

# Trust Strategic Plan

2024 - 2027

*(Updated October 2025)*



**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**

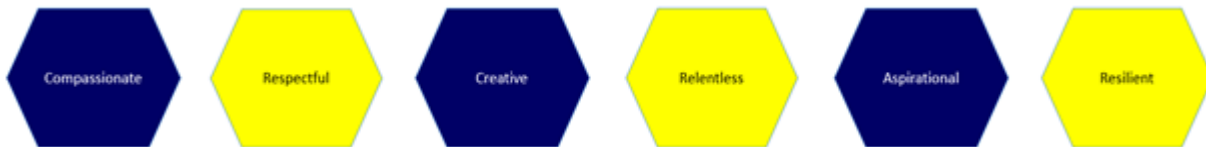
#### **Our Vision**

*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.



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### About our Trust

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

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. Over the last 6 years we have moved from a school that Ofsted graded as "Requires Improvement" to a school which is now graded **"GOOD"** in all categories. We have improved academically and have invested over £1.5 million in improving our facilities resources, staffing and investing in our Performing Arts status. We are proud that we have a history of pupils leaving us to attend Russell group universities and that now we have our first student that has left to attend Oxbridge university. Our greatest pride is that 100% of students that want a university place achieve one and many are the first in their families to attend university. We want every child at our school to recognise that, regardless of their dreams and ambitions, it can be achieved here at Shirley High School.

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.

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"> <li>● Education is more than the grades students achieve</li> <li>● High quality teaching in line with the Shirley Learning Journey</li> <li>● Broad and ambitious curriculum</li> <li>● Effective recovery following pandemic</li> </ul>



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AI (Artificial Intelligence)	<ul style="list-style-type: none"><li>● Develop personalised learning and improve resources</li><li>● Improve assessment to help identify areas of improvement</li><li>● Enhance the digital literacy of pupils and staff</li><li>● Reduce teacher workload and improve work-life balance</li><li>● Identify trends that will help improve pupil outcomes</li></ul>
Financial Efficiency, Marketing and Recruitment	<ul style="list-style-type: none"><li>● Assertive programme to improve student numbers in Year 7 and Year 12</li><li>● Maintain reserve in line with our policy</li><li>● Maintain balance between oversight and financial control</li><li>● Provide effective support and resources to allow school leadership to focus on student outcomes</li></ul>
Development of Performing Arts	<ul style="list-style-type: none"><li>● Increase capacity of the Scholarship programme on primary school recruitment.</li><li>● Improve performances and productions across Dance, Drama and Music</li><li>● Increase participation in Performing Arts competitions</li><li>● Increase Performing Arts capacity and footprint at Post-16.</li></ul>
Mental Health and Well-Being	<ul style="list-style-type: none"><li>● Employer of choice</li><li>● Competitive salaries that attract and retain the best staff</li><li>● Commitment to well -being with Mental Health first aiders and Well-Being events throughout the school.</li><li>● Vast CPD opportunities to challenge and retain our staff</li><li>● Strong behaviour management across the school to allow teachers to teach</li></ul>



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### 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
<b>Safeguarding and the provision for SEND is the umbrella under which all other priorities sit.</b>	
<b>Attendance</b>	Ensure that all year groups have over 95% attendance Overall school PA falls by 10%
<b>Pupil Outcomes - (Improving Whole School Teaching and Learning)</b>	All groups achieve an attainment grade of 40.00 A'Level all pupils achieve a minimum of a grade C Improve teaching and learning through strategies and specific CPD, training and monitoring.
<b>Behaviour for Learning</b>	Increase in positive and engaged behaviour that improve whole school learning and progress Reduction in the number of T&L actions regarding behaviour

### Our Shirley Learning Journey

Student Productivity and Engagement	
Teachers set a clear learning objective	Students understand what they are learning and why
Teachers use a variety of interactive teaching methods and use technology effectively	Students are engaged and motivated
Teachers promote collaboration by facilitating group or peer work	Students are encouraged to actively participate
Teachers are enthusiastic regarding their subject and lesson	Students are inspired and interested in their learning
Behaviour for Learning	
Teachers genuinely have high, clear expectations and consistent routines in the classroom	Students demonstrate positive behaviour
Teachers apply the behaviour policy consistently	Students learning is not disrupted by others
Teachers foster a positive, supportive and inclusive learning environment	Students express their ideas with confidence
Teachers recognise and reward positive behaviour with praise and house points	Students feel valued and repeat positive behaviour and efforts
Teachers build a positive working relationship with pupils	Students feel they can express their feelings and challenges leading to improved mental health and academic outcomes
Assessment for Learning	
Teachers encourage students to reflect on their learning and respond to	Students learn how to identify their own areas for growth and take ownership of



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targets provided	their learning process
Teachers identify learning gaps and plan subsequent lessons accordingly.	Students are able to catch up on the areas missed from the curriculum
Teachers provide timely and constructive feedback to students	Students recognise their strengths and areas for development resulting in improved understanding and performance
Teachers constantly check that all pupils have understood the learning	Students have an improved comprehension and retention of the subject.
<b>Teacher Input</b>	
Teachers are organised and all aspects of the lesson have a purpose	Students understand why they are learning and are more engaged with their learning
Teachers have high and detailed subject knowledge	Students are challenged and access a deeper understanding of the subject.
Teachers give clear instructions and explain with clarity using visual aids where required	Students grasp complex ideas and retain them
Teachers connect learning to students' backgrounds, interests and current affairs	Students can relate to their learning and are more engaged
Teachers plan and address misconceptions	Students overcome common misconceptions and avoid making the same mistakes
Teachers link learning to exam specification	Students access all content and achieve their full potential
<b>Adaptive Teaching</b>	
Teachers adapt instruction to meet diverse learning needs	Students of all abilities can access the tasks and make expected progress
Teachers ensure that work and tasks challenge all learners	Students are always challenged
Teachers provide scaffolding, breaking down complex concepts into manageable parts for less able students	Students feel supported and gain confidence in completing tasks
Teachers use a variety of questions styles to address individual students' needs	Students engage with personalised learning
Teachers provide model answers	Students are given a visual or verbal example of what they are expected to produce
<b>Student Progress</b>	
Teachers provide regular feedback	Students understand how to improve their work
Teachers interleave learning and build on knowledge that has already been learnt via an appropriate curriculum	Students can link new concepts to existing knowledge making learning more meaningful and easier to understand
Teachers show students how to work independently.	Students take ownership of their work, manage their time effectively, analyse problems and develop solutions without relying on support, increasing their resilience



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### Current Data - 2025

GCSE PERFORMANCE	2025
Progress	
Attainment 8	38.10
English and Maths 5+	24%
English and Maths 4+	50%
PP Attainment	39.00
Staying in Education (2021)	95%

POST - 16	2025
A* - A / D* - D	15%
A* - C / D* - M	65%
Attainment (Average Grade)	A' Level = C - BTEC = Merit
Attainment (Average Point)	26.69
Student destinations after 16 to 18 (education, training or employment)	TBC
Retention	TBC



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### **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 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



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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)



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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 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 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.



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### **Trust Investment**

Over the last 6 years the trust has invested over £1.5 million in improving our facilities resources, staffing and investing in our Performing Arts status. 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
- Chemical Store refurbishment

#### **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
- Music recording studio
- Increase office space within 6th Form

#### **Grounds**

- Panoramic shelters for our netball provision
- Updated LED lighting
- Increase sporting equipment and resources
- Significant amount on maintaining tree works
- Outdoor survey for pupils



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### **Other**

- New transport - Mini Bus

### **Upcoming agreed work**

- Refurbishment of final Science Labs
- Refurbishment of staff facilities
- New windows for B Block
- Fitness Suite upgrade
- Flooring
- Sporthall upgrade
- Imac investment
- Fire safety alarm upgrade