

Vision for South Wilts Grammar School

SWGS is a highly successful and outward-facing academy with selective entry to Years 7 to 11 and an academically focused Sixth Form which complements the Sixth Form offer in Salisbury.

Our Vision



Success

Wellbeing

Growth

Service

We will enable all students to achieve **SUCCESS** in their education and future lives and to support, protect and develop their physical and mental **WELLBEING**.

We will skilfully develop **GROWTH** in students' academic learning and personal skills thus preparing them for life's opportunities and challenges and enabling them to **SERVE** their communities in their own unique way.

SUCCESS

How successful is our school? Key questions	
1. <i>Is attendance good enough? What is being done to assure high rates of attendance? How do we support more vulnerable / disadvantaged students?</i> 2. <i>Are all students making predicted progress or better?</i> 3. <i>Are there any groups of students who are not making good progress and if so, what is being done about it?</i> 4. <i>Is the quality of teaching high for all subject areas? If not, how is this being addressed?</i> 5. <i>Are students developing a suitable range of learning skills which they can use for any future courses or application? If not, why not?</i> 6. <i>What is our curriculum vision for the school? Is it sufficiently broad and balanced to ensure that all students are prepared for their future careers / life choices?</i> 7. <i>Does our curriculum ensure that all students are taught how to live healthy and balanced lifestyles and promote resilience?</i> 8. <i>Are there sufficient opportunities to learn new skills and knowledge and hear other views of the world outside of the academic curriculum, including opportunities to lead and serve their communities?</i> 9. <i>Are sufficient students taking up these opportunities? If not, why not? Are any groups particularly disadvantaged in this respect?</i> 10. <i>Have we given our students sufficient knowledge, skills and aspirations to enable them to make the next step in their career pathways?</i>	
Examples of success for students	Examples of success for staff and leaders
• High attendance • Excellent academic success in a broad range of subjects, made possible through a strong academic, relevant and rich curriculum • Students make good or better progress in all years. • Success in learning skills and attitudes to study • Development of personal skills • Students have excellent knowledge and understanding of possible careers. • Students demonstrate personal development through exposure to different perspectives and views. • School receives feedback reflecting success in careers and in future lives of ex-students.	• Investment in teaching staff to assure high quality teaching and learning; • Enthusiastic and effective staff in all areas of provision; • Nurturing leadership potential; • Impactful leadership at all levels; • Successful Ofsted inspection; • Well-constructed and understood curriculum vision to enable our students to succeed; • Effective PSHE and CEIAG provision; • Meaningful stakeholder engagement.

WELLBEING

How well do we support wellbeing in our school? Key questions	
1. <i>Do we assure the highest standards of safeguarding within the school and during external activities?</i> 2. <i>How well do we work with external agencies and organisations to support our students?</i> 3. <i>Do students generally enjoy their school life? Are there any groups for whom there are barriers to enjoyment?</i> 4. <i>Are all students fully aware of the steps they can take in life to maintain strong physical and mental health?</i> 5. <i>Have we equipped students with the tools to overcome barriers, problems and disappointments? In particular, do we conscientiously and overtly talk about how to manage the high expectations place on them by others or themselves?</i> 6. <i>Do students say that they feel supported by school staff?</i> 7. <i>What do we actively do to support the wellbeing of staff? Is it enough?</i>	
Examples of wellbeing for students	Examples of wellbeing for staff and leaders
• Students are kept safe and know how to keep themselves safe. • Students enjoy school and engage actively with school life. • Students learn how to take care of their physical and mental health. • Students develop coping skills, learning to manage high expectations of themselves and of others. • Students feel supported and encouraged	• Highly effective SAFEGUARDING systems with well-trained staff; • Investment in pastoral systems; • Staff are well-supported and value that support. • Excellent links with external agencies and organisations forged to support students; • Stakeholder engagement

GROWTH

How well are we promoting positive growth within and for our school and community?	
1. How are we ensuring that student applications are sufficiently high to maintain NOR and the ability to fund high quality staffing, curriculum and resources, especially for the Sixth Form? 2. How well do we assess the overall growth (academic and personal) of our students? i.e. not just ensuring they get good exam results. 3. How well are we ensuring that the curriculum is meeting the changing needs of the students in the school and the changing global context? 4. How well are we ensuring that staff members are both trained and supported in their roles to maximise the effectiveness of our provision and help them to grow in their individual careers? 5. How well are we growing leaders to help us achieve our goals? 6. To what extent are we exploring different structures and models of educational provision to identify routes for school improvement? 7. How well have we established the current and future requirements for the school site and infrastructure? 8. How well are we managing our finances and ensuring the best provision for our current students whilst preparing for those in the future?	
Examples of growth for students	Examples of growth for staff and leaders
• Students are seen to grow in their ability to - manage their learning, - their personal challenges in life - preparation for life. • Students are aware of and can discuss global challenges and opportunities knowledgeably.	Growth of ... • The curriculum to ensure it meets the needs of our students now and in the future. • Staff effectiveness and job satisfaction • The site and environment to adapt to learning, social and local needs and to provide an active approach to sustainability and climate change. • Financial stability, to combat the increase in inflation and other resource challenges.

SERVICE

How well do we promote and develop a commitment to service within and beyond our school?	
1. In what areas of the curriculum is the concept of service to one's community celebrated and developed? 2. Is service to our communities explicitly highlighted in careers education in a variety of contexts? 3. Are there sufficient ways for students to participate in meaningful activities during their school years which will benefit the school community or others (local, national or global)? 4. Service to the communities is celebrated and recorded. 5. Are staff extra-curricular contributions valued and seen to be valued? 6. Are parents encouraged to contribute to school improvement activities and are their contributions seen to be valued? 7. How effective is governance in securing the best possible education and experience for our students? 8. To what extent are we as trustees seeking to secure the best possible educational provision for future students?	
Examples of service for students	Examples of service for staff and leaders
• Students learn the value of service to their various communities. • They volunteer for and participate in leadership opportunities to contribute to the success of the school community. • They understand the importance of the way they treat others and contribute to their wellbeing. • They understand the importance of promoting and celebrating equality, diversity and inclusion. • They demonstrate commitment to supporting the needs of global, national and local communities • They show respect for their environment and actively pursue ways in which they can make a difference to sustainability and to achieving a net zero world.	Staff and leaders recognise and respond to their duties to serve: • Students in their time at the school and in preparation for their futures; • Other members of staff and volunteers; • Parents and families; • The Salisbury and wider educational landscape; • Future generations by preparing students for later life. • Protecting and developing the school site and infrastructure for future generations