SIP 21 – 24 Introduction

Our vision: Where are we heading and what are we trying to achieve?

Our vision for WSFG is...

- A school where we value great learning and great teaching because we know that this is the key to unlock our students' potential and inspire them on a journey of lifelong learning
- A school where all staff understand their role as agents of social change so that we focus on improving the life chances of all students, particularly the most vulnerable and disadvantaged
- A school where all of our girls feel safe and nurtured because of our robust support and safeguarding systems, where students understand how to improve their wellbeing, and where there is a culture of empathy and kindness
- A school where every student feels known, valued and listened to; students are empowered to become decision makers and have the confidence to undertake any role or profession, regardless of gender, sexual-orientation, race or ethnicity, knowing that in doing so, they are making the world a better and more equal place

- A school where there is distributed leadership; systems ensure that staff feel listened to and valued and effective communication and strategies to address workload enhance staff wellbeing
- A school which produces great leaders, both in its students and staff, and where there is a culture of female leaders being '10% braver'
- A school where students have broad horizons: physically, intellectually, culturally and emotionally
- An outstanding school where its evidence-based practice is shared, both nationally and internationally
- A school where the curriculum is broad and balanced, is used as a tool to develop critical thinking, where leaders understand its impact and where students feel the curriculum is both relevant and meets their needs
- A school which is enhanced by its leadership of the Teaching School Hub, seeing it as a mechanism for sharing and learning from the best teacher training and development practice in North East London and across the country.

What is the purpose of the SIP?

- The SIP acts as an ambitious medium and long-term plan for the school
- It creates an accurate baseline from which we can plan so that we have a clear idea of 'where we are' as a school, in terms of our priorities
- We need to ensure that we have a clear evidence base for any actions we take and our SIP actively encourages this process
- The 'impact' section allows us to see the journey we need to make, with clearly-defined, measurable outcomes
- The 'actions' should be what enables us to make that journey and should be carefully reviewed in order to ensure that they will have the desired impact, rather than actions for their own sake
- Since it is impact-driven, the SIP allows us to plan backwards and understand the actions we need to take from our current position.

Who is it for?

- The SIP has been created by a range of stakeholders: staff, governors and senior leaders. In June and July, students and parents will be consulted on these priorities and plans.
- The SIP is for the whole school community but will be used by governors to hold the school to account

How will it be used?

- This is an 'organic' document which will be constantly updated and reviewed by leaders and governors
- In the Autumn term, additional information for the baseline will necessitate changes in actions and intended outcomes
- The SLT will review the SIP actions and measure their impact against the intended outcomes at least every half-term

- Middle leaders will create their own faculty versions of the SIP so that their actions reflect those of the whole school and, in turn, feed into the process, forming part of the cycle of evaluation and review

What are our priorities and why?

- Our SIP priorities were proposed by a working group of middle leaders, led by the Headteacher, in February and March, 2021. SLT at the SLT conference interrogated quantitative and qualitative information to ensure that these were the right priorities for the school. Staff and governors at our SIP day in April then explored the priorities further through a more detailed planning exercise and made decisions about which should be our most important priorities.
- There are four priorities so that we can focus on fewer priorities and more impact. These are our key priorities, which are all of equal importance: **student wellbeing; staff wellbeing; pedagogy for achievement and progress; leadership and coaching development.**

EEF implementation model:

https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Implementation-Recommendations-Poster.pdf

The Three Year Plan

Year 1 (2021 – 22):

Preparation

1. Knowing our school: What data do we need? What don't we need? What do we currently collect? What systems do we need to adapt or create? How effective are our data tracking systems? What training do we need? Start to plan for changes. - DSH/ ALL

Student Wellbeing

2. Student wellbeing: safety and mental health - reviewing and mapping results of S11 audit; impact of lockdowns and COVID; training; review student voice systems for wellbeing - KPR

3. Gather evidence (internal and external) and map provision for extra-curricular activities to impact on student wellbeing; plan training - AAHT3
4. Re-establish and review BfL systems, including initial changes since Easter: reinforcing routines and expectations/ using SIMs for rewards and sanctions/ implementing a consistent reporting system; review with staff and student voice; plan and implement training - JSN / DHT2

Staff Wellbeing

5. Work on one theme from staff survey with staff wellbeing group; establish a clear area of focus; plan and research; establish training needs - HMA / AAHT1

Develop Leadership and Coaching to Empower students and staff

6. Implement coaching training programme for staff as part of CPD programme; review and evaluate effectiveness of coaching training, programme and implementation; begin to scope what effective coaching looks like for students - MPH
7. What does it mean to be an effective leader? Explore and gather evidence through ML, SLT and governor meetings and conference. What training is needed for teaching and non-teaching leaders? Explore leadership behaviours and competencies with SLT MLs and governors. - HMA

Developing pedagogy for achievement and progress

8. Develop consistency in approaches and pedagogy between subjects: review data; review key aspects of curriculum; plan and consult for implementation, working with MLs; review curriculum for progress, coverage, equality and diversity. DSH / AAHT2/ Equality and Diversity Co-ordinator
9. What do we know about teaching and learning from our lesson observations? What are the areas we need to work on? What training do we need? What does it tell us about the curriculum? What have we learned from coaching trios? Planning based on outcomes. Strengthen pedagogy by establishing a coaching culture; establish a T/L team; training for T/L team. - JSN
10. How effective is our assessment system? What do parents and students need to know? What do our staff tell us? Planning. Development groups. Training. - DSH

*Review all of the evidence to establish: What is our culture like? What are our beliefs as a school? Is there a key area of focus we need to address?- HMA / ALL

Year 2: (2022-23)

1. Implement and review changes to data and information systems
2. Implement first set of changes from S11 audit; implement changes to student voice systems
3. Implement first set of changes to extra-curricular activities to impact on student wellbeing

4. Measure impact of initial changes to BfL systems; developing a 'kinder culture' around GREEN values; revisit GREEN with parents, staff and students; develop GREEN 'passport'; implement first set of changes about 'kinder culture'
5. Review work on first staff survey theme and make adjustments; work on second theme from staff survey
6. Changes to CPD, based on review and evaluation of coaching for pedagogy; increase in staff-led CPD; set up coaching for students; refine PM processes.
7. Implement leadership behaviours and competencies, including through PM; work on leadership with governors
8. Develop teaching and learning: review of achievement across subjects and lesson information; review of key aspects of curriculum to ensure progress; plan accordingly; establish the teaching and learning team; establish and review effectiveness of the new CPD model
9. Implement changes to current assessment, recording and reporting policy and practice; work with stakeholders to develop and review

Year 3: (2023-24)

- Implementation of changes, based on evaluation and review from year 2
- Sustain impactful improvements

By the start of year 3, we would expect to see:

- Better use of systems for collecting data and information, including assessment, reporting and recording
- Students reporting improvements in support for safety, mental health and wellbeing, as a result of actions resulting from S11 and other surveys; consistency across year groups
- Focused planning, evaluation and review of extra-curricular activities for disadvantaged students
- Students and staff feeling that learning is supported by changes to BfL systems, including rewards and sanctions; consistent systems contribute towards the creation of a 'kinder' culture across all year groups; fewer exclusions and behaviour incidents
- Staff wellbeing group being able to measure improvements in terms of the first two themes in the survey and being able to review its impact
- Coaching practice for staff being embedded through CPD; CPD expanding in its scope and ambition so that CPD has greater breadth, a sharper focus on meeting individual needs and robust quality assurance mechanisms; Performance Development (Management/ Appraisal) will be adapted to ensure that there is triangulation between PD, CPD and the SIP so that we create a self-improving system.
- All leaders at all levels have a shared understanding of what great leadership looks like, codified in Leadership Competencies and applied through Performance Development

- There is greater consistency of practice and outcomes between subjects because of enhanced opportunities for training and development, systematic sharing of best practice at middle leader level and through the work of the Teaching and Learning team; improved outcomes at GCSE in both progress and attainment
- As a result of a robust, evidence-based review of our assessment policy and practice, we will start to see the impact in terms of student progress and self-reporting, staff workload and parent satisfaction

Draft SIP for 2021 – 22: What still needs to be done?

- How well do we know our school? What are the difficulties we are experiencing without 'hard' data?
- Baseline data still to be collected and surveys to be undertaken
- Student and parental consultations
- Review by governors: Is this a realistic and achievable SIP which has measurable outcomes?