Ark Alexandra Academy

Improvement Plan

2020/21

SUMMARY: Academy Improvement Priorities

Targets: Achievement of Students

Targets: Quality of Teaching

Targets: Attendance and Persistent Absence

Improvement Plan: Quality of Education

Improvement Plan: Behaviour & Attitudes

Improvement Plan: Personal Development

Improvement Plan: Leadership & Management

Improvement Plan: Sixth Form

Academy Improvement Priorities				
Quality of Education	**Behaviour & Attitudes**	**Personal Development**	**Leadership & Management**	**Sixth Form**
1.1 Ensure our curriculum addresses the current urgent needs of our students through rapid intervention to address lost learning	2.1 Embed the systems, structures and procedures that enable teachers to teach without disruption and support students to learn the effective behaviours for learning	3.1 Ensure all students have access to a wide, rich set of experiences through the implementation of the Personal Development Programme and provide effective line management	4.1 Develop middle and senior leaders within their clearly defined roles to model excellence at all times	5.1 Increase the % of Year 11 remaining to 30-35% improve numbers of external candidates from Hastings schools
1.2 Raise standards in in reading through effective systems for assessment and targeted professional development founded on research.	2.2 To improve attendance through robust monitoring and direct engagement with identified families.	3.2 Ensure that the RSE curriculum is robust in its delivery	4.2 Realise the ambition of Ark's Digital Strategy	5.2 Ensure a programme for mental well-being is embedded
1.3 Improve the quality of teaching through the implementation of the GTR and ETF, providing highly effective coaching and mentoring of teachers including teacher trainees	2.3 Improve the quality of SEMH & SEND provision in order to meet the needs of all students		4.3 Ensure the Christian Distinctiveness embedded throughout the academy	5.3 Ensure the destinations are clearly monitored and evaluated
			4.4 To rapidly improve the Academy through collaboration, swift and efficient reaction to issues raised by staff, student, parents and the community	

TARGETS

KS3 Targets		
	Ark Alexandra	Actual July 2021
KS3 Progress	Progress of all Ark Curricula are in line with other schools from each student's starting points	
Reading Age	85% are at expected age	

KS4 Targets					
School Targets	**Actual**	**Actual 2021**	**Target**		
All subjects achieve 5 in attainment	**2019**		**FFT 20**	**FFT50**	**FFT My School**
Attainment 8	4.3		5.0	4.6	4.5
English	4.4		5.4	5.0	4.5
Maths	4.2		4.8	4.4	4.2
EBacc	4.0		5.0	4.6	4.4
Open	4.6		5.3	4.9	5.2
% Grade 4+ GCSE En & Ma	60%		71%	62%	59%
% Grade 5+ GCSE En & Ma	41%		48%	39%	39%

Attendance and Persistent Absence		
	School	**Actual July 21**
Attendance	National Average +	
Persistent Absence	National Average +	

	KS5 Targets		
		ARE	
	2019	School	Actual AUG 2021
L3 VA	+0.06	Above 0	
APS	35.9	34+	
%3+ A* - B	30%		
%3+ A* - C	53%	74%	
% 3+ Entries	77%		
Average Grade (A-level)	C+	C+	
ALPS	3	3+	
Recruitment into Sixth form from Year 11	25%	35%	
Destinations[1]			
Russell Group University	24%	20%+	
University	46%	60%+	
Apprenticeship	9%	10%	
Employment	2%		
Year 14	13%		
Gap Year	6%		

[1] This will depend on any COVID19 restrictions of lockdowns

Improvement Plan: Quality of Education

PRIORITY: 1.1 Ensure our curriculum addresses the current urgent needs of our students through rapid intervention to address lost learning.

Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Carry out baseline assessments in core subjects to inform initial intervention programme.	CCO (VP)	**By April 2021** • Monitoring outcomes demonstrate evidence of progress in all subject areas, including ACP foundation **By July 2021** • Curriculum is confidently delivered by all staff • Gaps in pupil knowledge addressed. • End of year assessments evidence effective 'catch up' • Students achieve well and acquire the relevant knowledge and skills in all curriculum areas. • Students confidently voice opinions about their own learning • End of unit Deep Mark, reteach & knowledge quizzes demonstrate increased knowledge of topic and high levels of learning.	**By October 2020** • Baseline assessments carried out for all students • Gap analysis informs planning and intervention. • Action Plans in place for every subject • Reading interventions launched **By Dec 2020** • Revised curriculum in place for all subjects • Curriculum maps updated to reflect gaps and published on school website • Teaching sequence reviewed and new planning in place. • Evidence of high expectations in all subjects **By January 2021** • Increased staff knowledge • Staff deliver well planned units of work throughout the academic year. • Initial evidence of gap closing in intervention data. • Clear progression is seen in students' book of skills and knowledge	Non-contact time for subject leads. QoE team meetings Joint Planning within Departments HOA funding for literacy interventions Regional Literacy and numeracy leads Cost of enrichment trips/experiences INSET time for subject leads. Dedicated intellectual preparation time for teachers	
Review core curriculum design and teaching sequence to meet needs and close gaps.					
Plan comprehensive intervention based on baseline outcomes.					
INSET – Revisit curriculum aims, structure (including introduction of ACP units) and vision					
Subject leads revise subject Intent statements.					
Subject leads to take part in monitoring /CPD cycle					
Provide Termly Intellectual Preparation and Review time for all teaching staff.					
Broader curriculum focus of monitoring cycle: regular learning walks/ book looks					
Staff CPD on progression of skills and knowledge throughout the school. (Using ACP materials)					
Deploy Graduate TAs to support teachers to plug the identified gaps in core subjects					
CCO to meet with all HoD in the autumn to discuss both formative and summative assessment data and actions to be embedded.					
Use in-year data to feed into Pupil Progress discussions and further intervention.					

PRIORITY 1.2 Raise standards in in reading through effective systems for assessment and targeted professional development founded on research.					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Recruit a literacy lead to drive improvements in KS3 literacy. Introduce the Ark Reading Programme Review and monitor the teaching of Reading (inc early reading/ phonics) sharing with all staff – include lesson planning for cross curricular reading opportunities. Provide CPD, co-planning, coaching and team-teaching support for identified teachers to raise standards in the teaching of reading. VP to attend TENS meetings and ensure that all meetings and groups are attended... RL to attend Closing the Reading Gap training Upskill SLT, HoD using FFT and ALPS. Develop data rich LMM to ensure sharp and targeted interventions (A8 target of 5, ALPS target of 3) Robustly track and monitor pupil progress, identifying students at risk of underachievement and intervene quickly. Support parents in the understanding of developmental reading and reading for pleasure. Implement Ark Best Practice on the tracking of KS3 students	LCO RAP CCO VP **Monitored by:** LCO LCL	**By February 2021** • Reading ages of all students increased since Sept Baseline – online AR • Reading Programme confidently planned and delivered- including. fluency programme • LMM are sharply focused and showing impact on pupil progress **By July 2021** • Reading ages of targeted chn improved • Explicit teaching of reading is confidently planned and delivered. • Reading demonstrates increased ability to read fluently with pace, automaticity and prosody- at age appropriate levels. • KS3 Assessments are inline with other Ark	**By October 2020** • Gaps in knowledge identified • Action Plan in place for Reading. • NGRT reading age tests completed and data analysed to feed intervention • GL-Assessments complete • CATS data uploaded to FFT to give Yr7 targets **By December 2020** • Evidence of high expectations in the planning and delivery of the reading interventions • Gaps in students' reading and subject knowledge skills addressed rapidly by HoD, teachers and support staff. • Wave 2 interventions planned post mocks utilising ATT time • Evidence of accelerated progress through book checks • Virtual Parents evenings completed to ensure shared work on gaps in the subject knowledge • Evidence from SMH on engagement in online short testing and progress on those tests	• Literacy lead salary enhancement • Invigulators for GL assessments • Time to ensure that the data is unloaded	

Utilising the end of year assessments through GL-assessment to assess success KS3		Schools in regards to starting points **By Aug 2021** • GCSE Attainment 8 is at or above FFT50 • KS5 ALPS is 3 or better	**By April 2020** • Continuous monitoring (learning walks, book looks) shows evidence of high expectations and understanding the adapted approach to teaching of reading.		

1.3 Improve the quality of teaching through the implementation of the GTR and ECF, providing highly effective coaching and mentoring of teachers including teacher trainees

Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
JHO, SBU & Literacy lead to attend all (relevant) Ark Teacher Educator Network (TEN) training sessions.	JHo (VP) SBU (AP) Coaches SLT DoP **Monitored by:** LCO	**By July 2020** • 80% of teaching meets the required standard and TBC of teaching demonstrates aspects of exceeding the required standard • Candidates pass their NQT year • Ark Teacher Trainee (ATT) candidate has passed their training programme • Attainment targets met in reading • Improved impact on classroom climate • Improved impact on progress measured by quality and consistency in the books	**By Jan 2021** • NQTs on track • Programme of support and CPD for teaching staff in place • Evaluation of impact of co-planning on the teaching of misconceptions, adjustments to the sequences, improvement in overall outcomes of knowledge quizzes and reteach sessions • Quality of teaching & learning for participants to show an improvement from September or robust monitoring and associated action in place • Evaluation of the teaching of reading • Impact on progress of SEND students	Travel costs to London to attend TEN / (£50 per trip when in London) Staff CPD sessions ATT/TF/NQT programme fees £50,000 cover costs for the training programmes Cover costs for lesson observations and feedback Cost completing	
VP to support SBU ITT in order to provide a consistent approach to observation and feedback of teachers					
VP and AP to attend ECT training and implement the new ECT Framework for NQTs					
Provide opportunities for teachers to fully engage with the new GTR and develop their teaching skills further in all five strands					
Plan and provide opportunities for co-planning training for all coaches, lead teachers and HoD.					
Termly meetings of all coaches to feedback and develop practice					
Monitoring of quality of coaching to ensure systems are having desired impact					
Evaluate and track the quality of teaching across the academy using the GTR. With the core foci: • Expositions • Live Modelling • Effective Questioning					

Commented [LC1]: @Ms J Horton this ok with you?

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All coaches to provide developmental feedback for teachers.	(Principal) LCL (RD)	• Improved attainment in KS4 and KS5 • Improved teaching of SEND	**By April 2021** • NQTs on track • Quality of teaching & learning improved in target year groups where teachers have been coached • Co-planning model embedded	the evaluation spreadsheet Cost of support from Tom Draper	
All coaches to attend live coaching training.	LGB				
Monitor the impact of coaching on the quality of teaching.					
Develop the teaching of SEND specialism via TENS groups to upskill teachers and the teaching of SEND					
	CFA/JSC				

Improvement Plan: Behaviour & Attitudes

2.1 Embed the systems, structures and procedures that enable teachers to teach without disruption and support students to learn the effective behaviours for learning to be successful in classrooms.

Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Embed the behaviour systems working alongside inclusion	LAT AP for Inclusion)	**July 2021** • Key students accessing more mainstream classroom time in line with reintegration plans • Teacher feedback confirms improved behaviour for learning by students • Behaviour incidents maintained at low levels • Students regularly demonstrate self-regulation of behaviour • Reduction in exclusions • Progress and attainment levels of all students are at or exceeding target levels • Transition plans for next academic year in place to enhance successful integration into mainstream classroom • Reduction of on-call, detentions, FTE	**By October 2020** • Key students identified and support planned • New LEMs recruited and in place supporting students in class • Climate for Learning routines established • Weekly review of incidents by SLT to ensure support where needed **By December 2020** Develop and introduce a systematic approach to: • Entry into the inclusion team - • Training requirements • Resources and equipment • Provision mapping • Tracking progress against targets • Use of rewards • Weekly reward assemblies established. • Achievements celebrated in newsletter	ESBAS Teir 2/3 support Cost of rewards system • Mini bus training • Resources for inclusion team • Training for the team • Redesign of rooms	
Introduce, evaluate and review the inclusion systems	AP KS3 KS4				
Ensure consistent application of policy across the school. Offer support in writing up of incidents to ensure consistency.	Inclusions Leads				
	HoD				
Re-establish routines and rituals including lining up order, quiet corridors, end of playtime routines, card system, time out and detention syste.	HoY DoP				
Enrichment activities targeted at PPG students.					
Develop the use of FFT data to target vulnerable students Use assemblies and class assemblies to reinforce behaviour and routine expectations Develop year group on-call and inclusion intervention Ensure key students have behaviour plans/risk assessments in place and that these are shared with staff and parents.	Monitored by: JSC LCO LGB				

PRIORITY2.2 To improve attendance through robust monitoring and direct engagement with identified families.					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Attendance Officer with DSL ensure that the systems are robust to safeguard students that are absent from schools Termly attendance reports for SLT/LMT to evaluate impact of interventions and identify pupil's causing concern. Communicate attendance expectations to parents of all students whose absence falls below 90%. Early identification and intervention for students and families whose attendance falls below 95%. AHT KS3 & 4 and Attendance Officer to meet weekly to discuss PA cases and intervention impact and report to SLT Introduce and implement a nudge text intervention model, to positively remind the families of PA students to attend school. Attendance officer to ensure that medical information is received for all students with prolonged medical absence. Work with the local authority to ensure all core work available is being accessed.	AP KS3 AP KS4 SENCos Lead CP Attendance Officers DoP HoY **Monitored by:** JSC (Asoc.Principal) LGB	**By Nov 2020** • Adopt and develop systems to track attendance and behaviour • Training for pastoral staff on FFT **By Dec 2020** • Further increase in whole school YTD attendance, compared to year on year level • Evaluate impact of pastoral teams team on on-call, detention and attendance figures • Develop communication of attendance expectations to parents and students through the academy newsletter and social media **April 2021** • Further increase in whole school YTD attendance, compared to year on year level • Percentage of PA students significantly reduced against year on year levels **By July 2021** • Whole school attendance in line with National Average • Percentage of PA students in line with national average	**By October 2020** • Parents of students with attendance falling below 95% have been contacted • Strategic attendance tracker in place for PPG students • Evidence of attendance expectations communicated in newsletters • Reduction of FTE • Reduction of on-call and detentions **By January 2021** • Evidence that parents of students with attendance falling below 95% have been contacted • Evidence of attendance support meetings taking place with parents of PA students • Identified groups are having targeted attendance intervention • Evidence that teaching staff are regularly highlighting attendance information for students and parents • Reduction of FTE • Reduction of on-call and detentions	• Reward incentives – stickers / trophies etc • Time for Attendance Officers to create weekly attendance reports and monitoring daily absence with phone calls to parents. • Time for Attendance Officers to meet with parents of students who are persistently absent. Cost of incentives Annual cost of nudge texts, postcards and letters approx. £1000 •	

		• Improvements seen in PP/SEND pupil attendance			

Improvement Plan: Personal Development					
PRIORITY: 3.1 Ensure all students have access to a wide, rich set of experiences through the implementation of the Personal Development Programme.					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Extend the range of enrichment opportunities offered through Ark projects to broaden pupil's aspirations and experiences. Staff CPD to fully understand the vision for the project and time to plan in meaningful experiences across the year (COVID19 allowing). Expand the number of pupil places for extra-curricular clubs and activities (when activities restart). Promote enrichment opportunities taking place at the academy through local news outlets, online and social media. Monitor the impact of the academy's enrichment offer for students on pupil engagement and outcomes in reading and writing. Use Pupil Voice to engage students in the enjoyment and impact of the implementation.	AP Inclusion, KS3 and KS4 **Monitored by:** JSC LGB	**July 2021** • Final evaluation of enrichment offer completed to inform next year's approach. • Whole School attendance figures show improvement on previous year. • Attendance of targeted disadvantaged students shows improvement • Attendance at extracurricular clubs is high. • Enrichment curriculum is mapped across the delivered curriculum • Careers Programme has been successful in allowing student to have meaningful conversations within Covid19 • Annual celebrations of achievement	**By December 2020** • Al staff introduced to the principle of the Ark Connections programme. • Termly curriculum enrichment activities detailed on curriculum planning • Whole school 'map' of enrichment activities updated. • All students to have had curriculum experience days. • Comprehensive programme of after school clubs in place • Disadvantaged students targeted for enrichment/clubs (HOA **By April 2021** • First Evaluation of Ark Connections programme • Correlation of attendance of targeted vulnerable students evaluated.	Cost of trips, visits and experiences Cost of expanded extra-curricular clubs/activity places Allocation of HOA Place2Be funding Careers budget	

PRIORITY: 3.2 Following school closure, ensure returning students are provided additional opportunities for social contact with their peers and supported to be mentally and physically fit.					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Establish a consistent approach to teaching and learning in PSHE – in particular health and well-being – with a specific focus on mental and emotional well- being to be taught explicitly Use of Place2Be to ensure students that need it are able to talk about their experiences post COVID 19lockdown Health and Wellbeing surveys to be implemented to create baseline data then follow up with identified students for support – (via parents/students) Website to identify our mental health resources available to parents Use of Mental Health First Aiders for regular surgery/drop ins Use of Coronavirus Fund from Ark to continue to provide Key Work Support for most vulnerable families Complete RSE implementation in line with LA guidance including review of policy, opportunity for parental feedback and staff training. Provide training for tutos involved in the delivery of PSHE	SBU (until end of 1st half term) AP KS3 and KS4 Monitored by JSC and QoE team	**By July 2021:** • Review of interventions shows positive impact on wellbeing/attendance/beh aviour • Exclusion rate shows reduction on last academic year. • Reduction in behaviour incidents compared to previous year. • Increase in attendance seen over the school year. • Case studies of individual interventions completed. • Embedding the PHSE curriculum into inclusions	**By November 2020:** • Health and well-being surveys completed • Students identified for interventions/nurture group/counselling. • Staff training on new RSHE requirements curriculum completed. • Key students identified for nurture support and sessions planned. • All students on full time timetables or outside agency support requested / in place. **By January 2020:** • RSE statutory curriculum ready to be fully implemented across school. • Parental consultation on new statutory elements of RSHE complete. **April 2021:** • Review of nurture and wellbeing interventions.	• Staff INSET • Learning and Engagement Mentors. • Funding for external counselling (place2be)	
Integration of PHSE into inclusion team					

Improvement Plan: Leadership & Management

PRIORITY: 4.1 Develop middle and senior leaders within their clearly defined roles to model excellence at all times and provide effective line management.

Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Leaders feel empowered to take accountability for their roles. Clarity on roles to ensure effective LMM Implement a dedicated non-contact timetable for Middle and Subject Leaders as required, to secure strategic impact. Coach, mentor and support middle and subject leaders with lesson observations, pupil work and planning scrutinies. Implement use of the new Ark Great Teacher Rubric and Scope and Sequence materials by all ILT coaches, ensuring a consistent approach to the evaluation of teaching quality and coaching for improvement. Reshaping of the Middle Leadership to a clearly define school improvement team. DoPs and HoD Continue to use weekly LMT meetings to develop and maintain strategic focus. Staff CPD and additional time give to allow staff to familiarise themselves with ACP resources. Performance management target to link directly to area of whole school accountability for teachers.	LHC SLT Monitored by: LCL LGB	**By Oct 2020** • SLT restructured to ensure that the strategic plan is implemented and tracked via LMM **By Nov 2020** • Any new systems are introduced are evaluated by staff surveys • That all understanding their role in the whole school strategic plan **By Dec 2020** • That the shift of L&M moves from behaviour to classroom • That we are evaluating what is happening in class **July 2021** • That the plans above are implemented, evaluated for impact • 100% of teaching meets the required standard. • Reading targets met in Year 7. • Progress KS3, from starting points are in line with Trust • 100% Retention **Aug 2021** • Attainment targets met in KS4. • Attainment targets met in KS5	**By Dec 2020** • Action plans for all areas in place, together with evidence of monitoring • Identified staff members enrolled on 2020/21 CPD programmes • First evaluation of pupil progress towards targets • First evaluation of impact of interventions in place for vulnerable students • Evidence of coaching/co-planning support – impact reviewed • Evidence of learning walks, work and planning scrutinies – actions decided, and impact evaluated **By April 2021** • Clear evidence of students being on track to make good progress towards their end of year targets • Impact of monitoring seen in data • Impact of Lead Practitioners seen in improved quality of T&L • Middle Leads demonstrate exemplary teaching	Non-contact time for middle and subject leaders Travel costs for London based CPD (£58 per trip) CPD for SLT/MLs	

PRIORITY: 4.2 Realise the ambition of Ark's Digital Strategy					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Senior leaders and teachers attend live webinar sessions as a first introduction to Ark's Digital Strategy Identify Digital Leader in school to champion the Digital Strategy in school Identify Y7/11 PPG students for roll out of Chromebooks Staff training on digital strategy including blended learning approaches in the event of 'bubble closure' or 'Local Lockdown' Parent training on digital strategy to include understanding of contractual agreement. Roll out Chromebooks to Y10 students and Y8/9 PPG students Introduce SpARK learning platform to students Teachers to upload tasks/work to learning platform	Liam Collins (Principal) Collette Iglinski (Digital Lead) **Monitored by:** LGB Lorraine Clarke RD	**By January 2021** • Staff trained on ARK digital strategy • Students trained in digital strategy • Home/school parent meeting to have taken place • Partnership agreement between home/school set up • Students to have taken ownership of their chrome books • Implementation of learning platform **By July 2021** • Learning beyond the classroom is happening • Class time focused on highest leverage activity with the technology supplementing this at home • More time for in class learning being identified • Students level of engagement and motivation seen, demonstrated in classroom tasks • High quality learning platform created • Learning platform being regularly accessed by students	**By October 2020** • Survey of internet access completed, and families identified for support. • Digital Leader attended relevant information and training sessions to ensure successful roll out **By November 2020** • Learning platform in place for any closures or enforced absences. (SeeSaw) • Evaluation of implementation of laptop policy carried out. **By April 2021** • Evaluation of roll-out implementation completed. • System in place for monitoring of levels of pupil engagement. • Pupil/parent and staff surveys completed.	• Pupil laptops for Year KS3 PPG students in Y10 and 11 • Training for staff	

PRIORITY: 4.3 Ensure the Christian Distinctiveness embedded throughout the academy					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Have a meaningful daily act of Collective Worship. Incorporate the values of the Christian faith	LCO/CIG/APs/DoPs	Embedding Collective Worship and Spiritual Development across both sites Developing Parish Partnerships Religious Education (RE)	By March 2021 • Drop ins to FP		
Provide a Christian understanding of the world and the place of humanity within it, reflected in worship and the daily life of the school. Work within a framework of discipline that demonstrates a readiness to seek and offer forgiveness	LCO/SLT/CIG	Embed scriptural references within the Thought for the week and as part of the PDWB plan. Thought for the week embodies key themes , respect and dignity for others, celebrating difference, practising forgiveness and reconciliation, cherishing yourself as uniquely made, wisdom.	April 2021		
Provide a knowledge of how to pray and of liturgy, respecting those of other faiths who cannot engage in the liturgy of Christian worship. Provide an awareness of the challenge of the spiritual life within everyday experience	CIG	Embed the Lord's prayer and prayer into weekly assembly. Liturgies led by the chaplaincy team linked to the Thought for the week. 2021-2022 PDWB plan to incorporate readings that are in line with the lectionary – liturgy of the Church of England. Reintroduce Eucharist as the lockdown allows. Staff prayer group.	April 2021		

Ensure religious education is given between 5-10% of curriculum time	CCO	Planned into 2021 – 2022 Curriculum	Nov/Dec 2020 Jan/Feb 2021		
Respect the beliefs of other faiths, but be confident in its own by providing an experience of what it is like to live in a community that celebrates the Christian faith. Promote a sense of inclusion and involve the leaders of other faiths as appropriate	LCO/CIG	Review PHSE curriculum Review Form Tutor and Assembly Programme	April 2021		
Ensure that the character and quality of RE is a particular concern of the Headteacher and Governing Bod	LCO	Principal to work with CD on mentoring Covid update this is still on hold			

PRIORITY: 4.4 To rapidly improve the Academy through collaboration, swift and efficient reaction to issues raised by staff, student, parents and the community					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROY G
Full collaboration with Staff, Students, parents and community on the framework for excellence • Improving communication • Improving decision making • Enhancing leadership opportunities	SLT	Increased Team work Increased retention Improved staff development Improved teaching Enhanced care about systems and procedures working Reduction in absenteeism Attention to marginal gains in development Increased Creativity	• LCO/JHO/SBU/ LGB		
Investigate different ways to communicate with parent through the use of video	LCO	Transparency Improving Trustworthiness Better Understanding and Empathy from Parents	LCL/LGB		
Ensure that good news stories and events follow the PR advice (see here)	ECL	Improved standing of the school in the local community	LCO		
Establish Q&A/Forum events for parents	LCO/ECL/JBO	Transparency Improving Trustworthiness Better Understanding and Empathy from community	LCO/SLT		

		Transparency			
Build relationships with local community through open dialogue	LCO	Improving Trustworthiness	LGB		
		Better Understanding and Empathy from Parents			
Ensure that the complaints procedures and systems are fit for purpose	LCO/JBO	Complaints are dealt with efficiently	JBO/LCO/ LCL		
		Complaints procedure enables QA			
		Reduction of complaints that require the policy			
		Reduction of management time			
Use of questionnaires and forums to judge impact	SLT	Transparency	LGB/LCL		
		Improving Trustworthiness			
		Solving the issues			
		Student leadership			

Improvement Plan: Sixth Form

PRIORITY: 5.1 Increase the % of Year 11 remaining to 30-35% improve numbers of external candidates from Hastings schools

Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Set up Admissions+ to make it easier for year 11 to apply to sixth form	JHO	Increase the percentage of applications to 45% Increase the percentage of first choice applications – 30% Increase the percentage of students who attend the sixth form 35%	Monitor the number applications	September 2020 - August 2021 Admin support – ECL/SBR/AKI	
Up-date and produce 6th Form prospectus and promotional materials	JHO/ECL				
Produce 6th form open evening video and take part in East Sussex recruitment careers event	JHO				
Plan and deliver tutor time presentations on the 6th form	JHO/LFA				
Taster 6th Form lessons	JHO				
Focus groups with year 11 students	JHO/LFA				
Phone calls to students who have applied to the sixth form as a second choice	JHO/LFA				
Vox pot videos – students advertising certain subjects	LFA				
Summer Admissions event for students and parents	LCO/JHO/SLT				
External promotional posters on buses and in the Priory Meadow	JHO/ECL				
Send promotional materials to local schools and speak directly to careers advisors and local head teachers	ECL/LCO				

Contact local schools about providing information about the sixth form on their web sites	ECL				
Web site to be up-dated with materials and promotional material	ECL				
Promote the sixth form on social media platforms such as twitter, face book and instagram	JHO/ECL				

PRIORITY: 5.2 Ensure a programme for mental well-being is embedded					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Apply to HOA for funding specifically aim at Post-16 students	LCO	- Number of young people who will benefit - Number of sessions to be delivered and types of interventions (weekly 1;1 face to face or zoom for 10 weeks etc) - Confirm they can log and share break down of types of emerging MH issues (Anxiety , depression etc) - How Impact of sessions will be measured so that we can say something like - 80% of the young people accessing the service will indicate they have improved mental health and wellbeing after accessing the provision - School staff feel better supported to be able to support pupils MHEW	Termly reports Referrals to Safeguarding Concerns	£20k Feb 21 – Aug 21	
Set out KPIs	JHO/RHI				

PRIORITY: 5.3 Ensure the destinations are clearly monitored and evaluated					
Actions	By Whom	Impact	Monitoring & Evaluation	Resources/Time Span	ROYG
Student supported by 1 to 1 career advice on their next steps	GMO/LFA/JHO	50% - University 27% - Russell Group university 25% - employment/apprenticeship 25% - year 14 (due to lockdown – it is an anticipated that a number of students will redo year 14)	Applications to university, apprenticeship and employment	September 2019 to July 2020 Careers lead support Admin support – AKI Support from Ark Central Team and James Lovell	
Spreadsheet set up to record students' applications	AKI/JHO				
Students supported in writing their personal statement and preparation for interviews	JHO/LFA				
Student applications to university recorded on a spreadsheet, monitored and evaluated	JHO/GMS				
Students advised and supported on applications to apprenticeships	JHO/LFA				
All students supported to secure their next steps after sixth form	JHO/GMS				
Ensure all Year 13s are signed up to Ark Alumni	LFA/AKI				