Support all middle leaders to hold teachers to account and implement specific support/targets to ensure teachers improve the quality of their teaching and consequently students' learning and progress 5. Ensure all MLs have thorough understanding of the new EIF through on-going training, involvement in in-school/KGA deep-dives and feedback 				
Ensure that safeguarding continues to be effective, especially in relation to the guidance contained in Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)		<ol style="list-style-type: none"> 1. KCSIE and Safeguarding Policy are updated and shared with all staff 2. All staff have completed identified training modules in Educare 3. All staff understand shared responsibility in promoting a culture of tolerance and ensuring that any bullying, misogyny, harassment and violence is challenged robustly. 4. All students understand how they can keep themselves and their peers safe. 5. New DDSL appointed and full training given 	MMY	LPH/MMY		
Ensure that there is a balanced budget, with priorities correctly identified and a focus on increasing the school roll to the 7-11 PAN of	<p>The school has a balanced budget</p> <p>School roll is growing towards PAN</p> <p>Increased number of families selecting KAP as first choice school for September 2025</p>	<ol style="list-style-type: none"> 1. Comprehensive marketing approach – visiting primary schools, recruitment events for primary schools, open evenings, higher profile in local community. 2. Increase number of lettings of facilities around the school 	DJL/DCO	DJL/SCO		

1,200 and a Sixth Form of 200.		3. Forensic analysis of staffing needs to ensure staffing costs target met; size of classes, support staff and recruitment activities considered.				
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