



King's Academy
Easthampstead Park
Academy Improvement
Plan
2024/2025

King's 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 a global society
- Built on strong British traditions of respect, fairness and inclusivity, our Academies strive for excellence both academically & beyond the classroom. Celebrating equality and diversity and to provide opportunities for personal development and success
- Our vision is to create a global community of pupils and staff, developing character, broadening horizons, fostering understanding and raising aspirations by connecting our Academies with other schools across the world

Our School Values Easthampstead Park

Working together to transform potential and inspire achievement

Our core school values are 'Respectful, Successful, and World Wise'. We expect all members of our school community - students, parents, teachers, and governors—to show respect for others, work together to support their own and others successes, and be open to different perspectives and viewpoints.

Our School Vision Easthampstead Park

Our students are Respectful

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Curriculum

Leaders across all subjects construct a curriculum that's ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life

Ensure the curriculum is sequenced on these four principles

1. Knowledge is important to all thinking
2. Students are taught to understand new things in relation to what they already know
3. Retrieving knowledge is inbuilt to help students to remember it for longer
4. Vocabulary is carefully planned into thWRL Work related learning Ensure the school has a comprehensive structured range of learning objectives as defined in legislation and expanded through the non-statutory guidance.

Teachers use work-related contexts in their teaching to promote opportunities and pathways available.

e curricular sequence to assist students in developing background knowledge

- Taking personal responsibility for their progress and achievements in lessons
- Being on time for Roll Call, PREP, and lessons, and taking part in a positive meet and greet.
- Follow one voice and track the speaker in lessons.
- Wearing the school uniform correctly from the start to the end of the school day.
- Working cooperatively with other students and respecting their ideas and opinions.
- Treating everyone and everything with kindness and respect every day, so everybody feels valued and safe.
- Being kind, always, to everyone in our school community.

Our students are Successful

- Challenge themselves to do their best in every lesson so that they can achieve outstanding outcomes.
- Have a growth mind-set and believe that with hard work, they will succeed.
- Turn mistakes into learning opportunities.
- Persevere even if work is difficult. Remember to always ask for help.

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- Challenge themselves to do their best in every lesson so that they can achieve outstanding outcomes.
- Read often.
- Take pride in the school community and look for opportunities to make it a better place. Get involved in wider school life—for example clubs, house activities, trips, character awards.
- Understand that they are responsible for their own success and take responsibility for their learning in lessons and through homework and revision.

Our students are World Wise

- Embrace and accept different cultures, traditions, and beliefs.
- Take an active interest and keep informed about world issues.
- Consider how different issues can impact you on a local, national, and global level.
- Take into account that people have different viewpoints, and be respectful if they differ from your own.
- Communicate their ideas and opinions with kindness and respect.

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1. KGA Wide Priorities for 2024/25

- To continue a relentless focus on the KGA priorities of educate, evolve and influence to achieve the mission, vision and values of KGA
- To achieve progress measures of FFT20 or higher
- To fully embed the revised Principles of Teaching and impactful use of DDIs and Walkthrus
- To embed the KGA Principles of Reading
- To co-create the KGA Curriculum of Excellence
- To embed further principles and strategies to reduce our carbon footprint

2. King's Academy Easthampstead Park Outcomes: priorities and Wildly Important Goals (WIGs)

- Key stage 4 outcomes exceeding FFT 20 targets 50% 5+ English and Maths and 75% 4+ English Maths with an attainment score above 5.
- To ensure attainment across all Key stage 5 courses meets the minimum floor standard of black ALPS in the range of 4-6
- To effectively implement the principles of teaching and learning and the school's behaviour curriculum.
- To effectively implement principles of reading.
- Secure attendance at national levels and reduce the number of students persistently absent. PSED target
- To ensure the PHSE curriculum meets statutory guidelines
- To ensure the schools offer meets the criteria for the Intermediate level International School's Award
- To meet the 10 Sustainability targets selected by Governors
- To continue to look for ways to reduce staff workload and demand without compromising outcomes.

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- To ensure Ofsted Actions arising from the previous inspection are addressed –
- Increase the percentage of children choosing to access the EBAC
- Ensure teaching for SEND students includes checks for understanding.

3. Whole Academy Outcomes: Priorities and Wildly Important Goals for each year group (please delete N/A year groups)

Y7	Implement KGA Curriculum of excellence for English, Maths, Science and MFL. Other subjects consider how to identify powerful knowledge and secure it over the long-term. Deploy effective revision strategies to enhance this knowledge retention.
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Y8	Consider what element of KGA Curriculum of excellence for English, Maths, Science and MFL is most appropriate to implement. Other subjects consider how to identify powerful knowledge and secure it over the long-term. Deploy effective revision strategies to enhance this knowledge retention.
Y9	Consider what element of KGA Curriculum of excellence for English, Maths, Science and MFL is most appropriate to implement. Other subjects consider how to identify powerful knowledge and secure it over the long-term. Deploy effective revision strategies to enhance this knowledge retention. Consider if the option process is appropriate given their amount of current knowledge.
Y10	Deploy precision planning and SLT monitoring to implement KGA Results Strategy
Y11	Deploy precision planning and SLT monitoring to implement KGA Results Strategy.

KEY PRIORITIES FOR ACADEMY IMPROVEMENT

Driving Priority 1 – Quality of Education (linked KGA Priority: Educate)

Assessments are based on the curriculum content we expect children to learn and be able to demonstrate at various determined points.

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Following assessments to assist students to “Keep up and not catch up” a precision teaching lesson(s) revisits learning students cannot yet accurately retrieve.

Teaching and continuous professional development

- Use the DDI process to enable teachers to become confident and habitual in their delivery of the 11 pedagogies and associated behaviour strategies.
- Showcase good practice through the use of practice clinics
- Upskill staff in their understanding and teaching of reading and writing
- Develop staffs understanding of effective revision strategies to teach explicitly with students prior to assessment points
- Develop the role of the LSA so they can confidently positively impact students’ reading, writing, speaking, listening and peer-to-peer interactions.
- Participate in the Academy wider CPD offer
- Identify CPD to support the development of staff at all levels including support staff.
- Ensure staff complete safeguarding training and training in Health and safety as determined by the Academy

Targeted Intervention

Monitor the progress of the Year 11 students and provide interventions targeted at improvement led by the RSL

Identify and catch-up struggling readers so they are deemed as fluent and plan intervention for those with number sense below their chronological age.

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Driving Priority 2 – Behaviour and Attitudes (linked KGA Priority - Educate)

Ensure the schools behaviour curriculum is being implemented consistently by all stakeholders

Ensure the schools character and culture is high profile as is the use of the House system to promote belonging.

Ensure families are aware of changes to attendance August 2024 by;

- Make clear the link between improving attendance and wider school culture
- Place emphasis on the importance of working in partnership with families to find supportive routes to improve attendance
- Reflect changes to the law on keeping school attendance and admission registers
- Be aware of the new National Framework for issuing penalty notices and reflect changes to the law
- Change 'parenting contracts' for attendance to 'attendance contracts' to better reflect the agreement between parents, schools and/or local authorities.

Targeted Interventions

Follow the school's attendance protocols to work with families to reduce PA's and improve overall attendance.

- Targeting vulnerable year groups based on data analysis from Year-to-date data which includes EHCP and Pupil premium.
- Continue to reduce the number of repeat offenders of fixed term suspensions using targeted support in particular for male, pupil premium, SEN K students.

To track the success of our mobility profile students and ensure that appropriate career pathways are in place to prevent identification as NEET.

Monitor the use of AP Provision to secure improvements in engagement

Driving Priority 3 – Personal Development (linked KGA Priority - Evolve)

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Provide opportunities for every student to develop their own careers and enterprise record so they have ownership and a better understanding of pathways and opportunities over time.

Personal, social, health and economic (PSHE) education is planned to enable pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

The PSHE education curriculum addresses and helps protect pupils from issues such as: child sexual exploitation and other forms of abuse; sharing of sexual images; the impact of online pornography; the dangers of extremism and radicalisation, forced marriage, honour-based violence; and female genital mutilation.

The school offers regular opportunities for pupils to self-assess their knowledge and understanding of PHSE topics

Continue to ensure a wide range of extra-curricular opportunities is offered with an emphasis on the House system so that student engagement is high including vulnerable groups in all year groups in support of KAEP Character.

To achieve the Intermediate international dimension award.

Driving Priority 4 - Leadership and Management (linked KGA Priority - Influence)

All leaders are effective in their role by monitoring quality first teaching and the use of the school's behaviour system ensuring that school operational processes and policies are used effectively and consistently

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Ensure the school is able to effectively recruit and retain staff – investigate flexible working and identifying by actively searching to see the positive change staff are making and letting them know
Identifying further ways to reduce staff workload in areas such as data management, feedback and marking, curriculum planning and resources, behaviour management and communications
Overly communicating with parents regarding behaviour and teaching and learning expectations to reduce the number of queries and expectations on staff to respond

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Quality of Education Starting September 2024

Driving Priorities:

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Review Date
Monitor the effectiveness of precision teaching in Year 11	To improve outcomes and achieve FFT 20 and above	Moving the Dial meetings	HODs	DHT RSL COB	Termly
Use data effectively to plan and implement appropriate intervention in Year 11.	To improve outcomes and achieve FFT 20 and above	Year 11 assessment points	HODs	DHT RSL COB	3 data points
Monitor the effectiveness of precision teaching in KS5	To ensure attainment across all Key stage 5 courses meets the minimum floor standard of black ALPS in the range of 4-6	Moving the dial meetings	Dir 6 th SP	DHT RSL KS5 MDH	3 data points

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Leaders across all subjects construct a curriculum that's ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life	Ensure the curriculum is sequenced on these four principles 1. Knowledge is important to all thinking 2. Students are taught to understand new things in relation to what they already know 3. Retrieving knowledge is inbuilt to help students to remember it for longer 4. Vocabulary is carefully planned into the curricular sequence to assist students in developing background knowledge	Learning walks	HODs	Line Manager Subject	2 per half term
Assessments are based on the curriculum content we expect children to learn and be able to demonstrate at various determined points.	Following assessments to assist students to "Keep up and not catch up" a precision teaching lesson(s) revisits learning students cannot yet accurately retrieve.	Precision teaching plan following planned assessments is delivered	HODs	Line Manager Subject	Assessment calendar

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Use the DDI process to enable teachers to become confident and habitual in their delivery of the 11 pedagogies and associated behaviour strategies. Showcase good practice through the use of practice clinics	Coaching programme to focus on the 11 pedagogies and work with staff from their respective starting points Coaching schedule in place and calendared Practice clinics scheduled throughout the academic year	DDI schedule PC schedule	Coaches	Professional Tutor	DDI Schedule
Upskill staff in their understanding and teaching of reading and writing	Literacy development Plan	As per Literacy Plan	Literacy lead	DHT	CPD Programme

Governor Monitoring:

Curriculum committee.

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Behaviour and Attitudes September 2024

Driving Priorities:

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Review Date
Ensure the schools behaviour curriculum is being implemented consistently by all stakeholders	Behaviour expectations are being consistently applied to students in an equitable manner.	Learning Walks	LRP	DHT COB	Termly
Ensure the schools character and culture is high profile	Students engage with the House system and feel a sense of belonging to the school	Programme of House events and assemblies	Co-Curricular Coordinator NDB	RL/LRP	Termly

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<p>Ensure families are aware of changes to attendance August 2024 by;</p> <p>Make clear the link between improving attendance and wider school culture</p> <p>Place emphasis on the importance of working in partnership with families to find supportive routes to improve attendance</p> <p>Reflect changes to the law on keeping school attendance and admission registers</p> <p>Be aware of the new National Framework for issuing penalty notices and reflect changes to the law</p> <p>Change 'parenting contracts' for attendance to 'attendance contracts' to better reflect the</p>	<p>Attendance is in line with national data sets</p>	<p>Targeted Interventions</p> <p>Follow the school's attendance protocols to work with families to reduce PA's and improve overall attendance.</p> <p>Targeting vulnerable year groups based on data analysis from Year-to-date data which includes EHCP and Pupil premium.</p>	<p>SP</p>	<p>DHT COB</p>	<p>Half termly</p>
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agreement between parents, schools and/or local authorities.					
To track the success of our mobility profile students	Ensure that appropriate career pathways are in place to prevent identification as NEET.		RL	DHT COB	Data points
Monitor the use of AP Provision	Secure improvements in engagement		SPB	DHT COB	Termly
Continue to reduce the number of repeat offenders of fixed term suspensions using targeted support in particular for male, pupil premium, SEN K students.	Suspensions in the target groups from 8-11 decline		LRP	DHTCOB	Termly

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Governor Monitoring:

Student support committee

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Personal Development

Driving Priorities:

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Review Date
WRL Ensure the school has a comprehensive structured range of learning objectives as defined in legislation and expanded through the non-statutory guidance.	The schools meet statutory guidance in full	Teachers use work-related contexts in their teaching to promote opportunities and pathways available. Provide opportunities for every student to develop their own careers and enterprise record so they have ownership and a better understanding of pathways and opportunities over time.	RL/SP	DHT MDH	Termly

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Personal, social, health and economic (PSHE) education is planned to enable pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.	Pupils have the opportunity to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.	The PSHE education curriculum addresses and helps protect pupils from issues such as: child sexual exploitation and other forms of abuse; sharing of sexual images; the impact of online pornography; the dangers of extremism and radicalisation, forced marriage, honour-based violence; and female genital mutilation. Provide knowledge check assessment for students to check their own knowledge PHSE	SJG/ELI	RL	Line management meetings 2 per half term
A wide range of extra-curricular opportunities is offered with an emphasis on the House system so that	Students deemed vulnerable are offered opportunities to take part in the wider curriculum	Data on performance collated termly Staff encouraged to widen the range of opportunities	NDB	RL	Half termly

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student engagement is high including vulnerable groups in all year groups in support of KAEP Character.	Students attain the character Award and graduate in Year 9	The House system and results are widely promoted across school			
To achieve the Intermediate international dimension award.	Schools must demonstrate evidence of at least four curriculum-based international activities, enhancing student's understanding of other countries, cultures and global issues. At least one of these activities must have been done in collaboration with a partner or partners in another country.	Planning events to meet the IDAward	AXG	RL	End of the Academic Year

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	Half of the pupils within your school must be impacted by the activities and lessons.				
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Governor Monitoring:

Student Support Committee

Sixth Form

Driving Priorities:

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Monitor the effectiveness of precision teaching in KS5	To ensure attainment across all Key stage 5 courses meets the minimum floor standard of black ALPS in the range of 4-6	Moving the dial meetings	Dir 6 th SP	DHT RSL KS5 MDH	Termly Data points
All leaders are effective in their role by monitoring quality first teaching and the use of the school's behaviour system	Ensuring that school operational processes and policies are used effectively and consistently.	Learning walks Agreed school processes see Quality of Education Quality of Behaviour	SP	DHT RSL KS5 MDH	Termly

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Personal, social, health and economic (PSHE) education is planned to enable pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.	Pupils have the opportunity to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.	The PSHE education curriculum addresses and helps protect pupils from issues such as: child sexual exploitation and other forms of abuse; sharing of sexual images; the impact of online pornography; the dangers of extremism and radicalisation, forced marriage, honour-based violence; and female genital mutilation. Provide knowledge check assessment for students to check their own knowledge PHSE	SP	RL	Termly
Ensure the schools character and culture is high profile	Students engage with the House system and feel a sense of belonging to the school	Programme of House events and assemblies	SP	DHT MDH	Termly

Governor Monitoring:

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Curriculum

Leaders across all subjects construct a curriculum that's ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life

Ensure the curriculum is sequenced on these four principles

1. Knowledge is important to all thinking
2. Students are taught to understand new things in relation to what they already know
3. Retrieving knowledge is inbuilt to help students to remember it for longer
4. Vocabulary is carefully planned into thWRL Work related learning Ensure the school has a comprehensive structured range of learning objectives as defined in legislation and expanded through the non-statutory guidance.

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Leadership and Management

Driving Priorities:

Objective	Intended impact	Actions (RAG'ed)	Lead staff	Monitoring and Evaluation	Review Date
All leaders are effective in their role by monitoring quality first teaching and the use of the school's behaviour system	Ensuring that school operational processes and policies are used effectively and consistently.	Learning walks Agreed school processes see Quality of Education Quality of Behaviour	HT	Governors Director of Academy Improvement	Termly
Ensure the school is able to effectively recruit and retain staff	School remains staffed with qualified staff	Investigate flexible working Identifying by actively searching to see the positive change staff are making and letting them know	HT		Termly

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Identifying further ways to reduce staff workload in areas such as data management, feedback and marking, curriculum planning and resources, behaviour management and communications	Staff report greater levels of job satisfaction	Review workload establish a working party Regular consultation with staff at all levels Overly communicating with parents regarding behaviour and teaching and learning expectations to reduce the number of queries and expectations on staff to respond	HT		Termly
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Governor Monitoring:

Chair and Vice Chairs

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