

Kingsmead School Improvement Plan 2020-21

Full action plan

Main issue / Lead	Actions	Accountable	Responsible	Milestones	Impact
<i>What is the issue that concerns us?</i>	<i>How are we going to go about achieving this?</i>	<i>Will drive this through Kingsmead. Would report on and own impact</i>	<i>Will have oversight and strategic ownership. QA process and check on impact</i>	<i>Starting date in bold as well as review dates</i>	<i>What do we want?</i>
A. Learning and Teaching					
1 Feedback should always drive outcomes Why? <i>EEF research suggests effective feedback can increase a student's performance by +8 months (the highest avr. Indicator)</i>	4+ training sessions at all levels reinforce effective feedback and how books should be used in class	ATS	SCE	Autumn term Spring term Summer term	'Books are a window into learning' and teaching
	Regular QA used to ensure that feedback and blended learning reinforce sticky learning	MRL	SCE	Autumn term Spring term Summer term	Student voice (to 75%) Staff voice (to 100%) SOL audit (90% C+)
	Student and staff voice used to ensure the feedback and assessment loop is applied, known and understood (SOL – PLCs – lesson - AFL - PLC)	MRL	SCE	End of Autumn End of Spring End of Summer	Learning walks/obs. (100%)
2 100% of lessons must have stretch and challenge Why? <i>Contextually, students previously had lower aspirations as we reside in an area with a legacy of low employment, further education and literacy</i>	Launch 'questioning for purpose' through an ELM and followed up with twilights. Reinforced in learning observations and teaching skills across departments	SCE	SCE	September 2020 November 2020 December 2020	'Questioning for purpose' seen routinely in lessons (80+%)
	Launch the use of blended learning to facilitate independent learning through dedicated planning time, SOL audits and training for both staff and students	CPR	SCE	June 2019 Sept'2020 November 2020 February 2021 June 2021	Blended learning seen routinely in lessons (80+%)
	QA-driven training for identified staff to ensure that lessons are pitched at the top of the class QA-driven training for identified staff to ensure that blended learning is used with challenge tasks to let the able 'fly,' quicker	RHO KPK	SCE	Autumn term Spring term March 2021	'Teaching to the top' and 'letting them fly' seen routines in lessons (80+%) Outcomes of more able whole school achieve +0.5 progress outcomes 2021
3 Evidence-based research must lead teaching Why?	Model and share what makes a good use of PFM and research-based planning	CPR	SCE	Autumn term December 2020 Autumn term	Students understand what sticky learning is and how to achieve it (student voice)
	4+dedicated training sessions around sticky learning including the use of cross curricular links to support this			Spring term Summer term	

<p><i>Continue to use EEF / Sutton trust research to guide L&T innovation.</i></p> <p><i>EEF research indicates that: +4 months improvement from blended learning +7 months metacognition +6 months for reading comprehension +5 months for effective home learning</i></p>	<p>4+dedicated training sessions around developing cultural capital and closing the gap for the disadvantaged using the 'let them fly' 'flipped learning' and 'blended learning' approach</p>	RFE	SCE	<p>Autumn term Spring term Summer term</p>	<p>PFM and research-based planning linked to G4S improvements across subjects in the programme</p> <p>RIME skills in evidence in 80+% of books from trawls</p>
	<p>Follow up to ensure that this is seen in lessons through learning walks and book trawls</p>				<p>Students can explain RIME skills use (4+/5) student voice</p>
	<p>Re-model teaching skills, the training programmes and the teaching school in the LRE to widen staff reflection and collaboration</p>	JHR	SCE	<p>July 2020 Sept' 2020 Nov' 2020, March 2021, June 2021</p>	<p>Staff training shows at least 20% improvement in knowledge on average over the year</p>
	<p>Launch RIME skills days and resources.</p> <p>Train staff how to use RIME skills regularly within their practice and around school</p> <p>Focus additional support to ensure that RIME skills are used across the school and in all years</p>	<p>R - JMN I -DSS M- JKN E- MOE</p>	SCE	<p>Sept' 2020 October 2020 November 2020 January 2021 April 2021, July 2021</p>	<p>Whole school progress is +0.5 2021</p>

B. Outcomes

<p>1 Maintain outcomes to above national average in all year groups</p> <p>Why?</p> <p><i>To confirm the status of the school and maximise the life chances of all students</i></p>	<p>Introduce a scheme to allow every student a laptop to be used both at home and in school developing independent learners</p>	BMS	MMR	<p>September 2020 September 2021</p>	<p>All disadvantaged students to have home access to a computer with internet provision</p>
	<p>Ensure that every disadvantaged child where finance is a barrier has a solution created for them so that no child is left behind.</p>	DMT	MMR	<p>September 2020 October 2020</p>	<p>Blended learning seen routinely in lessons (80+%)</p>
	<p>Increase opportunities within schemes of learning to allow students to use ICT to learn independently.</p>	SCE	MMR	<p>September 2020 January 2021 May 2021</p>	<p>Raise all progress to above national average including all focus groups (PP, SEND, Boys) (+ 0.5 whole school)</p>
	<p>On return to school, conduct assessments to enable staff to analyse academic strengths and weaknesses within each year group.</p>	<p>KGD TTY</p>	DMT	<p>Provisional Sept 2020</p>	

	<p>Planning to the timetable extra teaching time for Year 10 into Year 11 and 11/12 into 13 to compensate for gaps that have developed in understanding during Pandemic</p> <p>Refine the Booster programme to ensure students are assigned subjects that will support the students' needs. Track and monitor attendance, academic progress and intervene where necessary. Provide differentiated Booster sessions to support students.</p> <p>Increase progress and attainment in 6th form to well above national average in all subjects</p>	JMT			
		KGD TTY	DMT	<p>September 2020 November 2020 February 2021 April 2021 July 2021</p>	
		MCH	DMT		
<p>2 Further reduce PP gap</p> <p>Why? <i>The PP gap is closing in school and is close to national figures. After the school closure it will be vital to ensure that all PP students are given opportunities to excel at home and in school.</i></p>	<p>To increase outcomes for PP students through systemic application of PP academic intervention Programmes at KS3 i.e. Path to Success, ensuring at least 25% of students in KS3 Intervention are PP</p> <p>Introduce the KS4 'Progress support plan' to all PP and other targeted students in meetings with parents and students to improve engagement.</p> <p>Prioritise PP students for Booster programme, supply revision guides, provide places to study/complete home learning and provide mentoring.</p>	TTY	DMT	<p>September 2020 (reviewed at each assessment cycle)</p> <p>September 2020 (reviewed at each assessment cycle)</p> <p>September 2020 (reviewed at each assessment cycle)</p>	PP progress to be above national average - +0.1 2021
<p>3 Maintain the improvements in the outcomes of more able</p> <p>Why? <i>The number of top level grades in some</i></p>	To increase outcomes for HAP students through systemic application of academic intervention programmes i.e. through KS3 Intervention Programme, KS3 Intervention Weeks, Path to Success.	TTY	DMT	September 2020 (reviewed at each assessment cycle)	HAP progress above national average - +0.5

<p><i>subjects is high. This needs to be reflected across the school to further enhance pupil achievement. In order for this to be achieved we need to have the highest expectations of the most able students in our school.</i></p>	<p>Identify those students who should be applying for Russell group universities from year 7 and creating a coaching programme for them to ensure they do not get 'mislead' over the years. This would particularly help the PP Most able</p>	TTY	DMT	<p>October 2020 February 2021 April 2021 June 2021</p>	<p>Increase uptake to Russell group universities to well above national average. (16% in 2019, 32% in 2020)</p>
	<p>Raise aspirations of more able. Ensure through initiatives and events such as road to 6th form, attending Oxford University taster days and Oxbridge University talks. Invite more accessible universities into school to run sessions with students to cater for the whole HPA group.</p>	KGD/MCH	DMT	<p>September 2020 November 2020 February 2021 April 2021 June 2021</p>	<p>Increase progress and attainment in 6th form to well above national average. - VA +0.2, average B 2021</p>
	<p>To increase outcomes for A-Level students through the implementation of academic up-skilling programmes for numeracy and extended writing and intervention programmes such as results clinic and small group numeracy/literacy coaching Use 'progress support plan' to address underperformance with targeted students.</p>	MCH	DMT	<p>September 2020 (reviewed at each assessment cycle)</p>	
<p>C. MFL</p>					
<p>1 Increase outcomes in MFL Why? <i>There have been many changes to the department in the last 3 years resulting in a fluctuation in the grades achieved. This needs to stabilised with our permanent staff appointments</i></p>	<p>Create timetable with most suitable staff in place for assessment groups and reduce number of split classes in GCSE classes</p>	MRL	ARD	<p>September 2020</p>	<p>Students achieve a P8 score of at least +0.4 in summer 2021 GCSE results</p>
	<p>Fully update all SOL, including assessments and G4S markbooks to fit new school model and QA delivery</p>	MRL	ARD	<p>Autumn 1, Spring 2 Summer 3</p>	
	<p>Implement new assessment model to include standardised 50-mark assessments in all Key Stages and units of work. Ensure assessments include regular written and speaking elements.</p>	MRL	ARD	<p>Autumn 1 Spring 2 Summer 3</p>	
<p>2. Increase uptake of MFL Why?</p>	<p>SOL to include opportunities that promote the uptake of languages in lessons through, but not limited, to: use of the Language village, escape room, restaurant</p>	MRL	ARD	<p>Autumn 1 Spring 2 Summer 3</p>	<p>Numbers of students choosing to take MFL as a GCSE option in Year 10 increases to 3 classes:</p>

<p><i>The numbers selecting GCSE Languages have increased in the last 2 years from 19 to 27 in 2019-20. However to meet government targets this needs to be extended to 2-3 classes in the next 2 years.</i></p>	experience, theatre productions, languages immersion day.				40% 2021 60% 2022 70% 2023
	Review approach to the introduction and assess the suitability of dual linguists, including QA and student voice, with a view to introducing a 2nd class in 2021 if current class performance is in line with expected and peer classes	MRL	ARD	October 2020	
	Languages staff to deliver evening classes with parents to promote the subject	MRL	ARD	December 2020	
<p>3. Improve the quality of first teaching in MFL</p> <p>Why?</p> <p><i>Lesson observation data from 2018 and 2019 indicate there is still too great a variation in the standard of quality first teaching in MFL</i></p>	Improve the consistency and use of target language in French and Spanish lessons	MRL/CPR	SCE	Autumn 1 , Spring 2 Summer 3	<p>Learning walks show: increased use of target language (over 70% of spoken); greater than 80% high challenge and teaching to the top; greater than 90% of effective questioning seen in a QA block. P8 +0.4 2021</p>
	Improve the consistency and use of challenge and differentiation in French and Spanish lessons, specifically: teaching to the top and supporting the bottom	MRL/CPR	SCE	Autumn 1 Spring 2 Summer 3	
	Improve the consistency and use of questioning in French and Spanish lessons	MRL/CPR	SCE	Autumn 1 , Spring 2 Summer 3	
D. Ebacc					
<p>1. Develop cross curricular links</p> <p>Why?</p> <p><i>Many areas of the EBacc overlap in terms of subject content/skills. It is important these are delivered in the same manner to embed exam terminology and skills</i></p>	To share and use basic foreign Language in all subjects and promote the vocabulary across depts	CPR	SCE	Oct 2020 February 2021 April 2021 June 2021	Base line assessment to give an understanding of language fluency. 10% increase by 2021
	RNL to identify projects to develop golden threads across the curriculum	RNL	CPR	Initial meeting with SLs on 6th May 2020 October 2020 December 2020 February 2021 April 2021	25% increase by 2022 An increase in grades to P8 +0.5 2021 Student voice demonstrates an improving understanding of cross curricular links
<p>2 Ensure consistency in KS3 assessments</p> <p>Why?</p>	Carry out full QA of all assessments currently given at, KS3 cross-linked with all modules for all subjects and improve consistency across faculty	SLs	ARD	October 2020	Model and weightings created.

<p><i>Upon changing to a 3 year KS3 assessments need to fall in line with the new SOL developed</i></p>	<p>All module assessments to be minimum 40-50 mark assessments, to include knowledge recall and extended writing skills.</p>	<p>SLs</p>	<p>ARD</p>	<p>Autumn 1 Spring 2 Summer 3</p>	<p>Student voice indicates that feedback is effective and having impact on outcomes.</p>
<p>3 Increase 7-9 grades to above national average in Ebacc subjects</p> <p>Why? <i>Ensure that the most able students are achieving the top grades increasing life choices going forward and increasing 6 form numbers</i></p>	<p>Sharing of outstanding pedagogy for the more able for Ebacc subjects including displays and use of exam questions shared centrally</p>	<p>GSR</p>	<p>ARD</p>	<p>Sep 2020 October 2020</p>	<p>Increase in pupils grades to above national average for 7-9 to 15% in 2021</p>
	<p>Creation of grade 8/9 booklets for each subject per topic or paper for each specification- link to boards in each area</p>	<p>GSR</p>	<p>ARD</p>	<p>Sep 2020 November 2020</p>	<p>Lesson observations show use of I do, we do, you do 80% HAP boards and 8/9 booklets in every Ebacc classroom and valued in student voice</p>
	<p>Strategies embedded across Ebacc to offer additional enrichment to more able.</p>	<p>GSR</p>	<p>ARD</p>	<p>September 2020 November 2020 Spring 2 Summer 3</p>	<p>Uptake of enrichment activities in Ebacc subjects increases for more able from 12% to 25 % by 2021 Uptake to A level Ebacc classes increases in 2021: A level Physics class – 12 A level Chemistry class – 16 A level Biology – 28 – A level Com science – 10 A level Geography – 18 A level History – 18</p>
<p>E. Open Faculty</p>					
<p>1 Improve outcomes in Sociology / Psychology</p> <p>Why? <i>Historical data shows improvement required. New subject Leader taking on 5 subjects.</i></p>	<p>Undertake full subject review to identify:</p> <ul style="list-style-type: none"> Strengths / weaknesses in SOL for sociology and Psychology, teaching, assessment, low stakes testing, challenge specifically designed for moreable, support materials used, QA of assessments, maths unit materials and SOL and systems in place to develop extended writing. <p>Creation of maths unit SOL, resources and assessments</p>	<p>ALE</p>	<p>DMT</p>	<p>20th June 2020 – desk top Teaching review September 2020 July 2020</p>	<p>Clear understanding of requirements to improve ultimately resulting in + results Summer 2021 improving on Summer 2020 Psychology from C+-VA +0.11 B- VA +0.12 or above Sociology from B –VA 0.03 to B + VA +0.12 or above</p>

				Teaching review September 2020	Students will be confident re completion of Maths aspect of course (Minimum 10%) which will lead to improved positive progress. Psychology from C+ - VA +0.11 B- VA +0.12 or above
<p>2. Improve outcomes PE</p> <p>Why? <i>This is a new course involving the whole cohort (8 groups in total including the GCSE groups) which is also new to the department. New subject leader.</i></p>	<p>Undertake full review of PE as a Subject Area:</p> <ul style="list-style-type: none"> Strengths / weaknesses in SOL for PE GCSE and BTEC, teaching, assessment, low stakes testing, challenge specifically designed for more able, support materials used, QA of assessments, cross curricular links with Science and SOL and systems in place to develop extended writing. <p>Enhance extended writing focusing on PETAL when answering longer questions. 1 extended writing question per topic area as a minimum</p> <p>Establish connections with sports clubs outside of school.</p> <p>Increase extra-curricular activities through 'turn up and play' clubs of a lunchtime.</p> <p>Create a menu of activities to support flipped and home learning building cultural capital.</p>	<p>ALE</p> <p>ALE</p> <p>JMN</p> <p>JMN</p> <p>JMN</p>	<p>DMT</p> <p>DMT</p> <p>ALE</p> <p>ALE</p> <p>ALE</p>	<p>20th June 2020 – desk top</p> <p>Teaching review September 2020</p> <p>June 2020 June 2021</p> <p>June 2020 June 2021</p> <p>June 2020 June 2021</p>	<p>PE show a positive GCSE progress score + 0.5 2021 examinations. BTEC students to show a progress score of +0.5 or above.</p> <p>Establish themselves as the school of choice for PE within the local community.</p> <p>Maintain our impressive form in district and regional inter-school competitions (12 titles won during the 2019/20 academic year). 19% increase in the number of pupils participating in a PE based extra-curricular club this academic year. 68% of pupils agree that our facilities are of a good standard. Increased uptake to DofE by September 2021 (an increase of 260% for the 2020 cohort).</p>
<p>3 Further embed extended Writing</p> <p>Why? <i>Evidence has shown impact on outcomes. Extend this</i></p>	<p>Increase the use of extended writing within Open subjects.</p>	<p>MRL</p>	<p>SCE</p>	<p>October 2020 December 2020 February 2021 April 2021 June 2021</p>	<p>Increase to at least 90% of books seen showing 3 improved extended writing pieces.</p>

<i>success across the whole faculty</i>					Student voice values extended writing (increase of at least 5% on whole school term check) Progress +0.5 in open faculty 2021
F. English					
1 Increase outcomes at KS3 for PP students, with a particular focus on Year 9 Why? <i>Gender gap in English.</i>	Prioritise underachieving PP students for booster sessions	LS/ATS	MRL	PC1, 2 and 3	Assessment data indicates that outcomes for KS3 PP students are in line with whole school target of +0.5
	PP students use opportunities developing extended writing practice in lessons -micro-writing, stepped learning and dual coding	ATS APD	MRL	PC1, 2 and 3	
	PP students are reading at or above chronological age	ATS APD	MRL	Autumn 1, Spring 2 Summer 3	
2 Increase outcomes at KS4 for boys and disadvantaged students Why? <i>Disadvantaged gap in English.</i>	Boys and disadvantaged students and given priority for booster intervention sessions	ATS APD	MRL	PC1, 2, 3	Male and disadvantaged students achieve a P8 score of at least +0.15 in summer 2021 GCSE results MAP students are reading at or above chronological age
	Boys and disadvantaged students use opportunities developing extended writing practice in lessons -micro-writing, stepped learning and dual coding	ATS APD	MRL	PC1, 2, 3	
3 Increase uptake and outcomes at KS5 Why? <i>English outcomes at KS5 are not yet as consistent or robust as KS4</i>	Ensure new Year 12 students are engaged, supported and retained appropriately in the first year of A-Level	CPN	MRL	PC1, 2, 3, 4	KS5 students continue to achieve a VA score of at least +0.31 in summer 2021 A-Level results, in line with current GCSE projections
	Ensure new Year 12 students are supported with intensive essay immersion skills in the first year of A-Level	CPN	MRL	PC1, 2, 3, 4	
	Ensure new Year 12 students are reading at or above chronological age	CPN	MRL	Autumn 1, Spring 2, Summer 3	
G. Mathematics					
1 Outcomes are maintained above national average Why? <i>Despite improvements in maths at GCSE grade 4 and 5</i>	Collaborative teaching in Year 11 to ensure consistency across the year group with Intervention following assessments, fortnightly papers	CSE	KPK	PC 1,2,3	Summer 2021 results Progress 8 of +0.5

<i>we need to maintain and build on this</i>	SOL reviewed to reflect an emphasis on exam technique	CSE	KPK	Autumn 1, Spring 2, Summer 3	
	KS5 – collaborative teaching and resources to challenge the most able	LPM	KPK	Autumn 1, Spring 2, Summer 3	
2 Reduce In subject variance Why? <i>Despite improvements in maths there are still occasional pockets of variance</i>	QA used to ensure compliance across department	KPK	SCE	September 2020 November 2020 December 2020 March 2021	Each progress check to show consistent progress across groups within 10% variance
	Use of PFM time to upskill all staff and share good practice	KPK	SCE	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	Improved subject knowledge seen from Learning Walks, Lesson obs (80%+)
	Calculations policy for the department	NSA	KPK	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	Preferred method seen in all lesson obs
3 Teaching needs to adapt to the needs of the child. Why? <i>Improvements in maths teaching have been seen and the next step is to improve our responsive teaching. Research by Williams highlights that responsive teaching promotes responsive learning</i>	Use assessment to adapt our planning, reflect and adapt current scheme of learning frequently.	MOE	KPK	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	Responsive teaching is observed in all books reviewed
	Mastery course – Share information with department to bring more elements of mastery into maths department teaching	LCR	KPK	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	Mastery is evidenced in all lessons and book reviews
	Challenge the most able – across all years by creating opportunities outside lessons including further maths lunch club	LPM	KPK		A level maths group 21 – 2021 Further maths – 10 - 2021

H. Reading/Extended Writing					
<p>1. Improve the reading age of all students to ensure that it is at least in line with chronological age</p> <p>Why? <i>The last 12 months have transformed reading across Kingsmead. Research conducted by Alex Quigley, Geoff Barton, the NLT and the EEF all make clear that improving reading age will improve outcomes for all students</i></p>	Continue to develop and embed weekly reading lessons for all Year 7-10 students	MRL	DMT	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	Reading age of at least 80% of students is at or above their chronological age by July 2021
	Continue to develop and embed termly reading age and spelling age tests with all Year 7-10 students	MRL	DMT	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	80% of students can spell the 100 worst spelt words in the English language by September 2021
	Continue to develop and embed a rewards system that encourages substantial private reading outside the classroom	MRL	DMT	September 2020 Review: October 2020 December 2020 March 2021 May 2021	95% - reading and spelling by 2022
<p>2. Develop essay writing skills in all year groups to improve outcomes in A Level Psychology / Geography / History and English</p> <p>Why? <i>Recent improvements in English KS4 and social sciences can be attributed to a closer analysis of extended writing strategy and practice</i></p>	Develop Essay Immersion programme with Year 12 and 13 students	CPN	MRL	September 2020 July 2021	Social Science subjects achieve a VA score of at least +0.2 in summer 2021 results
	Embed “stepped approach” pedagogy across all English and Social Science lessons	ATS - English SVE - Psych JHR – Geog JKN - RS	MRL	Lesson obs cycle 1, 2, 3	
	Embed “micro-writing” pedagogy across all English and Social Science lessons	ATS - English SVE - Psych JHR – Geog JKN- RS	MRL	Lesson obs cycle 1, 2, 3	

<p>3.Improve long term use and retention of tier 2 and tier 3 vocabulary across all subjects</p> <p>Why?</p> <p><i>Tier 3 vocabulary is wider shared with students through QA last year. Tier 2 needs to be planned for</i></p>	Embed strategies for developing tier 2 vocabulary across all subjects	MRL	SCE	Lesson obs cycle 1, 2, 3	An increase in the compliance of tier 2 focus in lessons
	Develop strategies for embedding tier 3 vocabulary across all subjects	MRL	SCE	Lesson obs cycle 1, 2, 3	through learning walks (75+% in a QA block). Also seen in SOL audits (at least 75% + C or above)
	Review and relaunch NLT Literacy trust training with all staff on vocabulary	MRL	SCE	September 2020 Review: October 2020 December 2020 February 2021 April 2021	Increase in tier 3 focus to 95% in a QA block and 100% C or above SOL audit
I. Numeracy					
<p>1 Develop Numeracy skills in all year groups to support A level subjects e.g. Psychology</p> <p>Why?</p> <p><i>Psychology A level is heavily reliant on Maths and is an area for development</i></p>	Work in Year 12 and 13 lessons with other departments to improve maths skills	LPN	KPK	Lesson obs cycle 1, 2, 3	Students will be confident re completion of Maths aspect of course (Minimum 10%) which will lead to positive progress in Psych VA +0.2
	Weekly Numeracy lessons in KS3 supported by home learning	NSA	KPK	Lesson obs cycle 1, 2, 3	KS3 termly results numeracy improved from 58% to 95% by March 2021
	Regular testing of numeracy in lessons and across whole school.	NSA	KPK	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	
<p>2 Numeracy strategy is consistently implemented across school</p> <p>Why?</p> <p><i>Numeracy is key to success for pupils in many subjects from Science to PE to Geography. Research from National</i></p>	Initial base line testing to identify any gaps or weakness increased by the COVID-19 Pandemic	NSA	KPK	September 2020 Review Oct 2020, Jan 2021, March 2021	Numeracy policy applied in 100% of lessons
	Numeracy strategy agreed for maths and embedded				
	Calculations strategy agreed and used across school	JEL	KPK	Review Oct 2020, Jan 2021, June 2021	Calculation policy applied in 100% of lessons

numeracy.org together with the OECD show a direct relationship between wage distribution and numeracy skills.	Tutor time used to embed numeracy policy and upskill / develop tutors understanding of numeracy strategy at Kingsmead.	NSA	KPK	September 2020 Review end of: Autumn 1 Spring 2 Summer 3	Tutor time learn walks
<p>3 Develop a love of creative, problem solving in mathematics</p> <p>Why? <i>To use the innovation room to capture pupil's imagination and enjoyment of maths and promote a love of learning. Research from Craig Barton 2018 How I wish I'd taught maths promotes the importance of "providing a purpose" for pupils.</i></p>	Produce lessons plans in SOL promoting use of E11 in KS3	KPR	KPK	Review Oct 2020, Jan 2021, March 2021	Innovation room is used regularly and this is reflected in student voice. Student use of innovation room at lunch, break and after school increases from 4 sessions per week to 10
	Review maths club and create a plan for increasing uptake even further	JWY	KPK	Review Oct 2020, Jan 2021, July 2021	Maths club attendance increases from 12 students to 40 students in year 7
	Promote numeracy by preparing and distributing numeracy displays to all department areas and clock backs to all class rooms around school to support numeracy and telling the time on an analogue clock.	KPA	KPK	Review Oct 2020, Jan 2021, March 2021	Numeracy outcomes will improve 10% each term
J. SEND / Disadvantaged					
<p>1 Close gap for those SEND students that have developed a subject specific gap in understanding as a result of the Pandemic</p> <p>Why? <i>Sutton Trust information indicates SEND students nationally affected disproportionately during the</i></p>	Create a pool of experts in SEND best practice	DFL	SCE	Launch September 2020, October 2020, December 2020, February 2021, April 2021, June 2021 Monthly	<p>Outcomes increase by closing the gap by 10% from reliable base lines in September</p> <p>Create an ethos of empowerment and ownership for the SEND team around student progress</p>
	Regular student focussed meetings and CPD for SEND team	DFL	SCE	September 2020 Monthly December 2020	
	Share best practice amongst SEND team to raise standards of provision to a consistent level	DFL	SCE	September 2020 Monthly December 2020	

<i>Covid-19 physical school closures</i>	Ensure that blended learning is built and applied to support this with the most vulnerable students – guidance for parents on how they can support – track this for impact	DFL	SCE	September 2020 Then half termly	QA is in place to effectively identify strengths and weaknesses in practice, bringing about change as a result.
2 Develop subject specific support for SEND students Why? <i>Building on the success of the Maths Whizz programme and following EEF guidelines, build effective 'intelligent practice' around core skills</i>	6 week subject programmes created to close gaps - delivered by TA / specialist staff teams	DFL	SCE	September 2020 Then half termly	Gaps in subject knowledge reduce and gap in understanding for SEND students closes.
	QA aof 6 week subject programme and disseminate best practice	DFL	SCE	September 2020 Then half termly	
	Send team are invited to and part of PFM within link subject areas.	DFL	SCE	September 2020 Monthly May 2021	SEND team subject specific skills develop demonstrated through audit, qualifications, staff feedback and student voice
3 Close gap for disadvantaged students which, for some, may have grown as a result of the COVID-19 Pandemic Why? <i>Sutton Trust information indicates PP students nationally affected disproportionately during the Covid-19 physical school closures</i>	Identify disadvantaged students where the gap in understanding has grown during the pandemic	RFE	SCE	June 2020 September 2020 December 2020	To identify those disadvantaged students who have not engaged with distance learning through the first round of assessment and start the process of re-engagement on site with face to face teaching. Learning walks and book trawls, student voice show 80+% let fly, flipped learning and blended learning approach (focus PP students) Outcomes of PP students compared to national and
	Creation of Disadvantaged recovery team (DRT) - Identify staff to be used -Identify strategies to be used -Risk assess and organise process	JMT SCE DMT	RFE	June 2020 September 2020 December 2020	
	Effectively mentor students where gap has grown in school before the holidays and continuing afterwards Include chosen Year 13 students to be trained mentors	RFE	SCE	July 2020 September 2020 December 2020 February 2021 April 2021 June 2021	
	Gather a full breakdown of content and skill gaps at the subject level – create resources to use in lessons and with mentoring	RFE	SCE	July 2020 October 2020 December 2020 February 2021 April 2021 June 2021	

	Review impact and track throughout the year. Input support where needed eg. holiday school, revision clinics	RFE	SCE	September 2020 Follow progress check cycle	baselines from the beginning of the year (reduce gap by at least 5%)	
K. RIME (note 'mindful' is in section 'P')						
<p>1 Develop school values to now give practical skills to achieve RIME students. Build independent, capable students, better equipped for the future</p> <p>Why? <i>Local context information shows higher than national unemployment and employment predominantly in lower average paid jobs. Partner businesses, employer and HE providers have helped us to develop RIME values and skills</i></p>	Create RIME skill boards in every classroom	JMN (resilient)	SCE	June 2020 September 2020 November 2020 February 2021 April 2021 June 2021	Outcomes P8 = +0.5	
	Model effective use of skills through 'drop in' days and follow subject specific use in lessons				Supplement with assemblies, competition and tutor time reference to RIME values and now looking at how to successfully apply these	QA of RIME board use
	Review and track throughout the year	Create a student newspaper; made by students for students.	DSS (innovative)	SCE	June 2020 September 2020 November 2020 February 2021 April 2021 June 2021	Student voice indicate 80% of students can confidently describe the RIME skills they use
	Develop further innovative methods to build RIME values at Kingsmead	Create a student radio programme that plays in school; made by students for students				NEET figure is remain at 0 for the fourth year running
	Further develop the successful Edge programme throughout school years including a graduation and into lessons	MOE (employable)	DMT	June 2020 September 2020 November 2020 February 2021 April 2021 June 2021	Greater involvement in student leadership (20% of students), Edge (50% of students) and Extracurricular clubs (60+% of students)	
	Ensure Edge is supported by subjects and local businesses	MOE LPE	DMT SCE		Case studies demonstrating measurable change due to increased priority on student leadership	
					SOL indicate a school average of C or above for reference to RIME, Edge and Careers in lessons	

	<p>Create a clear structure of student leadership which gives meaningful, measurable opportunities to drive change</p> <p>Launch and establish a recognised qualification for student leadership within Kingsmead</p> <p>Further develop RIME through increasing tutor time focused on effective careers and life skills</p> <p>Further develop mapping employer and FE/HE encounters of students using the updated database – Review effectiveness</p>	JBR	SCE		Gatsby Career benchmarks show at least 80% coverage in all indicators
L. Data / assessment					
<p>1 Continue to embed and develop the new assessment without levels and reporting system in Key Stage 3.</p> <p>Why?</p> <p><i>The 2015 report by the commission on assessment without levels outlines how teachers' good understanding of an assessment system, who uses the data, and exactly how they use it, are all fundamental considerations in judging the system's fitness for purpose.</i></p>	<p>Provide staff with training which covers how the KS3 assessment system works:</p> <ol style="list-style-type: none"> 1. A short practical training session for all staff 2. Cover the analysis of KS3 assessment data with subject leaders and progress teams (what measures/indicators do we use etc.) 3. Arrange in-depth training with key staff, incl. faculty leaders 4. Write an 'accessible' assessment without levels reporting system guide for staff. 	BMS	DMT	<p>July 2020/ December 2020</p> <p>February 2021</p>	<p>All classroom staff are able to track the performance of students in key stage 3 and use assessment data to direct intervention</p> <p>Baseline data is used in determining class groupings and used to track the progress of students over time</p>
	<p>Implement GL Assessment Progress Tests:</p> <ol style="list-style-type: none"> 1. Trial baseline tests with a sample of Y7 students in Sept. 2. Plan whole cohort testing for Summer Term '21 (determine whether we go with paper testing, or on-screen testing). 	BMS	DMT	<p>August 2020</p> <p>July 2021</p>	<p>Students and parents receive personalised feedback in their reports and can identify the specific areas of a SoL that they need to improve in.</p>
	<p>Develop reporting procedures, so students receive written comments from staff:</p>	BMS TTY	DMT	<p>November 2020</p> <p>March 2021</p>	

	<ol style="list-style-type: none"> 1. Subject Leaders create comment banks 2. QA comment banks 3. Trial report writing in Autumn Term with core subjects or a single cohort 4. Roll-out written reports across Key Stage 3 				
<p>2 Review the School's internal systems for recording, analysing and disseminating data.</p> <p>Why? <i>The final report of the 2015 commission on assessment without levels identifies the regular communication of assessment results, as starting point for discussion with parents, as good practice. With this in mind, we want to increase parental access to students' assessment results.</i></p>	<p>Prepare the Go 4 Schools subject markbooks for limited launch to parents and students (via the app):</p> <ol style="list-style-type: none"> 1. Systematic review of subject's markbook structure 2. Review all grade boundaries (should we use +2% still?). 3. Delete legacy data and marksheets 4. Subject Leaders to add course content and link schemes of learning. 	BMS	DMT	<p>July 2020</p> <p>September 2020</p>	<p>Parents will be able to view a live snapshot of their child's progress at any time, instead of waiting for a termly report.</p> <p>Ensure there is no confusion over the assessment schedule, so that reports are issued to parents and stakeholders in a timely manner.</p>
	<p>Create an internal assessment and reporting schedule:</p> <ol style="list-style-type: none"> 1. Adapt and issue updated termly summaries to teaching staff 2. Regularly hit analysis and reporting deadlines. 	BMS	DMT	<p>September 2020</p> <p>Ongoing</p>	
	<p>Exams Plan :</p> <p>Create plan of the exams process for the academic year, which fits seamlessly with the school's assessment schedule.</p>	TGR	BMS	<p>September 2020</p> <p>Ongoing</p>	<p>Align the exams, assessment and reporting dates to ensure reporting deadlines are met.</p>
<p>3 Enable the effective tracking and evaluation of academic intervention across all key stages.</p> <p>Why? <i>The researched based EEF "guide to Assessing and Monitoring Pupil Progress" stresses the importance of targeting the right students for intervention. The approach has already worked with KS4 & 3.</i></p>	<p>Implement the Key Stage 5 Master Tracker:</p> <ol style="list-style-type: none"> 1. Confirm brief for master tracker with MCH 2. Design and build master tracker 3. Test with dummy or 19/20 data. 4. Implement in September 2020 	BMS	MCH	<p>September 2020</p>	<p>Intervention at Key Stage 5 is directed strategically and ensure that students who require the most support to receive their potential, receive it.</p>
	<p>Reconfigure subject mark books using improved intervention marksheets:</p> <ol style="list-style-type: none"> 1. Clone these across all subject mark books – BMS to check 2. Adapt GO4S export column sets. 3. Update Ben's sheets to accommodate exports 	BMS	DMT	<p>June 2020</p> <p>September 2020</p>	<p>All academic interventions are captured, and their impact and effectiveness can be measured</p>

M. Positive Learning Behaviour					
<p>1 Develop students with a thirst for knowledge and positive attitude towards learning</p> <p>Why? <i>Since the inception of the new behaviour system there has been a 53% reduction in the number of behaviour incidents (see IT) further reducing this will provide further leaps in educational progress for all</i></p>	SLT class visits- create a timetable for SLT to drop into lessons and the corridors to further provide support to staff – looking for the RIME values	ARD	DMT	September 2020 December 2020 March 2021 July 2021	Students understand and use the Values RIME Lates reduction by at least 15%
	Review of Prep to reduce the incidence of sanctions using RIME and the behaviour system	ARD	DMT	September 2020 November 2020 January 2021 March 2021 May 2021	Reduction of repeat offenders from 66.7% due to effective intervention Staff survey indicate greater understanding of G4S use for tracking
<p>2 Remove any barriers to disadvantaged children developing a love of learning at Kingsmead</p> <p>Why? <i>Disadvantaged students represent 42 % of late sessions which is disproportionately high</i></p>	System for lates to school is to be reviewed	ARD	DMT	September 2020 July 2021	Remove the gap for disadvantaged lates
	Barriers to being at school on time are identified	RFE	SCE	September 2020 November 2020 March 2021 May 2021	Remove the gap for outcomes at Kingsmead
	Identify students where PREP is due to lack of homework and identify barriers to completion. Address or remove barriers	RFE	SCE	September 2020 November 2020 March 2021 May 2021	
	Run the Coachbright programme for students to increase their aspiration and engagement with schools	RFE	SCE	June 2020 September 2020 November 2020 March 2021 May 2021	
	Review the involvement of disadvantaged students in all school events including extracurricular, student	RFE	SCE	July 2020 October 2020	

	leadership and productions. Ensure at least 20% representation.			December 2020 February 2021 April 2021	
<p>3 Further develop a culture where success and hard work are rewarded</p> <p>Why? <i>Reward incidents have doubled since the introduction of the XP system. This needs to further be ingrained within the L&T systems to continue pupil progress</i></p>	Relaunch Rewards card at the start of the year	CLG	ARD	September 2020 July 2021	50% pupils achieve the bronze award compared to 25% this year
	Introduce card to Knowledge organiser to reduce chance of being lost	CLG	ARD	June 2020 September 2020	
	Relaunch top up card with staff to promote awareness and use in form time	CLG	ARD	September 2020 Terms 1-3	
	Dedicated form time every 2 weeks to check pupils Rewards and Sanctions	CLG	ARD	Terms 1-3	
	G4S live on the app to make parental involvement easier	CLG	ARD	October 2020 December 2021	
N. Safeguarding					
<p>1 Implement RSE Across the curriculum for KS3/4/5</p> <p>Why? <i>Mandatory implementation for full compliancy from SEPT 2020</i></p>	Have in place a written policy for Relationships Education and RSE that meets the needs of students and parents and reflects our school community	TBC	DPD	Sept 2020	100% of students have access to a high quality RSE curriculum which is fully embedded across all year groups
	Audit and map the current provision of RSE across the whole school curriculum	TBC	DPD	June 2020 – Sept 2020	
	Map and establish through tutor time / Assembly programme / Drop down days	NSA	DPD	End of term 1,2 and 3	
<p>2 Increase and Improve the delivery of online safety for all learners including the knowledge base of parents</p> <p>Why? <i>An increased need nationally and locally to work with</i></p>	Create a bespoke parent forum to work alongside colleagues in establishing better online safety training and raising awareness for parents	TBN	DPD	October 2020 December 2020	Fewer / no cases of online safety recorded through 'My Concern'
	Extend and improve delivery of online safety lessons and resources using 'national online safety' throughout the curriculum and pastoral programme, raising awareness at all levels	DPD	MMR	End of term 1,2 and 3	

<i>young people and their parents to deal with the ongoing challenges of online working and behaviour</i>					
3 Further develop the functionality of 'My Concern' Why? <i>As Education providers, we promote a proactive response to keeping children and adults safe, encouraging their active participation in keeping themselves and others safe</i>	Attend all calendared monthly training webinars across the academic year to maximise knowledge and use of reporting features. Cascade knowledge to APLs to enable independence	DPD	MMR	End of term 1,2and 3	Vulnerable students make the same progress as their peers.
	Improve the reporting of key safeguarding issues, online safety, bullying and peer on peer abuse, to track trends/implement interventions and support progress	DPD	MMR	End of term 1,2and 3	
	Create monthly reports for all year groups / PLs identifying trends / key demographics to hone the intervention and support for vulnerable students	DPD	MMR	Sept 2020- July 2021	
O. Well-being					
1 Achieve Wellbeing award for schools Why? <i>In an ever changing world of mounting pressures, it is imperative to create a culture of positive wellbeing and mental health, and we are committed, by working together, to build a healthy, calm and happy school</i>	Support and develop the well-being of KS4 students through building in planned activities into the Tutor time schedule and assemblies- Pixl resources	KGD	DPD	September 2020 December 2020	Recognition of all the impressive work we do to improve wellbeing for everyone at school. Increased wellbeing for all Survey results increase by at least 10% Health and safety report well-being moves to a 4 from 3
	6 th form Pixl 6 Tutor Programme – develop and embed to pastorally support the wellbeing of KS5 students. Introduce weekly 'drop in' sessions for KS5 students	MCH	DPD	September 2020 December 2020	
	Develop a reflective/mindful bird sanctuary within school to create opportunities for reflective thought and peaceful mentoring	DPD	MMR	December 2020 July 2021	

<p>2 Outdoor learning is established and evident in all areas of the curriculum and wider areas</p> <p>Why? <i>Outdoor learning provides healthy, active lifestyles and promotes a sense of wellbeing, imagination, innovation, resourcefulness and nurtures creativity</i></p>	Collate and map out all evidence of outdoor learning opportunities across all curriculum areas from SOL	LFS	DPD	September 2020 December 2020	Better sense of well-being as measured in student voice surveys increase by at least 10%
	Create an ' <i>urban blue infrastructure</i> ' (water feature) to activate neurochemical reactions to aid positive wellbeing in the outdoor classroom (blue health 2020)	LFS	DPD	Spring term 2021 July 2021	
	Develop the 'animal sanctuary' facilities further by establishing a pygmy goat area within school	DPD	MMR	Autumn term 2020 July 2021	Improved progress of disadvantaged students to above national average in 2021
	Develop a staging/performance area within the outdoor classroom to provide opportunities for students to showcase excellence in an outdoor environment	DPD	MMR	Autumn term 2020 July 2021	
<p>3 Embed 'mindfulness' as a culture across the whole school community</p> <p>Why? <i>A focus on mindfulness will reduce stress, increase focus and resilience, increase emotional intelligence and improve creativity and collaboration</i></p>	Create opportunities for increased work with charitable organisations and increase student collaboration with the wider community. Timetable a programme of charitable events across the year eg colour run	JKN	DPD	October 2020 July 2021	Improved behaviour from 67% repeat offenders Reduced numbers of prep and R&R by 10%
	Invite parents to become mindful ambassadors to work alongside staff and students in creating mindfulness activities in school and in the wider community	JKN	DPD	September 2020 December 2020	
	Create and develop mindful areas in all tutor room bases for students to reflect / share / and showcase mindfulness	JKN	DPD	October 2020 December 2020	
	Create an outdoor labyrinth for students to use to embed mindfulness along with related activities	JKN	DPD	December 2020 Spring 2021	
P. Finance					
<p>1 Improve fundraising</p> <p>Why?</p>	Work with the PTFA to give better direction, improve efficiency, maximise output and recruit new membership	IPD	MMR	September 2020 December 2020	Greater opportunities available to enrich curriculum and expand facilities beyond what

<p><i>To expand upon the core funding received from central government, allowing us to improve facilities and offer deeper enrichment for the curriculum</i></p>	<p>Research and write bids for specific areas of improvement including (but not limited to) lighting and sound upgrades in the main hall, outdoor learning facilities, Kingsmead Community Farm, Community Cooking</p>	<p>IPD</p>	<p>MMR</p>	<p>September 2020 July 2021</p>	<p>is achievable with only government funding - Activity week can run which has greatest impact on disadvantaged students offering the opportunity for developing social collateral - Resources can be purchased for innovation rooms, offering further opportunities to develop character in all students</p>
<p>2 Improve budget processes Why? <i>To educate budget holders and streamline budget processes offering greater accountability accessibility and transparency, ultimately becoming more efficient</i></p>	<p>Analyse the existing budget and school requirements to identify the areas where new departments and accounts are required.</p>	<p>IPD</p>	<p>MMR</p>	<p>July 2020 September 2020 Reviewed on half termly basis</p>	<p>Improved efficiency and economy – budgets are used more effectively</p>
	<p>Give responsibility for new budgets to budget holders for accountability and greater immediate control, allowing improvements to efficiency and greater transparency to management accounts</p>	<p>KBN</p>	<p>IPD</p>	<p>July 2020 September 2020 Reviewed on half termly basis</p>	<p>Departments are better resourced</p>
<p>3 Increase lettings Why? <i>Lettings should be a solid and reliable source of additional income. This area also offers the opportunity to increase links with our local community</i></p>	<p>Audit and document available lettings facilities across the entire school site. Identify opportunities that have not been previously explored; non-traditional lettings activities such as conventions in the sports hall, weddings on site</p>	<p>KBN</p>	<p>IPD</p>	<p>July 2020 September 2020 Reviewed on half termly basis</p>	<p>More income is available to expand upon school facilities and offer extra-curricular activities.</p>
	<p>Timetable availability so that this information can be given to prospective clients and included on the school website and in other marketing documentation</p>	<p>KBN</p>	<p>IPD</p>	<p>July 2020 September 2020 Reviewed on half termly basis</p>	<p>Letting income moves from 2K to 20K in 2021</p>
	<p>Produce a lettings prospectus to market Kingsmead facilities</p>	<p>DNN</p>	<p>IPD</p>	<p>October 2020 December 2020 March 2021</p>	

				June 2021	
<p>4 Maintain current levels of student recruitment in KS3 and increase in KS5</p> <p>Why?</p> <p><i>Maintaining high levels of student numbers both at KS3 and KS5 ensures core statutory funding is at the highest level</i></p>	<p>KS3 – Open evening. Plan, prepare and print the prospectus for 2020/21. Ensure facilities and displays are under maintenance or maintenance is planned for the summer break. Market, advertise through late August into September.</p>	IPD TTY	MMR	<p>May 2020 September 2020</p>	<p>School is at PAN in 2021 Sixth form intake 2021 is at 120</p>
	<p>KS5 - Open evening. Plan, prepare and print the prospectus for 2020/21. Market and advertise through late October into November – target wider areas and demographics through social media promotions. TBN to promote KS5 to PP student/parents in year 11. Information events to target PP and share support and help offered i.e. Bursary funding.</p>	IPD MCH	MMR	<p>September 2020 October 2020</p>	
	<p>Review courses offered in 6th form to reflect the increasing attainment of Year 11</p>	MCH	DMT	<p>June 2020 September 2020 October 2020 February 2021</p>	
<p>Q. ICT planning</p>					
<p>1 Improved capability for independent learning whole school</p> <p>Why?</p> <p><i>Research suggests that enabling students to work on their own, with minimal</i></p>	<p>Implement whole-school WiFi:</p> <ol style="list-style-type: none"> 1. Compare third party quotes for hardware and implementation. 2. Determine the viability of an internal implementation and whether savings outweigh workload implications etc.). 3. Plan work over Summer Term or Summer holiday (subject to lifting of lockdown and school re-opening). 	ABS	BMS	<p>May 2020 August 2020</p>	<p>Wi Fi capability covers whole school.</p> <p>50% uptake of Laptops 2020 60% uptake of laptops 2021</p>

<p><i>direction and with confidence, improves their academic outcomes.</i></p>	<p>Implement 1:1 student device programme:</p> <ol style="list-style-type: none"> 1. Consult with staff, students, parents and other stakeholders. 2. Explore companies offering device lease/purchase schemes. 3. Research and decide upon an appropriate device. 4. Coordinate 'portal' windows for scheme. 5. Organise and run 'onboarding days' to prepare students for blended learning in normal lessons. 	ABS	BMS	<p>April 2020 September 2020</p>	<p>40% of disadvantaged are provided with a school sponsored resource by 2020 50% by 2021 60% by 2022 100% by 2023</p> <p>Laptops are used as a tool for learning in 80% of lessons observed</p>
	<p>Review 1:1 student device programme ahead of mandatory September 2021 Launch:</p> <ol style="list-style-type: none"> 1. Consult with staff, students, parents and other stakeholders. 2. Review device scheme ahead of Summer 2021 portal. 3. Plan and organise 'onboarding days' to prepare students for blended learning in normal lessons. 	BMS	DMT	<p>February 2021 July 2021</p>	<p>Student survey moves from 40% of students having a suitable home learning device (<i>survey outcomes blended learning May 2020</i>) to facilitate home learning, to 60% by 2021</p> <p>Parental engagement in blended learning project moves from 70% to 90% through effective trouble shooting and issue resolution.</p>
<p>2 Introduce Virtual technology in science labs</p> <p>Why?</p> <p><i>VR technology creates an immersive experience that helps students learn effectively. Research has proven that immersion of students in the virtual world enables them to learn better. Such learning activities don't</i></p>	<p>Research how we might introduce VR / AR to a Science lab:</p> <ol style="list-style-type: none"> 1. Liaise with Faculty Lead EBacc and Subject Leader Science – what do they want from VR /AR? 2. Investigate Google Cardboard and Expeditions 3. Are there viable alternatives? 4. Does the software/hardware fulfil the department's needs? 	ABS	SCE	<p>October 2020 January 2021 March 2021</p>	<p>SOL show at least 100% of areas C or above for blended learning</p> <p>Have in place an innovation room increasing the levels of cultural collateral for disadvantaged students and closing the attainment gap from -0.5 to school average whole school.</p>
	<p>Develop and present a plan for a VR / AR Science lab:</p> <ol style="list-style-type: none"> 1. Cost of hardware 2. What timescale for implementation - to coincide with the planned refurb? 	ABS	SCE	<p>March 2021 May 2021</p>	

<p><i>feel like work and students enjoy the learning process that increases their motivation.</i></p>	<p>Support the installation of VR / AR into a Science lab: 1. IT Support to install or supervise installation of hardware / software. 2. Provide staff with training and support on using the 'VR lab'.</p>	ABS	SCE	<p>June 2021 August 2021</p>	<p>Booking system demonstrate It's use across multiple subjects and years</p> <p>Student forums indicate it's support in learning</p>
<p>3 Refine the long term plan for the replacement of ICT equipment in school</p> <p>Why? <i>Reviewing and refurbishing IT infrastructure in schools is pivotal, as IT is used to reduce teacher workload, boost student outcomes, and provide greater support for students with SEND.</i></p>	<p>Refurbish the machines in B22 and C10 (<i>upgrade only – SSD/memory, plus new switch to increase bandwidth</i>), or replace the machines altogether (if this is more appropriate): 1. Determine whether refurbishment or replacement is more appropriate. 2. Obtain quotes (what is viable considering limited budget?). 3. Plan work to take place over school holiday.</p>	ABS	BMS	<p>TBC July 2021</p>	<p>Allow for blended learning to take place</p> <p>Reduce staff work load through shared resources</p>
	<p>Refurbish or replace the machines in the Music dept. (A01/2/5): 1. Investigate what hardware is required (iMac or iPad). 2. Obtain quotes (what is viable considering limited budget?). 3. Review and support implementation.</p>	ABS	BMS	<p>September 2020 July 2021</p>	
<p>R. Site / buildings</p>					
<p>1 Development of infrastructure within school</p> <p>Why? <i>Better facilities offer better educational ability and opportunities, improved opportunities for lettings and energy efficiency improvements giving cost savings. This also allows the school to adapt facilities to</i></p>	<p>Refurbish dated admin / east B block toilets to open plan greatly improving potential safeguarding and behaviour hotspots. Arrange design and quotes to take to governors.</p>	IPD	MMR	<p>September 2020 August 2021</p>	<p>Facilities are conducive to educational needs of the school</p>
	<p>Refurbish changing facilities in the Sports Hall improving both dated facilities for students and prospects for lettings</p>	IPD	MMR	<p>September 2020 August 2021</p>	
	<p>Begin stage 1 of Science lab refurbishment, giving much needed renovation and modernisation, ultimately to the majority of the lower floor of C block but starting with refurbishment and conversion of Technology rooms</p>	IPD	MMR	<p>September 2020 August 2021</p>	

<i>modern standards i.e. improvements from a safeguarding perspective</i>	Further develop reading areas around school to support the reading for fun agenda	IPD	MRL		
2 Creation of a community farm Why? <i>Create the opportunity for children from a predominantly urban area the opportunity to experience traditionally rural activities</i>	Investigate local planning restrictions and work with Scott Adams (Exotic Zoo) to ascertain the most efficient ways to create the structure of the farm	IPD	MMR	September 2020 December 2020	Reduce issues in local area due to lack of facilities Increased uptake to 6 th form 120 from 2021
	Identify funding opportunities with the assistance and prior experience of Scott	IPD	MMR	September 2020	Create an Educational facility for KS4 and KS5 courses and increase the well-being of all staff and students
	Increase opportunities for employment in local area				
3 Multipurpose building Why? <i>For most of the academic year the Main hall and Sports Hall are used for exams which impacts on all other activities including sporting, musical and dramatic events. Modern, multi-purpose building could offer larger, purpose built as an alternative sports, exam and theatre facility</i>	Investigate community connections to discover or generate an appetite for a new, community multi-purpose building in Hednesford, offering various facilities	IPD	MMR	September 2020	Better facilities available for examinations. Facilities will also increase income from lettings from £2000 per year to £20,000.
	Identify sources of funding in conjunction with local community connections and councils	IPD	MMR	September 2020	Reduced impact on PE
S. Kingsmead moves to a regional presence					
1 Actively engage in building lasting relations with parents and local businesses Why? <i>Local context indicates that Kingsmead is in an area of lower average literacy levels and higher unemployment.</i>	Capture good practice in terms of relationships with parents and local businesses developed through the Pandemic and build on them	TBC	DMT	June 2020 September 2020 December 2020 February 2021 April 2021 June 2021	Outcomes P8 = +0.5 Parental voice case studies of where support has been successful
	Capture opportunities to improve adult literacy levels and drive the reading agenda as well as strategies tackle	MRL	DMT	September 2020 December 2020	Parental satisfaction rate increase by at least 10%

<i>Carter (2002), ERIC research indicates a link between family involvement and student outcomes</i>	higher level of unemployment in the local community through our curriculum		February 2021 April 2021 June 2021	
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