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Prospect
School

PROSPECT SCHOOL ACADEMY IMPROVEMENT PLAN (AIP) 2020 – 2021

DRAFT v3.0

July 2020

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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 4 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

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 pupils in key specific groups, particularly pupils who are supported by pupil premium in every year group
- Increase the number of pupils making greater than expected progress in every year group

Prospect School – AIP 2020 – 2021

KEY PRIORITIES FOR ACADEMY IMPROVEMENT 2020 - 2021

Driving Priority 1 – Quality of Education

- Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.
 - **(Ofsted Key Action)** *Improving pupils' outcomes by:*
 - *ensuring that strategies to improve the learning of disadvantaged pupils and pupils with SEND are used consistently throughout the school and that their impact on pupils' progress is regularly evaluated*
 - *increasing the challenge provided for the most able pupils*
 - **(Ofsted Key Action)** *Improving the quality of teaching so that it is consistently good or better, to enable all groups of pupils to achieve well*
- To raise the levels of progress and attainment at the end of every Key Stages, so that
 - *% achieving 5+ in Eng and Maths is above LA and national average and at least 47% (2021 FFT Top 20% Target - 37.7%, Actual 2019 – 20%)*
 - *% achieving 4+ in Eng and Maths is above LA and national average and at least 65% (2021 FFT Top 20% Target - 56.9%, Actual 2019 – 44%)*
 - *Progress 8 for all groups are at least >0. FFT20 targets are met*
 - *Attainment 8 is above LA and national average and at least 50.0*
 - *A level average result is above the national average and at least C+ (Target 2021 - A*-C - 64%) (Target 2019 A*- C - 44%, Actual 2019 – 46%)*
 - *Applied result is above the national average and at least Merit+ (Target 2021 – Merit+)*
 - *Sixth Form Progress measures are at least >0*

Driving Priority 2 – Behaviour and Attitudes

- **(Ofsted Key Action)** *Improving pupils' personal development, behaviour and welfare by:*
 - *improving the attendance of pupils, particularly those who are disadvantaged*
 - *eliminating low-level disruption in lessons*
 - *ensuring that leaders and staff respond consistently to pupils whose behaviour does not meet expectations*

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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
 - *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*

Driving Priority 4 – Leadership and Management

- 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

Prospect School – AIP 2020 – 2021

Quality of Education

Driving Priority:

Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.

(Ofsted Key Action) *Improving pupils' outcomes (Disadv, SEND, More Able) & To raise the levels of progress and attainment at the end of every Key Stages*

(Ofsted Key Action) *Improving the quality of teaching so that it is consistently good or better, to enable all groups of pupils to achieve well*

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Start Date	Review Date
Ensure the curriculum is appropriate and aspirational for all students	<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.</p> <p>Ofsted grade this judgement as Good or better.</p>	<ol style="list-style-type: none"> 1. Training for Subject Leaders & class teachers to understand new Ofsted EIF. 2. Design explanation of Curriculum Development at Prospect School for staff & governors. 3. Subject Leaders to write Curriculum Statements, policies & curriculum progression for each subject, including Cultural Capital. 	<ol style="list-style-type: none"> 1. SLT3 2. SLT3 3. SLT3 	<ol style="list-style-type: none"> 1. Oct20 2. Nov20 3. Jan 20 	Jul20	<p>Oct 20</p> <p>Feb 21</p> <p>May 21</p> <p>Jul 21</p>
(Ofsted Key Action) <i>Improving pupils' outcomes</i>	<p>%5+ in Eng & Ma at least 47%</p> <p>%4+ in Eng & Maths at least 65%</p> <p>Progress 8 at least >0</p> <p>FFT20 targets are met</p> <p>Attainment 8 at least 50.0</p>	<ol style="list-style-type: none"> 1. Appoint RSL & Create Laser Team. 2. Launch RSL Calendar with staff 	<ol style="list-style-type: none"> 1. HT & RSL/SLT2 & Laser Team 	<ol style="list-style-type: none"> 1. Sep20 2. Every term 	Sep 20	<p>Oct 20</p> <p>Feb 21</p> <p>May 21</p> <p>Jul 21</p>

Prospect School – AIP 2020 – 2021

<p><i>(Disadv, SEND, More Able) & To raise the levels of progress and attainment at the end of every Key Stages</i></p>	<p>A level at least C+ Applied at least Merit+ Sixth Form Progress measures at least >0</p>	<p>2. Every grade collection: Assessment of progress made; Action plan drawn up, with targets set; Review of progress after one month</p> <p>3. Every half term RSL to meet with individual HODs to discuss interventions with students</p> <p>4. Fortnightly Laser Team Meetings with Core Subject Leaders re: students, interventions & strategies</p>	<p>2. HT & RSL/SLT2 & Laser Team</p> <p>3. RSL/SLT2</p> <p>4. RSL/SLT2 & Laser Team</p>	<p>3. Every half-term</p> <p>4. Fortnightly</p>		
<p><i>(Ofsted Key Action)</i> <i>Improving the quality of teaching so that it is consistently good or better, to enable all groups of students to achieve well</i></p>	<p>Introduce and monitor the academy non-negotiable principles of strong teaching and learning to ensure all staff consistently apply them.</p> <p>All staff understand the principles of great teaching and learning and apply them in their lessons enabling strong progress to be made by all students.</p>	<p>1. Using all T+L work from 19/20, draw together non-negotiables (1 x side A4) and present to all staff</p> <p>2. Non-negotiables become embedded basis for all DLVs; strengths and actionable steps explicitly linked to them</p> <p>3. DLV Data analysed within phases/faculties and whole school to plan and implement calendar of CPD</p>	<p>1. HT/SLT3</p> <p>2. All leaders</p> <p>3. All leaders</p>	<p>1. Sep20</p> <p>2. Oct20</p> <p>3. Nov20 and ongoing</p>	<p>Sep 20</p>	<p>Oct 20 Feb 21 May 21 Jul 21</p>
<p>Ensure all teaching, learning and assessment is increasingly outstanding through more</p>	<p>All students receive consistently high quality teaching which enables them to make rapid progress</p> <p>All students acquire and consolidate knowledge, deep understanding and skills exceptionally well</p>	<p>1. Launch concept of ‘Every lesson, every day a Learning Walk’ to ensure all staff understand the principles of sharing/benefitting from observing great teaching/great learning</p>	<p>1. HT/SLT3/AS Ls</p>	<p>1. Sept 20</p> <p>2. Sept 20</p> <p>3. Sept 20</p> <p>4. Nov 20 and ongoing</p>	<p>Sep 20</p>	<p>Oct 20 Feb 21 May 21 Jul 21</p>

Prospect School – AIP 2020 – 2021

<p>specific focus on:</p> <ul style="list-style-type: none"> ● High expectations of Behaviour for Learning ● Quality of Instruction ● Subject Mastery ● Making it Stick ● Adaptive Teaching ● Effective Feedback 		<ol style="list-style-type: none"> 2. Introduce DLV Process involving all leaders and all staff to improve teaching. 3. Set one PM objective for all class teachers/leaders which reflects full engagement with the DLV process 4. DLV Data analysed within phases/faculties/houses and whole school to plan and implement calendar of CPD 5. Individual support plans put in place for any staff whose teaching is not consistently strong 	<ol style="list-style-type: none"> 2. HT/SLT3/AS Ls 3. HT 4. All leaders 5. SLT 	<ol style="list-style-type: none"> 5. Nov 20 and ongoing 		
<p>Implement a more robust method of monitoring and improving the quality of teaching and learning through a planned system of fortnightly paired DLVs and feedback</p>	<p>All teachers make incremental improvements to their teaching practice throughout the year. The quality of teaching, learning and therefore progress is consistently strong in all subject areas within all phases.</p>	<ol style="list-style-type: none"> 1. Introduce DLV Process involving all leaders and all staff to improve teaching. 2. Set one PM objective for all class teachers/leaders which reflects full engagement with the DLV process 3. DLV Data analysed within phases/faculties/houses and whole school to plan and implement calendar of CPD 4. Individual support plans put in place for any staff whose teaching is not consistently strong 	<ol style="list-style-type: none"> 1. HT/SLT3 2. HT/SLT3 3. All leaders 4. FL/PL/SLT LM 	<ol style="list-style-type: none"> 1. Sept 20 2. Sept 20 3. Nov 20 and ongoing 4. Nov 20 and ongoing 	<p>Sep 20</p>	<p>Oct 20 Feb 21 May 21 Jul 21</p>

Prospect School – AIP 2020 – 2021

Governor Monitoring:

Prospect School – AIP 2020 – 2021

Behaviour and Attitudes

Driving Priority:

Improving pupils' personal development, behaviour and welfare by:

- improving the attendance of pupils, particularly those who are disadvantaged
- eliminating low-level disruption in lessons
- ensuring that leaders and staff respond consistently to pupils whose behaviour does not meet expectations

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Start Date	Review Date
improving the attendance of students, particularly those who are disadvantaged (Ofsted Key Action)	Attendance is at least 95% for all groups (All, PP, SEND) PA is 13% for all groups	<ol style="list-style-type: none"> 1. Attendance Team created (Att Team) 2. Daily calls to KMs 3. Weekly accountability meeting <ol style="list-style-type: none"> a. HT & Att Team b. Att Team and HoH 4. Celebrating good attendance in Main/Year Assemblies 5. Tutor Groups – attendance diamond discussed & emphasised during Tutor Time 6. Parents Evenings: Poor attendance discussed with parents 7. Monitoring of specific students in particular year groups (different year group per half term) 8. Governor Panel for students of particular concern 9. 100% club for students achieving 100% attendance (incl Celebration Event) 	<ol style="list-style-type: none"> 1. DHT/SLT1 2. DHT/SLT1 3. DHT & Att Team 4. HT, DHT, SLT1 in Main Assemblies, HoH in Year Assemblies 5. DHT/SLT1 & HoH 6. DHT/SLT1 & HoD 7. DHT/SLT1 and full SLT and HoY 8. SLT1 & Gov Panel 9. SLT1 & HoY 	<ol style="list-style-type: none"> 1. Sept 20 2. Daily 3. Weekly 4. Weekly 5. Weekly 6. Every parents' eve 7. Half-term review from Sept 2020. Monitoring takes place and findings are acted upon. Attendance of targeted students improves 8. Half-termly 9. Termly 	Jul20	Oct 20 Feb 21 May 21 Jul 21

Prospect School – AIP 2020 – 2021

<p>Eliminating low-level disruption in lessons</p> <p>(Ofsted Key Action)</p> <p>Ensuring that leaders and staff respond consistently to students whose behaviour does not meet expectations</p> <p>(Ofsted Key Action)</p>	<p>Zero disruption in lessons</p> <p>- Number of children in inclusion falls on a half-termly basis</p> <p>By summer 2021 incidents of misbehaviour have reduced by 25% (c.f. 2020).</p> <p>Staff surveys provide evidence of reduction in incidents of rudeness</p> <p>Repeat exclusions and inclusions fall by 25% (c.f. 2020)</p>	<ol style="list-style-type: none"> 1. Re-launch behaviour & uniform policy to staff & students with clearer sanctions boundaries 2. Staff, Pupil & Parent Baseline survey 3. Behaviour/Respect initiative reflected through assembly themes 4. Implement behaviour for learning strategies consistently across departments 5. Revise rewards system/Develop a Behaviour Charter 6. SLT Walkabout into every class, every lesson including challenging classes/times of day/staff who struggle/cover 7. Follow up Staff, Pupil & Parent survey 8. SLT & HoY cover every duty (break & lunch): hot spots, litter, very quiet in eating areas. Large presence, setting standards 9. 'One foot in one foot out' adopted – so that corridors become very quiet calm areas 10. Uniform Policy enforced rigorously. All staff own the uniform policy and 'let nothing past' 	<ol style="list-style-type: none"> 1. HT, DHT & SLT2 2. HT, DHT & SLT2 3. HT, DHT & SLT2 4. SLT2 & HoDs 5. SLT2 & Student Council 6. SLT 7. HT, DHT & SLT2 8. HT, DHT & SLT2 9. HT, DHT & SLT2 & HoDs 10. HT, DHT & SLT2 	<ol style="list-style-type: none"> 1. 1st week in Sept 20 2. End Sept 20 3. Monthly 4. Half-termly 5. Half-termly 6. Every lesson 7. May 21 8. Every break & lunch 9. Daily by Walkabout staff 10. Daily by Walkabout staff 	<p>Jul20</p>	<p>Oct 20</p> <p>Feb 21</p> <p>May 21</p> <p>Jul 21</p>
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Governor Monitoring:

Prospect School – AIP 2020 – 2021

Personal Development

Driving Priority:

- Students are able to demonstrate resilience and fortitude and recover quickly from the impact of COVID-19 so that they are able to
 - *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*

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Start Date	Review Date
<p>A comprehensive programme of character and culture, wellbeing and careers education.</p> <p>Students demonstrate high levels of respect for others and bullying, harassment and violence is never tolerated</p> <p>Embed the culture of celebrating success where students are proud of their</p>	<p>Continuous improving % ratio of positive points to negative across the houses month by month – above 80% positive</p> <p>Enhanced house system involving all subjects working seamlessly together to ensure improved outcomes so there is not an artificial</p>	<ol style="list-style-type: none"> 1. Delivery of high quality wellbeing/PSHE/RSE lessons 2. Careers Education embedded throughout the curriculum. All Gatsby benchmarks met in all subjects 3. System in place for early identification of students who are in need of additional support 4. Enhanced extracurricular programme in place 5. Develop strategies to be used by the form tutor to actively engage students in taking responsibility for their attendance and punctuality 	<ol style="list-style-type: none"> 1. SLT2 2. SLT2/HOC 3.SLT 4.SLT2/HOD 5.SLT2/HOH 6.DHT/SLT2/HOH 7.DHT/SLT2/tutors 	<ol style="list-style-type: none"> 1. Oct20 2. Nov20 3. Jan 20 4.Apr 20 	Jul20	<p>Oct 20</p> <p>Feb 21</p> <p>May 21</p> <p>Jul 21</p>

Prospect School – AIP 2020 – 2021

<p>achievements and school, resulting in highly positive attitudes and commitment to their 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>	<p>divide between curriculum areas and houses.</p> <p>All subjects lead an activity across all year groups.</p> <p>Increase uptake in extra-curricular activities in which all children involved in at least one extra-curricular activity.</p> <p>Monitored termly through tutors and HOH and student surveys</p> <p>Students are prepared for life in modern Britain –</p> <p>Destinations measure 16-19:</p>	<ol style="list-style-type: none"> 6. Further develop the schools positive culture for learning where students celebrate their achievements. 7. Raise engagement of all staff to promote high levels of attendance and punctuality. 8. Develop pastoral strategies that supports the curriculum taught across subjects to ensure students are keeping themselves healthy and safe. 9. Develop pastoral strategies that supports the curriculum taught across subjects to ensure students are keeping themselves healthy and safe. 10. Embed programme of Pupil Attitudes to Self and School (PASS) - (GL Assessments) across the school to track student resilience and self-identity/awareness, in conjunction with all staff rigorously using ClassCharts to record student events (rewards and consequences). 	<p>8.SST</p> <p>9. HOH/SST</p> <p>10.SLT2</p>			
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Prospect School – AIP 2020 – 2021

	<p>Students progressing to education or employment was 83%, LA average 86% and England average 81%</p> <p>Target 86%</p> <p>Students progressing to higher education or training – 51%, LA average 71%, England average 62%.</p> <p>Target 62%</p>					
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Governor Monitoring:

Prospect School – AIP 2020 – 2021

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'ed)	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 areas of responsibility	<p>Reduced in-school variation due to lower performing teachers improving their practice</p> <p>All students making strong progress in all phases in all subject areas</p>	<ol style="list-style-type: none"> 1. Develop impact of middle leaders' meeting forum 2. Ensure all MLs are active participants in all aspects of the DLV process 3. Use weekly LM meetings to review quality of teaching/DLV feedback in each phase/subject area and rehearse/plan next steps for improvement 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 	<ol style="list-style-type: none"> 1. DHT 2. DHT 3. DHT & all SLT 4. DHT & SLT LMs 5. DHT 	<ol style="list-style-type: none"> 1. SEF Sep 20 2. Monthly @ SLT 3. Monthly @ SLT 4. Monthly at ML Forum 5. Nov20 	Sep20	<p>Oct 20</p> <p>Feb 21</p> <p>May 21</p> <p>Jul 21</p>
Implement the recommendations of the Governance Review (GR)	Improve effectiveness of governance	<ol style="list-style-type: none"> 1. Analysis of GR and creation of Action Log 2. Implementation of Action Log with accountability item at all LGB meetings 	<ol style="list-style-type: none"> 1. CoLGB 2. CoLGB 6. LGB 	<ol style="list-style-type: none"> 1. Sep 20 2. wef Sep 20 3. Nov 20 	Sep20	<p>Oct 20</p> <p>Feb 21</p>

Prospect School – AIP 2020 – 2021

		3. Adoption of KGA governance policies and procedures together with training by Link Trustee and Peer-KGA Chairs 4. Follow-up LGB review	4. CoLGB	4. Jun 20		May 21 Jul 21
Improve the quality of leadership and management	<p>MLs and SLs are able to be more effective so that the following improve</p> <ul style="list-style-type: none"> • T&L (thru DLVs) • Attendance (all grps) • Outcomes (all groups) • Behaviour stats 	<p>1. Training provided for the following teams:</p> <ol style="list-style-type: none"> b. SLs and MLs on DLVs c. RSL d. Attendance e. SLT <p>2. Providing training for MLs and SLs thru NPQ suite</p>	<p>1. HT/DHT</p> <p>2. DHT/SLT3</p>	<p>1. Sep20</p> <p>2. Jun21</p>	Sep20	Oct 20 Feb 21 May 21 Jul 21

Governor Monitoring: