

# Skipton Girls' High School



## Academy Development Plan 2023-2024 Strategic Summary: Skipton Girls' High School

### SGHS Vision and Aims

#### Care, Community, Curriculum, Cultivation

Skipton Girls' High School is proud to be a founding member of the Northern Star Academy Trust. Our vision for learning is built upon the NSAT Promise to nurture learning in a sustainable environment so that our whole community can thrive, aspire and succeed.

We commit to a learning environment where all staff and students grow together and experience an education that inspires, challenges and motivates young people to be change-makers, innovators and future leaders. With care, community, curriculum and cultivation, we have built an environment that provides a web of support for staff and students where everyone belongs and can be their best.

This Academy Development Plan takes an ambitious view on school improvement with themes developed from 2022-2023 and a scope that runs beyond the academic year of 2023-2024.



**Current Ofsted Rating: Good**

SGHS has a culture of academic excellence and celebrates leadership development in all. Leaders have created a culture where care, curriculum, community and cultivation are at the heart of all our work. Leaders are ambitious and inclusive with a well-rounded vision of education which prioritises social mobility, inclusion and diversity. Leaders are supportive of all colleagues and students and decisions are made with collective well-being and development in mind. A culture of safeguarding is firmly embedded at SGHS. All senior leaders are DSL trained and lead casework and teachers and associate staff are alert to the risks that young people in their care are exposed to. Leaders are experts in their fields and are reflective, dynamic and intellectually curious. Over the next 12 months we will focus on:

- Ensuring our safeguarding culture continues to permeate the whole school and is responsive to local and national contexts.
- Timely and strategic communication at all levels.
- Developing sustainable leadership at all levels with strategic focus on core activities; allocating time and resources mindfully; removing barriers; diagnosing the causes of problem; designing and implementing solutions.
- Ensuring positive leader presence by all members of staff, to continue to uphold high support and expectations.
- Enhancing our highly effective professional development curriculum for all staff and create more opportunities to nurture the leaders of the future.
- Being outward facing, seeking out effective community and academic partnerships and opportunities to collaborate.

**Priority Two: Quality of Education**

**Current Ofsted Grading: Good**

Our curriculum is innovative, dynamic and diverse, reflecting the best current practice in each subject discipline. Our practitioners are skilled experts who are knowledgeable and academic. They approach curriculum design and implementation with flexibility, responding to the needs of their students and being mindful of preparing them for future learning and the wider world. Professional development increasingly seeks to address implementation and impact narratives. There is a growing instructional coaching programme, whose primary aim is to nurture individual practitioners' craft and develop teachers and leaders of the future.

Over the next 12 months we will focus on:

- extending and embedding the instructional coaching programme to all staff to enable a bespoke, dynamic approach to curriculum implementation;
- ensuring consistency in curriculum implementation, where a common and firm understanding of intended knowledge is in place, alongside a (shared) approach to effective pedagogies;
- ensuring the access and acquisition of 'deep knowledge' across all schemes of learning and beyond, in all subjects with all teaching staff;
- continuing a forensic focus on the disadvantaged and SEND cohort to ensure that these groups consistently achieve highly by empowering all staff with the knowledge and strategies to close any gaps;
- exploring the most effective use of outdoor learning, where we ensure that all students will have a minimum of 10 outdoor educational experiences in each academic year;
- ensuring assessment practices are effective and always lead to adaptive teaching that closes gaps;

**Priority 3: Student Experience**

**Current Ofsted Grading Behaviour and Attitudes: Outstanding**

**Current Ofsted Grading Personal Development: Good**

At SGHS there is a strong culture of inclusion, community and support that fosters positive relationships between students in all year groups and provides growing opportunities for student leadership. Behaviour and attitudes are outstanding. Students leave SGHS well prepared for the next stage of their lives with a wealth of transferrable skills. Vertical tutoring enables a nurturing environment and is central to the web of support in place for all students. High expectations are exemplified in student behaviour through self-regulation and respectful relationships built between students and between staff and students. Students feel safe and can be themselves.

Over the next 12 months we will focus on:

- Investigating ways to address anxiety, the importance of failure and building resilience, focusing on all areas of student experience
- Developing understanding of the links between behaviour, attitudes and mental health
- Developing use of positive mental health pedagogies, including teacher language that build resilience and supports the reduction of anxiety
- Developing sharper classroom routines that maximise student engagement
- Streamlining and raising the profile of the role of the personal tutor, to ensure it is pastorally proactive
- Implement and embed the Careers strategic plan so all stakeholders understand and can articulate their roles and responsibilities
- Ensuring all students access a wide, rich set of experiences including curriculum trips, outdoor learning and residential
- Further develop the PSHE curriculum across all key stages, especially Key Stage 5 ensuring age-appropriate materials and implementation
- Ensure our agreed character education is developed through our personal development curriculum, including knowledge and understanding of protected characteristics
- Developing our approach to PA students.