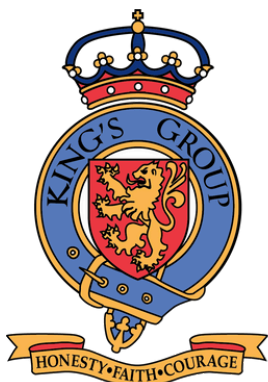


2024-2027

# KAR STRATEGIC VISION

---

*OUR JOURNEY TO EXCELLENCE*



King's Academy Ringmer

---



# CONTENTS

3. Introduction
5. What's in our DNA?
6. The KAR Student
8. King's Academy Ringmer Core Values
9. Where do we want King's Academy Ringmer to be in 2027
11. Our Journey to Excellence and our excellence strategy
12. Strategic Intent 1 & Key Performance Indicators (KPI's) - Quality of Education
17. Strategic Intent 2 & Key Performance Indicators (KPI's) - Behaviour and Attitudes
19. Strategic Intent 3 & Key Performance Indicators (KPI's) - Personal Development
21. Strategic Intent 4 & Key Performance Indicators (KPI's) - Leadership and Management

# INTRODUCTION

---



## Chris Harvey

*Principal, King's Academy Ringmer*

### The WHY?

At King's Academy Ringmer, we have a simple ambition: to be the best school in Sussex. By this we mean that all our students will receive a better education at King's Academy Ringmer than they would at any other local establishment. Our vision is clear:

“  
| *To develop well rounded, confident  
| individuals who are world ready*

We want King's Academy Ringmer students to leave us with:

- Better qualifications than they would achieve in any other local school. We would like outcomes in 2027 to place us in the 'Top 5%-10%' of schools nationally.
- The skills and attributes needed to live and work in tomorrow's global society and obtain the best jobs
- The values and morals to be good, outward facing citizens and well rounded characters.

We believe that great schools never stand still and strive at all times to excel in every area of their performance, for the benefit of all our young people and other stakeholders. We aspire to achieve equality and equity for all students that we work with. In our common pursuit towards excellence for all, we believe that everyone in our community must be involved in our strategic forward planning.

### The HOW?

We believe that good habits form the building blocks of a well-rounded character, which are at our school:

Being **READY** to learn;  
Being **RESPECTFUL** of others;  
Being **SAFE** in our environment.

By instilling these habits, students will develop our core values of Kindness, Ambition and Resilience, and therefore move into the world as well rounded, confident and world ready citizens.

From an honest self-evaluation of where we believe we are at the start of the academic year 2023-2024 and with a new Principal in role, we have devised together the following key priorities which will govern our short and medium term planning and will underpin our 3 year strategic planning through to 2026-2027, ensuring we are a high performing, inclusive and oversubscribed school of choice for the local community. We have reviewed both the strengths and development areas of our current culture through PIXL's 'Culture Canvas'. We have also considered our Ofsted Priorities from our report in May 2019:

- Governors and leaders raise the progress and attainment of all pupils so they do at least as well as other pupils nationally in PE and Spanish at GCSE.
- Ensure that the school's policy on feedback is more consistently applied so that all pupils know how to improve their work.
- Leaders and governors need to ensure that those disadvantaged pupils who frequently miss school attend school regularly so that they can catch up with other pupils nationally.

Attendance continues to improve for disadvantaged pupils and those who have special educational needs and/or disabilities. This document is intended to set the overall direction for the school for the next 3 years. It also outlines the King's Academy Ringmer 'DNA' and 'Core Values' that governors, staff and parents agree should be at the heart of how the school operates and develops.

The plan is in two layers: A three year plan from 2024-2027 (3 year plan), alongside our current School Improvement Plan (our yearly plan to achieve the longer term vision). The three year plan will inevitably develop over the next few years. King's Academy Ringmer's vision reflects our ambition to be innovative, creative and have unapologetically high expectations of all our learners. This document is aimed to provide the strategic 'intent' for the next three years, with a clear outline as to how we will review our 'impact' each year. The Academy Improvement Plan will be updated each year to show the granular steps we are taking to achieve our goals.

The expectation will be that all Department Action Plans and all Performance Management Objectives will be linked to this strategic intent document and our Academy Improvement Plan (AIP). It is important staff understand the milestones in the Academy Improvement Plan and their part in supporting the school in reaching them successfully.

Since joining King's Academy Ringmer as Principal, I have involved all staff, students and parents in a vision building exercise to answer the question 'what do we want to achieve for the students of King's Academy Ringmer?' and 'what do we want our school to be like in 3 years from now?'. This was also supported by 1 to 1 meetings with all staff, as well as reflection from our leadership team as to the future direction of the school. From this we produced a document entitled - What is in our DNA? This will continue to serve as a useful reference point each year. The student, staff, and parent vision-building session was very simple: staff were asked to think about the school that they'd like King's Academy Ringmer to be in three years. Alongside this, with the support of our student leadership team, we came up with and re-launched with our school vision statement with reference to our fundamental appreciation of the importance of Spiritual, Moral, Social and Cultural education and preparing our students to be active citizens in a local, national and global environment.



# WHAT'S IN OUR DNA?

We are a growing school with a growing reputation. In setting this vision, we wanted to ensure we are clear as to our strengths, the areas where we excel.

## What are the key strengths of our school?

From our stakeholder survey involving students, staff and parents, we reviewed the key strengths of our school and amalgamated these to represent our core strengths as follows:

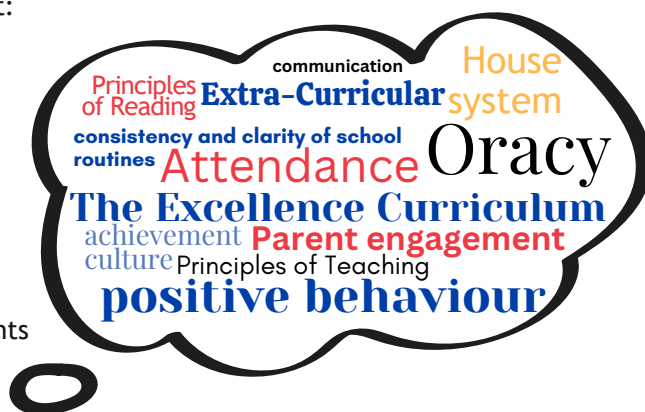
- Relationships
- Community
- Good outcomes
- High expectations
- Teaching and learning
- Research led
- Ambitious curriculum
- Literacy and reading
- Trust.



## In the next 3 years, what areas do we want to develop?

As school leadership, we worked with our stakeholders to review which areas they would like to see us develop in the next 3 years, on our journey towards excellence. From an honest review, the school community has identified the following areas of development:

- The Excellence Curriculum
- Principles of Teaching and Principles of Reading
- Oracy
- Parent engagement
- Extra-Curricular e.g. participation in clubs
- House system
- Consistency and clarity of school routines
- Increased attendance and positive behaviour of all students
- Enhancement of our achievement culture
- Parental involvement and communication.



## Imagine the school in 3 years - what does it look like?

From our stakeholder response, we have aligned some key priorities that are important to us as a school and what our school will be in three years:

- Continuing to enhance our ambitious curriculum, both inside and outside of the classroom.
- We are a talk rich school, where oracy is central to fulfilling our vision to create well, rounded, confident individuals who are world ready. All students participate confidently in and out of lessons.
- Our culture is permeated by a regular celebration of success.
- We are a happy school - staff and students. Students are excited to attend school and they tell us consistently that they enjoy school. All children feel a sense of **belonging** and are welcomed and valued.
- Attendance is consistently above the national average.
- Students are respectful at all times.
- Highly literate, numerate and resilient young people who are fully confident when articulating themselves, ensuring they become successful learners and achieve their full potential. Our students are excellent communicators.
- Routines are clear, consistent and embedded.
- The school has significantly expanded opportunities outside of the classroom e.g. trips, extra-curricular activities, play areas better designed, more clubs, charity days, rewards days.
- The school community has a strong sense of 'belonging' and increased identity about 'who we are'. Students are 'PROUD to be Ringmer'.
- Older children are role models and student leadership is prominent across school.
- Suspension levels are considerably lower than the national average.
- We have a clear homework strategy, with a consistently high completion rate.



# THE KAR STUDENT

## What are the key skills and qualities that we want to develop within a KAR student? What is in our DNA?

From our stakeholder response, we have aligned some of the key skills and qualities that we want our curriculum to develop within a KAR student. In other words, what are the skills and qualities that we want our students to leave with after 5 years at our school? The most frequent attributes from our stakeholder were as follows:

- *Kindness*
- *Ambition*
- *Resilience*
  
- *Communication and Curiosity*
- *Altruism*
- *Respect*
- *Emotional intelligence*



We want the KAR learner to leave us with the following KAR CARE principles, the key skills and qualities to ensure they are well rounded characters.





# OUR VALUES

---

## KAR Vision Statement:



*To develop well rounded, confident individuals who are world ready.*

## KAR Motto:

“ ‘A journey to excellence’.

## KAR Values:

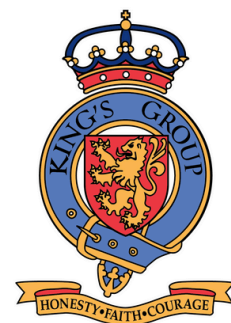


*Kindness, Ambition, Resilience.*

## KAR Code of Conduct:



*Ready, Respectful, Safe.*



King's Academy Ringmer

---

Community

People

Curriculum  
& Teaching

# VISION 20 27

## People

Our healthy and happy students have the confidence to be themselves, are excellent communicators and have developed a sense of our KAR CARE principles. All staff have unashamedly high expectations of student behaviour, and students feel a strong sense of 'belonging' at school. They are empowered to be positive disruptors, to aspire and achieve. Behaviour is exemplary and students are happy. Our diverse and inspirational staff have licence to be creative in the classroom, take risks and be innovative throughout the school. In every experience, we are kind to ourselves and others. Our people are valued, celebrated, nurtured and supported on their journey to excellence. Wellbeing and positive mental health for all are our core focus. Staff consistently report that they are happy at work and feel valued. We appreciate and enhance the qualities of all our people. We are pioneers in education nationally and internationally.



## Curriculum and Teaching

Our curriculum provides learning which extends beyond any particular subject. It is ambitious and develops academic, personal and social potential. Our Super Curriculum is well developed and forms a central part of our development of young people. By developing the whole person who is 'well rounded, confident and world-ready', we achieve exceptional outcomes. Our curriculum provides the space to immerse ourselves in life-shaping and life-changing learning and experiences. Our curriculum promotes a strong strand of reading, numeracy and oracy. We are a talk rich school where students are empowered to participate in all aspects of school life. 100% participation is the standard in all lessons. This maximises the duration and depth of students' thinking. A culture of participation and thinking becomes the norm. This supports raises outcomes and removes barriers to underachievement. Our SPEAK principles promote a rich dialogue throughout school. Learning from their context and starting point, our students develop into dynamic thinkers, able to learn, unlearn and relearn (resilience). Our whole school curriculum is future minded. It develops through learning from and with others in school and beyond. It is relevant to and resonates with all of our students, so that they are ready for whatever they want to be in the world. We are at the forefront of research led teaching practices and a beacon for teaching and learning practice.

## Community

Our school is at the centre of a strong and connected community. We share our knowledge, expertise and experience, enriching us and everyone in our network. Our students take an active role in the community through volunteering, collaboration and shared respect. We work with local and global businesses, charities and other organisations. Our parents are engaged with the school, and feel that communication is timely and clear. Our parents and alumni know, understand and contribute to the life of the school. Our spaces are developed with both our people and our wider community in mind. We promote equality through equitable practice. We use resources efficiently to ensure sustainability of the school and of our planet.



# OUR JOURNEY TO EXCELLENCE



## Our excellence strategy

At King's Academy Ringmer, we are clear that enhancements in our achievement culture are a key focus in the next three years. We want to embrace further opportunities to promote and catch 'excellence'. Through consideration of our stakeholder views, we have aimed to define what 'excellence' looks like in our context. As a school, our mission is to pursue our 'journey to excellence' by aiming to quantify what excellence looks like in three years. We recognise, however, that the journey towards excellence is as important as the end goal and that everyone's best is different. As human beings we are all on a journey of improvement but we do not all start at the same point.

Our Principal and school team have developed an 'Excellence Strategy' which interleaves with a number of features and activities that form part of the overall daily experience of being a learner or an adult at our school.

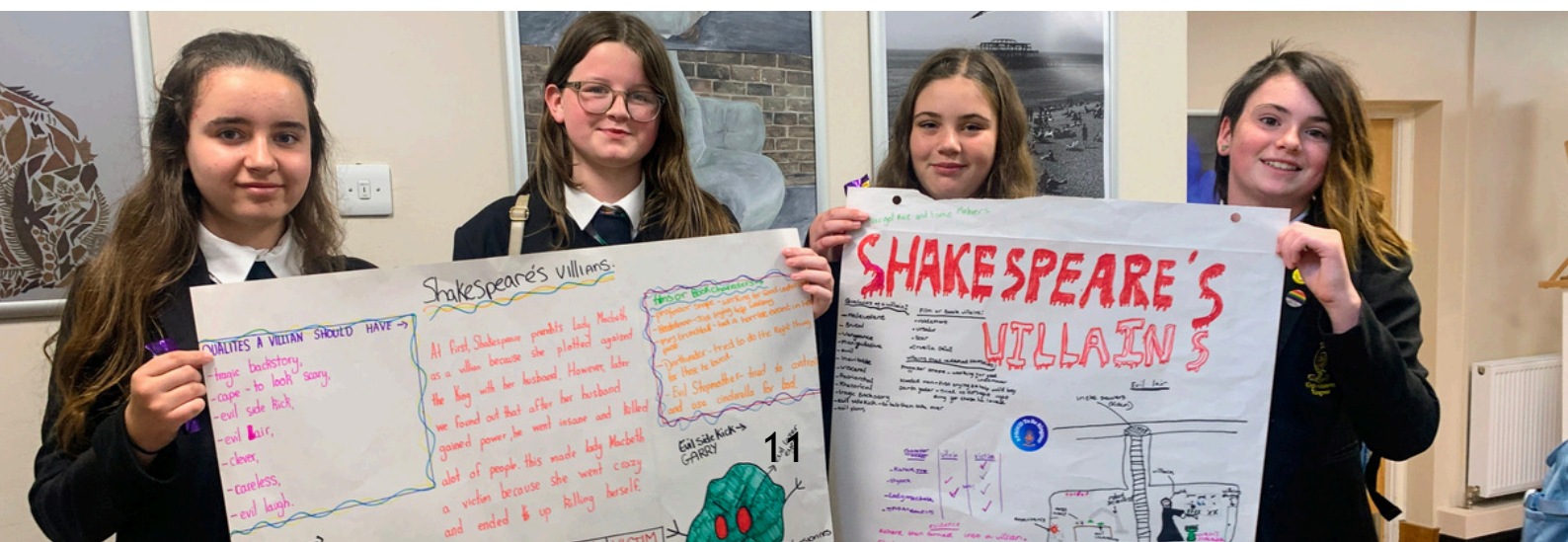
Fundamental features of our strategy are:

- The Curriculum for Excellence & 'The 'KAR Experience' Super Curriculum - new for 2024-25)
- Principal's Excellence Roundtable event
- Platinum Awards for Excellence in Learning
- Platinum Awards for Excellence in Community
- Excellence Assemblies
- Excellence Magazine.

More subtle features include our focus on excellent work through our 'Proud' (#proudtoberingmer) weekly celebration. We celebrate the values that guide us, ensuring that through our KAR raffle tickets we 'take notice' of what we bring and what we do when we are at school. Finally, the conversations that take place between students about their work, their journey and what made it an excellent piece of work. These take place in the classroom, at our Friday PROUD table, in Excellence Assemblies and Subject Roundtable events. We believe it to be hugely symbolic to have Year 7s talking to and presenting to Year 11, students at completely different ends of their learning journey, but all striving for their own personal excellence.

Our Curriculum Intent Statement for school as well as the individual Subject Intent Statements,

Curriculum Plans as well as the targets we set our children and adults are connected to our strategy and our excellence journey.





# STRATEGIC INTENT

---

## Strategic Intent 1 - Quality of Education (Curriculum and Outcomes, Teaching and Learning)

### Outcomes for students:

- Outstanding and ambitious progress for all our students that compares highly favourably with national and local averages in respect of performance indicators and leaves no group falling behind our unashamedly expectations of attainment. Students leave with the best possible results, and achieve our vision of being 'well rounded, confident individuals who are world ready'.
- Equity is at the core of our culture - All students, regardless of starting points make positive progress.
- Our ambitious curriculum ensures an increasing EBacc uptake.
- "No GAPS, No Dips, No Excuses."
- Disadvantaged pupils continue to make rapid progress so their outcomes are equal to others within school and nationally.
- Pupils' achievement in PE and Spanish improves so that it matches the strong progress in other subjects (Ofsted action point),
- A first class, robust feedback and assessment system which supports learning and enables real progression from KS3 through to KS4 with gaps in progress immediately identified with adapted provision and intervention put in place.
- To continue to reduce in-school variation of student progress between subjects, as well as the progress of disadvantaged students in comparison to non-disadvantaged students nationally.
- To further develop the role of the Year Leader and Tutor in monitoring students' progress. Where underperformance is identified, it is addressed quickly to demonstrate rapid improvement.
- Further Strengthen and develop Careers Education including the essential elements of career planning, careers information, work-related learning and employability skills so that students achieve relevant qualifications and receive the guidance to enable them to choose an FE/HE pathway appropriate to their career plans.

*“All teachers need to improve their practice—not because they are not good enough, but because they can be even better.”*  
- Dylan Wiliam



## Teaching, Learning and Assessment

- The highest quality teaching, never less than typically good and frequently outstanding, underpinned by high quality and targeted professional development, particularly within the development of our instructional coaching model and partnership with the Walk Thrus five step guides.
- 100% participation is embedded both inside and outside the classroom.
- The highest quality teaching, underpinned by high quality and targeted professional development and training, creating aspirational, creative, independent and resilient learners who embrace risk, learn from their mistakes and make outstanding progress.
- Ensure that our Principles of Teaching are embedded into everything we do, ensuring that teachers know their students:
  - High Expectations of Behaviour for Learning
  - Quality of Instruction
  - Curriculum and Subject Knowledge
  - Learning and Making it Stick
  - Adaptive Teaching
  - Effective Feedback.
- As a school, we continue our commitment to research-led evidence to support improvements in our teaching to ensure we are at the forefront of educational development both locally and nationally. We begin to become acknowledged as a beacon of best practice outside of our Trust.
- Our culture creates an open environment where teachers and students are confident to take risks and any failure is seen as an opportunity to improve.
- Ensure that the quality of teaching over time is reflected in outstanding outcomes for students at King’s Academy Ringmer. We want teachers to plan great lessons, teach well and feedback to students effectively.



*“Teaching, it turns out, is a team sport, where teachers make each other better fastest by building culture & sharing insights”*  
- Doug Lemov



- Our Professional Development programme will enable teachers to be better than they were the previous year.
- Rigorous use of the King’s Academy Ringmer ‘feedback’ policy by all teachers, in the form of formative feedback, verbal feedback, self and peer assessment, ensures students achieve outstanding outcomes.
- A staple part of every lesson is high quality questioning and responsive teaching, which leads to measurable impact on students’ progress.
- Teachers take every opportunity to develop pupils’ literacy and oracy and our SPEAK principles enable staff to develop confident and well-rounded students.
- In keeping with our vision to create excellent communicators, oracy becomes a more prominent strand within our school culture. Our ‘SPEAK’ focus is embedded and students are confident to speak and discuss opinions.
- Our literacy strategy is embedded through planned lesson time dedicated to developing students’ reading accuracy and fluency. All staff use reading data to inform their teaching. Disciplinary approaches to reading and writing are fully embedded.
- Teachers consistently use assessment information to plan learning that provides high levels of challenge for all students.
- Teaching is based around high expectations and careful planning ensuring that every second in the classroom (and outside of the classroom through well structured and meaningful homework) is uninterrupted by any form of disruption.



Key Performance Indicators to ensure that we can assess ‘excellence’

Expected outcome 2024- 2025	Expected outcome 2025- 2026	Expected outcome 2026- 2027
<ul style="list-style-type: none"> <li>• Student progress judged by FFT to be in the top 20% nationally and in top 20% in Sussex. Progress of disadvantaged students at the same level as that of non-disadvantaged students nationally.</li> <li>• EBacc completion and attainment above national average.</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress judged by FFT to be in the top 10% nationally and in top 10% in Sussex. Progress of disadvantaged students at the same level as that of non-disadvantaged students nationally.</li> <li>• EBacc completion and attainment above national average.</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress is classified as “well above average” in the schools’ league table and in the top 5% in Sussex. Progress of disadvantaged students above that of non-disadvantaged students nationally.</li> <li>• Attainment in the EBacc in the top 5% nationally.</li> </ul>



## Diminishing the differences - Boys/ Disadvantaged/ SEND K

Disadvantaged, Boys and SEND K students secure progress that is rapidly increasing to be in line with that of other students nationally and those who have similar starting points.

### General

KS3 Tracker shows that students continue to make strong progress based on previous years Assessment at KS3, now free from levels, gives us the green light to make assessment as robust as possible in subject contexts Destinations data 94%+ of students are in sustained education, employment or training after key stage 4. In line or above the NA.

### Key Performance Indictors to ensure that we can assess 'excellence'

Expected outcome 2024-2025	Expected outcome 2025-2026	Expected outcome 2026-2027
<ul style="list-style-type: none"> <li>• 85% of student surveys agree T&amp;L at least good.</li> <li>• Tracking data shows 90% of teaching staff engage and improve with the DDI process.</li> <li>• Routines - executed consistently - learning walk tracking data show at least 90% consistency.</li> <li>• 90% of CPD Evaluation Good or Better.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of student surveys agree T&amp;L at least good.</li> <li>• Tracking data shows 95% of teaching staff engage and improve with the DDI process.</li> <li>• Routines - executed consistently - learning walk tracking data show at least 95% consistency.</li> <li>• 95% of CPD Evaluation Good or Better All staff are accessing professional development that improves their practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of student surveys agree T&amp;L at least good.</li> <li>• Tracking data shows 100% of teaching staff engage and improve with the DDI process.</li> <li>• Routines - executed consistently - learning walk tracking data show at least 100% consistency.</li> <li>• 100% of CPD Evaluation Good or Better All staff are accessing professional development that improves their practice.</li> </ul>

*“The most basic human desire is to feel like you belong. Fitting in is important.”*  
Simon Sinek



# STRATEGIC INTENT

## Strategic Intent 2 - Behaviour and Attitudes

- *“Belonging is one of the most powerful human emotions. We all yearn to belong to groups & communities that value and know us...what we believe we belong to shapes our identities”* - Doug Lemov.
- The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our ‘Core Values’ of Kindness, Ambition & Resilience.
- The teaching of positive behaviour is embedded into our **behaviour curriculum**, ensuring regular opportunities to refresh routines and ensure consistency. Our positive behaviour policy of Ready, Respectful, Safe is embedded.
- Further reducing the number of fixed term suspensions by developing positive behaviour for learning so that low level disruption becomes extremely rare both in and out of lessons, with positive attitudes to learning displayed across the school, consistently.
- Ensure that the attendance of all students, especially disadvantaged and SEND students continues to improve.
- Further enhance our cohesive learning community by basing the school culture around respect for each other, keeping each other safe and keeping oneself healthy in body, mind and relationships. A ‘warm strict’ (Doug Lemov) culture embedded, ensuring clear boundaries and rules are balanced with a restorative approach.
- An embedded and proactive approach to preventing bullying and all potential breaches of equality with outstanding safeguarding procedures resulting in all students feeling safe, happy and therefore academically challenged at all times. Full student understanding and appreciation of the wide range of cultural influences which have shaped them as individuals and as part of the wider collective local and national community leading to their confident preparation for life in modern Britain.
- Our pupils will demonstrate a positive attitude to their learning, showing resilience and the ability to learn independently and effectively.
- Student leadership has an enhanced and more integral role within the school.
- Lesson evidence shows that students are increasingly confident communicators
- Evidence shows that students accept commonalities and celebrate diversity.

“*The single most important aspect of your job is to make it easy as possible for teachers to teach. All else flows from that.*”

*David Didau*

## Key Performance Indictors to ensure that we can assess ‘excellence’

Expected outcome 2024-2025	Expected outcome 2025-2026	Expected outcome 2026-2027
<ul style="list-style-type: none"> <li>• Attendance: 92%</li> <li>• Disadvantaged 90.0%/PA 20% Attendance: In Line/Above NA.</li> <li>• SEND(K) In Line/Above NA Attendance: 92.7%/PA 19%</li> <li>• Persistent Absence: 11% (NA 12.4%).</li> <li>• Fixed Term Exclusions: In line NA.</li> <li>• Large Majority (85%) display consistently excellent attitudes and behaviour learning.</li> <li>• A ‘Culture of Safeguarding’ resulting in all students feeling safe and happy.</li> <li>• Audit students’ understanding of all forms of bullying.</li> <li>• Students demonstrate a good attitude towards learning and others in school. Instances of bullying are rare. Students feel safe at school.</li> <li>• 95&gt;% of students agree that they feel safe in school.</li> <li>• 85% of our students will at least agree with the statement ‘I am happy, known, heard, represented, included and celebrated’.</li> <li>• Surveys show that 90% of people at least agree where incidents occur, we effectively restore peace between harmer and harmed.</li> <li>• Surveys show that 90% of staff feel that students are almost always polite, respectful and smartly dressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance: 94%.</li> <li>• Disadvantaged 92%/PA 18% Attendance: Above NA.</li> <li>• SEND (K) In Line/Above NA Attendance: 93.0%/PA 17%</li> <li>• Persistent Absence: 10% (NA 12.4%).</li> <li>• Fixed Term Exclusions: Below NA.</li> <li>• Very Large Majority (85-96%) of students display consistently excellent attitudes and behaviour learning.</li> <li>• Outstanding Safeguarding procedures resulting in all students feeling safe and happy.</li> <li>• Students demonstrate a good attitude towards learning and others in school Instances of bullying are rare. Students understand what is unsafe and how to stay safe</li> <li>• Our logs demonstrate incidents of discrimination, bullying and harassment decrease annually.</li> <li>• 95&gt;% of students agree that they feel safe in school.</li> <li>• 90% of our students will at least agree with the statement ‘I am happy, known, heard, represented, included and celebrated’.</li> <li>• Surveys show that 95% of people at least agree where incidents occur, we effectively restore peace between harmer and harmed.</li> <li>• Surveys show that 95% of staff feel that students are almost always polite, respectful and smartly dressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance: 96%.</li> <li>• Disadvantaged 96%/PA-15% Attendance: Above NA.</li> <li>• SEND (K) In Line/Above NA Attendance:93.2%/PA 15%</li> <li>• Persistent Absence: 9% (NA 12.4%).</li> <li>• Fixed Term Exclusions: Below NA.</li> <li>• Almost all (97%-100%) students display consistently excellent attitudes and behaviour learning.</li> <li>• Outstanding Safeguarding procedures resulting in all students feeling safe, happy.</li> <li>• Students highly adept at managing their own behaviour. Instances of bullying exceptionally rare. Students understand very clearly what is unsafe and how to stay safe.</li> <li>• Our logs demonstrate incidents of discrimination, bullying and harassment decrease annually.</li> <li>• 100&gt;% of students agree that they feel safe in school.</li> <li>• 95% of our students will at least agree with the statement ‘I am happy, known, heard, represented, included and celebrated’.</li> <li>• Surveys show that 98% of people at least agree where incidents occur, we effectively restore peace between harmer and harmed.</li> <li>• Surveys show that 95% of staff feel that students are almost always polite, respectful and smartly dressed.</li> </ul>



# STRATEGIC INTENT

---

## Strategic Intent 3 - Personal Development

### Personal Development, Behaviour and Welfare

- To provide outstanding personal development: The ambitious and appropriately challenging curriculum underpins our pursuit of excellence in a secure environment where all members of the school's community are treated with respect, tolerance and understanding.
- Our curriculum will nurture, develop and stretch pupils' talents and interest. The school's work to enhance pupils' spiritual, moral, social and cultural development will be of a high quality.
- A key strength of our personal development curriculum will be the building of strength and depth of character that combines a strong moral purpose with excellent social skills.
- The 'Super Curriculum' (The KAR Experience) is embedded and built through collaboration with staff, students, parents and the wider community.
- To maximise opportunities for leadership among our students and promote student voice
- To continue our drive and focus on raising the life-long aspirations of young people because it is the key to releasing their potential and improving their life chances. This is done through working collaboratively with King's Academy Ringmer families to ensure positive outcomes for all.
- Our curriculum will help prepare our pupils for life in modern British society by developing their understanding of British values and promoting tolerance, diversity and equality of opportunities.
- Our pupils will become adults that can go on to make a real difference locally, nationally and globally.
- Our House system is an integral part of developing well-rounded, confident individuals who are world ready'.

“

*“Are values lived or laminated?”*

*Mary Myatt*

## Key Performance Indicators to ensure that we can assess 'excellence'

Expected outcome 2024-2025	Expected outcome 2025-2026	Expected outcome 2026-2027
<ul style="list-style-type: none"> <li>• Our super curriculum 'The KAR experience' is embedded and enriches our ambitious curriculum. 80% of students say they enjoy the experience.</li> <li>• SEND &amp; disadvantaged participation in enrichment activities: 100% of SEND &amp; disadvantaged pupils have participated in at least one enrichment activity by the end of year from KS3.</li> <li>• 90% of students agree that 'the super curriculum has enhanced my enjoyment of school' - linked to attendance KPI.</li> <li>• QA audits of the super curriculum show that it 80% of activities are good or better.</li> <li>• Questionnaire show that 80% of students understand the fundamental British values.</li> <li>• Careers education: Gatsby benchmark achieved by the end of academic year . Destination data shows students are well prepared for the next stage of their education, employment or training.</li> <li>• 85% of students answer agree that 'I am happy at school'.</li> <li>• Learning walks and questionnaire indicate that 85% of students are engaged in PDT.</li> </ul>	<ul style="list-style-type: none"> <li>• Our super curriculum 'The KAR experience' is embedded and enriches our ambitious curriculum. 90% of students say they enjoy the experience.</li> <li>• SEND &amp; disadvantaged participation in enrichment activities: 90% of SEND &amp; disadvantaged pupils have participated in at least one enrichment activity by the end of year from KS3 and KS4.</li> <li>• 95% of students agree that 'the super curriculum has enhanced my enjoyment of school' - linked to attendance KPI.</li> <li>• QA audits of the super curriculum show that it 90% of activities are good or better.</li> <li>• Questionnaire show that 90% of students understand the fundamental British values.</li> <li>• Careers education: Gatsby benchmark achieved by the end of academic year. Destination data shows students are exceptionally well prepared for the next stage of their education, employment or training.</li> <li>• 90% of students answer agree that 'I am happy at school'.</li> <li>• Learning walks and questionnaire indicate that 95% of students are engaged in PDT.</li> </ul>	<ul style="list-style-type: none"> <li>• Our super curriculum 'The KAR experience' is embedded and enriches our ambitious curriculum.</li> <li>• 1000% of students say they enjoy the experience.</li> <li>• SEND &amp; disadvantaged participation in enrichment activities: 100% of SEND &amp; disadvantaged pupils have participated in at least one enrichment activity by the end of year from KS3 and KS4.</li> <li>• 100% of students agree that 'the super curriculum has enhanced my enjoyment of school' - linked to attendance KPI.</li> <li>• QA audits of the super curriculum show that it 100% of activities are good or better.</li> <li>• Questionnaire show that 100% of students understand the fundamental British values.</li> <li>• Careers education: Gatsby benchmark achieved by the end of academic year. Destination data shows students are exceptionally well prepared for the next stage of their education, employment or training.</li> <li>• 100% of students answer agree that 'I am happy at school'.</li> <li>• Learning walks and questionnaire indicate that 98% of students are engaged in PDT.</li> </ul>



# STRATEGIC INTENT

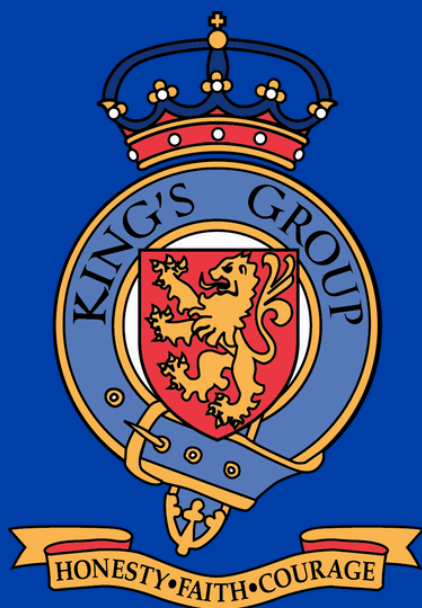
---

## Strategic Intent 4 - Leadership and Management

- All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for ‘excellence’ and continual improvement in outcomes and achievement.
- To further develop an inclusive, innovative and diverse curriculum that is supported by systems, processes and delivery focussed on improving outcomes for all students and that provides planned specialised intervention if adequate progress is not being made.
- Self-evaluation continues to be rigorous and captures a realistic picture of the school’s performance through comprehensive data tracking, ensuring that all stakeholders are positively challenged to improve in everything they do - creating aspiration through inspiration.
- Safeguarding to be everyone’s responsibility and a regular topic of conversation through sharing information and ensuring that training is appropriate
- Maintain high morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply. This facilitates strong recruitment in the next three years.
- Continue to work closely with the governing body, ensuring that they are fully informed and can consistently hold school leaders rigorously to account and ensure financial stability, including the effective and efficient management of financial resources (including pupil premium, curriculum costing and staff deployment).
- An outstanding curriculum which is flexible, accessible, ambitious and rigorous meeting the diverse needs of all learners (with particular emphasis on nationally underachieving groups). Our Super Curriculum ‘The KAR experience’ is embedded and enriches our ambitious curriculum.
- High staff morale with accountable, cohesive, consistent leadership and management which is proactive to external change and the pressures of financial contraction. Maximising resources through effective deployment of funds and staffing.
- Building work/life balance and staff well being into our work. Designing, implementing and maintaining streamlined and effective systems. Our KAR workload charter is embedded.

## Key Performance Indicators to ensure that we can assess ‘excellence’

Expected outcome 2024-2025	Expected outcome 2025-2026	Expected outcome 2026-2027
<ul style="list-style-type: none"> <li>• Through strong leadership, KAR will have achieved all of the targets in the above areas for 2024-2025 and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students.</li> <li>• Embedded, ambitious, coherent and rigorous 11-16 curriculum embedded at GCSE and other option courses.</li> <li>• New Super Curriculum (The KAR Experience) successfully embedded</li> <li>• Extended professional development for aspiring Leaders.</li> <li>• 85% of students and staff agree ‘that they feel that they belong to a school community that values mental health and wellbeing’.</li> <li>• Parent’s relay via surveys that communication has improved. Attendance at parents evenings is &gt;90%.</li> </ul>	<ul style="list-style-type: none"> <li>• Through strong leadership, KAR will have achieved all of the targets in the above areas for 2025-2026 and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students.</li> <li>• All possible flexibilities fully embedded in highest quality 11-16 curriculum which meets all needs in diverse cohort ranging from the most able to the most vulnerable.</li> <li>• New Super Curriculum (The KAR Experience) successfully embedded.</li> <li>• A Lead for Leadership development across Teaching Alliances with several members of SLT/ Middle leaders trained as SLEs/ Ofsted Additional Inspectors.</li> <li>• 90% of students and staff agree ‘that they feel that they belong to a school community that values mental health and wellbeing’.</li> <li>• Parent’s relay via surveys that communication has improved. Attendance at parents evenings is &gt;90%.</li> </ul>	<ul style="list-style-type: none"> <li>• Through strong leadership, KAR will have achieved all of the targets in the above areas for 2026-2027 and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students.</li> <li>• All major external changes interpreted meaningfully into long term strategic planning leading to secure and significantly above average progress for all students underpinned by the highest quality pastoral structure to enable individual success and fully realised ambition.</li> <li>• New Super Curriculum (The KAR Experience) successfully embedded.</li> <li>• High quality and financially robust staffing structure embedded with improved site ensuring long term viability as an outstanding, popular community school.</li> <li>• 95% of students and staff agree ‘that they feel that they belong to a school community that values mental health and wellbeing’.</li> <li>• Parent’s relay via surveys that communication has improved. Attendance at parents evenings is &gt;90%.</li> </ul>



King's Academy Ringmer

01273 812220  
King's Academy Ringmer  
Lewes Road  
Ringmer, East Sussex  
BN8 5RB