



OUR VISION

To empower our students to take their rightful place centre stage beyond Nonsuch

OUR VALUES

Positivity

Respect

Integrity

Courage

Endeavour

OUR MISSION

Forging our paths; building the future

OUR AIMS

High quality teaching which develops independent learners and scholarship

An inclusive and positive community aligned with our values

Inspiring personal development of skills and character

An optimal working and learning environment

GLT Strategic Priorities 2021-2024

1. **Wellbeing and personal development for all** (Aspirational outcomes for all students and staff; everyone enabled and empowered by outstanding pastoral care and support)
2. **First class staff development** (for staff at all levels)
3. **Excellent careers education** (signposting aspirational future pathways for all students)
4. **Extensive enriched curriculum opportunities**
5. **Sustained support for disadvantaged students**
6. **Strength in Equality, Diversity and Inclusion**
7. **Sustainability, efficiency and value for money** (planning checks and financial KPIs to enable robust monitoring across Trust)
8. **Effective governance** (strong assurance frameworks for good governance)
9. **Promoting our Trust and championing collaboration** (expand the Trust across difference contexts, developing and defining the distinctiveness of our offer as a potential partner of choice for other institutions)
10. **Support for recruiting and retaining the very best staff**
11. **Innovative and effective IT support and infrastructure**
12. **Well managed and maintained facilities**

Nonsuch Strategic priorities 2023-24

1. Adapting teaching and learning strategies to meet the needs of all learners GLT 1,2,5
2. Providing an effective and purposeful teaching environment through enhanced digital provision GLT 1,7, 11
3. Developing inclusive and diverse subject curricula GLT 1,4,6
4. Developing a culture of positivity and respect in the wider school community where all feel equally known and valued GLT 1, 5, 6
5. Leading a culture where high expectations are met GLT 1,5
6. Developing the delivery of a spiral, inclusive RSE and PSHE curriculum (7-13) GLT 1,2,4, 6
7. Providing excellent careers education GLT 3
8. Ensuring engagement of all with the wider life of the school GLT 1,4,5,6
9. Promoting wellbeing and personal development for all GLT 1
10. Promoting our trust and championing collaboration GLT 9
11. Well managed and maintained facilities GLT 12
12. Effective stakeholder engagement

Nonsuch Strategic Development Plan 2023-24

AIM 1: High quality teaching which develops independent learners and scholarship

INTENT

1. Adapting teaching and learning strategies to meet the needs of all learners GLT 1,2,5
2. Providing an effective and purposeful teaching environment through enhanced digital provision GLT 1,7, 11
3. Developing inclusive and diverse subject curricula GLT 1,4,6

INTENDED IMPACT 2023-24

- Sustained high progress and attainment; consistent progress value added at KS5; diminishing results below grade 6/B; gaps closed between learner groups
- Active engagement in lessons where all students are consistently reached; students report they know how to take charge of their own learning
- Improved literacy and oracy across the curriculum; students able to articulate their thoughts and opinions accountably
- Consistent use of Sharepoint, Teams, Class Charts to further student independence, internal communication and leadership and parent engagement
- Reduced workload/systemic use of the programmes and apps for greater impact and engagement
- Enriched curriculum plans deliver core content more broadly enabling students to make links
- Students see themselves in the curriculum, reflected in the Schemes of learning which include EDI enriched curriculum- KS3 completed 2024
- All students have equal access to a robust, high quality, coherent curriculum and can see the learning journey

AIM 2: An inclusive and positive community aligned with our values

INTENT	INTENDED IMPACT 2023-24
<p>4. Developing a culture of positivity and respect in the wider school community where all feel equally known and valued GLT 1, 5, 6</p> <p>5. Leading a culture where high expectations are met GLT 1,5</p>	<ul style="list-style-type: none">• School values consistently underpin stakeholder decisions and behaviours towards each other• Consistent, clear and thoughtful application of school policy that reinforces standards setting clear boundaries, regular positive reinforcement through consistently applied rewards to create a positive, predictable and safe environment for school• Class Charts facilitates stakeholder engagement with rewards, values, behaviour and attendance• Stakeholder surveys reflect they feel safe and valued; diverse cultures are celebrated and represented in the curriculum• Rights-Respecting Schools Award (RRSA) is recognised by staff and students as creating a rights-respecting environment where people feel heard – silver award plan is achieved by Autumn 2024• PSHE transition lessons ensure students’ interests and cultural heritage are known• Seating plans are used strategically to optimize learning and ensure personalised support plans (PSPs) are instantly accessible and consistently used by staff to meet the needs of all learners <ul style="list-style-type: none">• Excellent attendance years 7-13; reduction of persistent absenteeism in order to secure excellent outcomes• High standards of presentation and preparedness for school and beyond

AIM 3: Inspiring personal development of skills and character

INTENT	INTENDED IMPACT 2023-24
<p>6. Developing the delivery of a spiral, inclusive RSE and PSHE curriculum (7-13) GLT 1,2,4, 6</p> <p>7. Providing excellent careers education GLT 3</p> <p>8. Ensuring engagement of all with the wider life of the school GLT 1,4,5,6</p>	<ul style="list-style-type: none">• Live and responsive PSHE programme that is relevant to students' lives• Vertical tutoring elements allowing for interaction between year groups at important decision-making stages and to provide peer learning• P4C is further developed to provide a framework for accountable conversations• RRSA is embedded into PSHE, tutorials and evident in school policies and procedures <ul style="list-style-type: none">• Students have increased employer contact opportunities and awareness of the importance of soft skills development and the breadth of opportunities available: Gatsby Benchmarks met• Students see how subject skills can link to careers; Unifrog informs pathways in PSHE• Careers events include diverse role models and fields <ul style="list-style-type: none">• A diverse range of students take part in extra-curricular activities across all year groups• GLT Passport to Success informs lessons and extra-curricular provision for effective development of literacy, soft skills, leadership experience, cultural capital• Greater engagement with a broad range of provision and competitions, charted through the house system and GLT passport logs• Greater stakeholder engagement through Class Charts and Evolve allowing students and parents to track and celebrate participation and rewards

AIM 4: An optimal working and learning environment

Intent	INTENDED IMPACT 2023-24
9. Promoting wellbeing and personal development for all GLT 1	<ul style="list-style-type: none"> • School mental health lead role and “Girls on Board” programme is embedded for increased resilience in students • Welbee staff survey reports all Health and Safety Executive areas are above average for the sector including that of demands leading to excellent retention rates • CPD is aligned with a culture of personal growth and professional trust evidenced by appraisal and evaluations
10. Promoting our trust and championing collaboration GLT 9	<ul style="list-style-type: none"> • Trust Student Leadership Conferences are developed with external speakers and provide an opportunity to foreground girls’ education and leadership • Wide engagement with International Coalition of Girls’ Schools research library and CPD opportunities • Embedded collaboration across systems, quality assurance and CPD stimulated by the annual conference for staff
11. Well managed and maintained facilities GLT 12	<ul style="list-style-type: none"> • Greater access to bookable I.T suites created • Improved, faster wi-fi • New interactive boards installed across the school and used confidently by all staff • Staffroom refurbished to provide an optimal welcoming and collegial environment • Safeguarding perimeter project planned and completed • Sports Hall floor replaced and Sports Hall audio-visual upgraded for lessons and events • Astrodome updated and re-opened, ensuring wide community use and supporting Astronomy in the curriculum • Reduced carbon footprint across the school through sustainable practices in the canteen, recycling and in energy usage
12. Effective stakeholder engagement	<ul style="list-style-type: none"> • Our active PTA profile engages even more across the parent community and fundraises to provide tangible enrichment benefits for students • Digital platform allows parents and students to track rewards, attendance and behavior, strengthening home school link • Student engagement evidenced through RRSA Silver Action Plan • Revised student leadership roles ensure students in all year groups feel heard and can have a meaningful impact on their school community