

KES & KLA Campus Plan – 2015 - 2018

Strategic Priority 1 – Secure consistently strong student achievement at all stages and ‘Good’ or better inspection grades for both academies

Objectives	2015-16 actions	Ongoing to longer tem (2016-18)	Links to Risk Register	Critical success factors
<p>1.1 Structure and monitor <i>effective academy development plans</i> which ensure positive Progress 8 outcomes</p>	<ul style="list-style-type: none"> • Train leaders on methodologies to effectively plan and track improvement actions • Develop campus leadership team meetings as forums to challenge improvement practice regularly • Focus the ADPs on the quality of student work and factor this focus into all management activity, e.g. training day events built around student progress 	<ul style="list-style-type: none"> • Establish Heads of School as improvement partners with regular opportunities to collaborate • Plan for the use of Trust and external expertise to accelerate improvement in stubborn areas • Improve all aspects of self-evaluation and its link to informing appropriate plans 	<p>KES 1,4,20</p> <p>KLA 1,4,9,13,26</p>	<ul style="list-style-type: none"> • Progress 8 indicators above floor as minimum • Progress 8 target of 0 for both academies • Attainment 8 target of C- minimum • Pupil Premium gap narrower than national average • Both academies rated Good or better in S5 Ofsted inspections
<p>1.2 Intervene in areas of <i>poor or inconsistent performance</i> across the campus to improve outcomes and secure equality of opportunity</p>	<ul style="list-style-type: none"> • Train all staff on the effective use of data to inform the process of diagnosis, therapy and testing • Develop early planning based on high expectations (the pre-CAG approach) to tackle at-risk areas • Write management recovery plans in areas of the highest risk and improvement groups to focus upon key subject and cohorts where improvement must be secured 	<ul style="list-style-type: none"> • Build a dedicated and expert data team, of both teaching and support staff to develop new approaches • Design a system of pro-active alerts to signpost teachers to risks • Establish systems for peer support and challenge 	<p>KES 20</p> <p>KLA 13</p>	
<p>1.3 Prevent and narrow achievement gaps for the long term through a <i>KS3 and disadvantaged strategy</i></p>	<ul style="list-style-type: none"> • Put together joint teams re disadvantaged strategies to share high impact actions • Establish KS3 checkpoints in learning, to clearly assess whether students are at ARE or not and devise standard tasks to test and to check on further improvement • Create a campus wide strategy on literacy, particularly extended writing • Instigate a cross-campus project to research and act upon issues of underachieving and disadvantaged white, British boys • Develop catch up groups, pre and post school day to arrest underachievement 	<ul style="list-style-type: none"> • Develop catch-up provision for those who have been absent and at risk of falling behind • Appoint specialists cross-campus in addressing behaviour, attendance and learning issues for disadvantaged students • Instigate a cross-campus project to research and act upon how those with EAL can make more rapid, early progress 	<p>KES 2, 20</p> <p>KLA 2,13</p>	

Strategic Priority 2 – Attract, retain and develop an outstanding workforce to guarantee consistently good teaching for our students

<p>2.1 Ensure that all subjects are taught by well qualified and highly effective teachers</p>	<ul style="list-style-type: none"> • Develop proactive recruitment practices e.g. recruitment events, calendar of advertising to maximise interest • Plan subject knowledge development events including opportunities for staff to train to convert to shortage subjects 	<ul style="list-style-type: none"> • Develop a talent pool over time, e.g. keeping in close touch with those attending for work experience, building a group of students interested in teaching as a career • Shape paths into teaching for graduate associate staff • Build a group of expert mentors, and train middle leaders to themselves become excellent trainers of their own staff 	<p>KES 16, 25 KLA 12,17,27</p>	<ul style="list-style-type: none"> • Specialist graduate staff in all subjects • All teachers to be fully qualified or training to qualify • No teaching gaps longer than one term following departures • Increase retention and reduce churn to 10% maximum • Minimise levels of RI teaching to 10% of lessons at most • Secure Good or better ratings for Quality of Teaching in S5 Ofsted inspections
<p>2.2 Provide high quality professional development to upskill and retain talented colleagues</p>	<ul style="list-style-type: none"> • Calendar cross-campus subject networks and training opportunities • Devise online projects and collaborative curriculum development • Focus an increasing proportion of professional development upon high-quality teaching and mastery learning, to secure success 	<ul style="list-style-type: none"> • Secure input from experts to increase the quality of professional development, both trust and external • Develop a culture of coaching at all levels to build resilience, high-impact working and professionalism • Design a process by which colleagues can access high quality career planning 	<p>KES 25 KLA 12</p>	
<p>2.3 Secure consistently 'Good' and much 'Outstanding' teaching across the campus</p>	<ul style="list-style-type: none"> • Establish a system of 'class by class analysis and support' across the campus, to highlight areas where support is needed and high quality learning can be found (KLA Teacher Learning Grid process) • Organise a system of needs analysis for teachers, leading to personalised professional development • Develop bespoke groups across the campus for staff at similar points in their professional journey for mutual support, e.g. aiming for outstanding 	<ul style="list-style-type: none"> • Shape a learning classrooms/design for learning programme across the campus to focus staff upon successful environments and culture for long-term success • Shape a learning technologies strand across the campus to focus staff upon the best use of learning technologies • Introduce more regular opportunities for staff to self-refer for help with particular teaching issues and offer termly review sessions for all new staff 		

Strategic Priority 3 – Design a world-class curriculum for our young people so that every learner can succeed within their chosen pathway and be well prepared for life

<p>3.1 Design a unique curriculum offer at each academy and an outstanding 6th Form to inspire students to fulfil their potential</p>	<ul style="list-style-type: none"> • Develop the use of extra time in the core to enrich the curriculum and deepen learning • Design a programme of broad study at KS3, with a focus on key academic skills • Offer extended learning opportunities to safeguard the breadth of the curriculum, e.g. 3 yr KS4, twilight, flexi days • Develop a learning focus to the 6th form, organising wider learning opportunities for students and a 	<ul style="list-style-type: none"> • Apply for and secure the World class curriculum standard • Grow 6th form numbers and in turn increase subject range and protect current marginal subjects 	<p>KES 10,13,23 KLA 24</p>	<ul style="list-style-type: none"> • Aim for 0% NEET on exit • All students leave with eight or more qualifications • Secure the EBacc curriculum for c.90% of learners
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	commission on learning, to improve the experience and prepare students for the best universities			<ul style="list-style-type: none"> Reduce levels of exclusion – 0 PEX
3.2 Collaborate with primary partners to ensure successful transition and early success in specialist subjects	<ul style="list-style-type: none"> Work with both clusters to streamline and improve specialist SEN provision Collaborate with primary partners to develop the ARE approach through exemplars and an insistence on improving standards of work 	<ul style="list-style-type: none"> Devise a languages strategy to develop basic skills and knowledge at primary age prior to transition Work with both clusters and Springwood to develop an early transition model 	KES 10,13 KLA 13	
3.3 Partner with stakeholders to ensure appropriate curricula and destinations for every KS4 learner	<ul style="list-style-type: none"> Design a new model of engagement with CWA to create affordable and accessible vocational learning Collaborate with CWA and universities to develop a programme for the more able 	<ul style="list-style-type: none"> Avoid exclusions through development of alternatives to FEX and PEX, both internally and through partnership Design specialist strands in Sports and Enterprise to advance the USPs of both academies and engage students with alternative ambitions, e.g. entrepreneurship 	KES 10,13,23	
Strategic Priority 4 – Develop highly effective leadership and governance practices so that all resources are effectively used to realise our ambitions				
4.1 Ensure consistent and secure financial management to make the campus sustainable in the long term	<ul style="list-style-type: none"> Systematically plan for future income and spending through demographic projections and an understanding of uptake trends Monitor staff costs on a more regular basis and over ‘lifetime’, designing faculty cost-centres and more closely monitoring impact vs higher staff costs Secure financial control across the campus through a programme of training for all managers 	<ul style="list-style-type: none"> Secure economies of scale through smarter procurement across the campus Reduce costs and improve the impact of all staff upon student outcomes by pursuing best value process management Establish management standards across the organisation to secure better value for money and compliance with aims and values 	KES 6,17,19,21 KLA 6,18,19,20,30	<ul style="list-style-type: none"> Achieve yearly surpluses to build 6 month operating cost contingencies Increase liquidity and spend on vulnerable groups by keeping staff costs to a 75% maximum No middle or senior leadership gaps of more than one term following departures
4.2 Train senior leaders to be highly effective and impact on their own academy and across the campus	<ul style="list-style-type: none"> Introduce ‘Standards investigations’ cross-campus to check the quality of work at each academy and the progress of ADP objectives as seen through a range of real examples Train senior leaders on how to successfully operate in challenge and support roles Train all senior leaders on successful approaches to securing ‘Quick Impact’/‘Speedy improvement’ Offer all senior leaders coaching to develop their own personal organisation and effectiveness 	<ul style="list-style-type: none"> Nominate each senior leader to have a subject expertise/support role in another trust academy Introduce opportunities for major leadership/legacy projects for colleagues showing potential for headship 	KES 3,25 KLA 3,11,31,32	

<p>4.3 Introduce succession planning through the effective development of middle leaders</p>	<ul style="list-style-type: none"> • Develop enhanced middle leader roles, offering the opportunity to have impact across an academy and at a more senior level • Train colleagues to successfully operate as cross campus leaders where this is the case • Train link governors to assist middle leaders in focusing their personal vision and effectiveness 	<ul style="list-style-type: none"> • Organise a series of Blue Sky Thinking events to engage high-potential colleagues in longer term developments • Intensively engage all middle leaders in a review of academy ethos and culture every three years • Introduce a middle leader toolkit series of development session aimed at upskilling colleagues to cope well with the operational aspects of the middle leader role 	<p>KES 12,15,25,26</p> <p>KLA 11,12,14,15,25</p>	
<p>Strategic Priority 5 – Establish strong partnerships between our academies and within our communities, to become schools of choice in the locality</p>				
<p>5.1 Collaborate across the two academies to improve subject performance and share best practice</p>	<ul style="list-style-type: none"> • Devise a strategy for shared specifications and elements of sharing Schemes of Work and curriculum plans • Develop quality cross-site teaching, revision, resources so that all students have some form of access to the very best of teaching we have to offer • Introduce regular peer review and spotlights on student work, to develop confidence in the ARE system and new GCSE assessments 	<ul style="list-style-type: none"> • Engage all faculties in external activity to draw in best practice, e.g. LA networks, subject association involvement • Ensure subject expert input for all faculties, including those judged to be outstanding • Develop a programme of subject knowledge development events to keep up to date with specification change 	<p>KLA 24</p>	<ul style="list-style-type: none"> • Fill current available places each year • Increase KLA PAN to 220 and fill places in line with local growth • Aim for 0 ‘unforced’ student departures • Increase 6th form entry and overall numbers to 300 – 350
<p>5.2 Reach out to parents across our communities and fully involve them in the improvement of our academies</p>	<ul style="list-style-type: none"> • Organise themed/targeted forums to engage parents with key issues • Improve academy presence within our neighbourhoods through engagement with community events, e.g South Wootton fete • Develop a communications plan to make messaging to parents a clear strength of each academy 	<ul style="list-style-type: none"> • Design individual or joint projects with primary schools in both clusters • Host events for parents focused upon improving learning in different subjects • Host events to improve reporting and discussion of progress in subjects, with paper and online resources to reinforce the messages and help parents to aid their children 	<p>KES 13,22,28</p> <p>KLA 28</p>	
<p>5.3 Build outstanding opportunities for student engagement and leadership</p>	<ul style="list-style-type: none"> • Engage with alumni associations to diversify opportunities for students to learn about future destinations • Design a new programme of activities to inform and inspire young people about future careers and learning • Involve students in subject leadership/quality of learning • Give students a clear role in reflecting on standards/quality of work and evaluating what we do well and how we might improve 	<ul style="list-style-type: none"> • Develop regional student leadership forums to engage student leaders with likeminded peers • Involve students in a more active role in ‘enquiries’ about learning, linked to ADP objectives 	<p>KES 13,22,28</p> <p>KLA 24</p>	

