

Trust Strategic Plan

2021 - 2024

(Updated January 2024)



Shirley High School

Striving for Excellence



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

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Vision, Values, Mission

Our Vision

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Our Mission

Shirley High School's mission is to offer a high quality education to all learners within an inclusive and respectful environment. An environment where all are consistently challenged and supported to be successful, well-rounded global citizens.

Our Values



We aim to:

- Challenge all students to fulfil their potential in all aspects of their lives
- Provide opportunities for all students to achieve academically, morally and socially
- Provide a safe environment for all to strive for excellence
- Work in partnership with students and families
- Provide the best education possible for our talented and diverse community
- Offer a broad curriculum that meets the needs of all our students.



About our Trust

"Leaders' ambitions and high expectations of pupils, teachers and parents cascade throughout the community."

(Ofsted, December 2022)

Shirley High School has been under new leadership since September 2019. Shirley High School has been under new leadership since September 2019. During that time we have become one of the most improved schools in the area, made significant investment in improving and promoting a positive learning environment and recently achieved "Good" in all categories in our latest Ofsted inspection.

Shirley High School is a proud, multicultural school with an established reputation of integrity and excellence. Our school is at the heart of a vibrant and diverse community, with all our students benefiting from our fabulous site and leafy surroundings. Along with our clear vision and values this helps to create a positive learning environment for both students and staff.

We have high expectations in all we do and believe that all our students can be the best in the world at whatever they decide to pursue through living the values that underpin our school. We teach our students to display compassion, creativity, relentless drive, resilience, high aspirations and at all times to be respectful. We strive for excellence through a broad curriculum and a wide range of extra-curricular opportunities and aim to develop both students and staff equally, in and out of the classroom.

As a school, we are totally committed to ensuring that all students can access, engage and more importantly enjoy education. Our curriculum is designed to be diverse, modern and ambitious. Our curriculum supports and enables our students to be successful global citizens with the skills, knowledge and confidence to have a positive impact on our community. Inclusion is at the heart of our curriculum and recognises our vibrant, culturally rich and diverse cohort. We understand and value the power of education and have taken great strides over 4 years, years that included COVID to rebuild and redesign our teaching and learning expectations. Shirley High School is a dynamic school focussed on solutions that bring out the best in all within our community.



Strategic Focus

| Trust Aims | Strategic Priorities Actions |
|---|---|
| Excellent educational outcomes in line with our vision and values | <ul style="list-style-type: none">● Education is more than the grades students achieve● High quality teaching in line with the Shirley Learning Journey● Broad and ambitious curriculum● Effective recovery following pandemic |
| Diverse, Collaborative and Innovative Organisation | <ul style="list-style-type: none">● Solution focused approach to all challenges we face in education and business● Strong partnership with independent organisations in education, finance and resources● A powerful organisation that supports and reflects the community we serve |
| Financial Efficiency, Marketing and Recruitment | <ul style="list-style-type: none">● Assertive programme to improve student numbers in Year 7 and Year 12● Maintain reserve in line with our policy● Maintain balance between oversight and financial control● Provide effective support and resources to allow school leadership to focus on student outcomes |
| Capital and Digital Investment | <ul style="list-style-type: none">● Sustain significant investment in capital works● Maintain a safe and secure estate● Sustainability/energy efficiency● Improved IT network and effective and efficient hardware and software output. |
| School and Employer of choice | <ul style="list-style-type: none">● Strategic focus on staff well-being● Competitive salaries to attract and retain the best staff for our students● Professional development opportunities so all can fulfil their potential and ambition.● Effective and streamlined performance management process● High standards of behaviour for learning |



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Success Indicators

The following indicators will be central to evaluating whether we are achieving our strategic focus:

- Attendance of identified student groups
- Overall attendance of teaching and support staff
- Overall fixed and permanent school exclusions
- Progress and attainment of students across all phases of learning
- High participation in extra-curricular and enrichment offer
- Improved Ofsted judgement
- Those staying in education above the local and national average
- Increased number of students joining the trust in Year 7 and staying within the trust in Year 12
- Positive parental feedback via parental voice, and surveys
- External and internal audits and reviews

School Improvement - Key Priorities

| Key Priorities | Identified Actions |
|--|---|
| Safeguarding and the provision for SEND is the umbrella under which all other priorities sit. | |
| 1. Attendance | <ul style="list-style-type: none">● Ensure that attendance is above national average● Ensure punctuality is in line with school targets● Greater links with alternative provisions and external agencies to improve school attendance |
| 2. Teaching and Learning (SLJ) | <ul style="list-style-type: none">● Consistent implementation of department agreed teaching and learning non-negotiables. This underpins the success of the SLJ● Ensure those those from a disadvantaged background make the required progress |
| 3. Behaviour for Learning | <ul style="list-style-type: none">● Consistent implementation of the school's new Behaviour Policy. |



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Our Shirley Learning Journey

| The Expectation | What does it look like? | |
|-----------------------|--|--|
| | FOR LEARNERS | FOR TEACHERS |
| High Expectations | Attitude meets expectations of the teacher | Clear seating plan |
| | Active participation in the lesson | Promotion of high expectations |
| | Consistent self-challenge | All learners stretched and challenged |
| Learning and Progress | Understand how learning links together | Clear sequence of learning which demonstrates progression |
| | Response to marking demonstrates progress | Marking and feedback clearly evidence progress |
| | All set tasks are completed by the deadline provided | Tasks and opportunities promote a high level of student productivity |
| Input | On task and well behaved | Use of higher-order thinking |



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| | | |
|--------------------|---|--|
| | | questions |
| | Excellent presentation of work | Encourage student-led learning and independence |
| | Engaged in learning and making contributions | Monitor and reinforce high expectations of presentation |
| | Demonstrate respect towards peers and teacher | Relevant subject knowledge and well planned lesson evident |
| | Arrive at the lesson ready to learn | Well-paced lesson differentiated to meet the needs of all learners and cover content and skills |
| Retrieval | Can retrieve learning from previous topics | Opportunities for retrieval practice embedded |
| | Complete all retrieval practice activities | Opportunities for retrieval gauge learning from / last lesson / last week / last month / last term / last year |
| Connections | Make connections between topics and subjects | Include and promote language for life and opportunities for wider reading in order to enhance cultural capital |



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| | Use subject specific vocabulary across the curriculum | Include and promote Maths across the curriculum (wherever possible) |
| | Connect learning to potential future careers | Promote career opportunities (where appropriate) |
| Consolidating Progress | Articulate what has been learnt and how it links to prior learning | Use of plenaries |
| | Demonstrate knowledge in all forms of assessment | Continuous assessment of learning |
| | Prepare for future learning with teacher guidance | Challenge students to prepare for future learning through independent tasks |





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Current Data (External comparison versus 2019 to 2023)

| GCSE PERFORMANCE | Department for Education Data (2019) | Department for Education Data (2023) |
|---|---|---|
| Progress | -0.12 | -0.17 |
| Attainment 8 | 43.2 | 44.05 |
| English and Maths 5+ | 28% | 39% |
| English and Maths 4+ | 47% | 60% |
| English Baccalaureate (EBacc) Entry (2021) | 39% | 29% |
| English Baccalaureate (EBacc) Progress | -0.14 | -0.16 |
| Open Progress | 0.12 | -0.25 |
| Staying in Education (2021) | 97% | 98% |

| POST - 16 | Department for Education Data (2019) | Department for Education Data (2022) |
|-----------------------------------|---|---|
| Progress | -0.04 | <i>Awaiting national data</i> |
| Attainment (Average Grade) | A' Level = C BTEC: Pass + | A' Level = D+ BTEC: Merit |
| English Progress | 0.51 | <i>Awaiting national data</i> |
| Maths Progress | 0.82 | <i>Awaiting national data</i> |



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| | | |
|--|------------|-------------------------------|
| Progression to higher education or training | 72% | <i>Awaiting national data</i> |
| Student destinations after 16 to 18 (education, training or employment) | 93% | <i>Awaiting national data</i> |
| Retention | 95% | <i>Awaiting national data</i> |





Curriculum Policy and Offer

Intent

Our curriculum is designed to be diverse, modern and ambitious. It is a curriculum that supports all our students to be successful global citizens with the skills, knowledge and confidence to have a positive impact on our community. Inclusion is at the heart of our curriculum and it recognises our vibrant, culturally rich and diverse cohort. We want our students to embrace and challenge aspects of our society through understanding, reflection upon previous experiences and making the most of the numerous opportunities provided to explore the skills, concepts and experiences required for the next stage of their educational journey. Our curriculum promotes spiritual, moral and cultural development and incorporates good quality relationships and sex education, as well as focussing on the physical, mental and social well-being of our staff and students.

Our curriculum reinforces the need to be tolerant, recognises the power of democracy and celebrates success. As a school we value learning wherever it takes place and we strive to enhance the talents of all our students. Our curriculum is designed for academic, personal and social success; a curriculum that consistently challenges students to demonstrate the expectations of a Shirley Learner and provides all with the opportunities to retrieve knowledge, skills and understanding that consolidate and broaden their learning.

Implementation

The implementation of the curriculum is vital for the success of our students and therefore it will be consistently and robustly monitored by:

- Quality assuring all curriculum maps, medium term plans, lesson observations and learning walks to ensure that all departments follow the aims and expectations that underpin the National Curriculum
- Designing a whole school curriculum that exposes all learners to English Baccalaureate subjects and provides opportunities for continued progression without limitations on their future choices
- Ensuring all departments' plans for learning are models for progression that build on previous phases of learning and embraces the next with a clear rationale and evidence of sequencing and retrieval
- Regularly celebrating the success of students in their subject area and sharing that success with the wider school community
- Identifying the cross-curricular learning within the curriculum and how students make those learning links within lessons
- Ensuring that Language for Learning, Literacy and Numeracy (Maths across the curriculum) is used across all departments where appropriate and that it is clearly identified as a long term focus



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- Continuing to revisit plans and conversations on the expectations of all groups of learners so that all make the required progress and achieve academic success
- Promoting flexibility where required and the values that underpin our learning expectations and journey so all students can realise their full potential and succeed at the highest possible levels in all subjects undertaken
- Providing extension/enrichment activities for all students, from all starting points
- Providing a Key Stage 4 and 5 curriculum which encourages students to reach their potential through academic and vocational pathways
- Ensuring personal development is delivered to all students as part of a curriculum that promotes and encourages British values and is fully compliant with the statutory Relationships and Sex Guidance
- Ensuring the curriculum meets all of the Gatsby Benchmarks and appropriate advice is given that prepares all students for the next stage of their educational and employment journey
- Ensuring educational opportunities are provided that help equip students with the skills, knowledge and experiences outside of the classroom that help enhance further their cultural capital
- Ensuring leadership and independent opportunities are offered to all students throughout their learning journey
- Ensuring that diversity is recognised in the planning of all departments and that all students understand and are exposed to a wide range of cultures, beliefs and historic journeys within all subject areas.

Impact

The success and impact of our curriculum will be evident through:

- Students achieving academic and social success that prepare them for the next stage of their educational journey
- Students feeling confident, valued and successful; consistently showing respect for themselves and others as learners, whilst also demonstrating spiritual, moral and cultural awareness
- Students successfully making the transition to the next stage of their learning or employment
- Students being able to work and learn together in a high quality teaching and learning environment
- Students articulating that they have been exposed to a broad, balanced, ambitious, inclusive and well planned curriculum that matches their individual needs irrespective of gender, race or background
- Students having the opportunity to make significant contributions to the school community and the wider world.



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In line with the National Curriculum, all students at Key Stage 3 (Years 7-9) follow a broad education within the KS3 Strategy, placing emphasis on improving Language for Learning, Maths across the curriculum, ICT and Life Skills

KEY STAGE 3/4/5 CURRICULA

In line with the National Curriculum all students at Key Stage 3 (Years 7-9) follow a broad education within the KS3 Strategy, placing emphasis on improving Language for Learning, maths across the curriculum, ICT and life skills through:

| Key Stage 3 – Year 7, 8 and 9 | | |
|-------------------------------|------------------------|----------------------|
| Art | Food Technology | Music |
| Computer Science | French or Spanish | Physical Education |
| Dance | Geography | Personal Development |
| Design & Technology | History | Religious Studies |
| Drama | Information Technology | Science |
| English | Mathematics | |

At the end of Year 9, students make their choices of subjects from the following list, allowing increased personal flexibility for all students as they progress through Years 10 and 11:

| Key Stage 4 – Year 10 and 11 (Students can select 4 options and can study up to 10 subjects) | |
|---|---|
| Art & Design | German |
| Business Studies | Health and Social Care (L2 Technical Award) |
| Child Development (L2 National Certificate) | History |
| Computer Science | Media Studies |
| Dance | Music |
| Design Technology | Photography |
| Drama | Physical Education (GCSE) |
| Food Preparation and Nutrition | Religious Studies |
| French | Sports Science (L2 National Certificate) |
| Geography | |

Throughout Years 10 and 11, we provide a full curriculum, leading to GCSE examinations. All students will study course and compulsory subjects of ENGLISH LANGUAGE AND LITERATURE, MATHS, SCIENCE (SEPARATE OR COMBINED), PHYSICAL EDUCATION AND PERSONAL DEVELOPMENT / CITIZENSHIP



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In the Sixth Form a range of A level subjects, Level 3 BTEC Qualifications and Enrichment activities are offered. We are constantly developing our Sixth Form and will be adding many more subjects to this list in the future. Currently we offer:

(Subjects below are all studied to A level unless stated)

| Key Stage 5 – Post 16 – Year 12 and 13 | |
|--|---|
| Art (Fine Art and Graphics) | Government & Politics |
| Biology | History |
| Business Studies | Health and Social Care (L3 National Extended Certificate) |
| Chemistry | Mathematics & Further Mathematics |
| Dance (L3 National Extended Certificate) | Media Studies |
| Drama & Theatre Studies | Music Performance (L3 National Extended Certificate) |
| English Literature | Photography |
| Enterprise & Entrepreneurship (L3 National Extended Certificate) | Physics |
| Extended Project Qualification (Level 3) | Physical Education (A Level) |
| French | Psychology |
| Geography | Sociology |

Setting:

The school has a policy of setting students by ability. This means that students work in smaller teaching groups with children of similar abilities. Students are placed in ability sets in core subjects in KS3 and 4. This is extended to other subjects where possible.

Homework:

It is the policy of the school that homework is set regularly as appropriate to the needs and the academic level of the student. There is a Homework Schedule that students follow and it is set electronically by teachers. Homework set can be viewed by students and parents/carers through our Student and Parent Apps. Homework builds up a pattern of self-discipline and organisation which benefits the student at examination level and in later life. Our parents/carers are expected to commit themselves to providing suitable facilities at home for homework to be carried out.



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Trust Investment

Since September 2019 the Trust has invested nearly £1 million in improving the teaching and learning resources of the school, improving and maintaining the fabric of the buildings and estate and increasing security and safety. Actions include:

- Investment in technology including Imacs and communication technology including wifi infrastructure;
- Refurbishment of numerous science labs for learners throughout the entire school including post 16;
- Upgrade of the school literacy provision including software and LRC provision
- Heavy investment in the schools performing arts status and resources;
- Upgrade of our site provisions including security, CCTV and facilities;
- Investment in schools mental health provision and resources;

In addition to the above works the school was successful with a Condition Improvement (CIF) bid to replace the failing elements of the pitched roofs on our Performing Arts block.

Upcoming Agreed Projects

Projects agreed by the trust for 2023/2024 commits a further £400,000 which will include work:

- Transport
- EV chargers and other greener energy provisions
- Site upgrades including science labs, gym flooring and school facilities

Other Planned Investments Include:

- External lighting
- Vehicle gates
- staffroom access panels

In addition to the above works the school will be submitting CIF bids for the replacement of both the windows and heating system in our Maths block.