



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.

Trust Strategic Plan

2024 - 2027



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.

Contents

Vision, Values, Mission	3
About our Trust	3
Strategic Focus	4
Success Indicators	5
School Improvement - Key Priorities	5
The Shirley Learning Journey	6 - 8
Current Data	8 - 9
Curriculum policy and offer	10 - 13
Trust Investment	13
Upcoming agreed work	14



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.

Vision, Values, Mission

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.

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
- Promote the creative benefits of Performing Arts and develop pupils individual talent
- 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 is a proud multicultural school with an established reputation of integrity and excellence. As a school we continue to make significant progress across all areas of our school. This progress includes improved academic results, increase in the number of pupils joining our school and more pupils leaving us to attend university. This includes Russell Group and Oxbridge universities. During the last 4 years we have invested over £1 million pounds on school facilities, improvements and resources and moved from an Ofsted grading of Required Improvement to GOOD in all categories.

Our school is at the heart of a vibrant and diverse community, with our pupils benefiting from our fabulous site and leafy surroundings. Along with our clear values and ethos, this helps to create a positive learning environment for both pupils and staff. We also benefit from excellent transport links to London and the surrounding areas, plus an onsite gym and ample free parking.



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.

We have high expectations in all we do and believe that all our pupils can be the best in the world at whatever they decide to pursue, through hard work, determination, leadership and compassion. We strive for excellence throughout our broad curriculum and wide range of extra-curricular opportunities, whilst also ensuring that both pupils and staff are developed both 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 the last 5 years, years that included COVID, significant social change and behaviours. We have rebuilt and redesigned our teaching and learning expectations, invested in our Performing Arts offer and improved our outreach within our community. Shirley High School is a dynamic school focussed on solutions that bring out the best in all our stakeholders.

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
AI (Artificial Intelligence)	<ul style="list-style-type: none"> ● Develop personalised learning and improve resources ● Improve assessment to help identify areas of improvement ● Enhance the digital literacy of pupils and staff ● Reduce teacher workload and improve work-life balance ● Identify trends that will help improve pupil outcomes
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
Development of Performing Arts	<ul style="list-style-type: none"> ● Increase capacity of the Scholarship programme on primary school recruitment. ● Improve performances and productions across Dance, Drama and Music ● Increase participation in Performing Arts competitions ● Increase Performing Arts capacity and footprint at Post-16.



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.

Mental Health and Well-Being	<ul style="list-style-type: none"> ● Employer of choice ● Competitive salaries that attract and retain the best staff ● Commitment to well-being with Mental Health first aiders and Well-Being events throughout the school. ● Vast CPD opportunities to challenge and retaining our staff ● Strong behaviour management across the school to allow teachers to teach
------------------------------	---

Success Indicators

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

School Improvement - Key Priorities

Key Priorities	Identified Actions
Safeguarding and the provision for SEND is the umbrella under which all other priorities sit.	
Attendance	Ensure that school attendance is in line with the national average. Ensure Year 11 attendance is over 94%
Teaching and Learning	To increase the quality of overall teaching. Improved Academic outcomes GCSE performance in line with National Measures
PP Progress and Outcome	Prioritise PP in individual lessons and cultural capital opportunities. Introduced bespoke practical processes that will improve performance Provide additional support from external agencies to improve examination outcomes



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 questions
	Excellent presentation of work	Encourage student-led learning and independence
	Engaged in learning and making	Monitor and reinforce high expectations



	contributions	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
	Use subject specific vocabulary across the curriculum	Include and promote Maths and Literacy 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



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.

	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

Current Data (External comparison versus 2019 to 2024)

GCSE PERFORMANCE	Department for Education Data Pre Pandemic	Department for Education Data (2024) Post Pandemic
Progress	-0.12	-0.38
Attainment 8	43.2	41.08
English and Maths 5+	28%	33%
English and Maths 4+	47%	54%
English Baccalaureate (EBacc) Entry (2021)	39%	25%
English Baccalaureate (EBacc) Progress	-0.14	-0.53
Open Progress	0.12	-0.24
Staying in Education (2021)	97%	99%

POST - 16	Department for Education Data Pre Pandemic	Department for Education Data (2024) Post Pandemic
A* - A / D* - D		23%



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.

A* - C / D* - M		47%
Attainment (Average Grade)	A' Level = C BTEC: Pass +	A' Level = C BTEC: Dist -
Attainment (Average Point)		30.08
English Progress	0.51	N/A
Maths Progress	0.82	0.40
Progression to higher education or training	72%	
Student destinations after 16 to 18 (education, training or employment)	93%	
Retention	95%	



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
- 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



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.

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.

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

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

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



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

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

Throughout Years 10 and 11, we provide a full curriculum, leading to GCSE examinations. All pupils will study English Language and Literature, Maths, Science (Separate or Combined), Physical Education, Personal Development / Citizenship / British Values and have either enrichment or intervention opportunities.

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)	Health and Social Care (L3 National Extended Certificate)
Biology	History
Business Studies	Mathematics
Chemistry	Media Studies
Dance (L3 National Extended Certificate)	Music (L3 National Extended Certificate)
Drama	Photography
English Literature	Physical Education (A Level)
Enterprise & Entrepreneurship (L3 National Extended Certificate)	Psychology
Extended Project Qualification (Level 3)	Sport and Physical Activity (L3 Extended Certificate)
French	Sociology
Geography	Travel and Tourism (L3 National Extended Certificate)
Government & Politics	

Setting:

The school has a policy of setting pupils by ability. This means that pupils work in smaller teaching groups with children of similar abilities. Pupils are placed in ability sets in core subjects in KS3 and KS4. This is extended to other subjects where possible.



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.

Homework:

It is the policy of the school that homework is set regularly as appropriate to the needs and the academic level of the pupil. Homework is set electronically by teachers and can be viewed by pupils and parents/carers through ClassCharts. Homework builds up a pattern of self-discipline and organisation which benefits the pupil 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. If a suitable environment is not available, parents/carers are expected to encourage their child to make use of our Homework Club.

Trust Investment

Since September 2019 the Trust has invested over £1 million in improving the teaching, learning, resources and environment of our school. We have also invested in maintaining the fabric of our estate, buildings and increasing our security and safety.

Breakdown of investment below:

IT and Communication

- New telephone, LAN, servers and WiFi system installed
- Interactive TV's throughout the school
- Over 200 desktops and chromebooks for pupils and staff

Safety and Security

- Upgraded HD CCTV internally and externally
- Increase security installed within the school grounds
- Lockdown blinds and vision panels installed throughout the school
- Refurbishment of DT Health and Safety resources
- Additional Performing Arts Studio

Fabric

- Four state of the art science labs
- Refurbishment of six pupils toilets throughout the school
- Refurbishment of both boys and girls sporting changing room facilities
- Updated medical room and reception area
- LED lighting across the school
- Brand new lighting and sound system in Performing Arts and the Main Hall
- Improved dining facilities
- Refurbished gym floor and boxing facilities
- Updated staffing areas
- Updated and refurbished classrooms and communal areas
- New roof for Performing Arts centre
- Three new vending machines throughout the school

Grounds

- Panoramic shelters for our netball provision



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.

- Updated LED lighting
- Increase sporting equipment and resources
- Significant amount on maintaining tree works
- Outdoor survey for pupils

Other

- New transport

Upcoming agreed work

- Refurbishment of final Science Labs
- Chemical Store refurbishment
- Complete LED upgrade across the school
- Finals toilet refurbishment for boys and girls (B Block)
- Refurbishment of staff facilities
- New windows for B Block (CIF funding)
- Increase office space within 6th Form
- Upgrade the kitchen facilities.