



**Kineton High School and Sixth Form is an inclusive 11-18
comprehensive school in the heart of the country.**

Our mission: “To achieve personal best”

Culture: Honesty, ambition and support

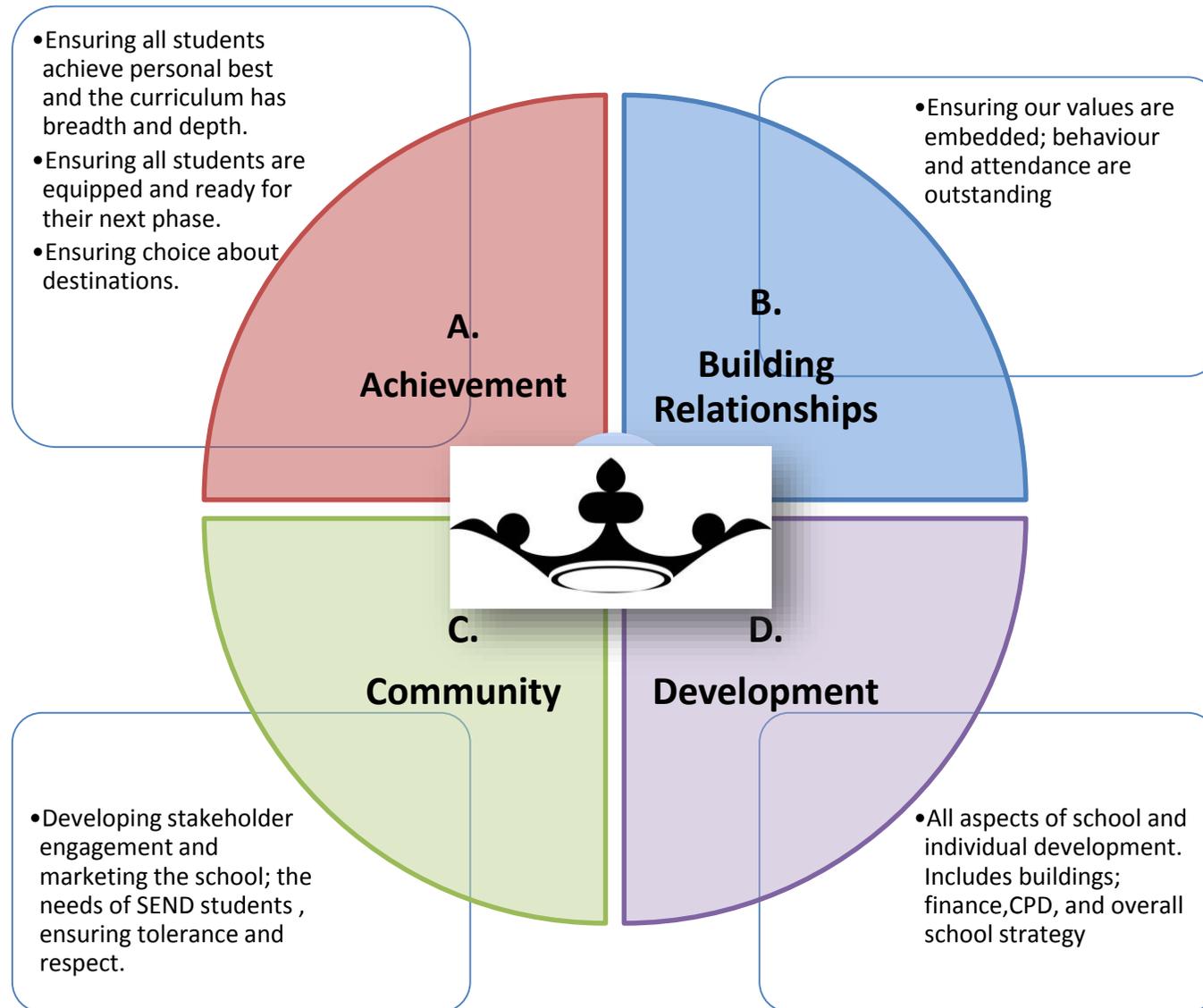
Values: Respect Equality Collaboration Resilience

Vision 2022

We have the highest expectations and aspirations for every member of the school community. Teaching at our school is inspiring, broad and varied, leading to students embracing learning with a determination to succeed and staff who are committed to delivering the personalised curriculum in innovative ways. Students meet our challenging expectations and often exceed them because of the excellent support services and monitoring systems in place. Our staff work closely together taking pride in knowing and treating all our students as individuals. The KHS ethos extends far beyond the school buildings because of the relationships, pride and sense of belonging nurtured within its family setting and the excellent partnerships with parents and the wider community. Students leave us as emotionally confident, ambitious and responsible young adults who have choices about their futures due to:

- **The expectation that every child will do their best**
- **The broad, challenging and relevant curriculum**
- **The memorable and exciting enrichment and leadership opportunities on offer**
- **The individualised guidance and pastoral care given at all phases of learning**
- **The development of life skills such as independence and resilience**
- **The emphasis placed on the development of personal health, well-being and happiness.**

January 2019





Kineton High School and Sixth Form Improvement plan 2019-22

Priority A		What will it be?	Improvement strategies <i>(To be reviewed and revised through the monitoring process)</i>	Responsible	Governors committee
Achievement	A1	Consistently excellent Teaching, Learning and Assessment where staff are able to take risks (QFT)	<ol style="list-style-type: none"> 1. Clear and rigorous QA process in which findings are quickly acted upon and used to inform CPD and to identify and impact on gaps in progress 2. Embed the Kineton Constants and use as tool for QA (LW proforma) 3. Review KS3 assessment and reporting to ensure clarity and progress 4. Active T&L team which makes a positive impact on T&L around the school. 5. Review and revise the Whole School Marking policy that includes clear and simple expectations for literacy marking 6. Use of growth mindset language in lessons: culture where mistakes are viewed positively as part of the learning process (learning pit) <i>See also D3</i> 7. Ensure pedagogy developed to close the gender gap in achievement 	HB/ H G- H/ JL LHA/ CLLs	Curriculum and Achievement
	A2	Sustainably high outcomes and progress for all groups of students (particularly HAPs, SEND, Boys and Disadvantaged)	<ol style="list-style-type: none"> 1. Develop the use of progress/ tracking data across the school by all (clear format, regular review and actions) to include continuous review of target setting 2. Intervention outside of curriculum is precise, timely and has a coherent approach 3. Develop a programme of early identification; extra curricular activities and monitoring for HAPs 4. Embed the use of PIXL materials and DTT approach across all areas 5. Ensure common strategies for key groups is shared effectively 	H G- H/ HB/	
	A3	A curriculum that meets needs of all students and demands of a modern workplace (intent, implementation, impact)	<ol style="list-style-type: none"> 1. Review and redraft KHS curriculum policy and plan to ensure inclusion, challenge and aspiration for all students 2. Option process to be staggered over Y8-9 to ensure effective transition and development of skills (<i>see also B2</i>) 3. Homework policy review and online solution for setting home learning 4. Review PSHE/ careers curriculum to ensure compliance, and incorporates understanding or mental health/ well being issues and LGBT issues – mental health ‘First Aiders’ 5. Careers strategy- coherence across all phases (particularly KS3) 	JL/ AM/ H G-H	
	A4	Teachers take every opportunity to develop literacy and numeracy skills in lessons	<ol style="list-style-type: none"> 1. Appoint Literacy coordinator to lead whole school literacy strategy and oversee intervention in liaison with SENDCO and CLL English 2. Accelerated Reader programme launched for all students in Y7-9 to improve and develop reading across the curriculum 3. Teachers model good practice and accuracy in all resources, PPTs and reports 4. Numeracy has whole school strategy leading to staff developing skills across curriculum 	H G-H	



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Priority B	What will it be?	Improvement strategies (To be reviewed and revised through the monitoring process)	Responsible	Governors committee	
Building relationships	B1	Students' behaviour is impeccable around the site and they display excellent attitudes to learning in lessons.	<ol style="list-style-type: none"> 1. Review of behavior policy – champions in it to support other teachers 2. Proactive engagement strategies with all relevant groups to prevent internal and external exclusions 3. Review and clarify all 'on-call', detention, duty systems to ensure effective implementation 4. Student leadership group to student leadership group to further develop behavior, prevent bullying, consult and lead on agendas such as LGBT, mental and physical health. 	AM	Student, Home and Community
	B2	Students' attendance and punctuality is significantly improved and persistent absence is below national average	<ol style="list-style-type: none"> 1. Form tutor to understand role in monitoring of attendance to prevent absence becoming persistent 2. Develop role of attendance officer to carry out home visits/ collect students 3. Visit other schools to find successful strategies to improve attendance 4. Regular rewards and recognition of improved and excellent attendance – linked to House competition? 	AM/ JL	
	B3	Highly effective and smooth transitions across all phases	<ol style="list-style-type: none"> 1. LHA/ CJO to enhance the transition from KS2-3 (review practice to improve social and academic transition)/ enhance links with feeder primaries 2. Development of KS5 bridging work and transition – value and impact 3. Development of KS3-4 transition (<i>see A3- careers and curriculum</i>) 4. Learning journey – develop and publish – ownership HOH 5. Foster aspiration by further developing links with universities and colleges 	AM	
	B4	Culture where success and achievement is recognised and celebrated	<ol style="list-style-type: none"> 1. Rewards strategy (tangible) for all students linked to effort and progress and subject mastery, personalised by KHS 2. Develop student voice and leadership at KS3/4 (<i>see B1</i>) 3. Wall of excellence/ achievement display in main area of school 	AM	
	B5	Inclusion and support for students with SEND is enables all to achieve their potential	<ol style="list-style-type: none"> 1. Proactive identification of the needs of different students – curriculum support eg literacy, numeracy 2. Ensure clear alignment and roles/ responsibilities of SSC/SS/SEN teams 3. QA the impact and effectiveness of student toolkits and their application in classrooms. (<i>see A1</i>) 4. Develop student independence through further use of technology (eg. Reading pens) and toolkits 5. Develop wave 1 QFT for all students as priority 	AM/ CJO	
	B6	Safeguarding is exemplary	<ol style="list-style-type: none"> 1. Understanding of LGBT and Prevent issues across organisation (linked to curriculum) 2. Review and improve safety of the site (access, CCTV, security) 	AM/ FB/ HB	



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Priority C	What will it be?	Improvement strategies <i>(To be reviewed and revised through the monitoring process)</i>	Responsible	Governors
Community	C1 School of choice (Y7 and sixth form) recruitment and retention	<ol style="list-style-type: none"> 1. Increased interaction between KS5 and the rest of the school 2. Effective marketing and publicity strategy through communication with other schools 3. Clear, supportive induction process for all new staff 	HB	Student, Home and Community
	C2 Values are visible in lessons and across the school	<ol style="list-style-type: none"> 1. Clarity on branding of values & expectation 2. Displays reflect values and aspiration through quotations, imagery 3. Actions and language illustrate organisational commitment to values 	HB	
	C3 Excellent student, parent and community engagement	<ol style="list-style-type: none"> 1. Parental engagement strategy : Proactively engaging parents in additional events – start of year: Targeted for PP and hard to reach parents 2. Succession of Konnect: develop business breakfasts and utilise parent community more effectively to support 3. Student voice – forum groups held on regular basis 4. Re-launch PTA to support events and fundraising 	AM	
	C4 Students are equipped and able to tolerate and understand difference	<ol style="list-style-type: none"> 1. LORIC principles applied consistently alongside relevant ‘Them & Us’ and language of these embedded with values of the school through assemblies; 2. PSHE programme reviewed and updated to complement Philosophy, Careers and audited across full curriculum 3. Student action/ awareness groups encouraged eg: Amnesty 	AM / TB	
	C5 Highly effective communication within the organisation and with all stakeholders	<ol style="list-style-type: none"> 1. Appoint a SIMS manager; review and update use of system to support all aspects of development plan 2. Ensure calendared opportunities for staff feedback and consultation 	FB/ H G-H HB	



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Priority D	What will it be?	Improvement strategies <i>(To be reviewed and revised through the monitoring process)</i>	Responsible	Governors committee	
Development	D1	Highly personalised and effective staff development	<ol style="list-style-type: none"> 1. Review and redraft appraisal policy to ensure clear professional career stages and raise expectations 2. CPD matched to staff and school priority needs through effective QA process – cycle 3. CPD: develop staff skills in managing behaviour effectively– trauma – attachment 4. Coherent Support programme for staff who need it (teaching and support staff) 5. Develop culture of enquiry through action based research and networking with other schools 6. Relaunch coaching/ critical friend programme to promote professional dialogue about T and L 	HB/ LHA	Resources
	D2	Leadership at all levels holds uncompromisingly high expectations and has created a culture that enables students and staff to excel	<ol style="list-style-type: none"> 1. Leadership development built into RQT programme 2. Consistency of coaching/ line management 3. Review and realign leadership responsibilities for 2019/20 and beyond 4. Develop leadership competencies within appraisal policy 5. Develop peer to peer review between departments 	HB/ JST	Strategy
	D3	A resilient and ‘healthy’ organisation	<ol style="list-style-type: none"> 1. Range of opportunities for staff wellbeing both during and after directed time (staff lead?) 2. Use of growth mindset language in lessons: culture where mistakes are viewed positively as part of the learning process (learning pit) 3. Healthier options in canteen 	AM / HB/ FB	Resources and Personnel
	D4	Learning environment, building and resources support and inspire learning	<ol style="list-style-type: none"> 1. Fully develop and embed the use of a VLE across the school 2. Financial strategy based on sound benchmarking to bring about a balanced and stable budgetary position 3. Building and environment improvement strategy phased and costed over 3 year term and in line with the vision 4. IT maintenance and replacement strategy costed over 3 – 5 years 5. Timetable optimised within the available resource in consultation with Heads of Department 6. Support staff structure which is flexible and adequately covers all areas in line with the vision 7. T&L focused displays, individual but focused on core values/expectations (<i>see C2</i>) 8. Environment/recycling student based club 	H G-H FB FB JL FB FB/ HB	
	D5	A vibrant and continuously evolving sixth form	<ol style="list-style-type: none"> 1. SF plan, continuing to develop SF engagement on the whole school 2. SF leadership – SF extracurricular, wider links and opportunities eg work experience 3. Marketing strategy linked to whole school (C1) 	H G-H GL	