



The King's School Improvement Plan Summary

September 2019-22

KEY OBJECTIVE	STRATEGY	SLT	Date
<p>1. An outstanding curriculum</p> <p>To ensure that all curriculum experiences are well considered, intentional, and implemented effectively leading to consistently high achievement for all</p>	a) To review the way in which we communicate homework with students and parents in order to engage the students, with parental support, in independent learning.	DGW	01/20
	b) Carry out a review of summative assessment methods at Key Stage 3, in order to support students to master key knowledge over time.	DGW/ENM	04/20
	c) To ensure that the collection of academic performance data is timely, used to inform teaching and communicated effectively to all parents.	DGW	09/20
	d) To ensure that the whole school approach to Key Stage 3 assessment is embedded successfully including opportunities for moderation of judgements and reviewing of assessments.	DGW/ENM	09/20
	e) Prepare for the new Relationships and Sex Education curriculum and be ready to deliver this for September 2020 as required by law.	ENM	09/20
	f) Review the impact of curriculum changes at Key Stage 4 in light of reducing time in English and maths and increases in time for 'options block' subjects' from September 2019.	DGW	09/21
	g) To review the way in which teachers give feedback to ensure that we provide clear, direct feedback regularly to students.	DGW	09/21
	h) Provide opportunities for staff to share their pedagogical expertise with others through a structured professional development programme to improve teaching and learning.	ENM	09/20
	i) Benchmark 'progress' outcomes against similar schools and provide appropriate challenge and support for those areas where progress is not strong or is not improving.	DGW	09/21
	j) Understand further the language and literacy demands of curriculum subjects and ensure that teaching reflects the best practice in this area.	DGW	08/22
	k) To ensure that the school maintains a curriculum offer with a strong academic core which can facilitate students' choices in these subjects.	DGW	08/22
	l) Maintain a strong educational experience within and beyond the taught formal curriculum that builds cultural capital and ensure that we report and record effectively the engagement of students.	DGW	08/22
	m) Manage key stage transitions effectively in order to ensure that all students make appropriate subject choices and successfully complete their programmes of study.	DGW	08/22
	n) To ensure that there is a well-planned alternative curriculum for those students in Key Stage 4 who have complex learning needs and who cannot access the typical offer. This will include life skills, employability	PEF	08/22

	skills and communication, and will equip students with the accreditation and skills to enable them to access their post 16 provision.		
2. Understanding and acting on the needs of every student To further develop the knowledge, skills and capacity of staff to ensure those students who may be disadvantaged, have additional needs or barriers to learning or need a deeper learning experience have a positive educational experience and achieve strong outcomes based on their starting points.	a) To establish clear expectations for tutors and share best practice in order to get a consistent high quality experience for students across each of the Houses.	MAG	09/20
	b) Provide personalised challenge and support to students where behaviour and attendance are a barrier to success in order to secure improvements for these students.	MAG	09/20
	c) To ensure that all students are ready to learn at the start of every lesson.	MAG	09/20
	d) Use the Pupil Premium funding to ensure that the school promotes extensive personal development opportunities and high take up for the most disadvantaged students, building further targeted opportunities to develop cultural capital.	PEF	08/22
	e) Further develop the programme of enrichment opportunities for the most able students ensuring that there is coherent programme of opportunities from Year 7 to Year 13.	PEF	09/22
	f) Continue to develop an effective careers programme that meets the revised statutory guidance, using the Gatsby benchmarks to improve the provision and prepare students for future success in education, employment or training.	MAG	09/22
3. The wellbeing of the whole school community To further develop a culture in the school where wellbeing (creating the conditions for us all to thrive) is central to all decision making for everyone in the school community including students and staff	a) Review the way in which the school recognises outstanding behaviour and attitudes to ensure that this is applied consistently by all staff and that the students displaying the appropriate behaviours are those that are recognised and celebrated.	MAG	09/20
	b) To monitor and evaluate the behaviour of students in tutor times to ensure that this is consistently as good as other curriculum times.	MAG	09/20
	c) Develop the use of tutor time activities and the PSHE programme to develop character and resilience and to ensure that students consistently show respect for each other leading to an environment in which difference is valued and nurtured by all students.	MAG	09/21
	d) Ensure that the school continues to provide a wide range of opportunities for personal development using both staff expertise and high quality external agencies where appropriate.	MAG	09/22
	e) Where possible, senior leaders will look for opportunities to reduce workload for staff.	RXG	09/22
4. Sixth Form To ensure sustainable and high quality 16-19 provision for all students	a) Review the post-16 curriculum entry requirements in light of attainment in new reformed GCSEs and subsequent success at A Level, as well as the impact of these entry requirements on the retention of students onto post 16 courses.	RJG	08/20
	b) To develop a culture in post 16 study in which time outside of lessons is used constructively by all students.	RJG	09/20
	c) To implement strategies to improve retention of students from Year 11 into post 16 education.	RJG	09/21
	d) To increase the confidence of students to apply for world class universities, especially those from disadvantaged backgrounds through programmes such as ASPIRE.	RJG	09/22
	e) To monitor and improve the quality of teaching and post 16 outcomes to ensure that they are consistently strong across all subjects, sharing best practice across the post 16 teaching team.	RJG	09/22

	f) To develop greater engagement from post 16 students with work experience opportunities and the world of work	RJG	09/22
5. School Resources To provide the school community with the best possible learning environment and resources, leading to raised aspirations for all.	a) Effectively manage the school budget to ensure that the school can operate without a deficit by 2022 providing Trustees and SLT with robust information on which to inform decisions.	LOE	09/22
	b) To deliver improvements to learning spaces in areas of priority as identified by the SLT and Board of Trustees	LOE	09/22
	c) To deliver improvements to social/communal spaces in areas of priority as identified by the SLT and Board of Trustees	LOE	09/22
	d) To embed the use of Edulink for increasing Parental Engagement exploiting opportunities for further efficiencies in system administration.	LOE	09/22
	e) Explore the opportunity for systems that allow for a more efficient management of Human Resources, Payroll and Appraisal	LOE	09/22
	f) Trustees to identify and engage in appropriate training for their role.	Chair	09/22

Academic Targets Summer 2020

Pupils

Whole Cohort

183 Pupils 98 Boys 85 Girls

Baccalaureate

36 Pupils Entered - 19.67%

18.58%
Standard
34/183

17.49%
Strong
32/183

Subject Breakdown					
	Eng	Ma	Sci	Hums	MFL
Entries	183	183	183	155	44
Standard	100%	100%	100%	85%	24%
Standard	169	160	164	137	42
Standard	92%	87%	90%	75%	23%
Strong	143	135	137	116	39
Strong	78%	74%	75%	63%	21%

Baccalaureate APS

4.61	6.25	6.38	6.52
All	Entered	Standard	Strong

English

Entries	9 to 7	9 to 5	9 to 4	
183	26	143	169	
Pupils	100.00%	14.21%	78.14%	92.35%
Entries	-	14.21%	78.14%	92.35%

Maths

Entries	9 to 7	9 to 5	9 to 4	
183	45	135	160	
Pupils	100.00%	24.59%	73.77%	87.43%
Entries	-	24.59%	73.77%	87.43%

Science

	Entries	Pupils	Entries
1 Science Entry	183	100.00%	-
Grade 9-4	164	89.62%	89.62%
2 Science Entries	183	100.00%	-
Grade 9-4	164	89.62%	89.62%
3 Science Entries	104	56.83%	-
Grade 9-4	102	55.74%	98.08%
Bio / Chem / Phys	98	53.55%	-
Grade 9-4	96	52.46%	97.96%

MFL

	Entries	Pupils	Entries
1 MFL Entry	44	24.04%	-
Grade 9-4	42	22.95%	95.45%
2 MFL Entries	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

English & Maths Threshold

	Both Subjects	English Only	Maths Only
<5	18% (33)	8% (15)	5+ (4)
<4	14% (26)	8% (15)	4+ (7)
4+	8% (15)	87% (160)	4+ (128)
5+	4% (7)	70% (128)	5+ (128)

183 Pupils Entered - 100.00%

Entries

Grade	Count	Percentage
9 to 8 - inc A*'s	68	(4.41%)
9 to 7 - inc A*-A	345	(22.36%)
9 to 5 - inc A*-B	1197	(77.58%)
9 to 5 - inc A*-C	1202	(77.90%)
9 to 4 - inc A*-C	1406	(91.12%)
Total	1543.00	Average 8.43

Progress 8

Subject	A8	P8
English	10.77	-0.02
Maths	10.63	+0.29
EBac	16.39	+0.54
Other	16.32	+0.31
Overall	54.11	+0.31
Entries	164	89.62%

Performance

Grade	Pupils	Percent
5 A* to C	165	90.16%
Inc EnMa 4+	159	86.89%
Inc EnMa 5+	128	69.95%
5 Grade 5+	134	73.22%
Inc EnMa	128	69.95%

● A Level

Students In Scope:	96	100%
Avg Points / Entry:	37.54	-
<u>Expressed As A Grade:</u>	B-	-
Value Added Score:	+0.42	-
3+ A Levels A*-E:	89	92.71%
2+ A Levels A*-E:	96	100%
AAB (2+ Facilitating):	18	-
<u>In Scope:</u>	96	-

Entries	Count	Weighted
All	293	293
A*-A	69 23.55%	69 23.55%
A*-B	165 56.31%	165 56.31%
A*-C	266 90.78%	266 90.78%
A*-D	293 100%	293 100%
A*-E	293 100%	293 100%

Academic Targets 2021 - TBC