

**Prince William School  
Academy Development Plan**

Priority 1: To improve the quality and consistency of teaching, learning and assessment					Strategic Lead: KGA	Evaluated by: Debbie Twigger	EDO	(School)
							BOB	(AIP/Trust)
								(Governor)
Objective What do we want to achieve?	Actions What will we do?	Resp Who?	Time scale Start/end date	Resources Incl. cost	Intended Impact Including Milestones What do we hope will happen and how will we know we're succeeding?	Impact Including Evidence What have we achieved?	Progress (RAG)	
1.1 Consistency of approach to teaching and marking across the academy	Implement 'The Prince William Way'	KGA	Launch 06/09/18 Then ongoing	Training and monitoring time	All lessons feature the 12 expectations of the PW Way. Drop in data shows improvements (see below)	Launch completed in training session. Further launch of student version in assemblies and posters displayed in classrooms.		
1.2 Improve the quality of questioning	Training, drop ins	KGA	Training 06/09/18 Ongoing monitoring and improving	Training and monitoring time	Proportion of open/challenging questions increases. Targets: Oct '18 = 50%; Jan '19 = 80%; Apr '19 = 90%; July '19 = 95% Proportion of 'no hands up'/'PPPB' used increases. Targets: Oct '18 = 70%; Jan '19 = 80%; Apr '19 = 90%; July '19 = 95%	Oct '18: Open/challenging questions 89.3%; "NHU"/"PPPB" 80.7% Jan '19: Open/challenging questions 86.4%; "NHU"/"PPPB" 89.8% Apr '19: Open/challenging questions 97.3%; "NHU"/"PPPB" 94.2%		
1.3 Ensure lessons have activities which are differentiated	Additional needs sheets to be created for all classes (SWO to support). Teachers to plan according to the needs of their students.	KGA	Training 06/09/18 Ongoing monitoring and improving	Training and monitoring time	All teachers to display their additional needs sheets and table plans in their Class files. Lessons to contain activities to meet needs of all. Monitor with drop-ins. Targets: Teacher's class file and student planners on desks: Oct '18 = 90%; Jan '19 = 100%; Apr '19 = 100%; July '19 = 100%. Differentiation by outcome reduces: Oct '18 = 50%; Jan '19 = 40%; Apr '19 = 30%; July '19 = 30%	Oct '18: teacher's class file and student planners on desks 58.2% differentiation by outcome 58.2% Jan '19: teacher's class file and student planners on desks 51.4% (but 75.3% teachers' class files on desk) differentiation by outcome 59.6% Apr '19: teacher's file and student planners on desks 49.1% (but 83.6% teachers' class files on desk) differentiation by outcome 30.2%		
	Track students' progress against their flight paths and provide interventions through teaching as necessary	SWO and HoDs	From Sept '18 onwards	HoD/LM mtg time + teacher planning time	Evidence of discussions of students through HoD and HoH/HoY LM discussion sheets in Middle Leader Files. Interventions/new teaching techniques have impact so all students make good progress. Monitor with student progress data. Targets: KS3 % on Flight path, KS4 P8 estimates Jan '19 = 70% on flight path; Y10 P8 -2; Y11 P8 -0.5; Apr '19 = 75% on flight path; Y10 P8 -1.7; Y11 P8 -0.2; July '19 = 80% on flight path; Y10 P8 -1.5; Y11 P8 +.	Jan '19: KS3 on flight path : Y7 = 87%; Y8 = 56%; Y9 = 48% Y10 P8 -0.9; Y11 P8 = -0.59 Apr '19:		
1.4 Ensure all teachers provide formative feedback in line with academy policy and that students' progress is accelerated by the quality of the feedback	Additional training on expectations. One-to-one support as necessary following monitoring	KGA	Training 06/09/18 Ongoing monitoring and improving	Training and monitoring time	All teachers mark in line with policy and students respond to their feedback. Monitor with drop-ins. Targets: Teachers marking in line with policy - Oct '18 = 90%; Jan '19 = 100%; Apr '19 = 100%; July '19 = 100% Students responding to feedback - Oct '18 = 80%; Jan '19 = 90%; Apr '19 = 100%; July '19 = 100%	Oct '18: 75.4% marked fully in line with policy. 89.5% students responding to feedback where feedback is present Jan '19: 79.5% marked fully in line with policy 93.6% students responding to feedback where feedback is present Apr '19: 89.5% marked fully in line with policy 93.4% students repsonding to feedback where feedback is present		

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1.5 Improve the quality and increase the frequency of use of AfL	Training and monitoring with individual feedback and support as necessary	KGA	Training 06/09/18 Ongoing monitoring and improving	Training and monitoring time	All teachers use an increasing variety of AfL methods to monitor understanding and enable modification of lesson/tasks as necessary. Monitor with drop-ins. Targets: Oct '18 = 40%; Jan '19 = 60%; Apr '19 = 70%; July '19 = 80%	Oct '18: 60% using AfL Jan '19: 100% using AfL Apr '19 100% using AfL	
1.6 Ensure lessons have a range of activities which engage all students, especially boys	Teachers plan activities which engage boys. HoDs monitor progress of boys and suggest interventions/new approaches as necessary	SPE	Training 06/09/18 Ongoing monitoring and improving	Monitoring and department meeting time	Monitor through data drops. Average progress gap between boys and girls reduces across all subjects/year groups. Targets: Jan KS3 gap <10% KS4 P8 gap <0.6; April KS3 gap <8% KS4 P8 gap <0.5; July KS3 gap <5% KS4 P8 gap <0.4	Jan '19: KS3 % on flight path Y7 boys 89%, girls 84% Gap = +5% Y8 boys 55%, girls 56% Gap = -1%. Y9 boys 46%, girls 51% Gap = -5% Y10 P8 boys = -1.13 girls = -0.66 Gap = 0.47. Y11 P8 boys = -0.88, girls = -0.33 Gap = 0.55	

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Priority 2: Improve students' personal welfare and development						Strategic Lead: AKE	Evaluated by:	EDO	(School)
								BOB	(AIP/Trust)
								Emma Tansley	(Governor)
Objective What do we want to achieve?	Actions What will we do?	Resp Who?	Time scale Start/end date	Resources Incl. cost	Intended Impact Including Milestones What do we hope will happen and how will we know we're succeeding?	Impact Including Evidence What have we achieved?			Progress (RAG)
2.1 Improve student attendance, especially for DA and PA students	Letters to parents/carers of all students with attendance below 95%	AKE	Sept '18 onwards	Staff time + letters	Improved student attendance. Targets: Whole school attendance: Oct '18 = 94%; Jan '19 = 94.5%; Apr '19 = 95%; July '19 = 95.5%  Attendance of Disadvantaged: Oct '18 = 90%; Jan '19 = 91%; Apr '19 = 92%; July '19 = 93%  No group below 90%	Oct '18: Whole school attendance = 95.64% Oct '18: Disadvantaged (PP) Attendance = 92.70% Oct '18: All groups above 90% except FSM = 89.02% Jan '19: Whole school attendance = 94.97% Jan '19: Disadvantaged (PP) attendance = 91.99% Jan '19: All groups above 90% attendance except FSM 88.8% Apr '19: Whole school attendance 94.99% Disadvantaged (PP) attendance 91.93% All groups above 90% except FSM = 89.03%			
	Meet with each HoH and the HoY11 every fortnight and discuss individual students whose attendance is <93%		Ongoing from Sept '18	Staff time					
	Email staff with current attendance figures regularly and ensure HoH get tutors to talk to students in their groups with poor attendance.		Ongoing from Sept '18	Staff time					
	Meet with parents/carers of any student whose attendance is <90%		Ongoing from Sept '18	Staff time					
	Publicise rewards for good attendance. Keep displays updated	AKE and HoHs	Ongoing from Sept '18	Rewards and certificates					
	Send congratulation letters to all who achieved 100% attendance last year	AKE	Sept '18	Staff time and postage					
	Send statutory letter about attendance to all parents enabling fixed penalty notices to be issued.	AKE	Sept '18	Staff time and postage					
Liase with HUB over the attendance of PA, school phobic and anxious students to ensure their reintegratinon is as rapid as possible.	AKE	Ongoing from Sept '18	Staff time and HUB resources	Reducing Persistant Absence. Targets: Oct '18 = 15%; Jan '19 = 14%; Apr '19 = 13%; July '19 = 12%	Oct '18: 10.6% of students are persistently absent Jan '19: 15.89% of students are persistently absent (Gov mtgs to be done: 70-80% 1st and then 80-85%) Apr '19: 12.9% of students are Persistently Absent Meetings with parents/carers, AKE and a governor have taken place. Most PA students have 6 week target and action plan.				
Explain importance of good attendance and impact of attendance on Prom Passport to Y11s. Display Prom Passport information every week.	EDO	Sept '18 assembly. Displaying information - ongoing	EDO time and display costs. Subsidising Prom tickets for some.	Y11 attendance targets: Oct '18 = 93%; Jan '19 = 93%; Apr '19 = 94%; May '19 = 95%; 99% attendance to external exams.	Oct '18: Year 11 attendance = 95.79% Jan '19: Year 11 attendance = 95.32% Apr '19: Year 11 attendance = 94.64%				

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2.2 Review the behaviour policy and implement any changes necessary	Meet with staff to discuss current policy and procedures; and SIMS v PARS	AKE	Sept '18	Staff time	Meeting(s) complete. Agreements reached.	Oct '18: Meetings complete and actions agreed.	
	Review and re-write as necessary following discussions.		Oct '18	AKE time	Policy re-written.	Oct '18: Procedures re-written, but policy not taken to governors yet Jan '19: Behaviour and Anti-bullying policies circulated to governors for comment. Apr '19: Policies implemented.	
	Provide staff training about the new policy and procedures to be used		Nov '18	Whole staff meeting time	Meeting complete. Staff implementing new procedures	Staff trained in using SIMS instead of PARS and how to log incidents.	
	Communicate changes to students, parents/carers, and other stakeholders.		Nov '18	AKE time	Communication to all stakeholders complete. Ongoing monitoring of impact (see 2.3 and 2.4 below)	Oct '18: No significant changes to communicate to parents about initial re-drafting. Jan '19: Incidents have prompted introduction of "no physical contact" rule which will be communicated to parents/carers and implemented by half term. Apr '19: No physical contact rule communicated to all stakeholders and implemented. Significant fall in the number of incidents of physical assault and numbers of students being sent to detention for physical contact.	
2.3 Reduce Low Level Disruption (LLD) and improve Behaviour for Learning (BfL)	Provide staff training on achieving good BfL in class	AKE	5th Sept '18	Training time	Training complete.	Training complete. Support for individuals on-going	
	Monitor student behaviour records rigorously and discuss intervention strategies for students who repeatedly misbehave.	AKE and HoHs	Ongoing from Sept '18	Staff time	Improved behaviour evidenced (see below). Other evidence = minutes of meetings, notes in HoH/HoY11 Middle Leader files etc	Jan '19: Reduced Fixed Term Exclusions 2.2% (below national average) compared with 4.2% for same period last year Reduced Permanent Exclusions - 1 (compared with 2 for same period last year) Apr '19: Spring 1 data shows 39% drop in incidents recorded on SIMS and 32% drop in the number of low level disruption incidents.	
	Monitor BfL and LLD in lessons through drop-ins and provide support to staff as necessary.	AKE	Ongoing from Sept '18	SLT/XLT time	Monitor impact through drop-ins. Targets: 'BfL good or better': Oct '18 = 50%; Jan '19 = 60%; Apr '19 = 70%; July '19 = 80% 'Some LLD': Oct '18 = <20%; Jan '19 = < 10%; Apr '19 = < 5%; July '19 = <3%	Oct '18: 80% BfL good or better Oct '18: 13.6% some Low Level Disruption Jan '19: 90.8% BfL good or better Jan '19: 5.5% some Low Level Disruption Apr '19: 91.4% BfL good or better Apr '19: 4.3% some LLD	
2.4 Analyse behaviour data carefully to gain clear understanding of trends and so deal with them more effectively	Review how behaviour incidents are logged.	AKE	Sept '18	AKE time	Behaviour records are relevant, kept up to date, and able to support meaningful analysis which can be used to drive further improvement. Evidence of success through reports to governors and trustees and improving behaviour patterns (see 2.3 above)	Jan '19: Complete re-working of SIMS logging and training of staff about how to log using new system is complete. Apr '19: Data on behaviour is now shared with all leaders in school each half term.	
	Investigate what behaviour records and reports are currently available and modify as necessary.						
	Report to governors and trustees regularly on the trends discovered and the actions taken in response.	AKE	Ongoing from Sept '18	AKE time	Governors and trustees are provided with clear information and understanding of behaviour trends and are able to monitor the school's impact on improving behaviour across the school. Evidence: reports to governors/trustees and improved behaviour (see 2.3).	Report to LAB Oct '18 with data regarding behaviour incidents; trends not available yet. Apr '19: Reports to governors are more precise and meaningful in their analysis, providing details of behaviour incidents in terms of who, when, and where. Trends emerging. Positive impact of action points from Autumn behaviour data review can be seen in Spring data.	

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<b>Priority 3: Ensure student progress data is as accurate as possible and used effectively to maximise student progress</b>								
					<b>Strategic Lead:</b> SWO	<b>Evaluated by:</b>	EDO BOB Catherine Burbage	(School) (AIP/Trust) (Governor)
<b>Objective</b> <small>What do we want to achieve?</small>	<b>Actions</b> <small>What will we do?</small>	<b>Resp</b> <small>Who?</small>	<b>Time scale</b> <small>Start/end date</small>	<b>Resources</b> <small>Incl. cost</small>	<b>Intended Impact Including Milestones</b> <small>What do we hope will happen and how will we know we're succeeding?</small>	<b>Impact Including Evidence</b> <small>What have we achieved?</small>	<b>Progress (RAG)</b>	
3.1 Work with HoDs to develop ways to ensure assessment is as accurate as possible (especially KS5)	All departments to conduct within department moderation of KS5 work and KS4 for subjects with reformed GCSEs starting this year	SWO	Sept '18 - May '19	Staff time	Evidence of internal moderation for all departments at least once in Autumn term and at least once in Spring term. Modifications to assessment procedure made as necessary.	Jan '19: Evidence of internal moderation provided to SWO from 100% of subjects at KS4, with some also providing it KS5 and KS3 Apr '19: Training Day April '19 planned where moderation between PWS and NIA will be discussed. This will also involve internal moderation		
	All departments to conduct moderation with departments in other schools (e.g. NIA, Oundle School, schools in the 'OPEN' partnership)				Evidence of external moderation for all departments at least once between Sept - April. Modifications to assessment procedure made as necessary. All department confident that their assessments and predictions are accurate.	Jan '19: Evidence of external moderation with another school or examiner from 31% of subjects. Apr '19: External moderation will be developed on the INSET day in April with SWO & department heads from PWS working with Andy Johnson and department heads from NIA.		
3.2 Use student progress data to inform planning	Teachers keep their class files up to date with changing 'current grades' and any other details as necessary	KGA	Ongoing from Sept '18	Teachers' time	Teachers' planning reflects the changing needs of students so progress is at least good for all. Progress targets as below. Targets re teachers' files being up to date and evidence of appropriate planning as a result as for 1.3	Jan '19: Drop in data shows 75.4% teachers have their class file out on the desk in lessons and up to date. Apr '19: Drop in data show 83.6% teachers have their class file on the desk in lessons and up to date.		
	Create Horsforth Quadrant (Effort v Progress) for each year group at each data drop	SWO	Ongoing from Sept '18	SWO time	Horsforth Quadrant supports identification of key students for intervention. Improved progress of students with previously less good progress records. Targets as below.	Oct '18: Horsforth Quadrant of Y11 first data set completed and discussed at Middle Leaders' meeting. Interventions agreed. Jan '19: Quadrant for mock results completed and key groups of students identified for interventions. April '19: Key groups of students tracked at 2nd mocks and new quadrant created for final interventions.		
	HoDs to meet with their SLT Line Manager and discuss progress data according to monitoring calendar	SWO	Ongoing from Sept '18	Meeting time	Evidence of discussions of students through HoD and HoH/HoY LM discussion sheets in Middle Leader Files. Interventions/new teaching techniques have impact so all students make good progress. Monitor with student progress data. Targets: Oct '18 = 70% students are on flight path; Jan '19 = 75% on flight path; Apr '19 = 80% on flight path; July '19 = 85% on flight path.	Minutes of meetings between SWO and all HoDs about Y11 data and minutes of meetings between other SLT and the HoDs they line manage discussing other years groups' data. Jan '19: Y7 87% on flight path; Y8 56% on flight path; Y9 48% on flight path New tracking system set up in conjunction with NIA and EMAT. Apr '19: Y7 69% on flight path, Y8 50% on flight path, Y9 50% on flight path (NB: Y7 based on all subjects, in Jan did not include most non EBacc subjects, which is how NIA track)		
3.4 Monitor the progress of DA students and work with colleagues to implement interventions as necessary	Create Horsforth Quadrant for Disadvantaged students at each data drop	SWO	Ongoing from Sept '18	SWO time	DA students' progress and effort analysed and discussed at each date drop and appropriate interventions implemented.	Horsforth Quadrant of Y11 first data set completed and discussed at Middle Leaders' meeting. Interventions agreed. Quadrant for mock results completed and key groups of students identified for interventions. April '19: Students reviewed at second mock and new quadrant created for final		

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	<b>Actions</b> What will we do?	<b>Resp</b> Who?	<b>Time scale</b> Start/end date	<b>Resources</b> Incl. cost	<b>Intended Impact Including Milestones</b> What do we hope will happen and how will we know we're succeeding?	<b>Impact Including Evidence</b> What have we achieved?	<b>Progress (RAG)</b>
	Monitor student data. Discuss actions with colleagues.	CAB	Ongoing from Sept '18	Staff time	DA/Non-DA gap reduces still further: Targets: Jan KS3 gap in % on flight path <10% KS4 P8 gap <0.5. April KS3 gap in % on flight path <8%; KS4 P8 gap < 0.4. July KS3 gap in % on flight path <5%; KS4 P8 gap <0.3	Jan '19: Y7 - 80% of DA on flight path (DA gap = -8%); Y8 - 53% of DA on flight path (DA gap = -3%); Y9 - 53% of DA on flight path (DA gap +6%) Y10 - P8 for DA = -0.88 and for non-DA = -0.9; Gap = +0.02 Y11 - P8 for DA = -0.68 and for non-DA = -0.55; Gap = -0.13. Gap at last year's mocks was -0.55 April '19: Y7 - 69% of DA on flight path (DA gap = +1%) Y8 - 47% of DA on flight path (DA gap -3%) Y9 - 58% of DA on flight path (DA gap = +9%) Y10 - P8 for DA = -0.69 and for non DA = -0.62 (DA gap = -0.07) Y11 - P8 for DA = and for non DA = (DA gap = )	
	Update and implement DA action plan (See separate PP Strategic Plan for details)	EDO/CAB	Sept	Staff time			
3.5 Ensure students eligible for catch up funding make at least good progress and move towards catching up with their peers	Monitor student data. Discuss actions with colleagues doing literacy and numeracy catch up work	ABU	Ongoing from Sept '18	Staff time	Improved reading, comprehension, and spelling scores. Improved numeracy. Improved progress in English and in Maths.		
3.6 Monitor the progress of boys and work with colleagues to implement interventions as necessary	Create a boys-only tutor group in year 11	SPE	Ongoing from Sept '18	Staff time	Y11 boys whose progress is of particular concern are monitored daily and mentored by the specialist tutor. Targets as below.	Tutor group established and additional mentoring for some boys also in place.	
	Create Horsforth Quadrant for Boys at each data drop.	SWO	Ongoing from Sept '18	SWO time	Boys' progress and effort analysed and discussed at each data drop and appropriate interventions implemented. Impact monitored through progress data. Targets as below.	Jan '19: KS3 % on flight path Y7 boys 89%, girls 84%; Gap = +5% Y8 boys 55%, girls 56%; Gap = -1%. Y9 boys 46%, girls 51%; Gap = -5% Y10 P8 boys = -1.13 girls = -0.66; Gap = -0.47. Y11 P8 boys = -0.88, girls = -0.33; Gap = -0.55 April '19: Y7 boys 71%, girls 65%; Gap = +6% Y8 boys 50%, girls 49%; Gap = +1% Y9 boys 50%, girls 50%; Gap = 0% Y10 P8 boys = -0.84, girls = -0.41; Gap = -0.43 Y11 P8 boys = , girls = ; Gap =	
	Monitor students data. Share best practice with colleagues about inspiring boys.	SPE	Ongoing from Sept '18	Staff time	Monitor through data drops. Average progress gap between boys and girls reduces across all subjects/year groups. Targets: Jan KS3 gap <10% KS4 P8 gap <0.6; April KS3 gap <8% KS4 P8 gap <0.5; July KS3 gap <5% KS4 P8 gap <0.4		

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**Priority 4: Improve the success and popularity of the sixth form still further and ensure there are good progression routes through from KS3 to KS5 for student of all abilities.**

**Strategic Lead:**

**KHO**

**Evaluated by:**

**EDO**  
**BOB**  
**Richard Fincher and Iona Colvin**

**(School)**  
**(AIP/Trust)**  
**(Governor)**

Objective What do we want to achieve?	Actions What will we do?	Resp Who?	Time scale Start/end date	Resources Incl. cost	Intended Impact Including Milestones What do we hope will happen and how will we know we're succeeding?	Impact Including Evidence What have we achieved?	Progress (RAG)
4.1 Develop curriculum in the sixth form to appeal to all abilities	Survey students in Y11 and Y10 about what courses they would like to take	KHO	Sept '18	KHO time	Clear idea gained of what course interest current students. Possible staffing needs and cost identified.	Survey completed and analysed	Green
	Discuss options with HoDs and agree courses to be offered next year		Oct '18	Staff time	Courses to be offered agreed. Information updated on the website and all literature.	Courses to be offered agreed and circulated on literature. Offer to include academic A level, vocational A levels, BTECs, Applied Science and Core Maths	
	Prepare information on all courses for KS5 open Eve		Nov '18	KHO time	KS5 options evening provides information about all courses proposed. Students register interest.	Options evening provided literature and advice	
	Ensure all Y11 students have quality guidance about their post-16 options		Nov '18	SLT and XLT time	All year 11s have a plan for Sept '19 by Christmas '18. This motivates them to succeed with their KS4 courses	All Y11s have a plan for their choices post-16	
	Ensure all Y11 students have one-to-one discussion following their mock exam	SWO	Jan '19	SLT and XLT time	All students' plans for Sept '19 are checked for being achievable/sufficiently ambitious in the light of mock results. Adjustments to plans made as necessary.	All Y11s had one-to-one meeting with Senior member of staff after opening their mock results. Further actions needed were recorded	
4.2 Ensure students in the sixth form are well-supported	Monitor vulnerable students rigorously, with clear review periods and targets.	SMN	Reviews every half term as necessary	SMN time	Parents and students are clear of expectations and work hard to meet those expectations. Students on 'report' make progress towards their target grades.	Students on report are making good progress. SMN has met all Y13s following their mock results to discuss actions necessary. SMN meets with vulnerable students regularly. Progress towards targets from 1st mocks to 2nd mocks is evident (A*-B 32% to 42%; A* - C 57% to 71%; Av grade C- to C+) but more work to do to get this cohort to achieve their potential.	Yellow
	Ensure all students have quality mentoring sessions with their tutor to check on wellbeing and progress	SMN	On going from Sept '18	Tutor time	Students' progress is monitored rigorously and interventions put in place so all make good progress. Proportion of students on target improves. Targets: Reduction in number of repeated incidents of adverse wellbeing.	Every student has a record which is monitored by tutor/mentor and the Director of Sixth Form/Pastoral support.	
	Meet with HoDs about Y13 students' progress after each mock exam period to discuss interventions.	SMN	Dec '18 and Mar/Apr '19	Meeting time	Y13 students' progress in each subject is discussed in detail and interventions are put in place as necessary. Intervention sheets produced and shared. Students meet targets. Targets:	SMN has met with all HoDs about Y13 mock results - outcomes summarised on Y13 data sheets.	
	Ensure students have meaningful work-experience opportunities in Y12 and are monitored effectively	MCO	On going from Sept '18	MCO/EAP time	Records of Y12 work experience. Positive student and workplace feedback.	Initial letter sent requesting insurance details. Phone calls made to check on progress. Where appropriate work placement references provided by employers for UCAS and Appraisal applications. Interviews with students based around careers, work experience and relevance of A levels has been very favourable: "Work Experience valuable, as you gain skills you cannot gain or be taught in school" (Alice - Yr12 student)  The downside to the existing WEX provision is the students time away from their academic studies (every Thursday during year 12). This also had a negative impact on the ability to adequately monitor the provision due to the demand on staff time (placement visits etc). To address this concern, moving to a two week block WEX placement at the end of year 12 still enables the students to, not only gain valuable work experience in the field of their particular interest, but it also allows the sixth form team to monitor the provision more closely, for the students to have the opportunity for 'enrichment time' to be built into their timetables (hopefully Wednesday afternoons as is typical nationally) and, more importantly, gives the students more lesson time.	

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	Ensure all Y13 students have high quality support with UCAS applications	SMN	On going	TWI time	Number of successful UCAS applications and offers to first choice of post-18 establishment increases.	<p>53 students (79%) applied to university and have all recieved offers. This is an increas on last year when only 54% went on to university). 3 students applying for a higher apprenticeship, 1 student moving into employment, 1 students joining the Marines, 1 students going off to play professional golf, 1 students going to dance school, 1 student still undecided and two students cancelled off the course and into work experience.</p> <p>UCAS trip was 28 June - all students attended. Destination day for all students providing sessions on Student Finance, Personal statement writing, Mock interviews, Gap Year, Apprenticeships and the UCAS process</p>	
	Ensure all students have high quality information and guidance about post-18 opportunities	SMN	On going from Sept '18	TWI time	Students feedback is positive and progression data shows proportion of students going on to suitable course/training/employment increases.	<p>One to one discussions with students - available to all - regarding their career aspirations and possible pathways to achieve them. Students have attended careers fairs and all are encouraged to, and provided information on, visiting university open days. Notices are posted within sixth form on the different university /higher apprenticeship options. The Destination Day gave all students the opportunity to experience, not only what the 'job' interview would be like, but also gave them the opportunity to speak with people from different post 18 pathways. We are currently working on developing a 'careers' board within the sixth form area for students to see different possible choices available to them</p> <p>Year 13: Oxbridge and medicine interview training and mock interview with feedback - Oundle School. November - December 2018  Year 12: Apprenticeship workshop (training on how to apply for interviews) from ASK Project - 22 January 2019  Oxbridge introductory talk - 28 January 2019  KBA Careers Fair - 21 March (evening)</p>	

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4.3 To ensure quality of teaching is consistently good across the sixth form	Provide staff training and facilitate spreading of best practice of teaching techniques to post-16 teaching	HME	On going from Sept '18	Staff time and training time	Student progress. Proportion of departments with ALPS score of 5 or better increases. Targets: Oct '18 = 60%; Jan '19 = 50%; Apr '19 = 65%; July '19 = 70%	Oct '18: Only 33% ALPS scores are 5 or better at first data drop Jan '19: Only 23% ALPS scores are 5 or better at first mocks Apr '19: Only 36% ALPS scores are 5 or better at 2nd mocks. The DOS has carried out 6th form obs with Richard Fincher. Observations of A Level teaching does need to be more formalised. Ideally we need exemplary A Level teachers to share good practice at an Inset day. With regards to intervention, this is department specific, and needs to be pushed by departments. As a result of the last mocks the DOS asked all HoDs about the intervention they were providing and they all stated lots of variants/opportunities. The monitoring of this needs to be tighten up so that these interventions are actually taking place and that the students are attending. Many students claim that they are not always aware of intervention opportunities - therefore, the DOS needs to email all HoDs and ask for details of their 6th form interventions and ensure that all students are aware of them and that they attend - letters home would help here (as with the holiday intervention timetable).	
4.3 Ensure curriculum for all Key Stages is broad, balanced, and offers good progression routes for students of all abilities.	Conduct an audit of the current curriculum: courses offered and schemes of work.	KHO	Sept - Dec '18	Staff time	Clear view of current offer across all Key Stages is secured. Clear information is available on the website.	Website information is updated. Jan '19: Proposed courses for expansion of offer presented to governors Apr '19: Initial provision agreed and implemented. Students have made initial choices.	
	Trace pathways for students of all abilities through KS3, KS4 and KS5. Plan new courses or schemes of work if necessary	KHO	Jan - Mar '19	Staff time	Clear pathways for students of all abilities are available.	Work developing curriculum through KS3--> KS5 is ongoing. Jan '19: "Vision and Rationale" document produced in response to XLT and ML meetings, and now circulated to Middle Leaders for comment Apr '19: "Vision and Rationale" ready to go on website. Subjects have provided quality information and will add careers information during INSET day.	
	Trace threads of PHSE, SMSC and British Values throughout the curriculum	MCO	Jan - Mar '19	Staff time	Clear mapping of skills and knowledge it created and any gaps are filled.	Jan '19: Mapping is in place, but Vision and Rationale document needs to be created and any gaps filled. Apr '19: A vision and rationale document has been produced for Careers and SMSC	
	Trace careers skills and knowledge throughout the curriculum	MCO	April - July '19	Staff time	All departments' schemes of work contain elements of careers advice and work-life skills	Jan '19: Working toward Gadsby benchmarks, and a lot of "pulling together" of careers provision needed. Apr '19: An external careers advisor, Karen Betty, has spent time in the school visiting departments and confirms that we are making progress in the right direction with regards to careers	
4.4 Improve transition work to ensure skills and knowledge from KS2 is built on	Direct liaison with primary schools in at least Eng and Maths	LBA and ROC	Jan - Mar '19	Staff time	Skills and knowledge of pupils in KS3 are understood by Maths and English departments	Jan '19: some liaison begun in Maths Apr '19: The cluster chose to have focus on Maths this year. Liaison about maths teaching techniques is in progress and a maths/careers day is being planned for July.	
	Ensure KS3 schemes of work build on the skills and knowledge acquired at KS1 and KS2	EDO	Nov/Dec '18	EDO time	EDO to work with Heads of feeder primary schools to establish what is learnt in KS1 & 2	Initial Cluster meeting discussed basic skills and was built on when creating Curriculum Vision and Rationale	
			April - July '19	Staff time	Schemes of work are revised as necessary to ensure no needless repetition etc. and that skills and knowledge secured at KS2 are developed and strengthened.	Apr '19: Curriculum was discussed at each department review during the course of the Spring Term	

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**Prince William School  
Academy Development Plan**

Priority 5: To develop leadership and vision across the academy					Strategic Lead:	EDO	Evaluated by:	BOB Catherine Burbage	(School) (AIP/Trust) (Governor)
Objective <small>What do we want to achieve?</small>	Actions <small>What will we do?</small>	Resp <small>Who?</small>	Time scale <small>Start/end date</small>	Resources <small>Incl. cost</small>	Intended Impact Including Milestones <small>What do we hope will happen and how will we know we're succeeding?</small>	Impact Including Evidence <small>What have we achieved?</small>	Progress <small>(RAG)</small>		
5.1 Ensure all Middle Leaders are able to hold other to account effectively	All Middle Leaders provided with systems and processes that will support them in monitoring effectively and holding others to account	EDO	Sept '18	Middle Leader files and contents. Training time.	All Middle Leaders have a files with templates etc which set our clear expectations of what they should be monitoring and how often, and have received training on how to use them effectively.	All Middle Leaders have files and have had training on how to use them	Green		
	Senior Leaders monitor the use the systems by Middle Leaders	SLT	Ongoing	LM mtg time	Middle Leaders are supported and monitored effectively. Any underperformance is challenged.	SLT supporting some ML as they challenge others	Green		
	Middle Leaders challenge any underperformance and refer up to SLT as necessary	MLs and SLT	Ongoing	Resources according to need	Improved consistency of teaching, learning and assessment across the academy. All staff comply with expectations and meet school policy requirements. Targets as for 1.3 and 1.4 Any who are struggling to perform well are supported to improve.	Some non-compliance with marking expectations and use of planners and class files is being challenged. Jan '19: File kept of staff not meeting standards expected and conversations that have been had. EDO meeting with staff who continue not to meet standards expected. April '19: Improved meeting of expectations with marking (though still not 100%, so continue to challenge) On-going work.	Yellow		
5.2. Revise the vision statement and strap line of the school	Discuss vision, values, and ethos at SLT, XLT, Middle Leaders and whole staff levels	EDO	Feb - Mar '19	Meeting time	Meetings and discussions taken place. Ideas and options shared. Emergence of common themes.	Sheets of suggestions and workings of each group. Summary sheet listing suggestions to show how many times each word/value/concept was suggested as a measure of its importance within the community.	Green		
	Agree new core values and strap line		April '19		Values and strap line agreed	Minutes of LAB meeting in which it was discussed and agreed.			
	Communicate all to all students, parents/carers. Provide new details for website		May - June '19	EDO time	New website is up to date and has new vision and core value within it. Students and parents/carers aware of new vision, values and strap line	Apr '19: Meeting with staff and governors hve resulted in now core values and tag line being agreed. EDO will 'launch' in assemblies and then inform parents/carers and put it on website too.			
5.3. Improve communications with the community	Review all methods of communication with parents/carers and research additional possible methods		Jan - Feb '19	EDO time	Full list of systems currently used, and new systems to be used in response to feedback, provided for all parents/carers so they are aware of what measure the school takes to try to communicate effectively.	New website Twitter, Instagram Communications policy.	Green		

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5.4 Improve the image and reputation of the school within the community	Work with Trust PR to ensure good publicity of events such as the opening of the new science block.	EDO	From Sept '18 onwards	EDO time	Science block opening and other events publicised well.	Science opening was successful and broadcast on radio. Open evening both well attended Sixth formers, some DA students, visiting the old people's home regularly	
	Ensure students are adequately monitored as they approach and leave school to improve relations with those who live close to the school			EDO and staff time	Duty lists complete and staff doing duties. AKE or EDO additionally patrolling Herne Rd/Red Kite Drive as frequently as possible	Duties are difficult to cover at times due to staff illness and the complexities of the site. Staff do go down Herne road regularly Jan '19: new duty teams established to try to provide better cover of all areas. Anecdotally, number of complaints seems to have reduced.	
	Ensure students behave better on the buses to and from school			Staff time	Volunteer staff to travel on buses on occasions to monitor behaviour and support students to become better at self-regulation of their behaviour	Staff have travelled on the bus occasionally and behaviour has improved. Reinforced through assemblies. On-going work	
	Use assemblies to impress upon students the importance of their good behaviour around the school and in the community			SLT assembly times	Student understand that the way in which they behave has an impact on the reputation of the school and their image/reputation within the community.	Jan '19: Further work needed connected with the way students behave at break and lunchtimes and how this appears to other students and visitors. "No physical contact" rule to be introduced by half term. However, feedback from members of the public about our students when they are on trips is very impressive. April '19: "No physical contact" protocol has been very effectively implemented and break and lunchtimes are much calmer. Feedback from parents and members of the community is increasingly positive.	
	Investigate ways to circulate 'good news' more widely and frequently and implement if possible		Jan - Mar '19	Cost of phone app or similar?	Community is more aware of the good things that happen at the school.	Facebook page and Twitter now in place and being updated regularly by key staff. On-going work New website and Twitter feeds are getting good news out into the community regularly. Quite a few positive emails from parents.	
5.5 Implement improvements in response to the external review of Governance		CoG				Workshop arranged for Dec '18	

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