



KING EDWARD VI GRAMMAR SCHOOL

ENCOURAGING EXCELLENCE AND NURTURING TALENT IN EVERY INDIVIDUAL

# 3 Year Consultation Growth Strategy

*Prepared in collaboration with staff, students, governors, parents  
and members of Louth Town Council and the wider Louth Community.*

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## Growth Strategy 2018-2021

By 2021 King Edward's will have:

1	Returned to its traditional role in Louth and the wider community as a single school focused on being a centre of excellence for able children. As part of this commitment we will revive our Specialist and International School Activities to help support the wider Louth community of primary schools with English, Mathematics, and Science provision whilst continuing our primary outreach activities in Sport.
2	Ensured that through our holistic and academic approach we will ensure that all of the students in our care make progress in their academic <b>AND</b> personal development that is at <u>least</u> the equivalent of that achieved by students in the leading independent and selective state schools in the country.
3	Further developed and secured its reputation for caring for and supporting the pastoral needs of individuals. The school will adopt a specific focus and investment in supporting those able students with additional needs/organisational/motivational difficulties or those from a deprived background to ensure that these students reach the very highest level of their potential.
4	Reformed its curriculum offer to help improve student inclusion, motivation, challenge and support thus laying the foundations for improved outcomes at Year 11 and Year 13. This will include securing King Edward's position as Louth's inclusive A Level provider as per the original Louth Joint Sixth Form plans: the School will also invest in Sixth Form Boarding via a Host Families model.
5	Secured funding streams and investment opportunities in the site to: <ul style="list-style-type: none"><li>a) build a new Sport's Hall and 3G Pitch for school and community use;</li><li>b) have developed relationships with Louth Sports Community Groups to help provide leadership and support to the community;</li><li>c) develop a new Science Centre</li><li>d) bring the entire site up to standard by investing in a rolling programme of refurbishment</li><li>e) increase investment in the site team: caretaking and cleaning</li></ul>

## 2018 - 2021 Key Performance Indicators

Key Area		Target	Notes
1	Admissions/Numbers	Five Form Entry      150 Sixth Form              250 Sixth Form Boarders    40  <b>Total NOR              1000</b>	Secure five form entry with continued marketing push to the West Market Rasen and Wragby as main corridor for housing expansion into Lincoln.
2	Retention	Y7-11                      100% Y11-12                    85% Y12-13                    100%	Ensure highest possible retention with zero permanent exclusions because of a preference for a managed move approach.
3	Financials	GAG Income            £4million+ School Income        £300K+ % Staffing to income 80%	
4	Permanent Exclusions	0	Managed Move Preferred
5	External Exclusions [Fixed Term]	Less than 20 days per year	Internal Exclusion/Mentoring Preferred.
6	Achievement Points to Behaviour Ratio	25:1	School Average from Year 7-11 [based on 2018]
7	Bullying/Racist/Homophobic Incidents	Less than 20 L2+ cases <i>[2017/18 was 14]</i>	Serious Cases at L2 on the Bullying Policy.
8	Extra-Curricular Engagement	100%	100% of pupils involved in some form of extra-curricular/enrichment activity.
9	A Level Value Added	+0.3	Well Above Average
10	GCSE Progress 8	+0.5	Well Above Average
11	Oxbridge, Medic, Vets	10%+	
12.	Russell Group + Former 1994 Group	70%+	
13.	Staff Retention	95%	5% for retirement/relocation
14.	Staff Examiners/Authors/Researchers	50%	At least two per department
15.	Staff with A/B grade at A Level in their subject	100%	CPD Opportunities to gain an A Grade in their taught A Level subject.
16.	Staff contact time	85%	15% maintained rather than 10%
17.	Teaching and Learning	80% Graded Outstanding or Good	30% Grade 1 Lessons <i>[84% in 17/18]</i>
18.	Assessment/Work Scrutiny	80% of staff & Departments Outstanding/Good	30% Grade 1 Assessment
19.	Performance Management	80% +	Staff rated positively by assessor
20.	CPD 20 Hours	100%	Fulfilled their allocated CPD Hours for the year

## Objective 1: Return King Edward's to a Single Academy Trust

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Restructure the overall leadership/governance and staffing of King Edward's to return to a Single Academy Trust [SAT] Model.	<ul style="list-style-type: none"> <li>a) Budget model end core services and reduced staffing</li> <li>b) Trust Core Services to end by 1/9/18</li> <li>c) Restructure of associated finance/admin staffing by 1/9/18</li> <li>d) Return to a single school model of governance by 1/9/18</li> <li>e) Review overall staffing structure, leadership and TLR structure to ensure a return to a single school model by 1/9/19</li> </ul>	James Lascelles & Chair of Governors	JML & RFM	Associated redundancy costs dependent upon needs/individuals employment rights. Projected £20K	Off set income drop from ending Trust services by reducing staffing accordingly to ensure that overall impact helps to produce a balanced in year budget in 2018/19 and surplus budgets thereafter.
2	Carry out wider stakeholder discussions and review as part of Tri-Annual workshop consultation about KEVIGS as either a MAT or SAT	<ul style="list-style-type: none"> <li>a) Undertake discussions in the wider Tri-Annual Workshop 17/7/18.</li> <li>b) Continue discussions with DfE, LCC, EDLC and LLP from 1/8/18 until 1/12/19 to determine KEVIGS integration into the wider strategic plan for the area as a SAT.</li> <li>c) Term 1 attend Louth and Wolds Primary School Partnership Liaison Group meetings as a key strategic partner for supporting primaries.</li> </ul>	James Lascelles & PSG	LJR and SEG	None	Clarify KEVIGS new position in the wider strategic plan for the area to maximise KEVIGS supportive role in this plan for Louth Primaries
3	Plan for 2019/20 re-launch of KS2 Specialist Schools initiatives and provision based at King Edward's in dedicated primary classroom space.	<ul style="list-style-type: none"> <li>a) Term 1&amp;2 determine what services/support Primary Schools want from September 2019.</li> <li>b) Term 3&amp;4 establish an outline programme of events planned on a weekly basis for individual primaries to attend at KEVIGS - <i>look at associated transport/minibus issues to help primaries attend.</i></li> <li>c) Term 5 - work with primaries and HODs to determine provision and plan/staffing.</li> <li>d) Term 6 - Identify dedicated Primary Classroom provision on site - <i>probably based around Quad Q1.</i></li> </ul>	James Lascelles & PSG	LJR and SEG & MAH	Associated staffing release costs to be factored into 2019/2020 budget projected costs £20k for part time primary teacher	<p>Support Primaries work with KS2 mastery curriculum and thus KS2 SATS outcomes.</p> <p>Increased opportunities for Louth Primary pupils to engage with and experience life at King Edward's.</p> <p>Breakdown parental, primary school and pupil perceptions of KEVIGS</p> <p>Increase Access to KEVIGS</p>

## Objective 2: Students make academic and personal development progress equivalent to that of leading independent and selective schools

### 2A: Academic Provision

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Identify and network with aspirational partner schools and aspirational partner departments in Lincolnshire, Bedfordshire & Buckinghamshire Independent and State Schools.	<ul style="list-style-type: none"> <li>a) Term 1: HM to facilitate and make initial contact and introductions of schools.</li> <li>b) Term 2: HM to set out formal framework for partnership including sharing of anonymised data and information between schools and SLT/HODs.</li> <li>c) Term 2/3: HM to set up framework of visits under CPD umbrella/time allowance for Term 3/4/5/6</li> </ul>	James Lascelles	SLT & HODS	Associated Travel Costs	<p>Continue Professional Development of SLT and HODS by Helping to raise expectations Identify ideas and best practice Review methods of working, curriculum on offer, resources and methods of delivery.</p>
2	School to look at ways via CPD/PM and Professional Development to incentivise opportunities for academic development activities	<ul style="list-style-type: none"> <li>a) PM bonus attached to staff gaining an A*-A grade in the A Level they are teaching.</li> <li>b) One Year Recruitment and Retention reward for those staff who become new examiners in their subject at GCSE or A level ideally each department to have at least one of each.</li> <li>c) School to look at ways to support those wanting to take further qualifications/training/development in their subject area e.g. Masters etc.</li> </ul>	James Lascelles	AC & HODS	<p>One off £250 R&amp;R payable in 2019/20 for: new examiners</p> <p>A*/A In subject A Level</p>	<p>Improve overall staff knowledge and familiarity and detail with A Level or GCSE specifications from within the examination board.</p> <p>Boost and focus specific staff subject knowledge and techniques via combination of examination and examiner or other subject experiences.</p> <p>Improve overall attainment and progress at A Level and GCSE.</p>

3	Academic Standards Group to be established to coordinate the overall leadership of the expected academic standards across the school.	<p>a) Term 1: Academic Review of Depts. Identify underachieving departments/student groups.</p> <p>Determine 2018/19 QA Process and Line Management Develop ASG Action and Intervention Plan to support departments/staff and students.</p> <p>b) Term 1: Agree minimum expected academic standards for teaching staff to inform performance management reviews and target setting for 2018/19.</p> <p>c) Term 2/3 discuss and recommend 3 year KS4 curriculum changes and associated curriculum issues for KS3 to SLT.</p>	Chair of ASG	JML & AC and ASG KEY HODS	None	<p>Encourage further opportunities for experienced Middle Leadership and transitioning to SLT.</p> <p>Creation of tightly monitored improvement plans for underperforming groups or departments.</p> <p>Improved outcomes so that school P8 is +0.5 and A level performance is +0.3</p>
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## Objective 2: Students make academic and personal development progress equivalent to that of leading independent and selective schools

### 2B: Holistic Provision

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Develop Wellness and Spirituality programme to proactively teach students preventative strategies to manage stress and lifestyle issues.	<ul style="list-style-type: none"> <li>a) Action Group to determine structure of programme and curriculum.</li> <li>b) Identify opportunities for peer Sixth Form interaction with lower year groups through the programme.</li> <li>c) Identify wide range of external speakers and community links to engage with the speaker programme.</li> <li>d) Liaise with Magna Vitae and establish and partnership around Sports facilities to support the sport for wellness programme.</li> <li>e) Review the overall programme and make necessary adjustments for 2019/20.</li> </ul>	NJR & PSG & WSP Team	SR & PE Dept	<p>As per normal PSHE budgeting for external speakers</p> <p>Negotiated additional associated costs for use of Meriden Centre Projected £5000</p>	<p>Students to have engaged with the programme and end of year review shows 80% positive responses to review.</p> <p>Statistical reduction in overall mental health issues/referrals over the three year period</p>
2	Review the overall organisation of the school day and site at break and lunchtimes to create a calmer period of socialisation time around the main site.	<p>SLT; ASG and PSG to coordinate overall review of the school day with all stake holders.</p> <p>Review overall curriculum timetables and loadings as part of the wider KS3 and KS4/KS5 changes.</p> <p>Identify various models for a revised school day.</p> <p>Identify site changes to create calm spaces and activity zones <i>[see Objective 5]</i></p>	Governors Strategy Committee	SLT &	Increase in both teaching and support staff costs from 2019/20 as part of wider 3 year curriculum offer.	<p>Calmer feel and pace to the overall school day.</p> <p>Staff and students to be able to have lunch (!)</p>
3	Review the overall organisation of the school day and school buses to enable the school to add a compulsory period 6 enrichment/clubs/activities period.	<p>Identify site changes to create calm spaces and activity zones <i>[see Objective 5]</i></p> <p>Review Period 6 enrichment, clubs, workshop options and Autumn/Winter Timetabling arrangements.</p> <p>Review staffing arrangements including the introduction of 21<sup>st</sup> century flexi-time working practices for all teaching staff and timetabling and financial implications of either full PPA day per fortnight or one 3 period PPA morning per week.</p> <p>Review catering implications and staffing cost implications of a staggered break, lunch and additional afternoon break.</p>	JML & RFM & MAH	ASG and PSG	<p>Requiring separate careful financial modelling and governor approval prior to implementation</p>	<p>100% of pupils able to access all enrichment, clubs and workshop opportunities through the extended school day to broaden their education.</p> <p>Staff to enjoy the benefits of 21<sup>st</sup> century flexi working as per other modern day working environments.</p>

**Objective 3: Academic Support and SEND/PP Support Strategies to help these students make progress that is well above expected.**

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Transfer the Sixth Form mentoring and support model into KS4 using the Library/Food Tech rooms as the hub for support and mentoring in KS4.	<ul style="list-style-type: none"> <li>a) Refurbish ground floor Library space to create dedicated KS4 study centre and mentoring/support space.</li> <li>b) Appoint Learning Mentors/Literacy Intervention Leader to provide mentoring and intervention support for students in Year 8 &amp; 9 with Literacy below KEVIGS expectations.</li> <li>c) Learning Mentors to link into wider Wellness/Spirituality Programme for independent study and mentoring.</li> </ul>	SPN + ASG	SPN & Learn Mentor	Within 2018/19 budget for Learning Mentors	<p>Provide dedicated KS4 space for learning and support.</p> <p>Improve emotional resilience and overall organisational skills of underperformers.</p> <p>Improve progress for those at 4-5 and 5-6</p>
2	Improve overall capacity of the SEND team and classroom staff to support students with Additional Needs	<ul style="list-style-type: none"> <li>a) Review SEND/Learning Mentor/Cover Supervisor provision and add/amend as necessary to increase capacity and support for children with Additional Needs either academic/emotional/organisational.</li> <li>b) Provide regular twilight training sessions to HODs and to staff on classroom strategies to boost student performance in lessons.</li> </ul>	LJR + PSG	LJR + SEN Team	Additional £30-40K on staffing costs + overall rationalisation of roles	<p>Improve outcomes for SEND + boost emotional resilience and organisation of students to be P8 +0.3 for progress.</p> <p>Improve classroom delivery in these areas for SEND</p>
3	Embed Pupil Premium Academic Small Group workshops to ensure this covers PP/SEND/and pupils below target.	<ul style="list-style-type: none"> <li>a) Embed Pupil Premium Academic Small Group Workshops into the reporting/assessment and intervention regime with a focus on boosting performance in Mathematics/Science/English.</li> <li>b) Delegate budget to HODs to manage these additional small workshops and determine staffing requirements.</li> <li>c) Appoint dedicated PP Maths; English and Science staffing to support departments.</li> </ul>	SPN + ASG	Dir. Of Ma, En, Sc	Existing Pupil Premium money already in budget	<p>Boost outcomes for all Pupil Premium students to above expectations P8 +0.3</p> <p>Boost progress of similar ability students to P8 +0.3</p>
4	Coordinate Curriculum Review to identify different curriculum models or a Grammar School Alternative Curriculum to support Additional Needs students.	As part of wider curriculum review in Objective 4a consider provision for an alternative curriculum pathway for weaker students or pupils with SEND/Additional Needs and less academically inclined to replace MASS Group.	LJR + ASG	ASG	As per overall curriculum review budget planning	<p>High positive outcomes from student review of alternative provision.</p> <p>P8 +0.3 for SEND pupils</p>



**Objective 4a: Reform School Curriculum to a 3 Year KS4 and more Inclusive Sixth Form Offer.**

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Plan out a 2 year KS3 curriculum model and subject allocations in Year 7 & 8 to equip students with the essential skills for KS4.	<ul style="list-style-type: none"> <li>a) ASG, SLT to plan out 2 year KS3 curriculum model and subject allocations.</li> <li>b) HODs to review and amend as necessary to confirm these and to consider outline schemes of work and best fit of 3 years into 2 years focused on essential key skills for KS4.</li> </ul>	JML & RFM  Chair of ASG	HODs	No financial implications of 2 Year KS3	<p>Improve motivation in Year 8</p> <p>Students have sharply focused lessons outside of core subjects to prepare them for KS4.</p> <p>Improved In year progress figures when compared to past years.</p>
2	Plan out a differentiated and inspiring 3 year KS4 curriculum model and subject allocations in Year 9, 10, 11 to help all students' secure outstanding progress.	<ul style="list-style-type: none"> <li>a) SLT &amp; ASG to plan out a 3 year KS4 model and subject allocations.</li> <li>b) Clear pathways model to be used including alternative curriculum provision for less able e.g. EBAC and Non-EBAC pathways.</li> <li>c) Provision for RE/Wellness and Spirituality to be included</li> <li>d) Potential compulsory GCSE in Year 9 identified to support P8 and overall progress measures in Year 11.</li> </ul>	SLT + ASG + Ops and Estates		Some financial implications that will require detailed planning and budgeting but potentially cost neutral.	<p>Improve motivation in Year 9</p> <p>Improve time allocation for subjects and therefore increase contact time.</p> <p>Improved P8 to +0.5 by 2021/22</p>
3	Review the Sixth Form curriculum offer in the light of Louth and Grimsby provision and identify differentiated inclusive Sixth Form curriculum model to continue to broaden access for all A Level learners	<ul style="list-style-type: none"> <li>a) Review Sixth Form Curriculum Offer and compare with the offer at other local organisations including Grimsby.</li> <li>b) Determine a differentiated pathways model for A Level provision offering a broad range of traditional and contemporary pathways with clear destinations.</li> <li>c) Review entry criteria and overall Department allocations in line with Bucks Grammar Schools.</li> </ul>	NJR & AMA  + ASG	HODs	Curriculum redesign to have minimal financial implications and to ensure Sixth Form is profitable.	<p>Improve Y11 – Y12 Retention to 90%+ and 100% Y12-13</p> <p>Increase % of external students</p> <p>Improved VA outcomes for all students.</p> <p>Increase 1<sup>st</sup> Choice University offers.</p>

## Objective 4b: Introduce Sixth Form Regional and International Boarding via Host Family Model

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Model and plan out Host Family boarding model and financial arrangements.	<ul style="list-style-type: none"> <li>a) Autumn Term Strategy Committee and HM to develop Host Family boarding financial model including fees; marketing strategy and legal agreements.</li> <li>b) Spring Term consult on proposals with Louth community to identify 40 appropriate host families to support KEVIGS in launching Sixth Form Host Family Boarding</li> </ul>	James Lascelles & Ops & Estates	JML & RFM	Modelled out through surplus budget financial planning process	<p>Increase student numbers at KS5</p> <p>Attract high calibre regional and international students to KEVIGS to make a significant contribution to aspiration, enrichment and achievement in the school.</p>
2	Identify international partners and agents to support and promote KEVIGS international	<ul style="list-style-type: none"> <li>a) Autumn/Spring Term identify international partners and agents to support and promote KEVIGS international.</li> <li>b) Explore future International EFL Summer Schools for 14-16 year olds as part of marketing proposals.</li> </ul>	James Lascelles & Ops & Estates	JML & NJR		

## Objective 5: Secure funding streams and investment opportunities into the site, facilities and staffing

	Objectives	Key Actions & Dates	Lead Professional Link Governor & Committee	Key Staff	Anticipated Costs	Anticipated Impact
1	Create separate zoned areas for different sections of the school with activity and calm zones in each and develop common rooms for each year group.	<ul style="list-style-type: none"> <li>a) Draw up site master plan and zone site to create lower school and upper school social areas/activity/calm zones and common room/wet weather spaces.</li> <li>b) Incorporate site master plan into section 3 planning for 3 year rolling programme of site improvements.</li> </ul>	James Lascelles Ops and Estates	HOYS	As part of the annual planning for site developments in section 3	Improve behaviour and overall policing/management of the site outside of lesson times.

2	Invest in site staffing to improve overall maintenance and appearance of the site.	<ul style="list-style-type: none"> <li>a) Review existing structures</li> <li>b) Identify opportunities for dedicated grounds and maintenance staff with skilled trades' people on the support staff as internal painters; carpenters; plumber/electricians to keep on top of smaller jobs.</li> <li>c) Appoint additional cleaners/assistant caretakers responsible for site organisation and cleanliness.</li> </ul>	Nicholas Sopp  Ops and Estates	-	Additional staffing costs to be modelled into the 2019/20 and 2020/21 budget but likely to be £75K in additional staffing by 2021.	Improved appearance of site and overall pride of students in the site.
3	Create rolling three year site refurbishment plan to plan out overall improvements across the site.	<ul style="list-style-type: none"> <li>a) Work with SLT and HODs&amp;HOYS to identify essential and desirable works across the entire site and within departments.</li> <li>b) Draw up 3 year refurbishment and improvement plan for the entire site with key dates for actionable items to cover both holidays and term time works.</li> </ul>	James Lascelles & Nicholas Sopp	SLT & HODs &HOY	Return to annual maintenance budget of around 75K p.a. increasing to 90K by 2021.	By 2019 clear three year plan in place, costed and planned with implementation dates.
4	Create a three year rolling programme of essential infra-structure maintenance and H&S/compliance works	<ul style="list-style-type: none"> <li>a) Work Ops and Estates to draw up a three year programme of works for the site infra-structure.</li> <li>b) Identify those to be part of CIF bids and work with MAC consulting to generate these bids to the DfE.</li> <li>c) Identify those likely to fall outside the scope of CIF bids and therefore form part of the school's annual maintenance and improvement plans in point 2 above.</li> </ul>	Ops and Estates	NS and Care taker	Aim to get the majority of finances from the DfE CIF Fund.	By 2021 all essential works to have been completed and the vast majority of desirable works either completed or underway/subject of a focused DfE CIF Bid.
5	Identify capital fundraising possibilities to secure funding for new Sports Hall & 3G pitch and Science Centre.	<ul style="list-style-type: none"> <li>a) Work in partnership with the community via Town Council, Magna Vitae and ELDC to secure funding via Lottery, FA, Sport England, England Hockey and England Cricket etc.</li> <li>b) Secure services of LK2 via Magna Vitae to help develop bid and planning applications for sports bid.</li> <li>c) Work with MAC consulting; DfE CIF Expansion Fund; and Lincoln University to identify alternative streams of income for Science Centre Capital Fund.</li> </ul>	James Lascelles	LK2 MV ELDC LTC	Foundation will be required to provide matching funds at around 10% of the overall final bid figure	<p>By December 2018 CIF or Sport England bid submitted for Sport's Hall.</p> <p>By December 2019 CIF Expansion bid submitted for Science Centre.</p> <p>By 2020/21 Sports Hall Completed.</p> <p>By 2021/22 Science Centre Completed</p>