



### **3 year SIP Summary Document: 2024 – 2027**

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

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

- **Foster a lifelong love of learning**
- **Look after ourselves and treat others with kindness and respect**
- **Embrace our diverse community and value our environment**
- **Empower everyone to make courageous choices**
- **Celebrate each unique gift.**

**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 Area SIPs 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 developed by SLT, middle leaders and governors. These priorities take account of data and information from outcomes, staff and student voice and our own self-evaluation systems. We believe that these priorities will help us to realise key elements of our school vision.

There are five priorities so that we can focus on fewer priorities and more impact. These are our key priorities:

- **Embed the Learning Principles with a specific focus on Leave no Child Behind**
- **Ensure that our work on staff wellbeing and workload is of a high quality and has demonstrable impact**
- **Make learning magic**
- **Embed a consistent culture of compassion and kindness**
- **Further develop a model of leadership which empowers leaders across the school**

**Priorities for 2024 – 2025**

***Bullet points outline the difference we want to see by the end of each year. The full plan for each section includes the baseline, success criteria, actions and timescales.***

**Objective 1:  
RAF/ NBR/  
SWS/DSH/RSC**

**Embed the Learning Principles with a specific focus on Leave no Child Behind (year 1)** in order to ensure we meet the needs of all students, particularly SEND and key groups of HPAs.

**By the end of  
year 1**

- HoFs will have used their review of gaps from their year 10 exams so that their teams can address them with year 11s, resulting in improved outcomes in 2025 - DSH
- Leaders will have worked closely with teams in maths, PE and ICT to evaluate and embed their curriculum changes so that they have a greater impact on attainment and progress – NBR/ MPH / DSH
- Systems enable all staff to systematically share, develop and apply Oracy and questioning strategies so that students are thinking and working harder RAF / MPH
- Lesson observations and faculty reviews show strengths and consistency in specific learning principles: leave no child behind, feedback for growth, questions get students thinking and working hard. RAF / MPH
- Evaluation/ audit of SOLs with middle leaders identifies key elements/ expectations of curriculum planning and tell us how departments are collaborating - NBR

	<ul style="list-style-type: none"> <li>• Consistency and quality of feedback helps students to articulate how to use the feedback they receive to make progress - NBR</li> </ul>
<p><b>By the end of year 2</b></p>	<ul style="list-style-type: none"> <li>• Faculty feedback positions are consistently applied and students can explain how those systems help them to close gaps in their learning and make progress - NBR</li> <li>• Leaders are able to take timely and appropriate action as a result of more effective, efficient and speedier use of data to identify gaps in learning and underachievement, both at KS3 and KS4, with measurable impact – DSH</li> <li>• Leaders tell us they feel equipped for curriculum changes because of the support and training they have received; adaptations to SOLs in target areas adhere to the key elements / expectations and reflect best practice/ great challenge - NBR</li> <li>• All staff have a range of questioning and oracy strategies that they actively use in the classroom - RAF / MPH</li> <li>• Pedagogy will have been shared and developed for ‘key areas’ of the curriculum identified in Year 1 as needing improvement - RAF / MPH</li> </ul>
<p><b>By the end of year 3</b></p>	<ul style="list-style-type: none"> <li>• Quality assurance measures for KS4 students indicate students can self-report how they have made progress and have closed gaps in their learning - NBR</li> <li>• A robust and high quality assessment system supports teachers and leaders to understand and support students in their learning - DSH</li> <li>• Curriculum plans and SOLs at KS3 will be consistently ambitious, both in terms of students being KS4 ready and at least achieving their TGs - NBR</li> <li>• All staff are active contributors to codifying the learning principles within our TnL toolkit which will be externally published and will be exhibited through a WF wide TnL conference – RAF / MPH</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluations of identified pedagogy for 'key areas' of the curriculum from Year 1 will show a measurable impact, including in GCSE outcomes – RAF / MPH</li> </ul>
<b>Objective 2: RWA/ HMA/ RJA</b>	<b>Ensure that our work on staff wellbeing and workload is of a high quality and has demonstrable impact</b>
<b>By the end of year 1</b>	<ul style="list-style-type: none"> <li>Work with external partnerships and staff survey has been used to establish best practice in reducing workload and improving wellbeing. Learning will be applied to our Wellbeing, Flexible Working and Assessment strategies.</li> </ul>
<b>By the end of year 2</b>	<ul style="list-style-type: none"> <li>We will have planned for and applied our learning on reducing workload and improving wellbeing from year 1</li> <li>Staff will provide feedback on assessment which shows that they now have access to and are able to apply a wider range of strategies to provide high quality feedback for students without increasing workload - y2</li> </ul>
<b>By the end of year 3</b>	<ul style="list-style-type: none"> <li>Staff feedback and external scrutiny will show that we have an exemplary approach to reducing workload and improving wellbeing without compromising on the highest quality and standards</li> <li>Staff feedback and evidence from 'books' and lessons shows that staff are consistently applying a wider range of strategies for providing high quality feedback for students without increasing workload</li> </ul>

<b>Objective 3: RAF/ MPH</b>	<b>Make learning magic.</b> Learning within and outside the classroom is ambitious and of an exceptional quality, including our development of cultural capital and risk-taking.
<b>By the end of year 1</b>	<ul style="list-style-type: none"> <li>• We will have established what Making Learning Magic looks like in classrooms</li> <li>• We will have introduced a basic oracy toolkit with staff to widen students' experiences within the classroom</li> <li>• We will have codified the experiences that we want students to have during their 5 years at this school both inside and outside the classroom space</li> </ul>
<b>By the end of year 2</b>	<ul style="list-style-type: none"> <li>• We have embedded an oracy toolkit to widen student experiences within the classroom</li> <li>• We will have started to develop pedagogies such as project-based learning and have sought opportunities in the curriculum for these to exist.</li> <li>• We have built upon our learnings about what MLM looks like in classrooms and we are developing this practice to ensure consistency in every classroom.</li> </ul>
<b>By the end of year 3</b>	<ul style="list-style-type: none"> <li>• Students leave school with a wealth of experiences that build cultural capital and enrich their learning experience</li> <li>• Lesson observations, learning walks and visits to the school will show that teachers are ambitious and creative and take risks in their classroom</li> </ul>

<b>Objective 4: RWA/KPR/ NBR/ SWS</b>	<b>Embed a consistent culture of compassion and kindness:</b> exceptional student safety; an exemplary pastoral and PSHE curriculum; codifying the WSFG ‘family’ experience; student peer coaching and resolution.
<b>By the end of year 1</b>	<ul style="list-style-type: none"> <li>• Student voice and external Safeguarding visit will demonstrate that students continue to feel safe and that our SG plan has been effective</li> <li>• Pastoral reviews show that there is a consistent implementation of the pastoral curriculum</li> <li>• We will have established shared criteria for what it means to be a WSFG student in terms of pastoral care and 'family' experience</li> <li>• Research from other schools and educational provisions has established best practice nationally for peer coaching, restorative justice and self-regulation by students</li> </ul>
<b>By the end of year 2</b>	<ul style="list-style-type: none"> <li>• Emerging challenges and changes in safeguarding policy and procedure are rapidly addressed with the involvement of all stakeholders and through our curriculum, including online and incidents of HAB</li> <li>• Changes will be made to the PSHE and pastoral programme, including materials, based on year 1, and tutors will be supported to deliver this through CPD</li> <li>• Pastoral care and family experience shared success criteria is implemented, drawing on involvement of all stakeholders; relevant policies and practices are updated to ensure exceptional outcomes</li> <li>• Student coaches will have been trained and are successfully supporting whole school practices around conflict resolution, prevention of HAB and facilitating restorative justice</li> </ul>
<b>By the end of year 3</b>	<ul style="list-style-type: none"> <li>• External agencies, partners and internal evaluation show consistently impactful safeguarding policies and procedures limiting or reducing safeguarding concerns and incidents within WSFG, including online and incidents of HAB</li> </ul>

	<ul style="list-style-type: none"> <li>• Pastoral reviews show that the pastoral curriculum is embedded and consistently followed across all year groups; there is consistent and high quality tutoring and pastoral support across all year groups; staff are confident in delivering sessions</li> <li>• Whole school external review of pastoral care and family experience shows that shared success criteria is implemented consistently throughout school life, to ensure exceptional outcomes</li> <li>• Vision and values are reviewed and adapted in light of work in year 1 and 2 and re-established/re-launched where needed</li> <li>• Student, staff and parent voice indicates that peer coaching is having a positive impact on those students involved</li> </ul>
<p><b>Objective 5</b> <b>HMA/ RJA/ ACO</b></p>	<p><b>Further develop a model of leadership which empowers leaders across the school</b> through clear expectations, development of teams, deliberate application of coaching approaches, including in line management; creation of quality time for strategic thinking; inclusive practice; quality of outcomes.</p>
<p><b>By the end of year 1</b></p>	<ul style="list-style-type: none"> <li>• Feedback will show that leadership expectations have been clarified through the use of the Leadership Behaviours document and through more consistent line management across the school</li> <li>• Staff will tell us that they feel that faculty review feedback and processes are consistently both challenging and compassionate as a result of changes</li> <li>• There is an improvement in the quality and consistency of governor reports, reflecting greater confidence and a better understanding of how to hold leaders to account for the quality of education in their link areas</li> <li>• Leaders will tell us that expectations and entitlements of line management are clearer as a result of our codification document so that they are aligned with our school vision and values and prioritise students.</li> </ul>

<p><b>By the end of year 2</b></p>	<ul style="list-style-type: none"> <li>• Feedback from staff and PD outcomes will show that leadership skills and behaviours have been developed through the use of the Leadership Behaviours document, use of coaching and through more consistent line management across the school</li> <li>• There is more diverse representation on leadership development programmes; feedback from staff is that there are appropriate pathways for leadership development which recognise their needs.</li> <li>• MLs and SLs have explored how they can delegate more tasks or use AI so that they can have more time for strategic thinking.</li> <li>• Leaders, staff and external reviewer will tell us that expectations and entitlements of line management are clearer as a result of our codification document and are being applied in meetings.</li> </ul>
<p><b>By the end of year 3</b></p>	<ul style="list-style-type: none"> <li>• Feedback from staff shows that there have been measurable improvements in line management and coaching skills</li> <li>• Feedback from MLs and SLs shows that they are confident and equipped in delegating more tasks or use AI so that they can have more time for strategic thinking.</li> <li>• All staff have been trained in and have had opportunities to apply strategic thinking, including through use of coaching and AI.</li> <li>• Our work with external networks has been used to broaden leadership opportunities for staff from diverse backgrounds.</li> <li>• Leaders, staff and external reviewer will tell us that expectations and entitlements of line management are clearer as a result of our codification document and are now embedded in meetings.</li> </ul>