

## KPHS – School Development Plan

Phase One: 2020-2022 securing Good				
1: Quality of Education - Outcomes				
Promise:	Who?	How?	Monitored By:	Milestones
<p>1.1: Ensure outcomes rise to IRO 0 (progress) and 40+ (attainment)</p> <p>1.1.1: Increase the level of staff understanding and knowledge of data tracking, reliability of data entered and improve the quality of information conveyed to staff and parents – commentary wise, to inform planning</p>	<p>HT</p> <p>DHTs</p> <p>TEAM: AHT and CLs</p>	<ul style="list-style-type: none"> <li>- Establish secure baseline testing, using KS2 and CATs</li> <li>- Create student progress and subject progress monitoring systems</li> <li>- Link reporting to parents to relative assessment models from Y7</li> <li>- Establish secure assessment design, reliability and validity</li> <li>- Embed progress chasing into calendar, meeting cycle and QA processes</li> <li>- Set up data and assessment cycle,</li> <li>- DHT and AHTs to hold regular assessment review mtgs to then disseminate to middle leadership</li>   <li>- Review all data held for accuracy, reliability, including SIMS, context data etc.</li> <li>- Establish training for all staff on assessment design, reliability, validity and roles in the process</li> <li>- Implement meeting cycle for challenge of middle leaders</li> </ul>	JLA	<p>Autumn 2021:</p> <ul style="list-style-type: none"> <li>- First report to parents to show progress against new system</li> <li>- Complete KS2/CATs testing for all Y7, “setting” complete in Y7, 8 and 9.</li> </ul> <p>December 2021:</p> <ul style="list-style-type: none"> <li>- Data, assessment and reporting schedule followed by all departments and interventions from data and towards target are taking place.</li> <li>- New KS3 assessment model in place</li> </ul> <p>July 2022:</p> <ul style="list-style-type: none"> <li>- School tracks students in all years, can evidence progress in all years, analyse gaps by cohort and use information to inform and redesign curriculum in cycle</li> <li>- Outcomes P8=0</li> </ul> <p>September 2021</p> <ul style="list-style-type: none"> <li>- Ensure training takes place</li> <li>- Roll out mtg cycle for KS4</li> <li>-</li> </ul>
<p>1.2: Achieve 100% fluid readers (at or above reading age of 12) in year one, rising to match actual age by year three</p>	<p>Assistant Head Assessment</p> <p>TEAM: HoD English, HoDs,</p>	<ul style="list-style-type: none"> <li>- Embed 3 Phase Literacy policy using curriculum time for reading and literacy catch up (McGraw Hill), interventions in enrichment time and whole school classroom provision to re-enforce and routinise literacy acquisition</li> <li>- Establish tracking system for reading age acquisition (6mthly testing)</li> <li>- Establish adult literacy for families</li> <li>- Curriculum reviewed annually for need in relation to literacy and reading hours, relevant option choices and interventions required</li> <li>- Staff training in place</li> </ul>	DHT	<p>October 2021:</p> <ul style="list-style-type: none"> <li>- Literacy forms basis of English curriculum time in Fn curriculum</li> <li>- Testing programme established</li> <li>- Training in place</li> </ul> <p>December 2021:</p> <ul style="list-style-type: none"> <li>- Intervention (1-1 reading catch up) established</li> <li>- Whole school strategy launched and evident in classrooms</li> </ul> <p>July 2022:</p> <ul style="list-style-type: none"> <li>- Reading age 11 in Y7 and 12 in Y8-11 achieved; review target for all to match actual age.</li> </ul>

		<ul style="list-style-type: none"> <li>- Library and reading for pleasure promoted</li> <li>- Review curriculum for colonial or exclusion principles</li> </ul>		
1.3: Increase attainment to minimum of 42	<p>JLA</p> <p>TEAM: SLT, HoDs, teaching and non teaching staff</p>	<ul style="list-style-type: none"> <li>- Establish comprehensive monitoring and intervention programme for Y11 2021-22</li> <li>- Review and evaluation of provision in core subject areas, implement improvement strategy including CPL, schemes of work re-designed, assessment and monitoring increased and parental contact increased</li> <li>- Through curriculum redesign for Y7-9 implemented year one, with new KS4 implemented for Y9-10, with improved option choices.</li> </ul>	JLA/LGB	<p>August 2022: 42 (legacy/intervention)</p> <p>August 2023: 43 (benefit from new curriculum)</p>
<b>2: The Quality of Education</b>				
<b>Promise</b>	<b>Who?</b>	<b>How?</b>	<b>Monitored by:</b>	<b>Milestones</b>
2.1: The quality of provision will be Good in summer 2022, and outstanding in 2023.	<p>AHT Teaching and Learning</p> <p>AHT QA</p> <p>TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> <li>- CPL will focus on collaborative planning to ensure best practice is shared and maximised</li> <li>- Enquiry led mode for CPL is established and built into INSET and meeting time</li> <li>- The KP Method is tightened and trained (sept) for all staff and students and ensures curriculum intent is evident, implemented through T&amp;L in the lessons and impactful in progress data</li> <li>- Continuous Improvement cycles embed KP method and culture of improvement</li> <li>- The assessment planning cycle is linked to teaching and learning and used as the basis for a review of all planning in all departments as well as to outcomes, progress etc</li> <li>- QA is responsive and holistic, relies on a range of strategies and builds in coaching as well as accountability</li> </ul>	JLA	<p>December 2021:</p> <ul style="list-style-type: none"> <li>- No inadequate teaching is recorded</li> <li>- Formal observations show the percentage of Secure or Better lessons at 70% (including trainees/NQTs)</li> <li>- Enquiry Model in place and all staff signed up</li> <li>- The KP Method is in place, links curriculum intent to implementation and outcomes and is purposeful</li> <li>- Data collections and QA records are able to be triangulated for evaluative SI work</li> </ul> <p>July 2022:</p> <ul style="list-style-type: none"> <li>- Observation data for the year shows percentage of secure or better lessons at 75%, with proportion of outstanding lessons rising to 10%</li> <li>- Triangulated data shows connectivity between planning, delivery (intent, implementation) and data/outcomes (impact)</li> <li>- First enquiries published on KPRI section of the website</li> </ul>

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<p>2.2: The use of formative assessment will be embedded in all lessons</p>	<p>AHTs Assessment, T&amp;L &amp; QA  TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> <li>- Training in assessment delivered in INSET September 2021</li> <li>- Lesson study will focus on use of AfL strategies as an engagement tool where necessary</li> <li>- QA documents (lesson observation pro formas etc) will highlight use of AfL as a central strand for comment</li> <li>- Planning tools request assessment methods at every stage of the lesson/SoW</li> </ul>	<p>DHT</p>	<p>December 2021:</p> <ul style="list-style-type: none"> <li>- Use of AfL is recorded in majority of lesson observations</li> <li>- SoW are being re-planned to use the assessment planning cycle</li> </ul>
<p>2.3: Differentiation for all ability levels will be evident in all lessons</p>	<p>AHTs T&amp;L, QA, Inclusion  TEAM SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> <li>- Literacy as a differentiation staple will be rolled out during INSET, meetings and line management</li> <li>- Planning including resources will be scrutinised for reading age appropriacy as well as for strategies to support and stretch</li> <li>- Planning tools require record of differentiation at all ability levels</li> <li>- CPL strategies as noted above used to embed skills into daily practice</li> </ul>	<p>JLA</p>	<p>December 2021:</p> <ul style="list-style-type: none"> <li>- Impact of the new SENCo in training/informing staff in differentiation methods for use in class is evaluated</li> <li>- QA shows SoWs are fit for purpose including differentiation</li> <li>- Lesson observation and other QA data shows improvement in use of differentiation, including for the most able</li> </ul>
<p>2.4 A collaborative CPL strategy and ethos will be embedded in all department; all staff will take part in training and collaborative strategies to improve their teaching</p>	<p>AHT T&amp;L  TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> <li>- Shared planning on meeting schedule and on INSET days</li> <li>- Partnership with University of M/C established to facilitate enquiry model</li> <li>- Personal CPL records established and built into Performance Management paperwork to raise status</li> <li>- Action Research linked to Performance Management CPL need established</li> </ul>	<p>DHT</p>	<p>July 2022:</p> <ul style="list-style-type: none"> <li>- Performance Management cycle records, including personal development plans show 100% staff completion</li> <li>- Lesson Study cycles are completed and evaluated showing impact on T&amp;L data</li> <li>- Independent / internal evaluation by researchers shows positive impact of collaborative strategies</li> </ul>
<p>2.5: The KP Method will ensure rigour, routine and familiarity for all students and define the KPHS offer, linking planning, to delivery to progress (I,I,I), using assessment cycles, planning docs and training</p>	<p>DHT Curriculum and DHT Assessment, AHT T&amp;L, AHT QA, AHT Assessment, AHT Student progress  TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> <li>- All students baseline tested in Y7</li> <li>- Assessment and data collection cycle ensures each pupil is tracked through each subject throughout the year; QA ensures use of this data in planning lessons</li> <li>- Students are trained to become more adept at measuring their own progress using new pupil progress graphs in tutor time and to use these to take more responsibility for their learning</li> <li>- All CPL strategies are evaluated against pupil progress to ensure impact</li> </ul>	<p>JLA</p>	<p>July 2021: Intent, design and training planned</p> <p>December 2021: Implementation secured, QA phase 1 (Los) has taken place.</p> <p>July 2022: Assessment, QA data and outcomes are available for triangulation and evaluation.</p>

		<ul style="list-style-type: none"> <li>- Line management ensures teachers are held to account for progress at all levels, not just at 3-5 borderlines for example</li> </ul>		
<p>2..6: Provision for students with SEND and EAL will secure similar progress to all groups (gap narrowed in school and to national rates of progress)</p> <p>2.6.1: Student progress data informs planning for T&amp;L/CPL, QA etc</p>	<p>Assistant Head Inclusion</p> <p>TEAM (as above), SLT, SENCo, HoDs, all staff.</p> <p>AHT Student Progress, T&amp;L, QA</p>	<ul style="list-style-type: none"> <li>- SENCo role to be supported by ASENCo to allow AHT Inclusion to refocus on strategy for inclusion and progress overall, Kingsway Avenue etc</li> <li>- Expansion of INA induction group, roll on roll off mixed year group, based on establishing functional English language and cultural familiarity before students undertake a bespoke and phased introduction to mainstream</li> <li>- Data tracking and analysis cycle ensures all micro populations are measured and interventions planned for any group under achieving or with slower than average progress</li> <li>- Differentiation for SEND and EAL students required on all planning tools and recorded on QA docs for comment to embed expectation into practice</li> </ul>	JLA	<p>July 2022:</p> <ul style="list-style-type: none"> <li>- SEND and EAL students make progress from KS2-4 at least as well as national average, evidence shows narrowing of gap for all groups to the national average</li> <li>- There is evidence available of other gaps beginning to narrow</li> </ul> <p>July 2023:</p> <ul style="list-style-type: none"> <li>- Groups at the school make progress at better rates than national average</li> </ul>
<b>3: Behaviour and Attendance</b>				
<b>Promise</b>	<b>Who</b>	<b>How</b>	<b>Monitored</b>	<b>Milestones</b>
<p>3.1: Students with fragile or challenging behaviours will receive appropriate support to remain in lessons and to make progress</p>	<p>Assistant Head Inclusion</p> <p>TEAM: Pastoral staff, SENCo, HoDs, SLT, all staff</p>	<ul style="list-style-type: none"> <li>- Opening of Kingsway Avenue and dedicated Foundation offer KS3</li> <li>- Develop a Foundation offer for KS4</li> <li>- Clear evaluation of SEND provision against EHCPs, funding and staffing</li> <li>- Staff training on in class behaviour management strategies</li> <li>- Duty Model implemented for responsive management and in-class focus</li> <li>- Inc and MDT meetings in place for secure recording, discussion and information sharing</li> <li>- KA lunchtime model</li> <li>- Redesign KPHS Values and re-launch behaviour strategy</li> <li>- Support staff re-deployed to be based in classrooms in subject areas offering support in lessons, not withdrawal</li> </ul>	JLA	<p>September 2021:</p> <ul style="list-style-type: none"> <li>- Redesign use of SHINE for Kingsway Avenue, in place and open, new duty system in place</li> </ul> <p>October 2021:</p> <ul style="list-style-type: none"> <li>- Short term isolations due to poor behaviour in a lesson are dealt with by "turnaround" process – back in lesson within the day and resolution meetings used to resolve issues.</li> </ul> <p>December 2021: self selecting removals from lessons are reduced, exclusion (informal also) reduced</p>
3.2:	Head	<ul style="list-style-type: none"> <li>- New behaviour management system based on tracking low level disruption and monitoring introduced</li> </ul>	External –, Visitors etc,	October 2021:

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All students will display professional conduct in lessons and around the school	AHT Inclusion TEAM: SLT, HoDs, Pastoral team	<ul style="list-style-type: none"> <li>- New rewards policy to recognise professional conduct introduced</li> <li>- New ethos and vision communicated to students, parents and forms part of regular pastoral provision – eg assemblies, form time etc. Linked to Soc Studies offer for cohesion</li> <li>- Lesson time conduct the first focus, improvement on prev years to be sought relentlessly</li> <li>- Social time movement the second priority</li> </ul>	fed back to JLA	<ul style="list-style-type: none"> <li>- Behaviour management and rewards system in use and reporting system established</li> <li>- KPHS Vision and Values re launched</li> </ul> <p>December 2021:</p> <ul style="list-style-type: none"> <li>- Students at risk of escalation have been identified and are placed on intervention strategies to avoid FTEs, linked to EBFT or Foundation / other interventions</li> <li>- Rewards given outnumber sanction 2:1</li> </ul> <p>July 2022 – behaviour in lessons and around school to reflect an increased self management</p>
3.3: Permanent and internal exclusions / suspensions will fall	Assistant Head TEAM: Pastoral Team, HoDs, SLT, all staff	<ul style="list-style-type: none"> <li>- Implementation of strategies above</li> <li>- Greater dialogue and communication with parents of students whose behaviour is low level to pre-empt escalation</li> <li>- Removal of withdrawal options from lessons communicated clearly to remove incentives for poor behaviour</li> </ul>	JLA	Exclusions/suspensions to be below Nat Av summer 2022
3.4: Students will state they feel safe and supported in the school	Assistant Head TEAM: Pastoral team, HoDs, SLT, all staff	<ul style="list-style-type: none"> <li>- Increase in student roles and responsibilities in the school to provide framework for their involvement in the school structures</li> <li>- Safeguarding provision monitored regularly, training updated (L3 practitioners increased)</li> <li>- Student voice exercises – questionnaires, student groups, meetings - involve more students year on year.</li> </ul>	JLA	Student voice exercises to be at 90% positive feedback by Summer 2022
3.5: Attendance will be accurate and ensure secure recording in 2021-22, be above nat average and PAs will be below.	Assistant Head TEAM: Attendance Officer	<ul style="list-style-type: none"> <li>- Attendance Officer training – to fulfil EWO role more fully as LA involvement reduces to statutory provision (FPWNs)</li> <li>- Micro-population analysis carried out and students targeted in Y7 if at risk of poor attendance</li> <li>- Attendance monitoring/reporting and daily log-in set up for existing/historic Pas</li> <li>- Home visits routines re-established (attendance officer and pastoral teams)</li> <li>- CME process secured</li> <li>- Review by cohort</li> </ul>	JLA	Attendance to be above nat average 2022 PAs below nat average 2022
3.6 Community and cultural tensions incusing racism, and any form of discrimination will be	AHT DHT	<ul style="list-style-type: none"> <li>- Curriculum content – assemblies and messages delivered that do not avoid sensitive topics</li> <li>- Wider community strategy (long term) to be developed to create the shared ownership and access to KPHS - KPCV</li> </ul>	JLA	Implementation evident in resources, reporting  July 2022 – data shows reporting increases, impact emerging.

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tackled including homophobia				KPCV launched and sustainable for proper review and strategic direction for subsequent years.
<b>4: Personal development</b>		-		
<b>Promise</b>	<b>Who</b>	<b>How?</b>	<b>Monitored?</b>	<b>Milestones</b>
4.1: All lessons to have explicit purpose linked to careers, employability, - EPE and Gatsby indicators show progress – student progression and NEETs figures tracked and showing positive trajectory, return to pre-pandemic	DHT Careers and EPE lead	<ul style="list-style-type: none"> <li>- Use of KP method for EPE clarity and purpose</li> <li>- Launch of Wexp (reduced initially) and employer engagement</li> <li>- Dedicated role for subject and whole school leadership</li> <li>- Support through support-staff role and LM through DHT</li> </ul>	JLA	<p>September 2021 – EPE in place via KP method</p> <p>Dec 2021 – college applications in and no gaps</p> <p>Easter 2022 – Gatsby indicators showing progress</p> <p>July 2022 – evidence available for triangulated self evaluation and planning for subsequent years.</p>
4.2: Statutory Curriculum Content re-established post pandemic' Vision redesigned for improved relationships, Tutor time and Social Studies curriculum intent and implementation re-secured	AHT Student Guidance HoYs	<ul style="list-style-type: none"> <li>- Vision moved to Monday P1, content supplied to include literacy, relationships, routines, stat content when not covered through Soc S content</li> <li>- Tutor time routines redeveloped to link with assemblies, numeracy content etc.</li> <li>- AHT role to link student guidance with student voice and QA exercises, LM Soc S</li> </ul>	DHT and JLA	<p>September 2021 – New Vision and tutor time model in place</p> <p>Easter 2022 – Student voice routines re-established and running alongside QA</p> <p>July 2022 – evidence available for triangulated self evaluation and planning for subsequent years.</p>
4.3: Safeguarding and CP capacity developed to ensure all aspects of personal mental health and wellbeing and safety are prioritised and practice is secure	AHT Inclusion DSL, dep DSL, FSW, AOff	<ul style="list-style-type: none"> <li>- Introduce safeguarding online training for security of engagement with content</li> <li>- Succession planning required re DSL role</li> <li>- Dedicated roe for EMHWPB in place, developed</li> <li>- Training briefings, profile raised</li> <li>- Inclusion team meetings and MDT meetings established to link work to pastoral teams</li> <li>- New SENCo inducted and supported to redesign SEND offer</li> </ul>	JLA, LGB rep	
4.4: Curriculum review for the most vulnerable ensures implementation of Kingsway Avenue (KS3 and 4)	DHT, AHT	<ul style="list-style-type: none"> <li>- Timetabling, staffing, in place</li> <li>- MTP design and collaboration secured</li> <li>- Specialists for En and Ma sought and in place</li> <li>- School within a school culture established</li> </ul>	JLA	<p>Timelines to be reviewed frequently;</p> <ul style="list-style-type: none"> <li>- Exclusions fall for KA students</li> <li>- Attendance rises</li> <li>- Progress can be evident and bespoke reporting system in place</li> <li>- QA system designed in collaboration with staff and specialists</li> </ul>
4.5: Extra-curricular offer is expanded internally and externally, to create Kingsway Park Children's Village – for community growth and impact	JLA, DHT, AHT	<ul style="list-style-type: none"> <li>- In school offer is in place and trackable, inc GCSE+ but also offering enrichment</li> <li>- KPCV opens and pays for itself Y1 to facilitate benefits for KP students as time passes</li> </ul>	JLA, LGB	<p>Dec 2021: KPCV in place and projections indicate financial viability</p> <p>Easter 2022; full enrichment offer in place and can be tracked and evaluated.</p>

4.6: Relevant external partnerships are secured for the benefit of the personal development of students	DHT	<ul style="list-style-type: none"> <li>- MUF</li> <li>- LCCC</li> <li>- Tuition partners</li> <li>- EBFT</li> <li>-</li> </ul>	JLA	Summer 2022 – in place, recorded, evidence is available for evaluating impact.
4.7: Y7 to have tailored transition inc mixed ability offer until secure assessment can take place. Transition process for future to be reviewed (learning from last yr)	DHT AHT Transition Co.	<ul style="list-style-type: none"> <li>- Mixed group offer, relationship focus</li> <li>- KS3 assessment model embeds during year for secure assessment and setting by Y8</li> <li>- Transition model for 2022 shows increased numbers of applications</li> </ul>	JLA	September 2021: Y7 model in place. Spring 2022: QA Y7 model for learning and use in future Spring 2022; Transition planned for this year, Co-ord in schools. Numbers show increase.
<b>5: Leadership and Management:</b>				
<b>Promise:</b>	<b>Who?</b>	<b>How?</b>	<b>Monitored by:</b>	<b>Milestones:</b>
5.1: The implementation of new routines for learning, (KP Method) social times and the school day will create a change in “ethos” in the new school	JLA  TEAM SLT, HoDs, all staff	<ul style="list-style-type: none"> <li>- Induction days for staff in sept 2021 - launch routines for learning</li> <li>- Induction days - launch planning tools, training and evaluation materials for leaders in the school, learning objective routines and some initial AfL routines</li> <li>- Y7 induction day secures routines, including t&amp;l for new pupils, including movement around the building; staggered intake to set these expectations for Y8-11 on day 2 of opening</li> </ul>	JLA	December 2021: <ul style="list-style-type: none"> <li>- Split lunchtime and timetable changes implemented</li> <li>- KP Method implemented, links careers, futures etc</li> <li>- New structure implemented</li> <li>- Academisation achieved</li> <li>- System for continually promoting expectations eg social time conduct, is in place</li> </ul> July 2022: <ul style="list-style-type: none"> <li>- T&amp;L routines embedded in all planning/paperwork and evident in QA etc</li> </ul>
5.2: The new staffing structure is implemented at all levels and excess capacity in support staff is redeployed into classrooms  5.2.1 All staff understand their contribution to the progress and security of students	JLA	<ul style="list-style-type: none"> <li>- TUPE process under way Autumn 2021 is completed</li> <li>- Redeployment/redesign of LM structures is completed</li> <li>-</li> <li>- Appraisal processes redesigned (inc Support staff)</li> <li>-</li> </ul>	JLA	Sept 2021: <ul style="list-style-type: none"> <li>- New structure in place</li> <li>- TUPE process underway</li> </ul> July 2022: <ul style="list-style-type: none"> <li>- Evaluation of impact – all levels, qualitative and quantitative analysis begins, evidence including results shows positive impact on outcomes as well as on staff morale</li> </ul>
5.3:	JLA	<ul style="list-style-type: none"> <li>- Redefining of roles to clarify whole-school responsibility alongside line management role</li> </ul>	JLA	<i>First OFSTED inspection (Y2?) – L&amp;M judgement is Good or better</i>

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<p>Senior Leadership Team is judged at least "Good", and evidence exists to demonstrate their widening of a strategic skill set; leaders are skilled at gathering information, diagnosing issues and designing solutions</p>	<p>TEAM: SLT</p>	<ul style="list-style-type: none"> <li>- CPL for leading whole school strategies and in leadership</li> <li>- SEF process established including writing process to focus on analysis of evidence, evidence collection process to ensure evaluation is ongoing and responsive – will chart improvement as well as evidence when "Good" is achieved</li> </ul>		<p>December 2021:</p> <ul style="list-style-type: none"> <li>- SEF states L&amp;M at improving 2, evidence of impact on each remit is collated and supports</li> </ul> <p>July 2022:</p> <ul style="list-style-type: none"> <li>- SEF and corresponding evidence secures L&amp;M judgement as 2.</li> </ul>
<p>5.4: The impact of new organisational and learning routines, continuous improvement pilots (language, KPHS Values, Method etc) shows positive effect on staff and students</p>	<p>JLA TEAM: SLT</p>	<ul style="list-style-type: none"> <li>- Staff and student voice activities</li> <li>- Data and assessment tracking shows continual improvement</li> <li>- Enrichment uptake improves, including reintroduction of lunchtime activities</li> <li>- Staff attendance rates improve, student attendance improves</li> </ul>	<p>JLA</p>	<p>December 2021:</p> <ul style="list-style-type: none"> <li>- Staff and student voice activities show majority positive evaluation of actions take in first term</li> <li>- KPHS Values in place and used to manage expectations.</li> </ul> <p>July 2022:</p> <ul style="list-style-type: none"> <li>- Satisfaction rates with new school (by questionnaire) are positive from staff, students, parents.</li> <li>- Admissions are stable</li> <li>- Continuous improvement culture evident – metrics?</li> </ul> <p>August 2022:</p> <ul style="list-style-type: none"> <li>- Results 0</li> </ul>
<p>5.5: The line management structure (and new Performance Management) is established and routinized, there is regularity of evaluation and analysis of practice at all levels – SLT and Middle Leadership, particularly in En/Maths</p>	<p>JLA TEAM: SLT and HoDs</p>	<ul style="list-style-type: none"> <li>- Line Management calendar published and checked</li> <li>- Line Management principles evident, (using development plans as a baseline) and link to wider meetings – eg data cycle</li> <li>- Training in accountability (holding to account) for line managers provided where need identified</li> <li>- Middle Leaders' role in holding teams to account is defined and reviewed as part of their performance management process</li> </ul>	<p>JLA</p>	<p>October 2021:</p> <ul style="list-style-type: none"> <li>- School works to the two week meeting and line management cycle alongside the two week timetable</li> </ul> <p>December 2021:</p> <ul style="list-style-type: none"> <li>- Line management records are available for review and demonstrate continual improvement in clarity of questioning and focus on quality of teaching and improvement in learning</li> <li>- Performance Management cycle is under way, targets set and QA'd – showing rigour and increased expectation in the outcomes for the pupils</li> </ul>
<p>4.6: Implementation of a new curriculum model for KS3 in year one will provide improved outcomes and greater opportunity for wider curriculum delivery, model for KS4 is inclusive (intent) and in place.</p>	<p>DHT AHT Inclusion TEAM SLT.</p>	<ul style="list-style-type: none"> <li>- Timetable and curriculum model designed and implemented KS3 by September 2021</li> <li>- Review of KS4 undertaken and new options process, as well as pathway structure, implemented for September 2021.</li> <li>- Kingsway Avenue KS3 in place</li> <li>- Remove comp citizenship/RE and replace stat content into tutor times.</li> </ul>	<p>JLA</p>	<p>September 2021:</p> <ul style="list-style-type: none"> <li>- New KS3 curriculum in place</li> <li>- New KS4 model in place</li> </ul> <p>December 2021</p> <ul style="list-style-type: none"> <li>- Mechanism for evaluating impact of curriculum model is established and underway</li> </ul>



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**Additional:**

KPHS to expand its community presence through the Kingsway Park Children's Village, launching September 2021

Leadership development through co-operation, collaboration and clear single team purpose is evident to external review

Intent/Implementation of the above is regularly evaluated for Impact in both "soft" and "hard" ways