



KAEP

Academy Improvement  
Plan  
2025/2026

## **1. KGA Wide Priorities for 2025/26**

- To continue a relentless focus on the KGA priorities of educate, evolve and influence to achieve the mission, vision and values of KGA
- **Further develop and implement ambitious, broad, well-sequenced and knowledge rich curricula in all academies with a particular focus on:**
  - Working collaboratively across the Trust to embed and further develop the KGA Curriculum of Excellence in Maths, Science, English and MFL across years 7 to 9 and develop a KGA CoE in the Humanities\*
  - Further developing and embedding the Principles of Reading to ensure every teacher is an effective teacher of reading
  - Working collaboratively across the Trust to develop KGA Principles of Writing which will ensure the Primary Writing Strategy is fully embedded and is transitioned into and throughout KS3 and beyond
  - Further develop a broad Personal Development Curriculum considering the lens of EDI, and the cultural capital needed for our students to be successful on a global stage
- **Further develop our teachers pedagogical knowledge and practice through:**
  - Working collaboratively across the Trust to launch and develop the KGA Adaptive Planning and Responsive Teaching Strategy
  - Embedding the 'KGA Core' as part of the Adaptive Planning and Responsive Teaching strategy.
- **Attendance and Persistent Absence to be better than national average** for the cohort, SEND and PP as per the KGA Attendance Strategy
- **Achieve good outcomes for all students** including SEND and PP - minimum of national average rising to FFT 20 and beyond
- **Implement the key priorities of the KGA SEND Strategy**
- **Sustainability**

## **2. KAEP Priorities for 2025/26:**

### **Driving Priority 1 – Quality of Education**

- To ensure students achieve the outcomes required to enable future “opportunity and success on a global stage.”
- To refine the planning and implementation of the KGA Curriculum of Excellence, with a particular focus on adaptive teaching, to ensure all learners are enabled to fulfil their potential.

### **Driving Priority 2 – Behaviour and Attitudes**

- To embed the school's culture and ethos (honesty, faith and courage), ensuring these values characterise all aspects of school life.
- To ensure that student attendance and punctuality are of a high standard with students and families understanding the impact of these on outcomes.

### **Driving Priority 3 – Personal Development**

- To provide a comprehensive personal development curriculum to ensure the statutory and wider needs of students are met in order to be safe and become responsible, respectful and active citizens who contribute to society.

### **Driving Priority 4 - Leadership and Management**

- To embed the changes to the school's leadership structure, ensuring all leaders embody honesty, faith and courage, and build a strong sense of shared vision and purpose among all stakeholders.

### **Driving Priority 5 - Sixth Form**

- To ensure the post-16 curriculum is ambitious and challenging, supporting all students to develop the knowledge, understanding and soft skills they require to thrive in higher education and/or the world of work.

### **3. KAEP Priorities for each year group**

<b>Y7</b>	<ul style="list-style-type: none"><li>• To refine the planning and implementation of the KGA Curriculum of Excellence, with a particular focus on adaptive teaching, to ensure all learners are enabled to fulfil their potential.</li><li>• To embed the school's culture and ethos (honesty, faith and courage), ensuring these values characterise all aspects of school life.</li><li>• To ensure that student attendance and punctuality are of a high standard with students and families understanding the impact of these on outcomes.</li></ul>
<b>Y8</b>	
<b>Y9</b>	
<b>Y10</b>	<ul style="list-style-type: none"><li>• To ensure students achieve the outcomes required to enable future "opportunity and success on a global stage."</li><li>• To embed the school's culture and ethos (honesty, faith and courage), ensuring these values characterise all aspects of school life.</li><li>• To ensure that student attendance and punctuality are of a high standard with students and families understanding the impact of these on outcomes.</li></ul>
<b>Y11</b>	
<b>Y12</b>	<ul style="list-style-type: none"><li>• To ensure the post-16 curriculum is ambitious and challenging, supporting all students to develop the knowledge, understanding and soft skills they require to thrive in higher education and/or the world of work.</li><li>• To embed the school's culture and ethos (honesty, faith and courage), ensuring these values characterise all aspects of school life.</li><li>• To ensure that student attendance and punctuality are of a high standard with students and families understanding the impact of these on outcomes.</li></ul>
<b>Y13</b>	

## Quality of Education

### **Driving Priorities:**

To ensure students in Year 11 and 13 achieve the outcomes required to enable future “opportunity and success on a global stage.”

To refine curriculum planning and implementation, with a particular focus on adaptive teaching, to ensure all learners are enabled to fulfil their potential.

Objective/KPIs	Intended impact (RAG'ed)	Actions	Lead staff	Monitoring and Evaluation	Start Date	Review Date
KS4 Attainment: To achieve good outcomes for all students including SEND and PP - minimum of national average rising to FFT20 and beyond.	FFT20 based on CATS. 64% 4+ English and Maths , 40% 5+ English and Maths.  Pupil premium targets: 54% 4+ English and Maths 29% 5+ English and Maths.  SEND targets: 49% 4+ English and Maths 25% 5+ English and Maths  To reduce the gap between progress made by PP and SEND, and other students when measured against National.	Precision teaching plans Adaptive teaching, following the KGA Core Prioritising students more vulnerable to underachievement in all aspects of quality first teaching. Moving the Dial meetings Targeted interventions SLT monitoring	DHT (COB)	Data points SLT Learning walks External QA	Ongoing	November, February, April
Curriculum planning: Work collaboratively across the Trust to embed and further develop the KGA Curriculum	Students (including SEND and PP) make good or better progress in learning the KS3	Subject Leaders monitor the implementation of the CoE half termly and take steps to fine tune delivery (equity).	Subject Leaders DHT (COB)	Curriculum planning Data points	Ongoing	Termly - Dec, April, July

of Excellence, and to implement the findings of the DFE Curriculum Review.	<p>CoE, resulting in them being well prepared for KS4.</p> <p>Our curriculum offer for Sept 2026 reflects the recommendations of the DFE's curriculum review.</p>	<p>The powerful knowledge students must master is clearly defined in scholar's guides and shared with students and parents on the school website.</p> <p>Assessments are based on the powerful knowledge that students must learn, and check the extent to which they have grasped this knowledge.</p> <p>The curriculum KS3-5 is reviewed in light of any recommendations/changes arising from the DFE's Curriculum review.</p>	AHT T&L (SJH)	DDIs External QA		
Curriculum Implementation: Embed the 'KGA Core' as part of the Adaptive Planning and Responsive Teaching Strategy.	The pedagogies become habitual for teachers, resulting in all students (including SEND and PP) making better progress in learning the curriculum over time.	<p>DDIs and instructional coaching</p> <p>Weekly practice clinics</p> <p>Trust-wide CPD</p>	AHT T&L (SJH)	<p>DDI data analysis</p> <p>Learning walks</p> <p>External QA</p>	Ongoing	Half termly
Embed the KGA Principles of Reading and Writing to ensure every teacher is an effective teacher of literacy.	<p>LWs, DDIs and student feedback show the implementation of PREP time guided reading is consistently of a high quality.</p> <p>LWs and DDIs reflect tier 2 and tier 3 vocab being</p>	<p>Revisit processes, routines and text choices for PREP time guided reading</p> <p>Support each Subject Leader to set and drive progress towards two domain-specific literacy targets.</p>	<p>AHT T+L (SJH)</p> <p>Whole School Literacy Lead (JMC)</p>	<p>DDI data analysis</p> <p>Learning walks</p> <p>External QA</p>	Ongoing	Half termly

	<p>explicitly taught to students in all subjects.</p> <p>LWs and DDIs show teachers habitually using strategies to support pupils before, during and after reading texts (Reading the KAEP Way)</p>	<p>Further upskill staff in supporting students to access complex texts through carefully designed activities/questions before reading, during reading and after reading.</p> <p>Ensure Tier 2 and tier 3 vocab is consistently identified in each subject's planning as part of powerful knowledge and explicitly taught in lessons (Deliberate Vocabulary Instruction).</p>				
<p>Embed the KGA SEND Strategy, ensuring teachers regularly check SEND students' understanding, and adapt their teaching accordingly.</p>	<p>DDIs and LWs indicate teachers are habitually checking SEND students' understanding and effectively adapting their teaching to address misconceptions/provide additional scaffolds.</p> <p>DDIs and LWs indicate that teachers are habitually providing scaffolded resources (such as booklets) to enable SEND students to fully access the curriculum.</p> <p>KS4 Outcomes for SEND students increase; FFT20 target of 49% 4+ English and Maths, 25% 5+ English and Maths</p>	<p>Through T&amp;L clinics and the DDI process, embed whole-school pedagogies linked to checking for understanding and adaptive teaching.</p> <p>Provide additional training for teachers and support staff to develop the role of additional adults within the classroom so they can positively impact students' reading, writing, speaking, listening and peer-to-peer interactions.</p> <p>Ensure every SEND student has a clear, regularly reviewed one-page profiles/provision map and that teachers habitually draw upon</p>	<p>AHT Inclusion - SPB</p> <p>AHT T+L - SJH</p>	<p>Data points</p> <p>DDIs</p> <p>Pupil book study</p> <p>External QA</p>	Ongoing	Half termly

		these profiles when lesson planning.				
Identify and catch-up struggling readers so they are deemed as fluent and able to fully access the curriculum.	<p>Interventions result in students making accelerated progress towards achieving age-related expectations.</p> <p>Interventions result in the gap closing between the students' chronological age and their reading age.</p>	<p>Evolve the role of the KS2 Lead Teacher, so alongside the SENCo, she is accountable for monitoring the implementation and impact of KS3 reading interventions.</p> <p>Ensure clear criteria are in place for what students receive each intervention, the length of the intervention, its intended impact, how success will be reviewed.</p> <p>Provide additional training for LSAs on how to run reading interventions in a quality-first manner. Regularly monitor the interventions through DDIs and LWs.</p> <p>Review the interventions we currently use. Evaluate products and approaches that are proving successful in other KGA schools (including Lexonic).</p>	<p>AHT Inclusion (SPB)</p> <p>KS2 Lead Teacher (SAM)</p>	<p>Reading Age data from start and end of year.</p> <p>Impact data from interventions</p> <p>DDIs/LWs of intervention sessions</p> <p>Progress data</p>	Sept 2025	Half termly
Ensure alternative provision is high quality, robustly monitored, and impacts positively on outcomes.	QA demonstrates AP placements are consistently providing a high quality, individualised learning experience, with a focus on personal and academic development.	Ensure a clear overview is maintained of what students are receiving AP, why a certain provider has been selected, length of placement, success criteria.	AHT Inclusion (SPB)	<p>QA of AP provision by AHT Inclusion.</p> <p>Individual casestudies</p>	Ongoing	Half termly

	Time-bound AP placements lead to students successfully being reintegrated to mainstream education.	Ensure the quality of AP provision provided and its impact are closely monitored.				
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## Governor Monitoring: Raising Standards and Curriculum

### Behaviour and Attitudes

#### Driving Priority:

To embed the school's culture and ethos (honesty, faith and courage), ensuring these values characterise all aspects of school life.

To ensure that student attendance and punctuality are of a high standard with students and families understanding the impact of these on outcomes.

Objective/KPIs	Intended impact (RAG'ed)	Actions	Lead staff	Monitoring and Evaluation	Start Date	Review Date
<p>To embed the school's culture and ethos to ensure ambition and aspiration characterise all aspects of school life.</p> <p>Ensure we are consistently supporting and challenging all students to be:</p> <ul style="list-style-type: none"> <li>- Respectful</li> <li>- Successful</li> <li>- Worldwise</li> </ul>	<p>Increase in % positive to negative ClassCharts.</p> <p>Further decrease in suspensions and exclusions compared to 24/25.</p> <p>Decrease in no of students and no of days spent in our Inclusion room.</p> <p>Increase in % of students participating in extracurricular</p>	<p>Ensure that staff are being supported to hold high expectations of all students, and to form relationships grounded in mutual respect. Provide additional training and support for targeted staff (in particular, ECTs)</p> <p>Ensure the school's character and culture is high profile - overcommunicate our values of "honesty, faith and courage" through</p>	AHT Behaviour and Culture (LRP)	<p>Classcharts data</p> <p>Character award data</p> <p>Pass data</p> <p>Student survey data</p> <p>Parent survey data</p>	Sept 2025	Half termly



	<p>clubs, competitions, and leadership roles.</p> <p>Student survey data shows a higher % of students feeling motivated, valued, and positive about the school environment and their roles within it.</p> <p>Parents survey data shows parents perceiving a strong culture of ambition and aspiration within the school, feeling confident that their children are being encouraged to reach their full potential.</p>	<p>assemblies, newsletters, rewards, PSHE curriculum.</p> <p>Ensure the House system is high profile and a constant part of school life, promoting belonging.</p> <p>Ensure a wide range of extra curricular clubs, competitions and leadership roles are promoted to students and that engagement in these opportunities is consistently rewarded.</p>		<p>Data tracking engagement with extra-curric opps.</p> <p>External QA</p>		
Secure attendance at national levels and reduce the number of students persistently absent, with a particular focus on females and students with an EHCP. PSED target.	<p>Improvement in overall attendance compared to same period in a/y 24/25</p> <p>Reduction in PA compared to same period in a/y 24/25.</p> <p>Reduction in gap between attendance of a.) PP and b.) SEND compared to 24/25.</p>	<p>Continue to over communicate the link between good attendance, outcomes and future life chances to parents and students.</p> <p>Targeted Interventions</p> <p>Follow the school's attendance protocols to work with families to reduce PA's and improve overall attendance.</p> <p>Evolve the role and impact of the EBSA to reduce emotionally based school avoidance.</p>	Senior Teacher Attendance (SP)	Weekly review and discussion of attendance data at SLT	Ongoing	Half termly

#### **Governor Monitoring: Safeguarding Matters and Student Support**

#### **Personal Development**

**Driving Priority:**

To provide a comprehensive personal development curriculum to ensure the statutory and wider needs of students are met in order to be safe and become responsible, respectful and active citizens who contribute to society.

Objective/KPIs	Intended impact (RAG'ed)	Actions	Lead staff	Monitoring and Evaluation	Start Date	Review Date
Ensure the PSHE curriculum meets statutory guidelines, and a cohesive, quality-first approach to planning and delivery is embedded across KS3-5.	<p>Audit by RL and SJG showing the PSHE curriculum is fully compliant across KS3, 4 and 5.</p> <p>DDIs, Learning Walks and student focus groups show all students receiving a high quality PSHE curriculum experience, which is faithful to our intent.</p> <p>In parent surveys, parents report that they understand the content of the PSHE curriculum their child is following and feel this has been communicated to them simply and clearly.</p>	<p>Develop a cohesive curriculum map for PSHE KS3-5.</p> <p>Ensure the approach across KS3-5 meets statutory guidelines and adheres to the best practice recommendations of the PSHE association.</p> <p>Through DDIs, Learning Walks and student focus groups, monitor the delivery of the PSHE curriculum, ensuring there is equity of experience for all students.</p> <p>Support tutors to explicitly make SMSC links from their PREP time guided reading books.</p> <p>Provide further support and training for staff on how to deliver the PSHE curriculum effectively through face to face and virtual CPD (PSHE+).</p>	AHT Personal Development (RL)	LWs of PSHE delivery Anecdotal feedback from students, staff and parents	Sept 2025	Termly

Further develop work-related learning opportunities so all students have the knowledge to make informed choices about future careers.	<p>Rise in % of students in Y10 completing a work experience placement.</p> <p>All students in Y12 benefit from completing a work experience placement by the end of a/y 25/26.</p> <p>Increase in the number and range of opportunities for students to engage with employers.</p>	<p>Embed Unifrog to work alongside existing CEIAG provision.</p> <p>Ensure students are exposed to a range of careers - particular focus on tech and green sectors.</p> <p>Seek to partner with more employers for work experience and mentoring.</p> <p>Plan and deliver a work experience opportunity for students in Years 10 and 12.</p>	AHT Personal Development (RL)	<p>Gatsby benchmark compliance</p> <p>Work experience completion</p>	Sept 2025	Termly
Continue to develop the students' understanding of environmental and global citizenship (focus on sustainability)	<p>Obtain Accreditation Level of the International Schools Award.</p> <p>Schools must demonstrate 7 curriculum-based international activities - 3 completed in partnership with schools from other countries.</p> <p>The majority of students across the key stages must have participated in international activities.</p>	<p>Continue to evolve existing partnerships with overseas schools.</p> <p>Build further partnerships with overseas schools.</p> <p>Work with Subject Leaders to create further opportunities for further curriculum-based international activities.</p> <p>Further evolve elements of cultural exchange with Apostelgymnasium in Cologne and with Virolai in Barcelona.</p>	<p>AHT Personal Development (RL)</p> <p>International Lead (ADG)</p>	RAG of progress towards success criteria for Accreditation Level of the ISA, monitored half termly.	Sept 2025	Half termly

#### Governor Monitoring: Student Support

## **Sixth Form**

### **Driving Priority:**

To ensure our post-16 curriculum is ambitious and challenging, supporting all students to develop the knowledge and soft skills they will require to thrive in higher education and/or the world of work

<b>Objective/KPIs</b>	<b>Intended impact (RAG'ed)</b>	<b>Actions</b>	<b>Lead staff</b>	<b>Monitoring and Evaluation</b>	<b>Start Date</b>	<b>Review Date</b>
Key Stage 5 achievement: Students obtain the currency they require to access aspirational university courses and apprenticeships.	Minimum floor standard of Black ALPS across all courses. WIG of 45% A*-B, 75% A*-C, 100% A*-E.	Precision teaching plans  Daily Y13 lesson visits.  Particular focus during QA activities on 1. Checking for understanding and 2. Quality of feedback  Student-level action plans for any student below ALPS MEG at Y13 FP points.  Close monitoring of independent learning (including UpLearn) and the Sixth Form Study Centre, ensuring teachers are consistently setting meaningful private study tasks, holding the students to account and providing them with timely feedback.	Director of Sixth Form (SP)	Data points  DDIs Learning Walks  External QA	Sept 2025	3 data points

<p>To embed the school's culture and ethos to ensure ambition and aspiration characterise all aspects of sixth form life.</p>	<p>Increased opportunities for students to participate in enrichment activities, value-added qualifications (EPQ, Core Maths, Open University) and giving-back activities. Increased uptake in those opportunities offered.</p> <p>Sixth Form students conduct themselves as role models to the younger years at all times - for example consistently exhibiting positive attitudes to learning and the high standards of presentation.</p> <p>Further opportunities are created for students to engage with aspirational employers and universities, including every Y12 student participating in work experience.</p> <p>Student B&amp;A during study periods in the sixth form study complex is consistently focused and studious.</p>	<p>Increase promotion and early sign-up for valued-added qualifications.</p> <p>Further develop the existing tutorial programme, providing personalised support and guidance both pastorally and academically.</p> <p>Develop further opportunities for students to engage with aspirational employers and universities.</p> <p>Develop WRL opportunities and use of Unifrog at KS5</p> <p>Evolve use of Journey of Life resources to support PSHE delivery, ensuring the PSHE curriculum students receive is coherent and consistently of a high quality.</p> <p>Embed the KAEP6 character - overcommunicating our school values through assemblies, the tutor programme, rewards etc.</p> <p>Embed high expectations and positive routines during supervised study periods.</p> <p>Ensure the KAEP6 dress code is consistently followed by all students.</p>	<p>Director of Sixth Form (SP)</p>	<p>% uptake for valued-added qualifications</p> <p>Student survey feedback</p> <p>Destinations data</p> <p>Ongoing monitoring of student conduct in the Sixth form study complex.</p>	<p>Sept 2025</p>	<p>Half termly</p>
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Continue to market KAEP6 to increase student numbers.	Target NOR of 125 at KS5 for Sept 2026.	<p>Clear USP, overcommunicated to potential students and parents both internally and externally.</p> <p>Y10 Sixth Form Taster day, July 2025</p> <p>Continue 24/25 strategy of “go early” with opening/closing application process, interviews, offer letters.</p> <p>Continue 24/25 strategy of making telephone contact with parents of any viable internal students who have not applied.</p> <p>Social media marketing campaign including testimonial videos from recent alumni.</p> <p>Create further opportunities throughout the year for Y11 students to visit the sixth form complex and work alongside existing sixth form students.</p>	Director of Sixth Form (SP)	<p>Attendance at Sixth Form open evening</p> <p>No. of first-choice applicants following conditional offer letters.</p> <p>NOR Sept 2026</p>	Sept 2025	Termly
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## Governor Monitoring: Raising Standards and Curriculum

### Leadership and Management

### Driving Priorities:

To embed the changes to the school's leadership structure, ensuring all leaders embody the values of honesty, faith and courage, and build a strong sense of shared vision and purpose among all stakeholders.

**Governor Monitoring: Local Governing Body**

Objective/KPIs	Intended impact (RAG'ed)	Actions	Lead staff	Monitoring and Evaluation	Start Date	Review Date
Embed the changes to the school's leadership structure (Exec Principal, Head of School, sole Deputy), ensuring leaders communicate clearly and build a strong sense of shared vision and purpose among staff.	<p>Staff surveys and anecdotal feedback reflect that staff at all levels share a clear understanding of our school's vision and values.</p> <p>Staff surveys reflect that staff understand our school priorities, and what we are working on to improve.</p> <p>Staff feel valued and listened to.</p>	<p>Overcommunicate about vision and values (the 'why') to all stakeholders.</p> <p>Ensure the EP, HoS and SLT are visible around the school.</p> <p>Continue to celebrate good news and success at every opportunity via the school's social media channels and website.</p> <p>Prepare for OFSTED inspection Autumn 2025 under the new framework.</p>	<p>Head of School (MDH)</p> <p>Exec Principal (DL)</p>	<p>Feedback from staff focus groups</p> <p>Feedback from bi-annual staff survey</p>	Sept 2025	Half termly
Ensure that all staff have access to high quality professional development opportunities, and complete all compliance training.	<p>Staff surveys reflect that staff feel they are being supported to develop professionally.</p> <p>Appraisal records show staff continuing to grow and develop in their roles.</p> <p>All compliance training (Health and Safety, Safeguarding) is completed by all staff in a</p>	<p>Ensure all teachers and LSAs benefit from instructional coaching through the DDI system.</p> <p>Ensure all staff benefit from a clear appraisal process, including a mid-year check-in meeting.</p> <p>Ensure programmes for ECTs/Overseas trained teachers/RQTs are consistently of</p>	<p>Head of School (MDH)</p> <p>AHT Teaching and Learning (SJH)</p>	<p>Staff completion rates for compliance training.</p> <p>Feedback from staff focus groups</p>	Sept 2025	Half termly

	timely manner, according to KGA schedules.	<p>a high quality and meet individuals' needs.</p> <p>Ensure leadership development programmes are available to staff at different levels (NPQ/KGA; aspiring subject/pastoral leads, aspiring senior leadership).</p> <p>Ensure LSAs access a planned programme of CPD designed to empower them to be as effective as possible in their roles.</p>	AHT Inclusion (SPB)	Feedback from bi-annual staff survey		
Ensure the school is able to effectively recruit and retain staff, and continue to look for ways to support staff wellbeing.	<p>Fully staffed with subject specialists for Sept 2026.</p> <p>Low attrition rate. Those staff who leave do so for good reasons (such as retirement or promoted posts)</p> <p>Responses to staff surveys show high levels of satisfaction and a positive regard for school leaders.</p>	<p>Evolve our partnerships with ITT providers, including exploring the apprenticeship route into teaching with University of Reading for Sept 2026.</p> <p>Evolve how the school markets itself to potential employees, ensuring the benefits of working at KAEP explained - social media, website.</p> <p>Ensure staff feel listened to and supported to grow through regular collaborative professional learning.</p> <p>Continue to look for ways to reduce staff workload and demand without compromising outcomes.</p>	<p>Head of School (MDH)</p> <p>AHT T&amp;L (SJH)</p>	<p>Staffing for Sept 2026</p> <p>Staff turnover rates</p> <p>Feedback from bi-annual staff survey</p>	Sept 2025	Half termly



		Successes and achievements are corporately recognised and celebrated.				
Effectively manage the MIS migration to Arbor.	All aspects of the MIS functioning correctly, and staff feeling well supported with the transition.	Training for staff  COB liaison with Luke Mulhall (KGA Digital Lead)  Liaison and trouble shooting with Arbor	DHT (COB)  SBM (CH)	MIS operating in a way that is fit for purpose	April 2025	Autumn 2025
Achieve the 10 Sustainability goals selected by Governors.			AHT Personal Development (RL)			

**Governor Monitoring: Leadership and Management**