



**King Edward VI Grammar School  
Master Action Plan 2018-19**



	<b>Key Strands</b>	<b>Key Objectives</b>	<b>Lead Professional Link Governor &amp; Committee</b>	<b>Key Staff</b>	<b>Indicative Costs [already incorporated into 17/18 budget]</b>	<b>Anticipated Impact</b>
<b>Core Objective</b>	Ensure that pupil progress for all groups of pupils exceeds national progress measures, and that students achieve their desired University, or preferred career pathways.	<ol style="list-style-type: none"> <li>GCSE - Progress 8 measure of 0.5 equivalent of 66% of pupils on or above targets.</li> <li>A2 - 66% of students meet or exceed ALIS G targets</li> <li>60% of pupils to Russell Group Universities and 10% to Oxford Cambridge or Veterinary/Medical.</li> <li>0% NEET</li> </ol>	Headmaster Chair of Trust and Chair of Governors Strategy Group	Heads of Department	N/A	<ul style="list-style-type: none"> <li>Increase number of Y11 pupils eligible for A Level study</li> <li>Increase ambition and percentage of A level students gaining higher grades.</li> </ul>
<b>1</b>	<b>ACADEMIC SUPPORT AND INTERVENTION.</b>  Deepen outstanding progress by improving departmental and whole school tracking, monitoring and interventions to raise the levels of progress achieved by middle ability pupils at KS3, 4 and 5.	<ul style="list-style-type: none"> <li>Ensure early intervention to raise literacy is planned into the Year 8 &amp; 9 curriculum and is supported by additional small group mentoring to bring our weakest students up to the correct literacy levels to help them access our grammar school curriculum</li> <li>Ensure that all groups of KS4 pupils can access and make outstanding progress under the new GCSE 1-9 system. <i>[see also T&amp;L improvement areas]</i></li> <li>Ensure that higher proportions of middle achieving students at KS4 and KS5 achieve above their target grades <i>[5/6s moving to 6/7 at GCSE and B to A at A Level] to bring these in line with the Bucks Grammars P8 0.5+</i></li> </ul>	Directors of School  Chair of Governors  C&S/LGB	Heads of Department & Heads of Year  All Teaching Staff	Indicative budget of £20K to cover employment of KS3 Literacy Intervention from Pupil Premium Funding and associated resources.	<ul style="list-style-type: none"> <li>KS3 pupils identified for intervention to be in line with their peers by end of Year 9</li> <li>GCSE outcomes to remain Outstanding with a positive Progress 8 score [0.5]</li> <li>Data on middle ability pupils shows improved outcomes.</li> </ul>
<b>2</b>	<b>SIXTH FORM</b>  Deepen outstanding progress by raising awareness of motivational impact of University choices on A Level outcomes and raise levels of achievement for middle ability B-A grade students.	<ul style="list-style-type: none"> <li>Continue to focus intervention strategies on those middle ability students to help increase the proportion of students moving from B grade to A grade but also to help support point 1 above.</li> <li>Continue to work with students to raise awareness of the impact of unconditional offers on their motivation, and the possible longer term implications of underperformance at A Level on their future careers and CV profiles.</li> <li>Broaden our curriculum offer to include a wider range of more accessible/inclusive softer A level subjects - Sociology; Media Studies; Business Studies; Theatre Studies and Law/Accounting in order to increase Y11-Y12 retention, and to reflect the changes to our entry criteria.</li> </ul>	Director of Sixth Form  Sixth Form Governor  C&S/LGB	Sixth Form Team  and Heads of Department	Potential uplift in staffing at £8K per A level subject depending upon uptake <i>[offset against increased income]</i>	<ul style="list-style-type: none"> <li>Data on middle ability pupils shows improved outcomes.</li> <li>Reduced impact of unconditional offers on student motivation and A level outcomes.</li> <li>Higher uptake in student numbers at Year 12 [Y12 to be at 100+]</li> </ul>
<b>3</b>	<b>TEACHING, LEARNING AND ASSESSMENT</b>  Deepen outstanding practice to ensure that outstanding assessment and implementation of the new GCSE courses in KS4 continues to promote outstanding progress for all groups of pupils.	<ul style="list-style-type: none"> <li>Ensure that every department's assessment practice is outstanding.</li> <li>Learn from the experiences of new GCSE to embed lessons learnt from Summer 2018 thus ensuring that we deepen outstanding progress for all groups of pupils: school target is P8 +0.5</li> <li>Improve assessment &amp; reporting arrangements in key stage 3, 4 &amp; 5 to ensure that judgements are honest, accurate and align with the new assessment arrangements.</li> <li>Ensure that reporting to parents is concise, accessible and individualised: review the place of parents evenings within this for 2019/20.</li> </ul>	Deputy Head T/L  C&S Governor  C&S/LGB	All Teachers  and Heads of Department	Indicative budget of around £2k to provide necessary cover arrangements to enable moderation to occur.	<ul style="list-style-type: none"> <li>Work scrutiny shows evidence of outstanding assessment across the school and visible progress by students as a consequence.</li> <li>Moderation shows that assessment is consistent across departments and pupil groupings.</li> <li>High satisfaction rates from pupils and parents.</li> </ul>
<b>4</b>	<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>  Deepen outstanding provision to ensure that students have a wide range of opportunities to broaden their development and support their overall welfare.	<ul style="list-style-type: none"> <li>Launch Wellness and Spirituality Programme to provide students with a progressive programme aimed at providing a pro-active support towards wellbeing and mental health. Within this programme provide opportunities for a balanced sporting programme aimed at sport and relaxation methods to boost wellness.</li> <li>Embed House Activities, Sporting and Academic Competitions into the Wellness and Spirituality programme to provide opportunities for team building, leadership and cross year group friendships.</li> <li>Embed the Sixth Form learning and support provision into KS3 and KS4 using the Library as a central base for Middle School intervention and support work – including the future development and expansion of the space into the old Food Technology Rooms.</li> </ul>	Deputy Head Academic  ECM Governor  ECM/LGB	Directors of School Departments Heads of House and Head of PSHE	Indicative budget of £2K to cover resources for the re-launch of the House System	<ul style="list-style-type: none"> <li>Students have a positive view and experiences on the programme from end of year evaluation.</li> <li>Flourishing house system and range of activities ensure engagement with large numbers of pupils.</li> <li>New KS3/4 Intervention Team linked to improving outcomes for middle and lower ability students' progress.</li> </ul>
<b>5</b>	<b>LEADERSHIP AND MANAGEMENT</b>  Deepen outstanding practice to ensure that all stakeholders are involved in a broad and extensive consultation process to help provide appropriate challenge and lay the foundations for the school's future ambitions.	<ul style="list-style-type: none"> <li>Undertake the tri-annual Growth Strategy and Development Consultation Process engaging with all key stakeholders in the school and wider community to produce a three year Growth Strategy and associated development plan.</li> <li>Review the overall Trust/Governance structure to reflect changes to the MAT and to spread the best practice of the LGB's governor visits to incorporate all governors and directors/Trustees regularly visiting school and working alongside lead professionals for evaluative/challenge purposes.</li> <li>Renew International Schools and Equality and Diversity Awards to ensure continued best practice throughout the curriculum and school community helps promote our values of respect and tolerance.</li> </ul>	Headmaster  Chair of Trust  Strategy Group	Representatives from all Key Stakeholders  International Schools Coordinator & Head of PSHE All Departments	Indicative budget of £2K to cover Development Planning Day; associated printing and publication costs, and research costs.	<ul style="list-style-type: none"> <li>Increased awareness of views and opinions of all stakeholders.</li> <li>The above is successfully feed into a collaborative growth and development plan that has unified support.</li> <li>Increased emphasis on tolerance and respect in the curriculum and community visible via Assemblies, actions, displays and curriculum experience.</li> </ul>

