

SLT & Governance

Action Plan 2017/18 & 19/20

Section A: Realising Whole School Aims

Strand of Whole School Plan	Improvement Strategies & Delegated Lead Professional [DLP]	Termly Benchmarks	Final Expected Impact
<p>1 Ensure that pupil progress for all groups of pupils significantly exceeds national progress measures, and that students achieve their desired University, or preferred career pathways.</p>	<p>Area 1: Increase challenge and expectation</p> <p>Use external Lincolnshire Grammar School data to raise expectations and provide challenge to increase the number of KEVIGS departments with highest attainment and progress in the county.</p> <p>DLP: JML</p> <hr/> <p>Area 2: Sharpen the focus of departmental plans to improve departmental improvement strategies.</p> <p>Embed revised School Action Plan with providing Middle Leaders the opportunity to take ownership of "how" whole school priorities will be achieved within their area.</p> <p>Provide exemplar materials and a standard format as well as providing best practice examples as the new DAP's are completed.</p> <p>Collate these to sit alongside the wider whole school plan [the why] to form the [how] these objectives will be achieved.</p> <p>Create a new Rag Rated whole school tracker to monitor progress towards department and whole school plans.</p> <p>DLP: JML/TRT</p> <hr/> <p>Area 3: External CPD Opportunities DLP:JML/TRT</p> <p>From the Buckinghamshire Grammar School data identify opportunities for HODs to meet and visit the highest achieving HOD in their subject area to discuss strategies and identify any transferable strategies which KEVIGS can incorporate to help raise progress and attainment.</p>	<p>By December we will have achieved the following:</p> <ol style="list-style-type: none"> 25% Y11 students and Y13 on target All HODs to have completed new DAP and identified challenge department to visit. Middle Leader plans incorporated into single overarching school development plan and prepared for January LGB meeting. <p>By March we will have achieved the following:</p> <ol style="list-style-type: none"> 50% Y11 students and Y13 on target Departmental Intervention Strategies fully in place to support Y11 and Y13 students. Middle leaders to have visited other departments and feedback outcomes to HM and incorporated any golden nuggets into their DAPs <p>By May we will have achieved the following:</p> <ol style="list-style-type: none"> 75% Y11 students and Y13 on target Whole school intervention strategies; workshop; intervention and study leave arrangements rolled out and communicate to all students Underachieving target group identified in Y11 and Y13 and required to remain on school site to undertake directed study; with collapsed timetable arrangements to provide booster sessions. 	<p>Quantitative</p> <ol style="list-style-type: none"> + Progress 8 to place school Well Above Average* <i>[Summer 2018 National Range for AA = 0.3-0.5]</i> <i>[Summer 2018 National Range for WAA= 0.5-1.0]</i> + Sixth VA to place school as Above Average* <i>[Summer 2018 National Range for AA = 0.13-0.3]</i> <i>[Summer 2018 National Range for WAA = 0.4-1.0]</i> 10% Oxford/Cambridge/Medical Veterinary 65% Russell Group or 1994 Group Universities <p>Qualitative</p> <ol style="list-style-type: none"> Improved middle leadership with pro-active culture of departmental ownership; with a leadership focus on improvement planning. Higher quality Departmental Action Plans able to withstand external evaluation and providing a benchmark against which to evaluate departmental progress and contribution to whole school priorities. Increasing numbers of HODs and Middle Leaders to have broken through the KEVIGS glass ceiling because of their external visits to higher achieving departments.

2	<p>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.</p>	<p>Area 1: Unify Governing Body and Trust Board.</p> <p>Trust Board to meet in September to determine future models of governance and the relationship between Trust Board and LGB.</p> <p>Proposals to be drawn up and presented to LGB for consideration at the LGB Term 1 meeting with a planned roll out of the new model from Term 2.</p> <p>DLP: JML, Chair of LGB and Chair of Trust</p>	<p>By December we will have achieved the following:</p> <ol style="list-style-type: none"> 1. Unified Governing Body and Trust Board completed. 2. Portfolio Model adopted; responsibilities allocated across Governors and Trustees 4. Training and Policy Audit Matrix's completed and clear Action Plan in place for 2017/18 Compliance Priorities. 	<p>Quantitative</p> <ol style="list-style-type: none"> 1. 100% of Compliance Action Plan Completed 2. Full Attendance at LGB/Trust meetings with 100% of Portfolio Holder visits completed and feedback to the LGB. 3. 100% of Governors and Trustees to have undertaken any training relevant to their Portfolio Holder responsibilities or linked to Compliance Action Plan.
		<p>Area 2: Portfolio Holder Governance Model</p> <p>Build on previous LGB Governor visit model and spread best practice to Trustees through a revised Portfolio Model that incorporates development plan scrutiny; link governance; statutory duties and policy development.</p> <p>Introduce model and approach into Term 1 LGB and Trust Board meetings;</p> <p>Identify appropriate portfolio holders via Skills Audit and Skills Matrix</p> <p>DLP: Chair of LGB & Clerk of Trust</p>	<p>By March we will have achieved the following:</p> <ol style="list-style-type: none"> 1. All Trustees to have completed visits and feedback to LGB/Board and made significant input into LGB meetings in both a supportive and critical friend capacity. 2. 75% of Compliance Action Plan completed and policies procedures updated and published alongside any relevant training. 3. Admissions Consultation Completed. 	<p>Qualitative</p> <ol style="list-style-type: none"> 1. Improved process of challenge and support to Senior and Middle Leaders via the revised Portfolio Holder Model with positive examples of the impact of that challenge to bring about improvement in a supportive manner. 2. A "unified" Trust and LGB with a clear policy, process and procedural structure to support the coexist of these two groups under one structure. 3. All Trustees and Governors to feel confident and comfortable with providing support and challenge and carrying out their wider duties as governors through the Portfolio Model.
		<p>Area 3: Policy and Procedural Compliance</p> <p>Thorough review of KEVIGS and KEVIT policy and procedural compliance in the light of Y11 lesson learnt exercise; school annual self-evaluation, and LGB/Trust Policy Audits and Internal Financial Audit.</p> <ul style="list-style-type: none"> • Audit and check of website compliance • Review and attend training related to new GDPR initiatives for data protection • Seven year statutory admissions consultation • Revised Behaviour and Exclusion Policies <p>Create 2017/18 Action Plan to plan out necessary changes, amendments, alterations and timeline for these changes.</p> <p>DLP: Clerk to Trust</p>	<p>By May we will have achieved the following:</p> <ol style="list-style-type: none"> 1. 100% of Compliance Action Plan Completed 2. GDPR Arrangements rolled out and Information Audit and Data risk Assessment arrangements and relevant training completed. 3. 100% roll out and effective implementation of the Portfolio Holder model of governance with strong compliance by Governors/Trustees to their duties. 	

<p>3</p>	<p>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 for King Edward's.</p>	<p>Area 1: Evidence Gathering DLP: JML</p> <p>Undertake extensive evidence gathering to determine the school and Trust's current position in relationship to the local market place and within the broader development plans held by the DfE and LCC for Louth, as well as attitudes of the local primary schools and wider community.</p> <p>Collate internal evidence from pupil, staff, and parental surveys to help inform and shape the overall future direction of King Edward's by these key stakeholders.</p> <p>Identify the key reasons why prospective parents select King Edward's via admissions conversations with parents at Open Evening and small group discussions at the 11+ testing morning.</p> <p>Explore future options and consider Trust Directors and Local Governing Bodies views about future direction of KEVIGS and KEVIET.</p>	<p>By December we will have achieved the following:</p> <ol style="list-style-type: none"> 1. Pupil Surveys completed. 2. Exploratory conversations with Trustees, RSC and LA about future positioning of the Trust within Louth plans. 3. Key surveys carried out and themes collated; views of prospective parents gathered via admissions and 11+ testing opportunities. <p>By March we will have achieved the following:</p> <ol style="list-style-type: none"> 1. Identified Themes and carried out risk testing on these themes via discussions with RSC, LA and others as to the likely obstacles facing these themes. 2. Collation of a credible list of possible areas for growth and development that stand a strong chance of being successful. 3. Growth Strategy Conference carried out and draft vision completed. <p>By May we will have achieved the following:</p> <ol style="list-style-type: none"> 1. Final version, amended and approved by LGB and Trust Boards with accompanying plans and financials to support the Growth Strategy. 2. Final version published to all stakeholders 3. Roll out of Growth Strategy commences. 	<p>Quantitative</p> <ol style="list-style-type: none"> 1. Whole School Year 7-13 Surveys completed with 85% returns from across the whole school. 100% staff surveys returned. 200+ parental surveys returned. <ol style="list-style-type: none"> 2. 100+ conversations held with prospective parents about their reasons for choosing King Edward's and views on KEVIGS ethos/culture. 3. 100% of key stakeholders participating in the KEVIGS Growth Strategy Conference to ensure a broad and collaborative/consensual strategy emerges. <p>Qualitative</p> <ol style="list-style-type: none"> 1. A positive contribution made by stakeholders to have a free and unfettered discussion about the future direction of King Edward's with high levels of participation across all stakeholders. 2. A high quality, forward thinking strategic vision for the school demonstrating a strongly collaborative and consensual vision for KEVIGS. 3. Effective incorporation of those broader negative voices amongst our key stakeholders to ensure that this vocal minority have had an opportunity to engage with and contribute to shaping the overall outcomes.
		<p>Area 2: Feasibility Studies DLP: JML</p> <p>Collate the key themes emerging from the evidence gathering exercise and explore the feasibility of the various themes and proposals to identify any insurmountable obstacles to future progress by KEVIGS or KEVIET in achieving progress in these areas.</p> <p>Pull these themes together to create the broad focus points for a broader and more intensive consultation and planning session to help produce the school's 3 Year Growth Strategy.</p>		
		<p>Area 3: Growth Strategy Conference DLP: JML</p> <p>Plan out GSC with representation from key stakeholders - Students; Middle Leaders; SLT; Parents - <i>current, former, prospective</i> - Governors, Trustees, Foundation Governors, Louth Town Council, St James' Church, Primary Schools.</p>		

		<p>GSC to meet at Kenwick Park from 2pm through until buffet supper/tea to consider the themes identified through the evidence gathering and feasibility process.</p> <p>Key Presentations on each of the key themes.</p> <p>Focused agenda and structured documentation and evidence to facilitate discussions.</p> <p>Break out tables to consist of 10 individual stakeholders on each table.</p> <p>Outcome focused on produce an individual plan/ideas for each area presented and/or identification of issues or challenges relevant to each area.</p> <p>Ideas and plan to be drafted into a 3 Year Growth Strategy and presented to Trust/LGB for further amendments/review and</p> <p>Draft to key stakeholders attendees for comment.</p> <p>Final Draft to be published to all stakeholders.</p>		
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Section B: Achieving Improvements Identified from Annual Self-Evaluation

	Aim	Timescales	How Achieved	Outcomes	Who	Indicative Cost
1	Review all safeguarding arrangements, training, provision and documentation and compliance as part of transition from LEM to MAH as DSO.	<p>Autumn Term Audit and Review</p> <p>Spring Term Action Plan and implementation of any necessary updates.</p> <p>Summer Term Review of Safeguarding and planning for 2018/19</p>	<ul style="list-style-type: none"> MAH Appointed as DSO. Assistant Heads to have all completed Two Day Safeguarding Training Course as DSOs Comprehensive Review of Safeguarding Procedures, Processes and Policies as part of transition period. 	<p>100% Compliance with all Statutory Safeguarding Duties</p> <p>100% Training Record for Key Safeguarding Officers</p> <p>100% Compliance with all staff completing necessary Part 1 Safeguarding Training</p> <p>100% Compliance with all pastoral leaders to have completed Part 1 and Part 2 Safeguarding Training.</p>	MAH DSO to coordinate and oversee	<i>£2000 in training and administration costs</i>
2	Launch new Development Planning Process across all middle leaders, SLT, Governors and Whole School Priorities	<p>Autumn Term Review outcomes from national data and internal data as well as outcomes from Surveys and School Parliament; DAPS and DEx Reports.</p> <p>Spring Term Present outcomes of new development planning process to LGB and Trustees to help inform wider Growth Strategy Planning.</p> <p>Summer Term Feedback outcome of DAPS into overall school evaluation process.</p>	<ul style="list-style-type: none"> Publish new format for School and Departmental Improvement Planning to Middle Leaders; SLT and Governors/Trustees. Provide exemplar material and examples of best practice material to ensure compliance with the House Style and to promote consistency across departments. Create Planning Tracker to monitor progress towards achievement of School plans and achievement of these by middle leaders; SLT and Governors. 	<p>Achievement of whole school priorities.</p> <p>Sense of Pride, Ownership and Commitment by departments in driving progress forwards.</p> <p>100% Compliance with planning process by Middle Leaders and useful skills development achieved in focusing on intervention planning.</p> <p>Presentation to LGB and Trustees of a comprehensive planning process that is consistent; tracked and monitored and support Governors in their Portfolio Role</p> <p>Planning process is robust enough to withstand external scrutiny from OFSTED; Governors and other external parties.</p>	JML/TRT	Negligible and accommodated within existing budget plan.

3	Carry out <i>refresh</i> of school branding, marketing and public relations activities.	<p>Autumn Term</p> <p>Limited consultation amongst key stakeholders to identify possible areas for improvement in school Marketing and PR activities.</p> <p>Spring Term</p> <p>Complete overall refresh including website refresh and Planned PR activities</p> <p>Summer Term</p> <p>Carry out wider review of marketing and PR activities and create compilation of these activities to identify areas for improvement.</p>	<ul style="list-style-type: none"> Refresh website to improve feeling of modernity whilst retaining a sense of friendliness/uniqueness; and avoiding any corporate approach. Return to a regular Monday meeting with the Press to share news stories. Appoint student led Marketing and Public Relations Team to feed press articles; Facebook and Twitter posts. Create an Annual PR and Marketing Campaign Plan for the academic year. Improve structure and accessibility of website for key statutory information and to ensure compliance. 	<p>Weekly stories in the Louth Leader and Grimsby Telegraph to raise profile of KEVIGS Enrichment successes to push forward on KEVIGS main USP.</p> <p>Renewed emphasis on Twitter and a new Facebook/News page and Headmaster's Blog.</p> <p>An improved website with a more modern accessible feel to it and with a balance between inspiration and necessary statutory information!</p> <p>Market research activities especially with prospective parents confirm the impact of the website and PR activities on parents' choice.</p>	JML/Governors Marketing sub-committee	Negligible and accommodated within existing marketing budget plan.
4	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.	<p>Autumn Term</p> <p>Appoint lead coordinator Carry out audit activities. Launch Eq and Div Committee.</p> <p>Spring Term</p> <p>Complete application for Eq and Diversity Award</p> <p>Summer Term</p> <p>External Assessment and Presentations Full Award by July 2018</p>	<ul style="list-style-type: none"> Appoint lead HOD or SLT to carry out the Eq&Div Audit and Administration for the Award. Audit of existing best practice and current policies and procedures across the school. Establish Equality and Diversity Committee to engage student voice and identify areas for improvement. 	<p>Audit of Eq & Div across the school.</p> <p>Identify for areas for improvement with a clear action plan for improvement.</p> <p>Achieve Full Eq & Div Award</p> <p>Eq&Div Committee to feed into whole school decision making process via SLT and or School Parliament.</p>	Senior HOD or member of SLT	<i>£2500 for Award and associated inspection and administration.</i>

Section C: Training Audit for SLT/Governors

Academic Year: 2017-18

The purpose of this form is to identify known skills/training needs for the year ahead. In addition, it should identify opportunities for SLT/Governors to develop their skills by taking on aspects of the Development Action Plan.

CPD Strand:	Details:	Expected Impact
<p>1. Annual Safeguarding Training [MAH]</p>	<p>All SLT to have completed Safer Recruitment Training & Level 2 Safeguarding Training</p> <p>Directors of School to have completed Two Day Safeguarding Training</p> <p>Heads of Year to have completed Level 1 and Level 2 Safeguarding Training</p> <p>Learning Mentors to have completed online Level 1 and Level 2 Safeguarding Training</p> <p>All staff to have completed Level 1 school based training by DSO and/or completed refresher course</p>	<p>All staff compliant with minimum safeguarding standards and able to identify issues early to help support children who are at risk.</p> <p>Learning Mentors who work closely with children able to recognise issues and pass on any disclosures they may receive.</p> <p>Senior Pastoral leads to be able to actions and respond to risks and liaise with the appropriate agencies with confidence.</p>
<p>2 SLT Training Needs [JML]</p>	<p>NJR - NPQH and/or MA in Wellness and Mental Health as part of broader school focus on Wellness and Spirituality from 2018/19</p> <p>LJR - SENDCO Qualification with B.G. as part of becoming School SENDCO</p> <p>JML - Level 5 CIPD in HR and Personnel Management as part of wider Trust HR work</p>	<p>Continue to build overall leadership capacity at KEVIGS and also additional staff to be able to liaise with other school for consultancy or leadership support.</p> <p>Compliance with SENDCO requirements and clear leadership of SEND across the school.</p> <p>Consolidated and accredited HR expertise but also improved HR consultancy offer for Primaries.</p>
<p>3 Governor Training Needs [Clerk]</p>	<p>All Governors/Trustees to have completed Level 1 Safeguarding Course</p> <p>All Governors to have completed one additional on-line training course relevant to their Portfolio Holder Responsibilities.</p>	<p>Statutory Compliance</p> <p>Help improve support and challenge as critical friend.</p>