

SACRED HEART HIGH SCHOOL



SCHOOL IMPROVEMENT PLAN 2022-25

*Mission, Goals,
Vision, Priorities & Targets*

OCTOBER 2022

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1 MISSION STATEMENT

Sacred Heart High School, Hammersmith, is an 11-18 girls' Comprehensive school. The school was founded in 1893 by the Society of the Sacred Heart and has always sought to promote the education of women and academic excellence. Today we are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings. We seek constantly to improve everything we do so that we can make a difference for the young women who will shape the society of the future.

Above all else, this community works together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God.

We do this through:

- Providing an excellent education which inspires a life-long love of learning;
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith;
- Offering a broad and balanced curriculum which meets the needs of each student;
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others
- Recruiting excellent, committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators
- Building upon our partnership with parents, the Society of the Sacred Heart, Governors, the Church and the local education authority
- Strengthening and extending collaborative links with the international network of Sacred Heart schools and Colleges, other learning institutions, including Universities and the wider community;
- Creating a well ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom;
- Making effective use of all our resources on behalf of the young people who come here.

2 SACRED HEART GOALS

These five goals are at the centre of Sacred Heart Education. The Vision for the school for 2025, as set out in Section 3, links directly back to these goals, in addition to responding to the categories against which the school is judged by Ofsted.

The Sacred Heart 5

SH 1. Active Faith



Rooted in the love of Jesus Christ, our schools promote a personal relationship with God and foster the spiritual life of its members. They seek to create an atmosphere where the attitudes of the open Heart of Jesus are reflected in all: attitudes of respect, compassion, forgiveness and generosity. The development of Faith is at the centre of our life as Sacred Heart schools and its presence should be visible in the daily interaction between all in the community.

SH 2. Valuing Intellect



Our schools foster in each person a love of learning. The education provided is creative, rigorous, challenging and promotes critical thinking. All members of the community are given opportunities to progress, to flourish and to develop their gifts and talents.

SH 3. Social Awareness



At the heart of our charism, bringing all the Goals together, we prioritise Social Awareness that impels to action. This gives our whole school community the tools, knowledge, values and opportunities to learn how to address injustice, conflict resolution and environmental issues, thus becoming agents of change.

SH 4. Building a Community



Building a sense of community is essential for society and is a priority for schools which are rooted in and living out Gospel values. At the heart of life in a Sacred Heart School are activities which promote this sense of community. Our heritage and the network of schools bring an added dimension to our experience of identity and community. The attitudes, skills and the relationships developed in school raise awareness for each one of a shared world where partnership and responsibility are vital.

SH 5. Personal Growth



The Goal of Personal Growth affirms the uniqueness and worth of each individual member of the school community. It aims to provide opportunities for self-development, personal formation and self-knowledge as well as to encourage the sharing of gifts and talents for the benefit of the community and society as a whole.

3 THE VISION FOR SACRED HEART IN 2025

Catholic Life of the School



Goal of
Active Faith



Goal of
Valuing Intellect



Goal of Social
Awareness



Goal of
Community



Goal of
Personal
Growth

- The school community is rooted in the love of Jesus Christ and the charism of the Society of the Sacred Heart. This is lived out to the full and expressed in the school's Mission Statement
- The school nurtures the spiritual lives of its members through the exploration of their relationship with God, with self, and with others. All students and staff have dedicated time and a safe space to nurture a way of being, intrinsically centred on Christ and Gospel values
- The five Goals Sacred Heart Education developed by Madeline Sophie Barat and the sisters of the Society are actively pursued and links with our network of Sacred Heart schools.
- The uniqueness of each person is valued, nurtured and allowed to flourish. All members of our community are confident in the school's commitment to valuing everyone individually.
- All students are empowered to take an active role in their community, locally, nationally, and across the world.
- All students have the confidence and skills to engage in respectful dialogue, to respond to the challenges of twenty first century life from a Catholic faith perspective and to appropriately challenge situations of injustice – particularly affecting those who are more vulnerable.
- Leaders, teachers and support staff are empowered to respond positively to our ethos and culture and are accountable for what they do in their actions, words and deeds;
- The importance of caring for our common home through environmental sustainability is recognised and promoted.

Leadership & Management

- Safeguarding strategy, systems, processes and monitoring are robust enabling a safe environment for all students and a culture in which all act in the best interests of students.
- Self-reflection, review and evaluation continue to drive the process of improvement.
- Governance ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- There is transparency and effective communication between the senior leadership team and the wider staff body. When issues are identified, they are consistently dealt with appropriately and quickly. Staff wellbeing is prioritised.
- Our approach to staff professional development works effectively to support, grow and nurture excellence and responds to their personal interests and talents.

- Our school is widely recognised beyond our community for its distinctive Catholic ethos, as an excellent choice for secondary education because of the excellence of our pastoral care, our value of the individual and belief that each student can do well irrespective of their starting points; our methods of teaching; evidence of student progress and attainment; but importantly also, our commitment to fostering our students' resilience, responsibility and social awareness.
- Our commitment to diversity and inclusion ensures that all our students leave the school with a sense of their own uniqueness and respect for the uniqueness of others.
- Our alumnae are fostered as a valuable part of our growing community.
- The school is financially robust with clear plans and systems in place for the efficient use of resources for the benefit of students, the operation of a balanced budget, and transparency with staff regarding financial pressures.

Quality of Education



**Goal of
Valuing
Intellect**

- All students receive an outstanding education which fosters a love of learning, intellectual curiosity and creativity and independence. Our educational provision embraces High Performance Learning as our method of teaching.
- Our curriculum is ambitious, contextualised and designed to give all students the knowledge and cultural capital they need to succeed. All students are given the opportunity and support to close the gap and overcome barriers to learning caused by life challenges.
- The development of literacy, oracy and numeracy are central to the curriculum offer.
- All students' contributions are highly valued; through collaborative learning all students share knowledge and develop expertise.
- A wide range of digital and creative technology is used to support and enhance learning.
- All staff collaborate (including between departments) to share knowledge and develop expertise.
- Students are given the necessary learning opportunities and skills to build courage and confidence both for themselves and for their peers. Resilience and independent learning are fostered.
- All students have access to information and guidance that build awareness of exciting and relevant careers, creating links between academic and personal growth and the world of work. Alumnae are involved in sharing their experiences.
- Students achieve their full potential with excellent academic and pastoral outcomes that support progression to further and higher education. The school values and promotes not only academic university courses but also vocational courses and apprenticeships.



Goal of
Community



Goal of Social
Awareness



Goal of
Personal
Growth



Goal of Valuing
Intellect

Behaviour & Attitudes

- Students' behaviour reflects the five goals of Sacred Heart Education and relationships between students, their peers, and staff, are mutually respectful. Students understand the influence they have on their peers.
- The behaviour management system is effective in securing an excellent learning environment where students feel safe, staff model expected behaviours and feel supported by senior leaders.
- All students thrive academically, emotionally, socially and spiritually in a safe environment, where positive behaviour is celebrated.
- The school community is committed and equipped to meet the pastoral and needs of all students. There are high levels of attendance and students are punctual to school.
- Students have a sense of pride in their unique historical surroundings. Students respect and feel encouraged to look after the school environment, including equipment, the interior and the gardens.
- Students' recognise their individual role as an active member of the school and local communities.

Personal Development



Goal of
Personal
Growth

- Students achieve their full potential as empowered students of faith, ready to contribute meaningfully to the community and society.
- Students' personal development is informed by a shared understanding and embodiment of the goals of Sacred Heart Education.
- Staff play an active role in the personal development of students, as leaders, subject teachers, tutors and support staff.
- Students in all year groups have the opportunity for leadership in areas they are interested in.
- Students feel safe in an environment where their voice is heard. Speaking skills are taught as a valuable tool for self-expression and for the support of others
- The importance of physical and mental health, resilience, and emotional wellbeing as foundations for effective learning and academic success are recognised by both staff and students. Support for the physical, mental and emotional wellbeing of students forms a core element of school provision.
- Robust pastoral provision identifies mental health concerns early and appropriate support is provided. This includes recognition of links between diversity and mental health and the importance of 'Relationships and Sex Education'.
- Families are supported through information sharing, resources and support in response to challenges of parenting young people in today's society.
- All students respect values relating to democracy, the rule of law, and the principles of diversity and of inclusion.
- Extra-curricular activities provide additional opportunities to support the formation of students.

4 PRIORITIES & TARGETS

The priority statement is shown in grey at the start of each section.

4.1 Catholic Life of the School

Ensure all staff and students understand and 'live' the charism of the Society of the Sacred Heart.

Continued affirmation of our Sacred Heart ethos and offering opportunities for pupils and staff to progress on their journey of faith including through liturgical and sacramental celebrations.

Governors' Committee: Ethos

Target 1

Continue to develop the prayer, sacramental and liturgical life of the school as a basis for relationship with Jesus Christ.

Target 2

Development of understanding of Catholic Social Teaching in response to the challenges of twenty first century society

Target 3

To rebuild and transform our Sacred Heart community through strengthening our commitment to the charism and goals of Sacred Heart Education with the support of the Society of the Sacred Heart and the Sacred Heart schools' network.

Target 4

Develop partnership working and engagement with students' families as their first educators in faith.

4.2 Leadership & Management

To implement collaborative leadership at all levels to deliver the School Improvement Plan

Governors' Committee: Staffing, Management & Finance

Target 1

Agree and develop a model and process to take forward the mission and vision for the school following the Covid 19 pandemic 2022-2025

Target 2

To continue to develop excellent safeguarding provision and practice

Target 3

Review and evaluate all aspects of provision.

Target 4

Establish Sacred Heart as a world class research school to inform models of professional learning both nationally and globally and empower all staff to take responsibility for their own professional growth and development as a Sacred Heart Educator.

Target 5

Strengthen and build on current work with networks beyond the school, both nationally and globally, to advance excellence in all aspects of school life and become an outward facing school.

Target 6

To ensure a feasible three-year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasising faithful stewardship.

Target 7

Secure continued excellence in governance to inform and review the strategic development of the school.

Target 8

Develop a coherent and effective communications and marketing strategy, utilising a wide range of media to engage with stakeholders and underpinned by integrated information management systems and procedures.

Target 9

Have in place a programme of building works to cultivate high quality learning environments.

4.3 Quality of Education

A clearly articulated rigorous and ambitious curriculum aligned with national standards and underpinned gospel values; and whose rationale is understood by all students, staff and parents.

Highly effective evidenced based methods of teaching, learning and assessment (with in particular more consistency between subjects at KS3 in terms of assessment).

Robust systems in place for target setting, tracking and monitoring pupil data, to identify individual students' progress and achievement and further target learning gaps as a means of optimising progress for all.

Governors' Committee: Curriculum

Target 1

To continue to develop the intent, implementation and impact of the curriculum offer to ensure access for all students.

Target 2

To strengthen highly effective, creative, diverse, inclusive and innovative approaches to teaching and learning driven by Sacred Heart and High Performance Learning pedagogical philosophies.

Target 3

To continue to develop and embed a digital teaching and learning strategy which further enhances a hybrid approach to education.

Target 4

To develop highly effective approaches to formative and summative assessment across all key stages and subject departments.

Target 5

To strengthen approaches to literacy, oracy and numeracy across all key stages and departments.

Target 6

To develop robust and targeted careers provision to meet the needs of all students.

4.4 Behaviour & Attitudes

Ongoing development of student motivation, positive attitudes to learning and respectful behaviours and values across the whole school community.

Governors' Committee: Ethos

Target 1

To embed the teaching of the behaviour curriculum and the principles of restorative justice

Target 2

To review, update and embed strategies to enable all students to flourish with a sense of belonging using the principles of the five goals of Sacred Heart education

Target 3

Develop an attendance strategy.

Target 4

Strengthen the partnership with and engagement of families in supporting the development of positive attitudes and behaviours for learning.

4.5 Personal Development

The flourishing of students' holistic personal development, encompassed in emotional and mental and physical wellbeing and access to support; coupled with the provision of extra-curricular opportunities that respond to the breadth of students' interests.

Governors' Committee: Ethos

Target 1

Foster a learning environment, which promotes the mental health and social, emotional and physical wellbeing of all members of the school community.

Target 2

Foster an environment, which develops and celebrates the gifts and talents of all students through a programme of enriching extra-curricular opportunities.

Target 3

To continue to review and refine PSHE programmes of study to meet the needs of students and support their personal development and character formation.

Target 4

Strengthen the partnership and engagement of all parents and carers in supporting students' development as first educators.

4.6 Collaborative Teacher Development

Improve standards of learning, teaching, leadership and outcomes for students by strengthening research-led teacher development opportunities and collaboration across departments for the three *accredited* strands of Initial Teacher Training, Early Career Induction and National Professional Qualifications together with ongoing professional development.

Governors' Committee: Staffing, Management & Finance

Target 1 – Initial Teacher Training

To continue to review and recommend specific initial teacher training courses (salaried and unsalaried and apprenticeships) for schools to sign up for, considering excellence of training; value for money; potential for later recruitment of excellent early career teachers; and value to students. This to be later informed for 2023 by the outcome of the Market Review.

Target 2 – Initial Teacher Training

To develop further automation financial management, including a database.

Target 3 – Initial Teacher training

To work with schools to ensure that initial teacher training in schools reflects the Core Content Framework as a direct link into the Early Career Framework

Target 4 – Early Career Induction

To act as a cluster lead for the Central London Teaching School Hub for the delivery of Early Career CPD, in collaboration with the Cardinal Vaughan Memorial School.

Target 5 –National Professional Qualifications (NPQs)

To act as cluster lead for the Central London Teaching School Hub for the delivery of NPQs, maximising the use of scholarships for our own staff, as appropriate.