

**SIP Update for Governors**  
**(Summary for FGB, October, 23)**

**Introduction**

The role of governors includes ensuring clarity of vision, ethos and strategic direction. Both the SIP and the work on the whole school vision are crucial to governors' understanding of this work. The development of the school vision, and the values which drive it, are currently being worked on by the whole school vision group, which includes members of the governing body. Parents / carers, staff and students have also been consulted at various stages.

This is year 3 of our 3 year SIP. The three year plan can be found here: [SIP Introduction and Three Year Plan v2022 to 23 - Copy](#)

Our priorities for this year, which can be found below, have evolved as a result of using a range of information, including performance data, surveys and lesson observations, to ensure that we are focusing on the right priorities which will address areas for development.

**What are we working on this year?**

The areas listed below include the key priorities (**in blue**) and more precise objectives below each one (**in bold**) and then important elements of this work listed underneath (bullet points).

**What is the process for developing the SIP?**

Having used data and information to ensure we were focusing on the right priorities, members of SLT have established a baseline to see where we are currently and have then developed success criteria to indicate the impact or the 'difference we want to make'. This should be measurable and as precise as possible, demonstrating a clear difference between baseline and intended impact. Actions and timescales are also included so that we know how the impact will be created. This process is often challenging for leaders: it requires work and practice.

## Staff and Student Wellbeing

### **Ensure all students feel safe**

- Address outcomes from S11 (local authority safeguarding survey for students), external review and staff safeguarding surveys

### **Improve rates of attendance and punctuality**

- Improve rates of attendance and punctuality to pre-pandemic levels, with a particular focus on Persistent Absentees

### **Enhance the positive contribution of students and a culture of compassion (through student leadership, rewards and sanctions, extra-curricular activities)**

- Development of student voice, charity work, peer mentoring and coaching; EEF Grassroots project for empowering students to reduce conflict; exploring impact of BfL policy with students

### **Develop the 'character' of WSFG students**

- Embedding the school values in PSHE and our BfL policy; reviewing PSHE and our support structures: how we prepare students for life on modern Britain and to become mentally and emotionally resilient

### **Develop role of form tutor in order to enhance student wellbeing and ensure every student is 'known'**

- SPL monitoring of form tutor communications; training for tutors on challenging conversations with parents; develop the role of the form tutor through outcomes from form time review

### **Improve student wellbeing and restorative practices through the development of the Wellbeing Hub**

- Training for Hub staff on supporting students following suspensions; Mental Health First Aid training

### **Improve staff wellbeing and workload through better communication and 'joined up' systems**

- New survey – October 23; will use outcomes to plan actions, using ideas from staff

## Leadership Development

### **Development of school vision and values which is owned by all stakeholders**

- Make vision and values integral part of tutor time and rewards, as planned; measure impact on students and parents; explore feedback for further actions.

### **Explore and codify what 'great leadership' looks like at WSFG**

- MLs and HMA will pilot as part of PD process; use as part of SLT conference; introduce as part of ML meeting in January to explore how we use it to hold each other to account. Embed as part of PD process for October 24.

### **Development of leadership to increase diversity**

- Continued diversity interviews and use of strategies from interviews and from other schools; liaise with GA; further develop targeted careers sessions, including targeted succession planning and targeted selection of staff for focus/ task groups.

### **Continue to develop a coaching culture at WSFG**

- Explore how we continue to build capacity, using our existing coaches; further roll-out of 1-1 coaching across ML and SL; review of 3 year strategy
- Development of use of area SIPs and faculty reviews so that an impact is seen on teaching and examination results

### **Improve self-evaluation to empower leaders to drive improvement at faculty level**

- Review effectiveness of new targets and evaluations in Areas SIPs and provide 1-1 feedback; ensure that MLs are using outcomes from relevant data and information, including faculty reviews

### **Enhance governors' understanding of their roles and their effectiveness**

- Governor survey in Autumn; align link governor roles with SIP and Ofsted areas; further develop their understanding of the curriculum.

## Pedagogy for Achievement and Progress

### **Develop a TnL team to improve teaching and learning across the school**

- QA CPD sessions; continue to develop practice through briefings and bulletin; assign Lead Practitioners – create a directory and evaluate impact

### **Use the monitoring and evaluation cycle to target areas of the school/departments with precision in relation to improving practice and student learning**

- Analysis of lesson observation data and explore patterns; explore how we conduct and use lesson observations with MLs

### **Further development of Go4Schools in order to track progress and achievement effectively**

- Analysis of current usage and best practice; training in homework module and launch in October; training in additional functionality to prepare for full roll-out

### **Narrow the progress and attainment gap of learners with additional literacy and EAL needs**

- Continue termly meetings; appoint HLTA for EAL and Literacy/ EAL Co-ordinator

### **Embed and review use of WSFG Learning Principles**

- Codify and develop the Learning Principles; training for staff and 'nudges'; establish student Lead Practitioners to review and evaluate our use of the Learning Principles; focus on and explore impact on HPA students

### **Increase levels of support and challenge for SEND so that they are sufficiently ambitious**

- Use data to evaluate progress; extend Speech and Language provision; training for Hub team; continue training for staff on 5 a day; student voice and review of student passports; evaluation of effectiveness of SEND CPD module

### **Development and review of CPD model**

- Establish QA system for evaluating effectiveness of CPD and case study model

### **Embed consistent assessment practices across faculties**

- Develop new progress enquiry proforma; learning walks on formative assessment; roll out Progression Maps to better inform parents and students about progress.

## Curriculum

**Ensure that there is alignment between curriculum intent statements and our new school vision and values and evaluate how precisely leaders match the work to their curriculum aims.**

- Check that subject intent statements are aligned with whole school vision and values; QA statements; organise learning conferences; use outcomes to aid evaluation of the curriculum; ensure intent is matched to actions and outcomes in area SIPs; faculty reviews and progress enquiries used to continue to evaluate how effectively work is matched to curriculum aims.

**Further develop the curriculum through the use of learning journeys**

- Use student voice (learning conferences), faculty reviews and progress enquiries to evaluate effectiveness of LJs. Ensure G4S marksheets are **Improve curriculum pathways for all learners to make progress, e.g. SEND**
- Review need for alternative pathways; evaluate effectiveness of current SEND pathways; explore possible expansion of entry level qualifications to meet needs of SEND students and prepare for KS5.

**Ensure that the pastoral curriculum is being consistently delivered by all tutors and it reflects the school vision and values**

- Use pastoral reviews to evaluate effectiveness of tutor time; explore best practice and areas for improvement in each year group

**Ensure that we 'bring out the gift' in all students, including through careers activities and through Extra-Curricular Activities**

- Evaluate Careers education and Unifrog delivery during tutor time; use Gatsby Benchmarks to evaluate effectiveness of our careers provision; map provision of ECAs and attendance for PP students in particular; use student voice to add ECA sessions for PP students which they would like to attend.

Abbreviations used:

SLT: senior leadership team

ML: middle leaders

LM: line managers

SIP: School improvement plan

ECAs: Extra-curricular activities

QA: Quality Assurance (monitoring and evaluation)

CPD: Continuing Professional Development

PD: Performance Development (appraisal / performance management)

EEF: Educational Endowment Foundation

BfL: Be