

King's Academy Northern Parade School

School Improvement Plan

2021 - 2022



King's Group Academies

Mission: The King's Group Academies' mission is to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world.

Vision: Our vision is to create a global community of pupils and staff; broadening horizons, fostering understanding and raising aspirations by connecting our Academies with other King's Group schools across the world.

Values: Strong British traditions of respect, fairness and tolerance, our Academies strive for academic excellence, enriched with opportunities for personal development and success.

Big Hairy Audacious Goal: To be the top performing MAT nationally in 5 years

Breaking this down

- Grow King's Group Academies to 15 schools
- The performance of all Academies places them in top 10 in their family of schools (ref. DfE Compare Schools)
- The establishment of ongoing projects with The King's Group – 1 focused on the Quality of Education; 1 focused on Leadership

King's Academy Northern Parade School

Motto: Eager to Learn ~ Live to Learn
Mission: Create a happy, secure & stimulating learning environment in which all members of the school community can grow in confidence & develop their full potential.
Vision & Values Statement: A creative community working together to motivate, challenge & build resilience in our independent learners.
Values: Teamwork, Resilience, Independence, Creativity, Challenge, Safety
Previous Judgements in infant school
Previous inspection grade & key issues Grade: Ofsted (February 2016) judged the school to be Good (2)

Areas for improvement:

Leaders and those responsible for governance should ensure that:

- any gaps that have opened up at the end of Reception, for disadvantaged children, are closed as quickly as possible as they move through the school;
- leaders' monitoring of teaching focuses in more depth on the stronger and weaker aspects of pupils' learning, including the learning of different groups;
- leaders find out from parents what is leading to the communication issues that came through in their written comments and take steps to improve the situation.

What has happened since the previous inspection?

- Pupil mobility significantly affected KS1 attainment in 2019. Work to address this from the start of school in EYFS shows with improved results for the Yr 1 Phonics Screening Check & EYFS Good Level of Development.
- We are working to embed the principles of PiXL, so that teachers track pupils' progress robustly & senior leaders undertake at least a termly review of the percentage of pupils to achieve end of key stage expectations (EYFS & KS1)
- The QA visit March 2020 indicated that the school has successfully addressed teaching and learning resulting in a narrowing of gaps and a school where all teachers are confident in discussing data and being proactive.
- The school has a heightened awareness of accountability for pupils of different groups (gender, disadvantaged, SEND).
- The school has undergone significant changes in leadership – The new HoS started in September 2020 after an internal promotion.
- Curriculum Development has been a major focus alongside the adjacent junior school that virtually all Year 2 pupils transfer to for KS2. We are focusing on sequencing & progression from Yr R to Yr 6 within a spiral curriculum whilst considering Bloom's Taxonomy.
- Our school motto of 'Eager to Learn' shows how we understand the natural inquisitiveness of young children & the imperative to equip our pupils with the cultural capital they need to succeed in life.

Previous Judgements in Junior school

Previous inspection grade & key issues

Grade: Ofsted (November 2012) judged the school to be Good (2)

Areas for improvement:

- 1) Raise attainment in writing and mathematics by:
 - ensuring pupils take care to spell accurately and write neatly
 - making sure young pupils have enough chances to learn and practise their multiplication tables.
- 2) Improve the quality of teaching from good to outstanding by making sure:
 - work is always hard enough for all pupils
 - teachers have high expectations of the quality and the amount of work that can be completed by pupils in the time allowed

marking always tells pupils how well they are doing, how to improve their work and what the next steps in learning are.

What has happened since the previous inspection?

- The school has grown from 3-form to 4-form entry, with families being allocated to the adjacent infant school rather than expressing a preference for it, leading to high mobility when places in preferred schools become available.
- Pupil mobility significantly affected end of KS1 attainment in 2019, impacting on starting points of entry to Yr 3.
- We are working to embed the principles of PiXL, so that teachers track pupils' progress robustly & senior leaders undertake at least a termly review of the percentage of pupils to achieve end of key stage expectations (KS2).
- The school has a heightened awareness of accountability for pupils of different groups (gender, disadvantaged, SEND).
- Conversion to Academy status with King's Group Academies Multi Academy Trust was completed in February 2018 & the school is being supported by a local Outstanding/National Support School from within the Trust.
- Change of leadership – new Head of School started 2020 across both school and a new EHT. This has been well received by pupils, families & the local community & is bringing continuity from Yr R to Yr 6 & across the four schools in Portsmouth within the KGA Trust.
- Our curriculum planning is being developed with the adjacent infant school that virtually all Year 2 pupils transfer from for KS2. We are focusing on sequencing & progression from Yr R to Yr 6 within a spiral curriculum.
- Our school motto of 'Live to Learn' shows how we understand the life skills that education brings & the imperative to equip our pupils with the cultural capital they need to succeed in life.

Whole School Outcomes: priorities and goals

- Both Northern Parade Schools (Infant & Junior) to operate at a level that Ofsted would judge as at least Good for Overall Effectiveness, with elements of outstanding practice. This will only happen with a stable & strong leadership that is focused on a curriculum that ensures the very best outcomes and quality of education for our pupils.
- Expectations must be higher, of ourselves, all staff, governors, pupils, parents & the community. To raise these expectations, we must ensure that they are clear & consistent, with constant reinforcement until they become habit.

Whole School Outcomes: priorities and goals for each year group:

(2019 NA)

KS1 – GLD 72% R 75% W 69% M 76%

KS2 – RWM 65% R 73% W 78% M 79%

For Year R the Wildly Important Goals are: 70%+ achieve a Good Level of Development at the end of the EYFS 2022.

For Year 1 the Wildly Important Goals are: 85%+ achieve the expected standard in the Yr. 1 Phonics Screening Check.

For Year 2 the Wildly Important Goals are: (FFT 20) 63%+ achieve RWM Combined at EXS+ at the end of KS1 Teacher Assessment 2022.

For Year 3 the Wildly Important Goals are: (FFT 20) 69%+ achieve RWM Combined at EXS+ at the end of Yr 3 Teacher Assessment 2022.

For Year 4 the Wildly Important Goals are: (FFT 20) 83%+ achieve RWM Combined at EXS+ at the end of Yr 4 Teacher Assessment 2022.

For Year 5 the Wildly Important Goals are: (FFT 20) 66%+ achieve RWM Combined at EXS+ at the end of Yr 5 Teacher Assessment 2022.

For Year 6 the Wildly Important Goals are: (FFT 20) 76%+ achieve RWM Combined at EXS+ in the KS2 SATs 2022.

KEY PRIORITIES FOR SCHOOL IMPROVEMENT 2021 – 2022

Driving Priority 1 – Quality of Education

Ensure that there is high quality curriculum intent, implementation & impact which results in improved outcomes for all pupils.

Driving Priority 2 – Behaviour and Attitudes

Improve standards of behaviour within lessons, around the school & at other times.

Driving Priority 3 – Personal Development

Improve the spiritual, moral, social and cultural development of pupils which contributes significantly to children with strong character, aspirations and who are well prepared for the next stage of their education, future careers & to be positive citizens within society.

Driving Priority 4 – Leadership and Management

Develop leaders at all levels to ensure that staff receive high quality support & development within a strong school vision & ethos.

Driving Priority 5 – To ensure appropriate measures are put in place to track and raise staff moral and well-being for **all**.

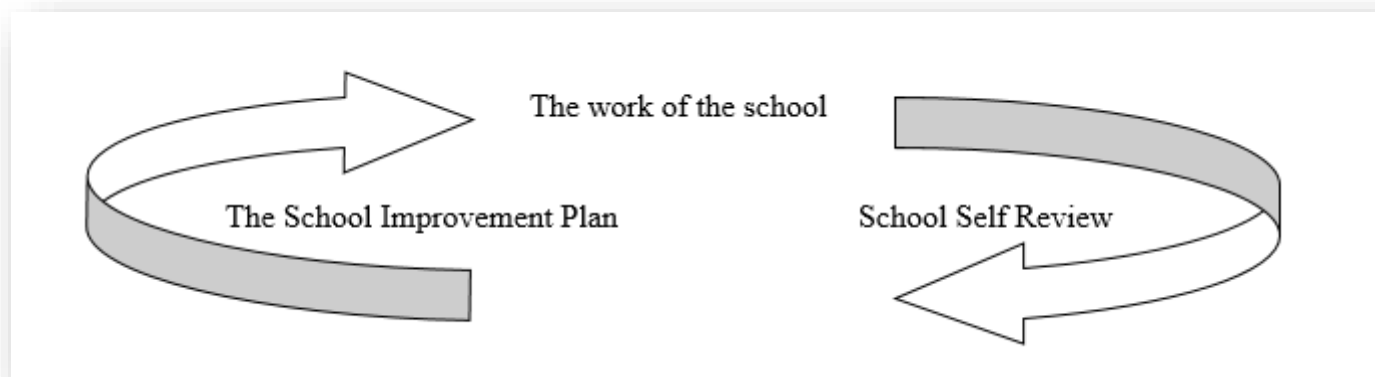
Schools exist in a climate of accountability and where a school has correctly identified its priorities there should be a good match with the key issues raised by Ofsted inspectors or other external sources who validate the school's judgements. These issues are discrete but actions that relate to improvements measured in relation to enhanced teacher or pupil performance by their very nature should form part of the **School Improvement Plan**. Priorities identified by the school may well arise from school self-review, especially when a school knows itself very well.

The school review cycle then comprises:

School Self Review - audit and benchmarking

The School Improvement Plan – target-setting, curriculum development, action planning

The work of the school – implementation, monitoring and review



Naturally, schools have other plans e.g. subject leader/year leader action plans (particularly for English and Mathematics), those for attendance, inclusion. These often relate to the School Improvement Plan in its entirety or any one or combination of the priorities within it. All members of staff should be aware of the priorities and bear these in mind in their work and performance. Performance management/appraisal objectives will also be related so that everyone's efforts are centred on the school's priorities for raising standards and improving outcomes for our pupils.

Quality of Education

Driving Priority 1 – Ensure that there is high quality curriculum intent, implementation & impact which results in improved outcomes for all pupils.

Objective	Intended impact	Actions (RAG'd)	Success criteria How will we know the action has been successful	Monitoring & evaluation	Cost implications	Lead staff	Start date	Review date
To create a well-balanced and ambitious curriculum for all children.	<p>A curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to</p> <p>Curriculum progression for each subjects 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>Working party meet to discuss current practice</p> <p>Review the wider curriculum - documents.</p> <p>Review subject Leads allocated across KS2 and KS1.</p> <p>Topic books re designed to make subjects clearer (KS1) subject specific books (KS2)</p> <p>Worksheets to be used less - children to be responsible for presentation of their work.</p> <p>Agree "aspirational" curriculum with SLT – develop a holistic theme</p> <p>Training for CTs understanding Ofsted framework</p> <p>Teachers demonstrate secure knowledge in all non-core subjects.</p> <p>To develop assessment for curriculum areas.</p>	<p>Subject Leaders can evidence standards.</p> <p>Curriculum maps for each group.</p> <p>Sequenced skills and knowledge</p> <p>Themes, vocabulary, composite and component learning for each topic should be agreed and planned</p> <p>Book scrutiny demonstrate the three Is (Intent, implementation, Impact)</p> <p>Children talk confidently about their understanding and knowledge of the curriculum (non-core).</p> <p>On learning walks – topics are explicit to visitor's</p>	<p>DDI</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Displays reflect current topic</p> <p>Regular updates in PDMs.</p> <p>EHT/HT reports to LGB.</p> <p>Subject Leaders report to SLT</p>	<p>Releasing staff</p> <p>Resources – world maps</p>	<p>HT Leadership team RSLs</p>	<p>Summer 2</p>	<p>Half termly</p>

	Ofsted grade this judgement as Good or better.	<p>A cycle of monitoring introduce to evaluate the 3 Is (Intent, implementation and Impact.</p> <p>Using curriculum release time subject leaders to secure medium term planning and ensure coverage of the National Curriculum for all foundation subjects.</p> <p>INSET – Curriculum development</p> <p>Regular curriculum PDMs</p> <p>Organise topic displays</p> <p>Timelines to be created for each classroom</p>	Each classroom has a world map and time line.					
Ensure the curriculum specific to Portsmouth (AIP Evolve and Influence)	<p>Develop of the curriculum across the Portsmouth cluster – Cultural capital meeting the needs of Portsmouth children living in city and naval base.</p> <p>Create the “Portsmouth Way” (Evolve)</p> <p>Capture the skill set of expertise with in the academy and Portsmouth cluster. (Influence)</p>	<p>Organize meetings with cluster subject leads.</p> <p>Liaise with KACP</p> <p>KGA central core offer</p>	<p>KGA Portsmouth have shared cluster curriculum non negotiables</p> <p>Staff talk confidently about 3Is with specific links to Portsmouth.</p>	<p>DDI</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Displays reflect current topic</p> <p>EHT/HT reports to LGB.</p> <p>Subject Leaders report to SLT</p>	<p>Releasing staff for work in cluster</p>	<p>HT KGA Portsmouth Leadership team RSLs Subject leads in Portsmouth</p>	<p>Autumn 1</p>	<p>Half termly</p>

<p>Ensure that all teaching becomes consistently effective across the school</p> <p>1a Teachers plan work that enables pupils to build on their prior learning</p>	<p>Increased pupil progress with 75 % of children on track to meet ARE</p> <p>100% of teaching is judged 'Good' or better in all areas by end of Spring 2022; DDIs, learning walks and work scrutinies</p> <p>Evidence of teaching being adapted to support children who fall behind to enable them to catch up; in planning, classroom practice, books and in data improvements</p> <p>Children aware of next steps in learning and striving to develop themselves as effective learners by being able to set own, appropriate targets</p>	<p>Leadership to check planning on a ½ termly basis to ensure that teachers learning intentions are carefully crafted alongside what the learning is going to look like.</p> <p>PDMs followed by regular monitoring & feedback to ensure that teachers are able to plan their task design that builds on prior learning, allowing the planned learning intention to be met and for all groups of learners to make progress.</p> <p>Sequence of CPD in the form of PDM, focussing on pedagogy, teachers subject knowledge and assessment</p> <p>LSA meetings to ensure that their teaching in the classroom is aligning with the effectiveness of the class teacher.</p> <p>Using leadership time, senior leaders to review teaching and learning in their own subject and produce an action plan for the year.</p>	<p>Planning is consistent and matches learning outcomes All children are making good progress.</p> <p>Children can articulate their learning building on their prior knowledge</p> <p>LSA are effective in class and align to teaching and learning policies with guidance from class teachers.</p>	<p>Monitoring timeline aligned to – fortnightly DDI with feedback given to staff.</p> <p>Book scrutinies with leadership – feedback given to staff.</p> <p>Governors to participate in monitoring cycle.</p> <p>Core subject lead reports to HT</p> <p>PP reports to Ht</p> <p>HT reports to Governors</p>	<p>PDM time</p> <p>LSA meetings</p> <p>Leadership time</p>	<p>Leadership team</p> <p>Subjects leaders action plans</p> <p>Reports to governors</p> <p>Governors visits</p> <p>KGA visits</p>	<p>Autumn 1</p>	<p>Half termly</p>
<p>Ensure that teaching becomes consistently effective</p>	<p>Increased progress of those who are currently not-on-track</p>	<p>Leadership conduct rigorous monitoring and DDI</p> <p>Teaching and learning plans link to DDI and CPD</p>	<p>More children are on track – bottom 20%</p>	<p>Monitoring timeline aligned to – fortnightly</p>	<p>PDM time</p>	<p>SLT</p>	<p>Autumn 1</p>	<p>Half termly</p>

<p>across the school</p> <p>1.b Pupils, especially those not-on-track, are challenged to make strong progress</p>	<p>Evidence within planning, of task design that appropriately caters for those who are not-on-track;</p> <p>Evidence of a range of timely AfL strategies used in lessons to assess, consolidate and deepen learning</p> <p>Moderation activities show that the outcomes within learning journeys of those working at greater depth differ appropriately from those working at ARE in application, independence, sophistication (demonstrating a creative and individualised step ahead of others)</p> <p>Ch'n knowing that success is not about finishing but about producing crafted outcomes</p>	<p>Teachers plan carefully to look for opportunities to meet the needs of those currently not-on-track (especially those who are also disadvantaged)</p> <p>Task design allows for variation clearly identified in planning</p> <p>AfL is both planned for and executed in a timely manner in the lesson to ensure that those capable of making deeper and rapid progress are enabled to do so</p> <p>Non-negotiables are clearly articulated, built into monitoring proformas and checked upon on a regular basis to ensure a consistency in approach across the school</p> <p>Regular moderation activities both within and beyond school that include looking at those who are not-on-track, with a particular focus on Writing</p>	<p>Improved outcomes for disadvantaged children</p> <p>Children can articulate how they have been challenged</p> <p>Appropriate differentiation to challenge all children.</p> <p>DDIs WOW reflect good task design and AfL strategies used in lessons.</p> <p>Teachers CPM reflect DDI outcomes.</p>	<p>DDI with feedback given to staff.</p> <p>Book scrutinies with leadership – feedback given to staff.</p> <p>Governors to participate in monitoring cycle.</p> <p>Core subject lead reports to HT</p> <p>PP reports to Ht</p> <p>HT reports to Governors</p>	<p>LSA meetings</p> <p>Leadership time</p>			
<p>Improve standards & a love of Reading throughout</p>	<p>Pupils read more regularly (home & school)</p> <p>Non negotiables across the school</p>	<p>Discuss with year leads how to use SLS books for displays & child interest</p> <p>Model displays around the school</p>	<p>Reading will be visible around the school – displays, reading environments etc.</p>	<p>Learning walks</p> <p>Visibility in school – love</p>	<p>£1000 per year group</p>	<p>SLT English Lead Librarian</p>	<p>Sept 21</p>	<p>Half termly</p>

<p>t the school (AIP Educate)</p>	<p>Reading culture visible within school</p> <p>Children about to talk about how much they enjoy reading and their learning</p> <p>Improved levels of fluency & comprehension. Phonics, KS1 & KS2 Reading results above national averages & moving towards FFT20 at EXS+.</p>	<p>Set non negotiables across the school</p> <p>Classrooms have up to date texts that children want to engage in</p> <p>Link with KACP to arrange book swap with full sets</p> <p>Promote parental engagement in Reading.</p> <p>Ensure links with Portsmouth Library Service are continued and effective competitions, reading assemblies, author visits.</p> <p>Reading corners are developed</p>	<p>Consistency across the whole school</p> <p>Classrooms will be set up to reflect the importance of reading – themed areas/book areas</p> <p>Book sets will be in place and a rota will be organised with KACP</p> <p>Being a Reading school is evident through out the school.</p> <p>Children enjoy reading and can articulate their love of reading.</p>	<p>of reading evident</p> <p>Library area promotes love of reading</p> <p>Discussions with children</p>				
<p>To further develop, embed and sustain a teaching for a mastery approach across the school.</p>	<p>A teaching for mastery approach is maintained across the school. <i>Maths team develops their own mastery teaching approach within their year group and across the whole school.</i></p> <p>Pupils develop greater skills of fluency, reasoning & problem-solving.</p>	<p>Maths team to support new teachers to ensure they understand the mastery approach</p> <p>Arrange for CPD as necessary</p> <p>Engage key staff in observations of mathematics by maths lead and of each other.</p> <p>Review the use of continuous provision across KS1 - to ensure a mastery approach is achieved.</p>	<p>DDIs completed by all members of leadership will show focus elements of the TFM approach used in all classrooms</p> <p>Maths outcomes at KS1 and KS2 move at least in line with National Figures</p> <p>Pupils develop greater skills of fluency, reasoning & problem-solving.</p> <p>DDIs, working walls and children books show a</p>	<p>DDIs</p> <p>Book moderation</p> <p>Pupil conferencing</p>		<p>Maths Ldr</p> <p>Maths Project Team</p>	<p>Sept 2021</p>	<p>Half termly</p>

	KS1 & KS2 Maths results above national average & moving towards FFT 20 at EXS+.	<p>Deliver PDM sessions on the CPA approach.</p> <p>Develop a set of maths non-negotiables</p> <p>*For more detail see Mathematics Action Plan</p>	consistent approach in the use of CPA					
Support teachers to improve pedagogy (AIP influence)	<p>Provide opportunities for teachers to observe best practice in different year groups. Lesson studies across the school, cluster and partner schools across the city.</p> <p>Pathways to outstanding – creating links with other alliances eg Pioneer Alliance Maureen Bowes – People intelligence Develop outside and grounds – linked to Unique INSET</p>	<p>Embed programme of Developmental Drop-ins.</p> <p>Link developmental points with CPD opportunities PDMs /KGA core offer</p> <p>Learn from best practice.</p> <p>Lesson studies across the cluster and partner schools across the city.</p> <p>Ensure appraisal cycle is timely and rigorous.</p> <p>Organise lesson studies with the KGA.</p>	<p>Teachers respond to development points & can articulate improvements.</p> <p>Performance of teachers is judged to be consistently Good or better.</p> <p>Blue Sky evidence uploaded</p>	SLT - DDIs & quality assures Teachers add DDI feedback to Blue Sky. Reports to LGB.	Release time	SLT SLT KGA schools	Sept 2021	DDIs throughout the year to July 2022. End of yr appraisal.
The gaps between disadvantaged pupils and their non-disadvantaged peers are closed	<p>-Disadvantaged group of children make rapid progress to reach ARE and Greater Depth as appropriate</p> <p>-Class teachers and senior leadership team use tracking data regularly to</p>	<p>Ensure that Pupil Premium reports are not only accurate and robust but are responsive to the evidence as it presents itself during the year/s.</p> <p>Ensure children are identified and school tracking system is able to track progress and attainment of all children and specific groups.</p>	<p>-% of those pupils not on track is reduced year on year, over key stage and relative to their starting points</p> <p>Teaching staff have identified barriers to</p>	HT reports to governors Governor visits SEN review English leader report to governors	Interventions and release time Pompey pirates £10,000	SLT PP champion SENC O	Sept 21	Half termly

significantly and rapidly	ask 'so what?' questions about provision -Provision is reviewed and adapted regularly in response to data information	<p>Ensure that Pupil Progress meetings identify clearly those disadvantaged pupils not on track (including greater depth).</p> <p>Ensure that QFT teaching is developed consistently over time so that it has a specific impact on the progress and attainment of all groups of learners; especially those who are 'disadvantaged and not on track' and those who are either 'Greater Depth' or have the potential to be.</p> <p>Ensuring that through strategic staff deployment those delivering interventions are able to do so because of their training, time and focus.</p> <p>Monitor progress and attainment of all children individually, disadvantaged children and specific groups to plan and implement interventions when required.</p>	<p>learning and assess impact of interventions.</p> <p>Teachers can articulate the strengths and developmental points for disadvantaged children in class.</p>	<p>Maths leaders report to governors Pupil premium reports to governors Review progress against data drops</p>	Third space learning			
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Behaviour & Attitudes

Driving Priority 2 – Improve standards of behaviour within lessons, around the school & at other times.

Objective	Intended impact	Actions (RAG'd)	Success criteria How will we know the action has been successful	Monitoring & evaluation	Cost implications	Lead staff	Start date	Review date
Embed behaviour policy & practice	Pupils & parents give positive feedback about Behaviour Policy e.g surveys.	Embed Behaviour Policy. Behaviour system displayed in all classrooms.	<p>Children can articulate and demonstrate the dragon values.</p> <p>A decrease in the number or red card issued.</p>	DDI Governor visit reports evidence		SLT Pastoral team (Drag	Sept 2021 Policy on	Termly then annually in July 2022.

	<p>Behaviour & attitudes in lessons is effective & supports engagement in learning & better progress. Low-level disruption is rare & if it occurs it is dealt with well by staff. Leadership support rewards not just negative / sanctions. External partners note the positive behaviour of pupils.</p>	<p>Parents & pupils consulted on Behaviour Policy. Leaders model expectations. Use the EEF 'Improving Behaviour in Schools' Guidance Report. Research best practice in other settings</p>		<p>behaviour & attitudes. Parental feedback. Staff feedback</p>		<p>ons Den Team)</p>	<p>web site.</p>	
<p>Develop the knowledge, skills & attitudes of staff when managing pupil behaviour</p>	<p>All members of staff are clear & follow systems consistently, evidenced in staff surveys. Pupils with challenging behaviour have appropriate IBPs &/or PSPs. All staff model high expectations</p>	<p>Rewards & sanctions system is distributed to all staff. CPD – behaviour revisited on Inset Days & PDMs regularly so it is a high priority. Attachment Training, PACE and Team teach Pastoral team have clear roles & responsibilities with job descriptions.</p>	<p>Staff can manage pupil behaviour well. Number of exclusions are reduced Staff are aware of children with specific needs and follow bespoke plans.</p>	<p>Staff surveys. Parent View Attitude and behaviour reports</p>	<p>Release time Training £2000 MABSS £2000</p>	<p>SLT Drago n's Den MABS S – Special list Teacher Advisor</p>	<p>On-going</p>	<p>Half termly</p>

	e.g. AHTs regularly out at playtime & lunchtime to support other staff, care of school property / belongings. NQTs & less experienced staff feel supported to manage behaviour.	Referral forms are systematically implemented. Continue Restorative Practice. Introduce ABCC forms						
Improve overall attendance & reduce rates of persistence absence	Overall attendance is 96% or above. PA decreases from 13% (NPJS) & 12% NPIS to each below 7%. Absence of Disadvantaged pupils (FSM Ever 6) decreases to be in line with (within at least 3%) of their non-FSM Ever 6 peers. SEND pupil absence is challenged on an individual basis in relation to need.	Review attendance with Attendance Officer. Admin staff & teachers liaise in a timely manner with leaders to address concerns. Senco/DSL to monitor SEND and Vulnerable pupils. Appoint EWO for Portsmouth Cluster Use Study Bugs Incentives and rewards for improved attendance	Overall PA decreases. Marvellous Me data shows improvements	Regular data to HOY and class teachers HT reports to LGB. Termly scorecards to CEO & Trustees. Refer to IDSR & LA School Profile.	Release time	Attendance lead Senco Pupil Premium Champion	From Sept 2021	½ termly meeting of HT meetings with admin staff and dragon sden

Personal Development

Driving Priority 3 – Improve the spiritual, moral, social and cultural development of pupils which contributes significantly to children with strong character who are well prepared for the next stage of their education, future careers & to be positive citizens within society.

Objective	Intended impact	Actions (RAG'd)	Success criteria How will we know the action has been successful	Monitoring & evaluation	Cost implications	Lead staff	Start date	Review date
Promote more opportunities for all pupils to understand Fundamental British Values	Pupils are respectful & responsible, prepared for the next stage of their education.	<p>Enable pupils to have ops to explore democracy through voting e.g. School Council.</p> <p>Use displays around school.</p> <p>Develop respect for each other.</p> <p>Work with feeder schools</p> <p>Develop understanding of rule of law through school rules.</p> <p>Utilise EMAS for cultural dev.</p> <p>Themed assemblies</p> <p>Collaboration with KGA schools</p>	<p>An active school council with good links to the school values and FBV.</p> <p>Children show respect to each other</p> <p>Children can articulate their understanding of the FBV.</p> <p>Children can make links to their learning and own personal develop as a good citizen.</p>	<p>PSHE Ldr reports to HT & LGB.</p> <p>School Council Ldr provides notes & feedback to HT.</p> <p>EAL lead monitor progress of EAL & ethnic minority pupils.</p>		PSHE Ldr, EMAS link, SLT	Summer 21.	Termly to July 2022.
Further develop equality & diversity throughout the school (AIP – Educate)	Children in receipt of the pupil premium, service premium or LAC premium are not disadvantaged & barriers removed. Website compliance. Parents & pupils report that the schools promote e-safety, risk	<p>Revisit 6 Dragon Values & promote specifically in assemblies & lessons.</p> <p>Embed Dragon Values to all staff e.g. lunchtime.</p> <p>Pupil Premium Review.</p> <p>Greater number of pupils to access extra-curricular ops.</p> <p>Review Anti-bullying policy.</p> <p>Review e-safety policy.</p>	<p>Behaviour log & other incident logs show improvements.</p> <p>A culture of equality and diversity evident across the school.</p> <p>Dragon values embedded</p> <p>Children can talk about people who have made significant impact on the world linked to equality and diversity – (Nelson Mandela, Malala Yousafzai)</p> <p>Display boards around the school celebrate equality and diversity.</p>	<p>PP/SENCO report to HT</p> <p>HT reports to LGB</p> <p>Governor visits evidence pupils & staff use of Dragon Values.</p>		SLT AHTs/ Year Leads. Senco Pastoral Team. Pupil Premium Ldr.	Oct 2021	July 2022. PP Review annually.

	awareness & how to report concerns.	Develop accessibility plan & equality objectives. Publish. Use Teaching Online Safety in Schools guidance.		Govs monitor website compliance.					
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Leadership & Management

Driving Priority 4 – Develop leaders at all levels to ensure that staff receive high quality support & development within a strong school vision & ethos.

Objective	Intended impact	Actions (RAG'd)	Success criteria How will we know the action has been successful	Monitoring & evaluation	Cost implications	Lead staff	Start date	Review date
Through support & bespoke CPD enable all leaders to be more highly effective	Leadership team and curriculum leads drive up standards in own year groups ie improved pupil outcomes. Clarity of roles & responsibilities. Blue Sky incl use of a leadership baseline tool. National qualifications e.g. NPQSL, NPQH. Subject Ldrs are confident in 'deep dive' methodology	Revisit school vision & values. Leadership team lead efficient & effective meetings e.g. agenda & agreed actions followed up. Rigorous Appraisal. Ldrs access national training & qualifications, plus KGA core offer. SLT support to leadership with specific responsibilities. EHT to coach Headteacher SLT to model systems & quality assure leadership teams work.	All leaders have clarity and clearly defines roles. School, class and Individual academic targets are met Leadership are participating in a range of CPD opportunities within KGA and nationally Leadership team are facilitating a range of training for others Data analysis has informed future planning and identifies training needs	SLT English, Maths, RSL, PP, Inclusion and SENCO Ldrs submit action plans to HT Feedback from CEO & external consultant. RSL reports to Govs HT - regular scorecard for MAT CEO.		SLT	From Sept 2021 On-going.	July 2022 (& onward if 2 year course)

<p>The LGB to establish an active role in supporting the school.</p>	<p>LGB challenge & support to the school is effective. Improved links between year group governors and curriculum leaders. Ofsted note impact of Govs as part of leadership & management judgement (grade Good or better). Individual Govs & LGB as a whole can state their impact.</p>	<p>Ensure clear & agreed TORs. Establish clear & specific roles & responsibilities. EHT/HT model high expectations, support & challenge. EHT/HT point govts to appropriate questions & challenge in HT Reports to Govs. Respond to Governance Review & undertake CPD.</p>	<p>LGB have regular visits to school with linked member of staff</p> <p>Governors have a good knowledge and understanding of their specific responsibility.</p> <p>LGB visit reports for leadership and management, safeguarding, SENCO, curriculum, quality of education, behaviour and attitudes, personal developments, EYFS, Finance, GDPR, sports premium and pupil premium.</p>	<p>CEO & 1 x Trustee attend LGB meetings. NLG monitors agendas & minutes, reporting to CEO. KGA Trustees Ed & Standards Board.</p>		<p>EHT, CEO. Chr of Govs. Adviser to LGB.</p>	<p>Sept 2021 . ½ termly LGB meetings through the year.</p>	<p>Termly reviews .</p>
<p>Continue to enhance the rigour of safeguarding policy & practice</p>	<p>Safeguarding is effective, recognised by LA & Ofsted. Pupils feel safe & are safe at school. Staff training is regular, robust & ensures safe practices. Parents recognise & report that their children are safe (in letters, surveys & questionnaires). External view is that safeguarding</p>	<p>Establish clear & up to date Safeguarding & Child Protection policies. Develop DSLs & DSL office. Review the SCR. Ensure responsible staff & govts are familiar with Ofsted 'Inspecting Safeguarding ...'. Improve Safer Recruitment. Purchase Educare to improve CPD (timely & evidenced). Embed effective use of 'My Concern'.</p>	<p>The safeguarding and child protection policy is approved and shared on the school website.</p> <p>All linked policies are updated and shared as necessary.</p> <p>New safeguarding leaflets available from the office. Pupil leaflets to be shared via email to parents and discussed in PSHE lessons. Posters circulated around the school and shared with pupils.</p>	<p>CEO & Director of Finance & Corporate Affairs. Annual Safeguarding (Dame Sylvia) Review by ext consultant (also works as Ofsted Lead Inspector). Safeguarding audits &</p>		<p>DSLs & Deputy DSLs. PA & SBM / admin staff. LGB & SG Gov.</p>	<p>Sept 2021</p>	<p>Monthly. Safeguarding standing agenda item on ½ termly LGB meetings.</p>

	is effective & recommends next steps for improvement.	Establish an effective Inclusion Team. Weekly Safeguarding Meetings.		compacts for LA / Portsmouth Safeguarding Partners (audit).					
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Driving Priority 5 – To ensure appropriate measures are put in place to track and raise staff moral and well-being for all.

Objective	Intended impact	Actions (RAG'd)	Success criteria How will we know the action has been successful	Monitoring & evaluation	Cost implication	Lead staff	Start date	Review date
To ensure appropriate measures are put in place to track and raise staff moral and well-being for all.	A happy and well staff – cared for. Staff who feel they can have a voice and be heard. Points raised to be acted upon in an effective and trusting manner. Staff attendance improved. HR policies and procedures in place to support staff. Good staff retention.	To undertake termly questionnaires to monitor the morale and well-being of all staff. Well-being policy to be ratified and established. To take note of external guidance on managing work life balance and implement where appropriate. To embed process of 'Supervision' to ensure those who are working with the most challenging pupils have the		Outcome of questionnaires – moving forward. Return to work interviews when returning to work after long periods of absence.		HOS/ AHT/Y ear Ldrs Govs CEO	Sept 2020	Half termly.

		<p>appropriate forum to de-brief.</p> <p>To improve communication through use of Google Calendar, regular email updates to all staff.</p> <p>To use a range of informal methods to communicate appreciation of a job well done</p> <p>To promote random acts of kindness.</p>						
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