Summary of objectives	KPIs 2026						
		All	National	2025			
I. Excellence in leadership culture and behaviours	Outcomes						
1.1 A united, values-led leadership culture is consistently modelled by SLT and middle leaders, underpinned by high expectations, accountability and clarity of purpose.	GCSEs						
1.2 Leadership roles and responsbilities are clear at every level, with all leaders focused on mission-led priorities that deliver measureable impact	Attainment 8	5.5		5			
1.3 Assessment systems are used with fidelity across the school, ensuring leaders at all levels track, analyse and act on outcomes with a sharp focus on DA pupils	A Level						
1.4 Improve attendance for all students with a specific focus on improving DA attendance rates, and reducing persistent absence (PA) in these groups.	Average Grade	B-		С			
1.5 All staff, led by middle leaders, consistently challenge and correct poor behaviour, including during unstructured times, embedding a culture of RESPECT throughout the school community.	VA	0.35	0	0.21			
1.6 Student numbers in 7-11 and the Sixth Form increase, strengthening the school's sustainability and breadth of offer	Bursary	B-		C-			
1.7 The school attracts and retains high quality staff through purposeful professional development, clear career pathways and a proactive approach to staff wellbeing	Bursary VA	0.35		-0.39			
				Т	RUST TARGETS		
. We plan and deliver quality first teaching (DA)	Attendance	2024	Nat. 24-25	2025	Priorities for 2025-2026		
2.1 All staff consistently articulate the SKA curriculum principles in their planning and teaching	Overall Attendance Rate	90.20%	92.2%	92.00%	Attendance in line or above national average for		
2.2 Middle leaders lead curriculum refinement within their teams, ensuring curriculum intent and implementation are strengthened	Overall Attendance Rate FSM	84.40%	87.7%	90.00%	all schools.		
2.3 The SKA Culture of Excellence is consistently embedded in classrooms	Overall Attendance Rate SEND	77.80%	88.2%	90.00%	 High focus on PP attendance and narrowing the gap. 		
2.4 Variation in outcomes for DA students across faculties is significantly reduced, with attainment brought in line with non DA students	Persistent Absence	38.70%	30.6%	30.00%			
2.5 Targeted interventions for DA students accelerate academic progress and strengthen social inclusion	Persistent Absence FSM	55.20%	45.8%	45.00%			
2.6 Lost learning is reduced through measureable decreases in suspensions and Ready To Learn referrals, alongside improved engagement in lessons, particularly for DA students	Persistent Absence SEND	43.20% 42.1% 42.0% • Lowering PA levels in line or below national					
					average.		
	Behaviour						
	90/10 ratio +/-	90%		90%			
	20% reduction in RTL	5154		6442			
	30% reduction in RTL for DA	2504		3577			
	Cumanajana						
	Suspensions Suspension rate	15%		19%			
	20%+ reduction overall	136		170			
	reduction for PP	30%		50%			
	reduction for SEND E	30%		67%			
	Year 7	0		24			
	20%+ reduction verbal abuse adult	16%		20%			
	20%+ reduction persistent disruptive behaviour			38%			