

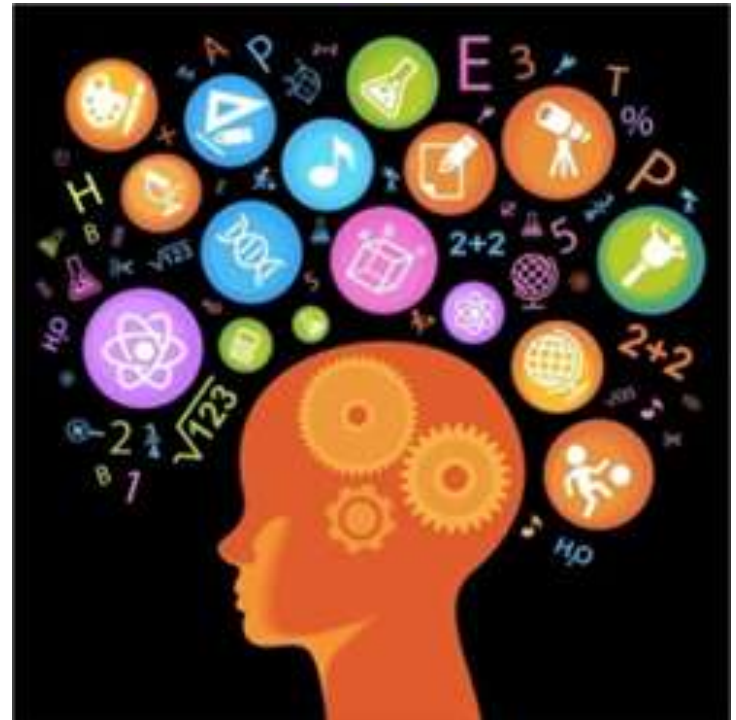
King Arthur's Community School



**OFSTED Strategic Response Plan:
King Arthur's Families' Meeting
Tuesday 13th March 2018**

Respect

Pride



Courage



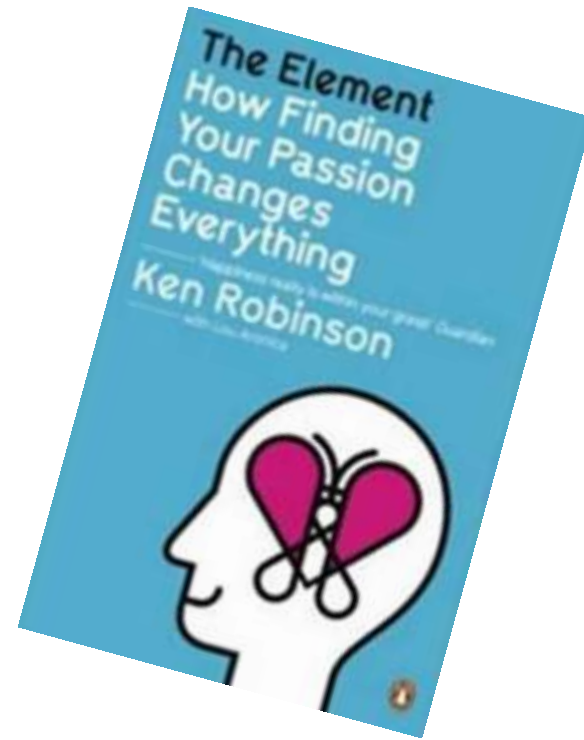
A massive thank you to those families that were able to attend the evening. We value open dialogue in order to secure the transformation we seek for King Arthur's.

We can do this...but we will only achieve it together.

Our Promise

- Our promise – a 21st Century education creating the next generation of citizens, thinkers, leaders and innovators.

- **Your dreams**
- **Your future**
- **Our challenge**
- **Our promise**



Raising the bar of expectation



What can and should be achieved by a community school in the context of a local and national agenda for education.

- **Area 1: Quality of Leadership & Management**
- **Area 2: Quality of Teaching, Learning & Assessment**
- **Area 3: Disadvantaged & Vulnerable Students**
- **Area 4: Long Term Sustainability**



Quality of Leadership & Management



Improve the quality of leadership & management by:	Progress to date
Strengthening the governance of the school by ensuring governors have the necessary skills and understanding to support the school strategically	The governing board of King Arthur's Community School has been replaced with an Interim Governing Board. The members of the new board are experienced governors with a proven track record in the role. They come from a range of professions including education, finance and business.
Rigorously and accurately evaluating the work of the school, to understand the impact of strategies to improve pupil progress	Leadership learning walks led by Interim Executive Head teacher and Associate Head teacher completed w/c 8th January to the 16th January 2018. Curriculum remodelling proposal developed and in consultation with staff for a February half term implementation. Target setting reviewed during the w/c 22nd January 2018. Progress 8 Flightpath Target Setting to be implemented with Year 10 as a pilot for February half term. The cascade from long term to medium and short term lesson planning scrutinised w/c 22nd January. Student work scrutiny planned for the w/c 29th January 2018 in order to inform plans for re-invigorate learning, teaching and assessment. Learning walk programme and bespoke professional learning for all staff throughout Spring & Summer Terms.
Ensuring the governors rigorously hold leaders to account for the performance of the school	Joint Committee established with fortnightly meetings to provide a challenge and support framework. 'Living' Self Improving School OneNote system established to offer transparency to the granular level of evidence.
Increasing the impact that the additional funding has on the outcomes of pupils for whom it is intended, including pupils who have special educational needs and/or disabilities.	Pupil Premium Review completed 16th January 2018.

Quality of Leadership & Management



Improve the quality of leadership & management by:	Progress to date
Clearly defining the roles of leaders at all levels in the organisation so that they feel empowered and able to do their job	Roles and responsibilities being evaluated to ensure strategic leadership rather than day to day operational management and administrative tasks. Clear roles and responsibilities outlined in a consultation document to leadership team w/c 26th February for implementation following the return of students at Easter.
Establish a shared leadership structure with Ansford Academy to create strategic leadership capacity	As above.
Establish a clear and ambitious vision for the school that is owned by all members of the school and its community	Community and school engagement programme started. Meetings with community groups and parents e.g. Meeting with Wincanton Town Council on 22nd January 2018. Ongoing meetings with parents and community groups. Personal appointments with Interim Head Teacher. Development of a new vision and ethos for King Arthur's – consultation with staff, students, governors and families launched February 2018.

Quality of Teaching, Learning and Assessment



Urgently take action to improve the quality of teaching, learning and assessment to improve outcomes for pupils across the curriculum by:	Progress to date
Embedding robust and appropriate assessment and monitoring schedules to enable timely intervention across the whole school	Systematic evaluation of the quality of provision in place.
Challenge the most able students to think more deeply about their learning	Target setting reviewed during the w/c 22nd January 2018. Progress 8 Flightpath Target Setting to be implemented with Year 10 as a pilot for February half term. The cascade from long term to medium and short term lesson planning scrutinised w/c 22nd January. Student work scrutiny planned for the w/c 29th January 2018 in order to inform plans for re-invigorate learning, teaching and assessment. Development of differentiation through Bronze, Silver, Gold and Platinum challenges w/c 12th March 2018.
Provide pupils with learning activities that interest them and are closely matched to their needs	Plans for learning, teaching and assessment in place. Focus on the strands of 'Engagement', 'Challenge', 'Autonomy' and 'Feedback' as the Big Four. The Big Four will shape the KA Experience. They will establish King Arthur's ambition, culture and drive for consistency with respect to learning, teaching and assessment. Student agency will dominate learning – students owning learning through empowerment and choices supported by a blended portal that facilitates learning anywhere anytime and encourages students to become independent lifelong learners. An objective driven goal based curriculum that enables students to step up and step down within a differentiated ladder to achieve mastery. Regular opportunities to revisit key pieces of work and put feedback into action. Personalised support to achieve this through 'Support and Challenge Workshops'.

Quality of Teaching, Learning and Assessment



Urgently take action to improve the quality of teaching, learning and assessment to improve outcomes for pupils across the curriculum by:	Progress to date
Ensuring that curriculum across the school is appropriate to allow students to make outstanding progress in their learning	Curriculum remodelling proposal developed and in consultation with staff for a February half term implementation. New curriculum and timetable established w/c 5th March 2018
Accurately assessing pupils learning and address any misconceptions quickly	Plans for learning, teaching and assessment in place. Focus on the strands of 'Engagement', 'Challenge', 'Autonomy' and 'Feedback' as the Big Four. The Big Four will shape the KA Experience. Medium Term Learning Plans or MTLP plans to identify common misconceptions to be addressed through specific learning and teaching. Spring & Summer Term 2018.



The following slide shows how targets in Year 10 have been revised to take account of national expected Progress 8 measures.

For example, a student receiving an average Key Stage 2 score of 100 or a 4b at the end of Year 6 would be informed that the minimum that we would expect them to achieve would be the top of a new Grade 5 by the time they reached the end of Year 11. However, all students are provided with a personal coaching session to determine whether they wish to set themselves a higher Agreed Target. Agreed Targets can only be higher than the Progress 8 Flightpath minimum.





New Year 7 Score	Key Stage 2 Fine Grade	Key Stage 2 Sub Level	Year 7			Year 8			Year 9			Year 10			Year 11			Old GCSE Grade	New 1-9 Grade	Equivalent NC Level
			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum			
																		A*+	9M	
																		A* +	9L	
																		A*	8H	
																		A*	8M	
																		A*	8L	
																		A	7H	
																		A	7M	
																		A	7L	
																		B	6H	
																		B	6M	
																		B	6L	
		8a																B	5H	8a
		8b																B	5M	8b
		8c																C	5L	8c
		7a																C	4H	7a
		7b																C	4M	7b
		7c																C	4L	7c
		6a																D	3H	6a
130	6+	6b																D	3M	6b
		6c																D	3L	6c
120	5.7 – 5.9	5a																E	2H	5a
	5.6	5b																E	2M	5b
115	5.4 – 5.5	5b																E	2M	5b
	5.2 – 5.3	5c																E/F	2L	5c
	5.0 – 5.1	5c																E/F	2L	5c
	4.7 – 4.9	4a																F	1H	4a
100	4.4 – 4.6	4b																F/G	1M	4b
	4.2 – 4.3	4c																F/G	1L	4b
	4.0 – 4.1	4c																U	1L	4c
	3.7 – 3.9	3a																U		3a
90	3.6	3b																U		3b
	3.4 – 3.5	3b																U		3b
	3.0 – 3.3	3c																U		3c
	2.6 – 2.9	2a																U		2a
80	2.0 – 2.5	2b/c																U		2b/c
		1a																U		1a
		1b/c																U		1b/c

	Platinum
	Gold
	Silver
	Bronze
	Working towards

Are you on track?





The following slide shows how students in Year 10 are being supported, stretched and challenged to achieved their Agreed Targets.

There should no longer be a 'one sized' fit all approach to differentiation in the classroom and it will be possible for students in middle ability groups to access more challenging work and achieve the highest grades.

This approach to differentiation will help us more effectively support and challenge students across the ability range.





15 March
2018

Demonstrate & Apply

Learning Objectives:

Develop:

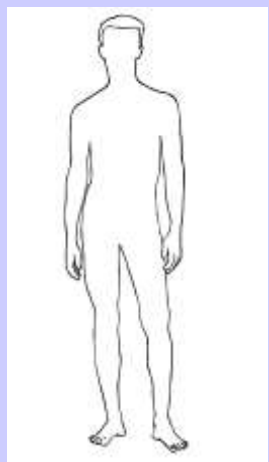
Know that the body has several non specific chemical and physical barriers that act as a first line of defence against microbes.

Secure:

Describe and explain the importance of blood clotting and scabs.

Enhance:

Describe and explain how the body's chemical and physical barriers to microbes work.

Bronze	Silver	Gold	Platinum
Complete the passage on the worksheet 'Top Secret Document: The Human Body Battle Plan'.	Complete the table on the worksheet 'Top Secret Document: The Human Body Battle Plan'.	Use an outline of the human body to summarise the human body's battle plan by annotating the diagram fully using information from the textbook – Page 85.	Use the 'Bronze' activity to produce a diagrammatic representation of each chemical or physical barrier as a quick summary (You cannot use any words) and then sequence the paragraphs provided to describe and explain the body's response to cutting a finger by making a flow chart.
			How does inflammation actually help in the response?
If I'm honest I'm still don't understand and need some support.	'I think I've got it!'	I am feeling very confident about what I have learned.	I need a challenge.
Working towards a 4	4 & 5	6 & 7	8 & 9



The following slide shows how we have reconstructed our curriculum offer from first principles – what do we want King Arthur's graduates to have as a set of characteristics, values, knowledge, understanding and skills?

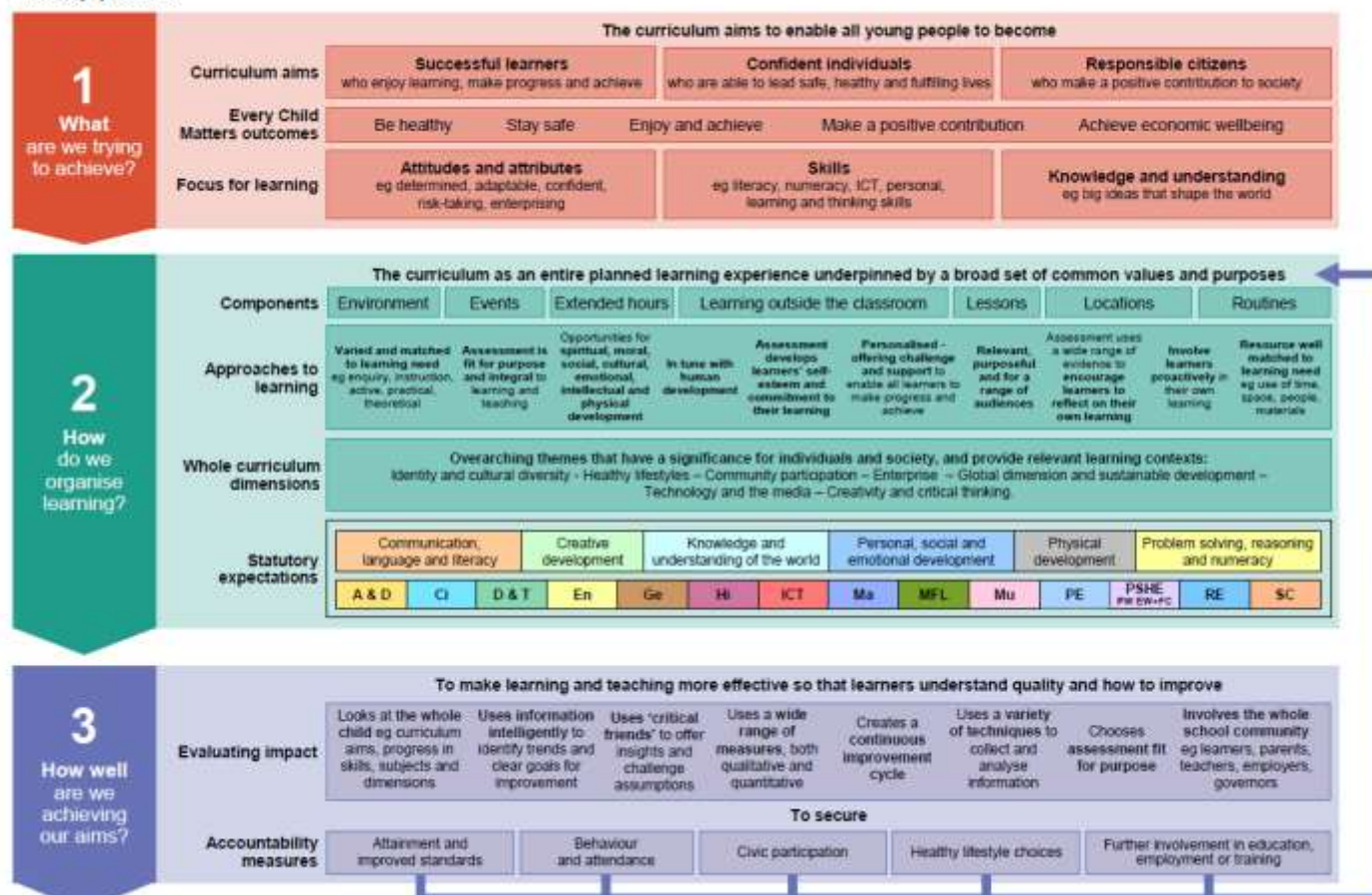
Build a true curriculum

Working Draft: April - June 2008

A big picture of the curriculum



Three key questions



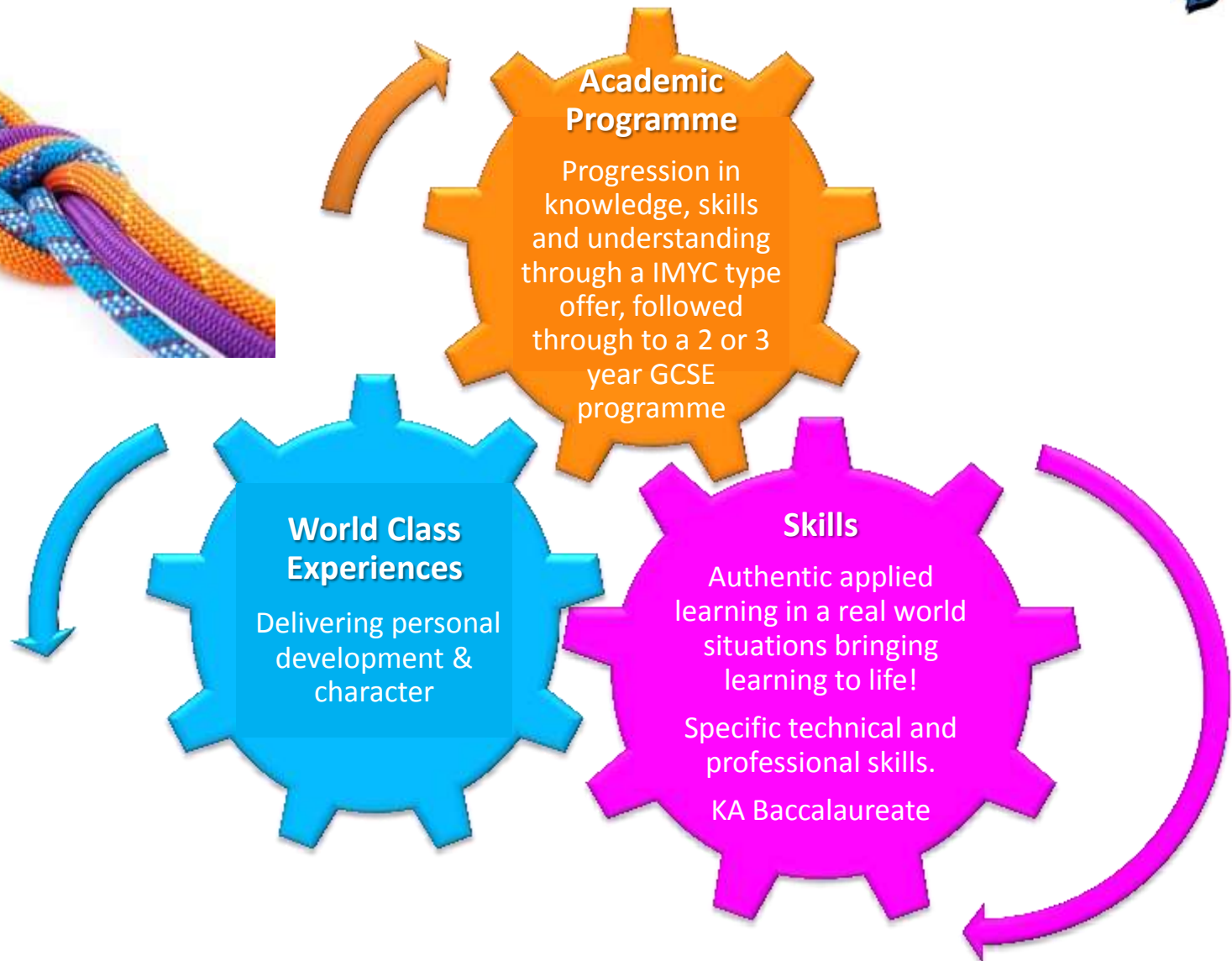
Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)



**The following slide summarises
our new curriculum offer ... it is
much richer than a set of
academic subjects.**



Three Stranded Curriculum Offer





The following slide summarises how we shaping a new learning and teaching experience for students at King Arthur's to ensure more effective progress.

Professional development is being provided to staff to establish this approach.



The King Arthur's Experience



Without engagement nothing else is possible.

Engagement is characterised by a sense of neuroscientific and psychological 'flow'.

It provides the glue that holds all the other elements together – driving a student forward through pace and relevancy.

Each lesson is framed as a 'Big Question' This should give relevancy, context and meaning to the content of the lesson, as well as provide a sense of awe and wonder.

Without high expectations, challenge and growth mindset there can be no progress.

All students regardless of ability are stretched and challenged, as well as supported to learn more than they thought possible.

We use the key phrases 'Develop...Secure...Enhance' to outline the learning journey that all students will achieve within a learning cycle or lesson through effective differentiation, challenge and support.

'Develop...Secure...Enhance' differentiated learning objectives indicate how a student will make progress through a lesson at increasing levels of learning demand.

'Everyone can and should achieve'.

Questioning effectively scaffolds learning and supports students in their progress.

Misconceptions are overcome using constructivism.

Lessons are planned and structured consistently using accelerated learning and neuroscientific approaches to reduce teacher talk and thereby provide the 'oxygen' for learning to take place.

Students need space and time to consolidate, extend and deepen their understanding of what they have been taught.

Learning is more than superficial - it is deep.

Learning is a consequence of thinking that actively engages learners in processing information.

Students have the knowledge, understanding, skills and habits to learn effectively not just from their teacher but also from other sources including their peers.

Students demonstrate agency in learning making choices in how to learn and how to demonstrate and apply their learning.

Learning is structured so as to provide opportunities for frequent feedback on the progress of learning. It's this feedback that determines the direction of the lesson.

Assessment as Learning.

Evidence that assessment is used to 'teach backwards'.

Students are adept at judging progress and improving the quality of their work.

Feedback achieves growth.

Good progress is achieved by learners and is evidenced in the transition matrix for the group.

Students not only acquire knowledge, understanding & skills but professional and technical competencies to enhance their personal learning portfolios.

The
BIG 4

These are the key elements of great learning, teaching and assessment at
King Arthur's Community School



Disadvantaged & Vulnerable Students

Ensure that students, especially those who have special educational needs and/or disabilities and those who are disadvantaged:	Progress to date
Improve their attendance	Maintain and enhance existing attendance procedures – widen focus of PA to look at on track PA and PA vulnerable students. Develop a twin track approach of support and challenge to deal with poor attendance using a multiagency approach.
Have any barriers to their learning identified and tackled to increase the rate at which they make academic progress.	Inclusion audit to commence and develop the approach – Governor Deep Dive Visit scheduled for w/c 12th March 2018. Support & Challenge Workshops in place for students w/c 5th March 2018.
Have the support they need (through appropriate allocation of funding that is intended for them).	Inclusion audit to commence and develop the approach – Governor Deep Dive Visit scheduled for w/c 12th March 2018. Support & Challenge Workshops in place for students w/c 5th March 2018.

Long Term Sustainability



Ensure that King Arthur's School has a structure that means it is financially viable and can sustainably provide high quality education to the community of Wincanton and its surrounding villages by:	Progress to date
Creating a positive school image within the community	Community and school engagement programme started. Meetings with community groups and parents e.g. Meeting with Wincanton Town Council on 22nd January 2018. Ongoing meetings with parents and community groups. Personal appointments with Interim Executive Headteacher.
Engage with parents across feeder primary schools to convince them that KA should be their school of choice	Curriculum plans facilitate the use of staff from foundation subject areas to support transition based initiatives that enable families to live and breathe the real King Arthur's Experience and so develop real relationships from recruitment events through to applications, offers and enrolment.
Restructure the staffing across the partnership to make financial savings until KA can sustain its own structure	Curriculum plans proposed enable alignment from September 2018 or earlier pending decisions by the RSC Office and DfE.
Grow KA to be 4 form entry as a minimum in all year groups	Curriculum plans facilitate the use of staff from foundation subject areas to support transition based initiatives that enable families to live and breathe the real King Arthur's Experience and so develop real relationships from recruitment events through to applications, offers and enrolment.
Build the Rural Excellence Trust to make economies of scale across the phases in east Somerset to enable small school education to continue	Networking and bid development.

Submitted Questions



Q



What is being done to manage and support our students in relation to perceptions about attending a 'sinking school'?

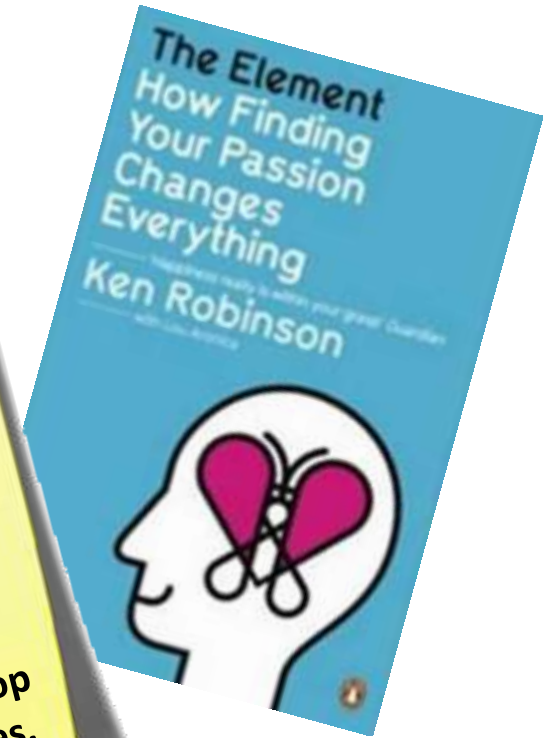
A



We have used the concept of the 'promise' to help students understand our moral purpose and the construction of a true curriculum. Assemblies have run for specific year groups when changes have been made.

Focus groups in Year 7, 8 and 9 have been involved in the development of a new vision and ethos for the school – taking the best of what we had whilst maintaining an approach that will ensure the bar of expectation is effectively raised.

Lessons in our new 'Culture' curriculum also explore identity and belonging as well as help students develop the mind-set of learning and responding to challenges.



Q



**How is the school
helping students to
cope with the
pressure of external
examinations?**

A



This week's Year 11 Parental Engagement will focus on exam preparation as well as health and wellbeing issues.

Students may also be benefiting from 'Challenge & Support' workshops in English, Maths and Science. Small groups. Focussed intervention. Exam modelling.

Lessons in our new 'Culture' curriculum explore the mind-set of learning and responding to life's challenges.

Q



**How equal is King
Arthur's in this
partnership?**

A



King Arthur's needs to improve rapidly and sustainably by being partnered with a 'Good' or 'Outstanding' school with the capacity to bring about the transformation required. This is Ansford Academy's role.

In time, the partnership will bring benefits to both school but at the moment things are more front loaded by Ansford Academy.

Mr Goddard was appointed to provide capacity at Ansford Academy but we have responded to need and felt it was better to provide someone on the ground every day to guide operations. Mr Goddard has worked with Ansford before but not as a member of staff. This provides him with the independence to make decisions for King Arthur's based on what is best for King Arthur's students. For example, the one week timetable to help increase organisation operates only at King Arthur's.

Q



**What is the timescale
for improvement?**

A



**Most schools are expected to
make the journey from
Inadequate to Good within 18
months.**

**Some schools make the
journey faster than others...
the journey must be
sustainable.**

Q



**What is being done to
ensure we as families
can support
independent learning
and homework?**



The following slide summarises what we are proposing to develop in order to ensure families have an overview of what work is being covered in lessons in a term, what independent learning challenges have been set and what additional further study can be undertaken week by week so that no student can ever say, 'I have no homework!'.



Independent Learning Calendar Year 10

Term 1 September to October 2016



Subject Area: Y10 Biology

Week	Topic Outline	Independent Learning	Further Reading	Other Useful Resources
1	Cells and magnification	Draw and label a plant and animal cell including all of the organelles. Get someone else at home to test you on the function of each organelle.	GCSE Pod GCSE Science textbook or revision guide AQA GCSE specification from 2016. Examples can be found here	BBC Bitesize http://www.bbc.co.uk/education/topics/z9wwxnb
2	Microscopes	Research and write a factsheet about light microscopes and electron microscopes. Include at least 5 facts about each one.		http://www.bbc.co.uk/education/guides/zm6rd2p/revision
3	Prokaryotic cells and how cells divide and cell differentiation	Research specialised cells and their adaptations for their function. Choose two organ systems in the human body and describe the cells, tissues and organs that make up the organ system.	http://www.aqa.org.uk/resources/science/gcse/biology/teach/textbooks	http://www.bbc.co.uk/education/guides/zvb7hyc/revision
4	Cancer and stem cells	Produce a table with reasons for and against the use of stem cells. Find examples of 3 people who have benefited from stem cell treatment.	https://www.amazon.co.uk/New-Grade-9-1-GCSE-Biology/dp/1782945563/ref=sr_1_5/255-5172955-7587257?ie=UTF8&qid=1474228492&sr=8-5&keywords=aqa+revision+guides	Glossary
5	Cell development and aerobic respiration	Ensure you are familiar with the definitions for the key words you have come across this term using your glossary and key words list		
6	Anaerobic respiration and growing microbes	Write the equations for aerobic respiration, anaerobic respiration and fermentation on post-it notes and stick them up somewhere you will see them regularly until you know them off by heart.		

Q



**Where sets have been
changed what is
being done to ensure
self esteem is being
built?**

A



Sets are not fixed – they are adjusted to ensure the right balance between support and challenge.

The 'Bronze, Silver, Gold, Platinum' challenges will facilitate effective differentiation.

Questions at the end





We took a range of additional questions at the end of the evening and responded to a number of specific concerns.



Additional questions and concerns	Response including proposed action
Staff failing to take account of previous knowledge, understanding and skills during lesson.	This is unacceptable. Staff will be provided with Professional Learning during the Spring and Summer to develop their understanding of using Assessment for Learning 'Starting Point' activities in order to elicit existing levels of knowledge, understanding and skills in order to challenge all learners consistently.
Students missing PE lessons in order to benefit from additional Support & Challenge Workshops in English, Mathematics & Science.	We recognise that this is not ideal. However, the changes we have made enable students to receive specialist support to narrow the gap between current levels of performance and individual target grades. There is the potential for some flexibility but this will potentially have a detrimental impact on overall performance and the ability of your child to take the next step in education, training or employment. Students also continue to be able to access a wide variety of clubs and societies at lunch and after school.
Concern about larger class sizes in Year 7 and 8.	Class sizes in Year 9, 10 and 11 have remained the same. Groups have been merged in Year 7 and 8 to maximise the use of our staffing resource. Staff in English, Mathematics and Science have been reallocated to provide Support & Challenge workshops for students in Year 7, 10 and 11. Contrary to popular belief there is no real evidence to support the idea that smaller class sizes lead to improved learning gains. What does is the quality of learning and teaching that students have.
Concerns regarding the regularity of homework and the level of challenge.	During the evening we shared our plans for homework or independent learning calendars in order to improve opportunities for the consolidation of knowledge, understanding and skills. Families who attend the evening felt that they would like these plans brought forward. Some parents did however feel that homework should be meaningful and not exert too much pressure on students. Getting the right balance is always a challenge but we will move forward in our plans more quickly.
Concern about mixed ability teaching	Again, there is no real evidence that grouping by ability has any real impact on learning gains. However, we are implementing an approach which will enable students to feel supported and challenged through effective differentiation and the 'Bronze, Silver, Gold & Platinum' challenges. There is no reason why students in middle ability sets cannot be supported in achieving the highest grades.



Additional questions and concerns	Response including proposed action
How would subjects operating across two sites work?	We have created the potential to align our timetable with Ansford Academy so that small specialist subjects such as Drama, Dance and Music remain economically viable – i.e. have a sufficient number of students to operate. Students would be transported between King Arthur's and Ansford via minibus because the two sites are only some 10 minutes away from each other. We would take steps to block the subjects effectively so that students had sufficient travel time without detrimental impact on their other subjects. By enabling some students to access curriculum areas that they are passionate about they would remain motivated and engaged.
What is the evidence that small intervention groups have impact?	John Hattie's meta-analyses of some 80,000 studies indicates that effective feedback through small group intervention can have a significant impact on learning gains. As always, we will continue to evaluate the impact of our approaches including the use of specialist English, Mathematics & Science tutor groups in Year 11.
How will we reverse the trend of falling rolls and therefore return to a more balanced budget?	This is our greatest challenge. We are reviewing our approach to transition with a view to providing real taster experiences of the real King Arthur's experience rather than of Super Saturday's. There will also be additional marketing and promotion. We are hopeful that you will help in getting the right messages out within our own community as we develop a new vision and ethos together.
What led to the rapid deterioration observed by OFSTED in November 2017?	To some extent this can only really be speculative. Most schools improve up until a point where a new approach is required. It would appear that King Arthur's reached this plateau. Schools cannot be judged to Require Improvement on a third OFSTED visit.
What support will the local authority provide?	The local authority continues to provide effective support and remains a committed partner in our interim Governing Body. The work with Ansford Academy will enable the local community to achieve a rapid and sustainable solution within an appropriate timescale.



A number of other families wanted their positive experiences of King Arthur's to be noted and recorded.



A final note of thanks to those families that have already returned their contribution to the development of a new vision and ethos for King Arthur's Community School.