



Strategic Plan Overview 2017-2020

**Walthamstow School for Girls
Three Year Strategic Plan
September 2017- August 2020**

A 2020 vision built on leadership with moral purpose
'Great leadership means that we create a genuine belief that better never stops'
Baroness Sue Campbell SSAT National Conference 2016

I Background

The new three year strategic plan is the second that we have produced since I took up post as Headteacher, having inherited the previous plan mid-way through completion. The 2014-2017 'Intelligent School' plan directed us all to address a number of priority areas under the umbrella headings of:

Pedagogic Intelligence; Data Intelligence and Community and Emotional Intelligence.

In tandem with these planned developments, the school was given a full Section 5 inspection under the revised framework in January 2014, the first since 2007. Whilst much excellent practice was recognised, it was also clear that there should be a focus on certain aspects which were consequently addressed in the new SIP.

From 2014-17 our focus was on exploring the opportunities arising from the challenges which faced the school at that time. Governors played a significant role in helping to steer the direction forward. In essence, we identified these as:

1. The growth of free schools and academies
2. National Curriculum changes
3. Changes to accountability measures and league tables
4. Changes to SEN code of practice
5. Industrial/harmonious relations
6. Inspection changes
7. Changes in school context
8. Investment in and development of technology and
9. Raising the participation age

See Appendix A for an outline of the charting of these developments over the three year period.

The other impetus which underpinned the last three year SIP was what school leaders described as *The Intelligent School* with our focus on developing our three intelligence strands:

Data intelligence
Pedagogic intelligence
Community and emotional intelligence

These also addressed areas identified by Ofsted as requiring further work by the school.

2. Achievements

- 2.1 In the period of the **2014-2017 Intelligent School** SIP, the school achieved a great deal. In addition to meeting the objectives we set out to do in 2014, we also gained national recognition for a number of reasons, including the following:
Pupil Premium national award winner 2015; International School Award 2013-16, 2016-19; Professional Development Quality Mark 2015-2018; Diversity Award; Stonewall School; Mayor of London's Gold Club for High Achieving Schools; Inclusion in *The Good Schools' Guide* 2016, 2017; SSAT National Award Winners for Achievement and Outcomes 2014, 2015 and 2016; invitation to join the high performing Challenge Partners *Growing the Top* and SSAT Leading Edge *Sustaining Exceptional System Leadership* national research groups, SSAT *Framework for Exceptional Education* accreditation and, currently, awaiting the outcome of our bid for Teaching School and National Leader in Education status,
- 2.2 Furthermore, our outcomes place us clearly amongst the top 3% of schools in the country for progress (ROL 2016; Minister of State for School Standards March 2016) and we are consistently amongst the highest two performing schools in our national group of schools with a similar context. All the other schools in the top quartile in that group have been judged 'outstanding' by Ofsted. WSFG has twice been estimated as 'outstanding' by national Challenge Partners review teams, led by experienced Ofsted inspectors (working for Challenge Partners) and senior colleagues continue to engage in the reviews of other schools in order to support as well as share and maintain high expectations at WSFG.
- 2.3 The school continues to remain extremely popular with the local community of parents and carers. For Year 7 entry in 2017, the school's catchment reduced to 0.69 with a significant increase in families nominating the school as their first or second choice (just under 500 1st and 2nd choice applications and almost 3 applicants for every place).

3 Strategic Plan 2017-20

- 3.1 For the next three years, the challenges facing the school have not changed significantly. The changes to the curriculum and accountability measures have created nationwide uncertainty. The SEN changes have been incorporated, and our SEN students continue to achieve highly relative to national. As an 11-16 school, the school leaving age only affects us in that we need to continue to prepare our students well for the next stage of their learning with an ambition to secure 100% staying in education and training beyond KS4.
- 3.2 However, concerns for school leaders and Governors over the next three years are based on fears that the national funding formula and cost increases will impact negatively on schools such as WSFG. We anticipate cuts of between 8-12%, having already made substantial savings over the past two years. We have also, for the first time, had difficulties in recruiting quality teaching staff although we have been extremely pleased with the calibre of the appointments made. With 31% of new teachers allegedly leaving the profession within the first six years, it is essential that successful, confident and happy schools such as ours have a role to play in the recruitment, training and retention of a high calibre teaching force for London children.

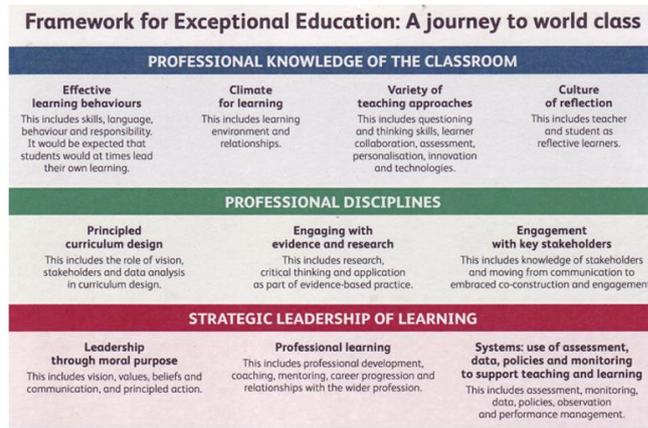
4. SIP 2017-20

- 4.1 As with the previous SIP, the formulation of the 2017-20 SIP has been the result of school consultation and feedback. School leaders began the conversation about shaping an exceptional education in October and this thread guided us through the spring term conferences, firstly with the Leadership Team and Middle Leaders and then with the Governing Body at their training day. The strands build on the previous priorities which had significant whole school student voice input. There has also been cognisance of the views of parents and carers via surveys and conversations at a range of school meetings.
- 4.2 This SIP builds on the school leaders' determined vision:
1. To demand the very highest standards in achievement ensuring that the outstanding outcomes of the previous three years are extended beyond the exceptional with an unwavering focus on standards and pedagogy in WSFG and partnership schools.
 2. To have the absolute commitment that our students will become successful global citizens and confident future leaders with the drive to play an influential role in today's world.
 3. That moral purpose will be our determiner through increasingly challenging times.
- 4.3 We engaged with the ambitious profile of the SSAT's *Framework for Exceptional Education* in the summer of 2016, as it offered a template which took us beyond the confines of the Ofsted descriptors and harnessed our aspirational ambitions for the school. In May 2017, our work on transforming practice in *Leadership through moral purpose* within SSAT's Framework for Exceptional Education was accredited, and our practice acknowledged nationally. However, more than that, the template provided us with an infrastructure to bring about an increasing focus on key elements of what constitutes an 'exceptional education'. Thus all teams have been guided to drill down in order to embed exceptional and consistent practice at every level of the organisation.

Reproduced here are the three key strands of the Framework (FfEE). The subheadings were grouped into the three WSFG intelligences: Intelligence for Learning, Professional Intelligence and Strategic Intelligence, which have developed from the previous three year SIP. In order to further embed our G.R.E.E.N. values, we have also linked these to the strands as illustrated on page 6.

SIP 2017-20

Building on the intelligent school and using SSAT ' Framework for Exceptional Education'



The new intelligence strands

Strand	Green link	Subheadings	
Intelligence for learning	Growth, resilience, newness	Effective learning behaviours	
		Climate for learning	
		Variety of teaching approaches	
		Culture of reflection	
Professional intelligence	Empathy, newness, energy	Principled curriculum design	
		Engaging with evidence and research	
		Engagement with key stakeholders	
Strategic intelligence	Empathy , resilience, newness	Leadership through moral purpose	
		Professional learning	
		Systems: use of assessment, data, monitoring and policies to support T and L	

- 4.4 The challenges and opportunities which faced the school in 2015 remain, and have been augmented by a number of others which have been well publicised nationally and discussed in our own Governing Body. These include the following:
- revised national Funding Formula,
 - ending of the Educational Support Grant,
 - change in Local Authority provision and personnel
 - National Curriculum and grade changes

- changes in accountability measures for schools
- diminishing numbers of teacher supply
- changing status of local schools
- aging building stock and furniture requiring restoration, repair or replacement
- possible expansion of selective education
- increasing numbers of students with more complex needs
- diminishing external resources to support these students

5.1 Year 1 Summary SIP 2017-18

Strategic Theme 1: Intelligence for GREEN Learning

Links to Green	Objective	Task/activity
1.1 Resilient Learning Behaviours	<p>1.1.1 Students and teachers demonstrate resilient learner behaviours both within and beyond their own classrooms.</p> <p>1.1.2 Students and teachers act as resilient lead learners and are able to take responsibility for setting expectations for themselves and others in terms of learning routines and team collaboration.</p>	<p>1.1.1.1 Staff and students use the GREEN learning line and learning power language of routines explicitly.</p> <p>1.1.1.2 New home learning strategy introduced following outcome of research.</p> <p>1.1.1.3 Students demonstrate increasing levels of resilience.</p> <p>1.1.2 Students are confident in reflecting on and improving their own work following feedback.</p>
1.2 Energy for Learning	<p>1.2.1 All staff maintain energetic working relationships with students. Classroom management is characterised by high energy and respectful relationships.</p> <p>1.2.2 High levels of trust ensure interactivity and learning dialogue, which challenges and extends students to apply, evaluate and create.</p> <p>1.2.3 Students respond well to the high level of challenge and expectations in a climate where they have high self-confidence and self-esteem so that they are able to take risks with their learning.</p>	<p>1.2.1 Launch the SIMS behaviour module for GREEN rewards and sanctions to reflect Growth, Resilience, Energy, Empathy and Newness in the classroom and beyond.</p> <p>1.2.2. Students develop high quality peer and self-assessment.</p> <p>1.2.3. Integrate challenge coordination throughout the CPD offer.</p>
1.3 Variety of teaching approaches (newness)	<p>1.3.1 Innovative practice is shared and coached within the school to ensure a consistent approach across the curriculum.</p> <p>1.3.2 Innovative questioning to improve learning is embedded.</p>	<p>1.3.1 Expand the coaching system to form triads across the school after initial lesson study trial.</p> <p>1.3.2 CPD programme includes a focus on questioning and challenge with possibility of visits to other schools through Challenge Partners local hub.</p>

	1.3.3 Students lead in creating and providing questions to stimulate dialogue.	1.3.3 GREEN lessons to incorporate explicit links to questioning.
1.4 Culture of growth, research, progress and reflection	1.4.1 As a result of reflection and researching, teachers develop ideas and resources based on sound pedagogy and knowledge. 1.4.2 Teachers trial, evaluate and refine resources that are transferable both within and outside the school.	1.4.1 CPD passport offer on Wednesday and Thursday to be established with a comprehensive array including growth mindset training. 1.4.2 Micro research is established to feed into faculty SEAs. Research published and share across our networks.

Strategic theme 2: Professional intelligence for GREEN learning

Links to Green	Objective	Task/activity
2.1 GREEN curriculum design	2.1 The approach to curriculum is holistic, coherent and integrated. Decision-making is driven by the GREEN vision, which is shared by the whole school community. The GREEN values are evident across all stages and in all subject areas. All stakeholders can recognise how GREEN shapes the curriculum.	2.1.1. KS3 curriculum review to include a wide range of stakeholders as well as Erasmus + application for funding for international visits. 2.1.2 The curriculum fits in with the constraints of the budget . 2.1.3 Continue to review KS4 curriculum in light of progress 8 and commitment to exceptional outcomes within a broad curriculum offer and extra-curricular activities.
2.2 Engagement and empathy with key stakeholders	2.2.1 Student, parent, and governor involvement are a part of regular feedback and the improvement planning cycle. 2.2.2 There is proactive and creative (newness) use of media and technology to reach and engage relevant audiences locally as well as regionally, nationally or further. 2.2.3 Governors are an active part of school improvement.	2.2.1 Website and Greensheet reflect stakeholder involvement through the capture student and parent views - short specific surveys with analysis and follow-up. There are a number of parent education evenings. Key stakeholders understand how the GREEN curriculum works to meet the needs of every student. 2.2.2 SIMs learning gateway to be established and appropriate parental Apps trialled and established. Use of website to publish results. Build PASS profile into school calendar. Sharing International schools' curriculum work e.g. E-twinning 2.2.3 Governors make a difference through a proactive role in the school through school visits and excellent attendance at governors' meetings.

Strategic theme 3: Strategic intelligence for GREEN learning

Links to Green	Objective	Task/activity
3.1 Leadership through GREEN	<p>3.1.1 GREEN vision, values and beliefs, which influence decision making at every level of the organisation, are enacted and embedded in the actions of all stakeholders.</p> <p>3.1.2 Internal self-evaluation is energetic and valued by staff as a continual growth process that promotes reflection and resilient school improvement.</p>	<p>3.1.1 Embed GREEN vision into daily practice within and beyond the curriculum.</p> <p>3.1.2 A whole school strategic approach to data to ensure all groups of students are supported and identified if not making exceptional progress. Year team reviews introduced. Extra-curricular offer is rigorously monitored through SIMS activities.</p>
3.2 Professional learning	<p>3.2.1 The school is resilient and energetic in supporting the professional learning of staff at all levels and the majority of staff leave for promotion, including headship.</p> <p>3.2.2 Staff to share and collaborate beyond their school and location, engage regularly with colleagues regionally and nationally or internationally, both online and in person. Members of staff support the professional learning of colleagues within other schools and the impact of their work can be evidenced through work published or showcased nationally or internationally. The school acts as a centre for professional learning – offering support and training to staff both within and outside our school community.</p> <p>3.2.3 A wide range of robust data contributes to decisions about performance management</p>	<p>3.2.1 Teachers take responsibility for their own learning through choices in a flexible CPD offer. Opportunities are sought in other schools to support colleagues in their professional development.</p> <p>3.2.2.1 There are partnerships with schools and organisations at local, regional, national and international level. Initiatives such as Erasmus+ and engagement with hub groups have a clear impact on staff and students. The school works closely and advises within organisations such as leading edge, challenge partners and the SSAT.</p> <p>3.2.2.2 Teaching school and/or local hub work.</p> <p>3.2.2.3 Via Leading Edge, FfEE and Challenge Partner link and, post Ofsted Outstanding judgement, via Teaching School and World Class School status.</p> <p>3.2.3 The schoolIP system is fully established to enable a smooth and fair PM system.</p>
3.3 Resilient use of the budget to energise T&L	3.3.1 There is a rigorous and consistent GREEN approach to financial planning, which considers the impact of activities and the school's strengths and areas for development.	3.3.1 Budget planning and actions to meet the needs of the financial constraints

Our motto and our vision

‘Neglect not the gift that is in thee’

WSFG: nurturing the gifts and talents of creative, committed and confident leaders prepared to contribute to our changing world.

The G.R.E.E.N. Vision

The G.R.E.E.N. values represent a shared ethos for all students, staff, parents and governors. These values (Growth, Resilience, Energy, Empathy and Newness) are the foundation of what we believe as a school and are here to support each member of our school community to thrive in all aspects of life. Our G.R.E.E.N. values work intrinsically with our school motto ‘Neglect not the gift that is in thee’ and give all members of the school community the tools to achieve their best. In an ever changing world, both in education and beyond, students should leave our school with the highest possible academic grades as well as the transferable skills they need to achieve success in their chosen pathway. Staff should feel that they too have the opportunities to explore new ideas and to develop their own practice for their own professional success.

The G.R.E.E.N. values



The value *GROWTH* is based on the work by Carol Dweck on growth mindset. Having a growth mindset encourages the belief that we can all improve at whatever we put our minds to with practice and perseverance. It encourages learning, effort and stickability. It also promotes the importance of reflection and criticism as tools to move us forward.



The value *RESILIENCE* represents the notion that, on any learning journey, there will be obstacles. With *RESILIENCE* and perseverance, these obstacles can be overcome and the final goal more rewarding. The key is not to be fearful of these obstacles and to accept that mistakes and challenges are an important part of learning. The learning line is an effective symbol for resilience and for assessment for learning.



The value *ENERGY* is the centre of our vision. It encourages focus and enthusiasm from everyone. This *ENERGY* could be represented in the attitude of students as well as in staff morale, parent and governor involvement. It promotes positivity and supports all of the other G.R.E.E.N. values.



The value *EMPATHY* promotes community spirit in many dimensions. It signifies self-awareness as well as respect for each other despite our differences. In addition to this, it illustrates that none of us are alone on our learning journey and that, through collaboration, success can be greater.



The value *NEWNESS* is vital in an ever changing world. This encourages us to be open to new ideas, techniques, technologies and challenges. It encourages us all to step out of our comfort zones as this is where the deepest learning and the greatest success can be achieved.