



## **SIP 21 – 24 Introduction**

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

**Our vision for WSFG is...**

### **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)**

**Golden threads throughout our SIP:** wellbeing; safeguarding; developing expertise to 'bring out the gift' in every member of the school community; consistency (and in-school variation); SEND.

### **Staff and Student Wellbeing**

- Ensure all students feel safe
- Improve rates of attendance and punctuality
- Enhance the positive contribution of students and a culture of compassion (through student leadership, rewards and sanctions, extra-curricular activities)
- Develop role of form tutor in order to enhance student wellbeing and ensure every student is 'known'
- Improve student wellbeing and restorative practices through the development of the Wellbeing Hub
- Improve staff wellbeing and workload through better communication and 'joined up' systems

### **Leadership Development**

- Development of school vision and values which is owned by all stakeholders
- Explore and codify what 'great leadership' looks like at WSFG
- Development of leadership to increase diversity

- Continue to develop a coaching culture at WSFG
- Develop self-evaluation at a department level: use of Area SIP and SEF; faculty reviews
- Governor development – SEF areas

### **Pedagogy for Achievement and Progress**

- Further development of Go4Schools in order to track progress and achievement effectively
- Embed and review use of WSFG Learning Principles
- Increase levels of support and challenge for HPAs and SEND so that they are sufficiently ambitious
- Development and review of CPD model

### **Curriculum**

- Curriculum development and QA in faculties
- Development of assessment, reporting and communication with parents and students
- Improve curriculum pathways for all learners to make progress, e.g. SEND
- Pastoral curriculum
- Personal development curriculum, including careers

### **Community Engagement**

- Parental engagement and PTA
- Teaching School Hub – see HIP

### **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