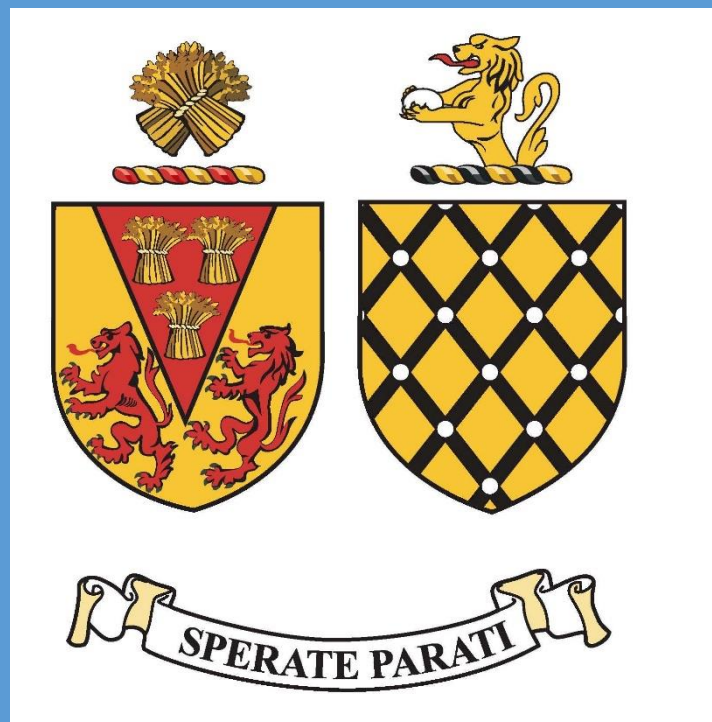


CREATING A VISION AND AIMS FOR WATFORD GRAMMAR SCHOOL FOR GIRLS: FEEDBACK FROM SURVEYS AND WORKSHOPS



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Table of Contents

| | |
|---|----|
| 1. Introduction | 4 |
| 2. The Vision..... | 4 |
| 2.1. To what extent do you agree that the vision is challenging and inspiring?..... | 4 |
| 2.1.1. Data from the staff survey | 4 |
| 2.1.2. Comments from the Staff workshops..... | 4 |
| 2.2. To what extent do you agree that the vision meets your personal values and ambitions for the school?..... | 6 |
| 2.2.1. Data from the staff survey | 6 |
| 2.2.2. Comments from staff survey..... | 6 |
| 2.2.3. Comments from Parent Survey..... | 8 |
| 2.2.4. Comments from Student Council..... | 9 |
| 2.2.5. Comments from Form Groups | 9 |
| 2.2.5.1. Year 7 | 9 |
| 2.2.5.2. Year 8 | 10 |
| 2.2.5.3. Year 9 | 10 |
| 2.2.5.4. Year 10 | 10 |
| 2.2.5.5. Year 11 | 10 |
| 2.2.5.6. Year 12 | 11 |
| 3. The Aims: To what extent do you agree that the following AIM is appropriate to the vision of WGGS..... | 11 |
| 3.1. ...will learn to be a leader, innovator and driver of change by: participating in academic endeavour and making outstanding progress in everything | 11 |
| 3.1.1. Data from the staff survey | 11 |
| 3.1.2. Comments from the staff workshops | 11 |
| 3.1.3. Comments from the staff survey | 12 |
| 3.1.4. Comments from Parent Survey..... | 13 |
| 3.1.5. Comments from Student Council..... | 14 |
| 3.1.6. Comments from Form Groups | 14 |
| 3.1.6.1. Year 7 | 14 |
| 3.1.6.2. Year 8 | 14 |
| 3.1.6.3. Year 9 | 15 |
| 3.1.6.4. Year 10 | 15 |
| 3.1.6.5. Year 11 | 15 |
| 3.1.6.6. Year 12 | 16 |
| 3.2. will learn to be a leader, innovator and driver of change by: developing a passion for learning to be carried throughout life. | 16 |

| | | |
|----------|---|----|
| 3.2.1. | Data from the staff survey | 16 |
| 3.2.2. | Comments from Staff workshops | 16 |
| 3.2.3. | Comments from the staff survey | 16 |
| 3.2.4. | Comments from Parent Survey..... | 17 |
| 3.2.5. | Comments from Student Council..... | 17 |
| 3.2.6. | Comments from Form Groups | 17 |
| 3.2.6.1. | Year 7 | 17 |
| 3.2.6.2. | Year 8 | 17 |
| 3.2.6.3. | Year 9 | 18 |
| 3.2.6.4. | Year 10 | 18 |
| 3.2.6.5. | Year 11 | 18 |
| 3.2.6.6. | Year 12 | 18 |
| 3.3. | ...will learn to be a leader, innovator and driver of change by: being respectful and caring towards others, having an open, tolerant mind and being able to make and understand moral judgements | 19 |
| 3.3.1. | Data from the staff survey | 19 |
| 3.3.2. | Comments from the staff workshops | 19 |
| 3.3.3. | Comments from staff survey..... | 19 |
| 3.3.4. | Comments from Parent Survey..... | 20 |
| 3.3.5. | Comments from Student Council..... | 20 |
| 3.3.6. | Comments from Form Groups | 21 |
| 3.3.6.1. | Year 7 | 21 |
| 3.3.6.2. | Year 8 | 21 |
| 3.3.6.3. | Year 9 | 21 |
| 3.3.6.4. | Year 10 | 21 |
| 3.3.6.5. | Year 11 | 21 |
| 3.3.6.6. | Year 12 | 21 |
| 3.4. | will learn to be a leader, innovator and driver of change by: living by the maxim 'I can do it, I will do it!' | 22 |
| 3.4.1. | Data from the staff survey | 22 |
| 3.4.2. | Comments from the staff workshops | 22 |
| 3.4.3. | Comments from staff survey..... | 22 |
| 3.4.4. | Comments from Parent Survey..... | 23 |
| 3.4.5. | Comments from School Council..... | 23 |
| 3.4.6. | Comments from Form Groups | 24 |
| 3.4.6.1. | Year 7 | 24 |

| | | |
|----------|---|----|
| 3.4.6.2. | Year 8 | 24 |
| 3.4.6.3. | Year 9 | 24 |
| 3.4.6.4. | Year 10 | 24 |
| 3.4.6.5. | Year 11 | 24 |
| 3.4.6.6. | Year 12 | 25 |
| 4. | Aims for Staff: To what extent do you agree that staff should have separate aims? | 25 |
| 4.1. | Data from staff survey | 25 |
| 4.2. | Comments from staff workshops..... | 25 |
| 4.3. | Comments from staff survey | 25 |
| 5. | Use of Girl or Non Gender Specific Language | 26 |
| 5.1. | Data from surveys | 26 |
| 5.2. | Those who voted for girl. | 26 |
| 5.2.1. | Comments from staff workshops..... | 26 |
| 5.2.2. | Comments from staff survey..... | 27 |
| 5.3. | Comments from Parent Survey..... | 27 |
| 5.4. | Comments from Student Council..... | 28 |
| 5.5. | Comments from Form Groups | 28 |
| 5.6. | Those who voted for student / pupil .. | 29 |
| 5.6.1. | Comments from staff workshops..... | 29 |
| 5.6.2. | Comments from staff survey..... | 29 |
| 5.6.3. | Comments from Parent Survey..... | 30 |
| 5.6.4. | Comments from Student Council..... | 30 |
| 5.6.5. | Comments from Form Groups | 30 |
| 5.6.5.1. | Year 7 | 30 |
| 5.6.5.2. | Year 8 | 31 |
| 5.6.5.3. | Year 9 | 31 |
| 5.6.5.4. | Year 10 | 31 |
| 5.6.5.5. | Year 11 | 31 |
| 5.6.5.6. | Year 12 | 31 |
| 6. | The Process | 32 |
| 6.1. | Data from the staff survey | 32 |
| 6.2. | Comments from the staff survey | 32 |
| 6.3. | Comments from Parent Survey..... | 32 |
| 7. | Other Comments..... | 33 |

1. Introduction

It is the responsibility of the Governing Body to develop and monitor the vision of the school in partnership with the Head and Senior Leadership Team. The process of reviewing and revising the vision and aims of Watford Grammar School for Girls began in 2021 with a number of meetings with the whole Governing Body and then the process was delegated to a working group who worked with the Headteacher and the SLT to formulate a draft that would then form part of a wider consultation.

The consultation began with a series of workshops took place in January 2022 delivered by the SLT to groups of teaching and non-teaching staff. All staff were then invited to given individual feedback on the proposed vision and aims and the process itself, over a 3-week period. 41 staff answered the survey 26 teachers and 15 support staff.

The School Council, made up of representative from each Form group, were also consulted and then a shortened version given to each Form. Each Form Y7-12 were also briefed and then invited to give their feedback.

Parents were consulted via the Weekly Newsletter. A brief film and then survey sent to gather feedback over a 2-week period. 24 parents replied.

All the comments and data from surveys have been collated below and were used by the working party to produced the final wording of the vision and aims that were then agreed by the Full Governing Body in March 2022.

2. The Vision

The proposed vision statement for the school is: To create a more equitable and sustainable society by empowering our community to become leaders, innovators and drivers of change.

2.1. To what extent do you agree that the vision is challenging and inspiring?

2.1.1. Data from the staff survey

| | |
|-------------------|-----|
| Strongly Agree | 20% |
| Agree | 51% |
| Neutral | 10% |
| Disagree | 12% |
| Strongly Disagree | 7% |

2.1.2. Comments from the Staff workshops

- Inspiring because of target given 'to become.
- Issue with 'change' implies more in direction, prefer progress because already moving in right direction and would be more positively received.
- Like 'change' because in light of recent social activism it is needed.
- In practice, how would it work, so far some conversations have been shut down.
- Sustainable culture: ensuring a future with surviving legacy.
- Doesn't feel to applicable to site / cleaning team.
- Need transparency with definition of school community.
- Change order where sustainable society comes later in the statement.
- What do we mean by sustainable society?

- Can everyone be a leader?
- Inclusivity and elitism are somehow at odds.
- Make a difference in the world
- Influence instead of leader or leave leaders and add 'influencers'
- We want something that can be interpreted in different ways
- Fairer instead of equitable?
- Will 'learn' to be a leader, innovator..
- 2nd half to statement – could be a degree of inadequacy if not aspiring to be a leader. Rather being a responsible member of society. Depends on definition of leader.
- Turn statement around? More inclusionary
- School is giving students a chance to be empowered and given them opportunities to be leaders. Don't water the language down. Needs punch. Later on aims can break this down.
- Powerful word for parents. Need to break down barriers to aspiration.
- To create and 'contribute to' equitable society
- Innovators and drivers of change are leaders.
- Missing terminology – collaborative, teamwork etc to be truly inclusive.
- Very broad; liked drivers of change comment; would like more detail/explanation
- What does community mean? (e.g. School community)
- Liked the inclusivity of the vision; all stakeholders are on the same level; swap society for community? Swap community for stakeholders
- The new draft vision is more outward looking
- The new draft is more of a mission – states what we want students to do with their education.
- Why equitable? We want our students to treat people equally and to use their knowledge to ensure that others are treated equally.
- Why sustainable? Change can be fleeting: we need to recognise that change must be sustainable (it must meet both our needs and future community needs.)
- This could be a vision for a company, not necessarily a school
- Liked the inclusivity of the vision; all stakeholders are on the same level' swap society for community? Swap community for stakeholders?
- The new draft vision is more outward looking
- The new draft is more of a mission – states what we want students to do with their education.
- Why equitable? We want our students to treat people equally and to use their knowledge to ensure that others are treated equally.
- Why sustainable? Change can be fleeting; we need to recognise that change must be sustainable.
- It is an ambitious vision and there is very much a sense of "mission"
- Instead of innovator 'collaborators – more focus on opportunity to be a leader.
- Innovator and driver of change is too similar
- Need to include team player. Leader - could we lose this to fit the whole community.

2.2. To what extent do you agree that the vision meets your personal values and ambitions for the school?

2.2.1. Data from the staff survey

| | |
|-------------------|-----|
| Strongly Agree | 15% |
| Agree | 56% |
| Neutral | 15% |
| Disagree | 7% |
| Strongly Disagree | 7% |

2.2.2. Comments from staff survey

- The statement should mention our community first and then their contributions to society.
- Not all students or adults strive to be leaders or innovators. It is too specific. More qualities like resilient, accountable, etc
- It does not reflect the changing nature of our pupils and still alludes to 'excellence' where success means that you are a leader or driving change. Many of our pupils are put off by this, or develop serious issues by trying to aim for excellence.
- "Equitable" - I'm not a fan of the word. (I know what it means but others in my staff group weren't sure).
- replace the word leaders eg. 'to make a positive contribution to society'
- I think sustainability is an admirable aim however, actual sustainability in environmental terms - which, to my mind, is the link I subconsciously create when saying the word "sustainable" - is very much dependent on the correct level of funding. There will always be other things to spend money on that will take precedence over generating our own power (for instance).
- I believe we have to cater for all types of student. There are many in our school that will never be leaders, innovators or drivers of change. For a community/society to succeed you need people of all levels to do all types of work. We can't all be at the top of our field.
- I like the idea of using language usually associated with boys like 'leaders, innovators and drivers' to describe the vision for girls. I would question the word community - I think school community would be better and clearer for an outsider looking in.
- The students need to be educated about what makes someone a 'leader' in today's society.
- I think it could also include something about the values that we hold dear as a school. Not all will aim to be leaders, innovators and drivers of change, but can make a very valuable contribution to their community and society.
- Leaders was off putting for some people- another word maybe?
- I like the wording of it. Shows aspiration.
- I agree that we should be empowering everyone to be the best they can, but we find personal fulfilment in different ways. Feeling pressure to "get to the top" can add to the burden on some young people.
- I don't necessarily believe that all students should strive to become leaders as some are not and will not be and that is ok. I think the wording could be slightly different as it appears as we only want the girls to become leaders.
- It is a rather large statement to digest initially, I had to read it several times, which might distract from the wonderful meaning and ethos behind it. Once digested it really is fantastic.

- I think many people had an issue with the idea that not everyone wants to/can be a leader or innovator, or a driver of change in society. I think the main issue is the wording and it would be a lot more powerful and accepted (I think) if it was written 'To create a more equitable and sustainable society by empowering our community to learn leadership skills, innovative skills and to have the capability to create change.' This way, the expectation is not for everyone to categorically be a leader, but more so to provide everyone with leadership skills and abilities.
- It feels as though it doesn't value those who don't become leaders, innovators etc.
- I don't believe that all students must aspire to become leaders, I think it is important to recognise that we need all members of society, not just leaders, to drive change.
- Sustainable is ambiguous - what does this mean? Greener?
- We can't all become leaders, innovators and drivers of change. It would create a toxic environment. We need to be team players and work collaboratively not all want to lead
- Emphasis on developing our community to be key collaborators (as well as leaders, innovators and drivers of change) may make the statement more inclusive of individuals who are not natural leaders or innovators, but are able to play other key roles.
- Not very inclusive. Society doesn't need everyone to be leaders, innovator and drivers of change. Our cohort is very different to what it was 20 years ago
- Could be rephrased so that it is more inclusive for all pupils, e.g. not all pupils will be leaders but still important members of the community.
- to become leaders - maybe to rephrase this slightly as not everybody might want to be a leader but should have a chance to try. to try
- I think the phrase "equitable and sustainable society" is not very clear and I am not exactly sure what is meant by this part of the school vision. Just looking at "sustainable society", the first thing I think of is environmental sustainability, then I think of self-reliance and economical stability, it was also mentioned in the meeting that this was referring to keeping school traditions and values. Whilst the plan may be to cover all these things, there are going to be conflicts between these (e.g. The most environmentally sustainable option, may not be the most economical and might go against a school tradition), which is why I don't think this gives a clear idea of the school's vision.
- As discussed in our vision inset meeting, I think that the term 'sustainable' can be misunderstood and give the impression that the focus is on climate change and living more sustainably. I'm also concerned that not all students in our school want to aspire to be leaders or innovators and this seems to mainly apply to our highest achievers. I'm concerned that it does not reflect all of our students.
- Not everyone can or should be a leader or change agent. Rather we should aim to develop critical thinkers able to distinguish where change is needed and the type of change. Change for change's sake isn't valuable. Suggest leadership skills as more balanced. Where do we celebrate collaboration & teamworking which are critical to success in industry and civil society?
- I think it is important to empower students to become leaders and innovators with the potential to make productive, informed changes. However, not everyone wants to lead and not everyone can lead all the time; this should be considered. There is an over-emphasis on change in this statement. Change can be important, powerful and productive, but expert knowledge is required to make effective changes. The Latin motto translated 'Go forwards with preparation' could be useful here. It is important to develop and build on the best

aspects of what has gone before. Our group felt that there is not enough focus on education, curriculum, or well-being in this vision statement.

- I have an issue with the statement 'to become leaders' as it implies failure if they are not.
- I would prefer...to lead, innovate and drive change. Additionally, I feel there needs to be a reference to the history and campaigning proud purpose of the school in the initial vision which would strengthen its identity in the face less binary student identities going forward
- I think this statement reflects our aims very well and is highly ambitious whilst still inclusive of different walks of life and skills.

2.2.3. Comments from Parent Survey

- Too wordy. I have seen NHS hospitals using very clear concise 4 - 5 two worded motives.
- Would like to see a more driven statement for the vision and a real sell - like "WGGS girls step into the world with confidence ready to shape their future. Our girls are pioneering young women, proud of their diverse communities, with a deep sense of responsibility, they have a real influence and reach" Something like that and just an example. Hope it helps
- This is a suitable vision
- Community would be a better and warmer word possibly than "society"
- An excellent vision statement which will allow the school to develop over the coming years.
- An admirable and modern vision
- The vision of the school shouldn't be to create a 'more equitable and sustainable society' (and then describing how this will be done ie: by empowering our community to become leaders, innovators and drivers of change). Changes in society as a whole is not within the school's control and if this weren't to happen within 5-10 years the school will not have fulfilled it's vision. It's a set up to fail and not achievable. The vision for the school should be 'to empower our community to become leaders, innovators and drivers of change' (and then describing what this could achieve ie: creating a more equitable and sustainable society for all).
- Yes this is fine
- I think it is good, however, to create a more equitable and sustainable society one has to have compassion and care (especially for those less fortunate than ourselves).
- I like the ideas within it, but my instant reaction is how can a community become leaders? Individuals are leaders. You can foster leadership and/or empower individuals within the community to become leaders. But the ideas of equity and sustainability are important and appropriate aspirations for our school.
- I like this vision very much. It is what we need especially when educating our future female leaders and innovators. I have a suggestion to slightly changing the wording to: "To create a society with better equality and sustainability by empowering our students to become leaders, innovators and drivers of change." It means essentially the same thing but may be more inclusive and easier to understand - especially for younger girls in year 4 & 5 when they are considering their secondary school choices.
- Great 🙌 Nice and concise and straight to the point. Inspiring.
- This is outside the remit of school. It is not up to schools to create a more equitable and sustainable society...sorry, but this is nonsense. Stick to the important stuff, which is educating our daughters to the best of your ability. Also, too much emphasis on leadership here, what about humility, kindness to others, empathy and critical thinking? Not everyone can be a leader, there are other important skills to consider, what you list will exclude many students.

- I like it, however I feel it puts all the girls into one box. Not all the girls will become or even want to become leaders, innovators or drivers of change and I feel it sets those children up to fail a bit from day one. What about just trying to be the best we can be no matter what that is. Could you be slightly more inclusive but still inspiring in this vision statement?
- Where is the teaching and learning in this statement? Surely you need to get the basics right first? A school needs to teach children before it tries to make them leaders and innovators. There is too much focus on trophy successes for the school to put in the weekly newsletter and not enough on internal (i.e. to the child) success. I don't just mean academic teaching. In reality hardly anyone will become a leader, innovator or driver of change. Most people will grow up to become normal human beings doing normal jobs. We should focus on giving the students the skills to do that, as well as being kind supportive human beings.
- Worth being clear who our community are?
- I prefer the second part of the vision from 'empowering' to the first. Sustainability is very important for our future society but not sure it represents the school's focus or is referred to explicitly in the aims.
- I have no idea what this means!! Plain English and no meeting jargon please
- One of the meaning of Equitable is "the equitable distribution of resources". I understand the vision is of the school could be - To create leaders, innovators and drivers of change who enrich the community by making it more diverse and just and create opportunities for the community
- The aspirational part of this vision is great. I also like that it is inclusive but do we need to be more specific around who our 'community' is? Do we really mean children as I think we should be more explicit in this area, that is who the school and governors etc are here for.
- Like it
- The message is good. However it feels little complex to read and remember. Also, I think we should include environment in some way in the vision.

2.2.4. Comments from Student Council

Positive

- liked 'equitable'
- Liked 'empowering'
- Concise focus on what's instilled in students
- Liked 'leaders' - gives confidence to be leaders of our own lives/decisions

Negative

- What does 'sustainable' mean? Environmentally? Self-sustainable society? Financially?
- Some thought 'innovators' and 'drivers of change' were the same. Others thought 'innovators' is creating something for change, rather than driving the change of something that already exists
- Needs to be clearer on what we're doing here now to make vision true - not just who we'll be when we leave

2.2.5. Comments from Form Groups

2.2.5.1. Year 7

- The class fully supports this statement.
- We don't understand what this means.

- It sound a bit complicated for my classmates
- We don't really understand what this means.
- What happens if we don't want to be a leader? Not clear what it means to everyone. They didn't know what equitable means.
- We agree though we don't think everyone should have to be a leader

2.2.5.2. Year 8

- I'm happy with the vision statement, however I think it may be a little too complicated for some students to understand. If they don't understand, there's no point in having a vision statement.
- It needs more detail on what the vision is.
- too long therefore hard to remember, overly pressured towards high expectations but some also found it inspiring
- The class agreed fully with the vision statement. They believed it to be quite similar to the the last one, but said it was more inspirational.
- Not everyone want to be leader should be addressed to a wider range. It is encouraging but not everyone might not want to be leader.
- to include about individualism, liked the word sustainable

2.2.5.3. Year 9

- Many students found this confusing, too many words, quite vague. They said to make the vision more clear and simpler.
- The language is not very easy to understand; Not everyone wants to be a leader; Not very inclusive; It is ambitious in a good way
- Too wordy and people might not understand the words equitable and sustainable immediately.
- Sounds like a car advert. Unrealistic as it is not achievable for everyone. Inspiring. Not everyone needs to be a leader.

2.2.5.4. Year 10

- It is a bit vague. What do some of the words mean? Also, are we all expected to be a "leader, innovator or driver of change"?
- Basic and generic, not specific to us as a school. Too long a statement, very wordy. Would prefer it to be simpler.
- Not everyone wants to be or can be a leader, innovator or driver of change. It takes many types of people to form a community.
- Not everyone likes 'leaders' and 'innovators' as not everyone wants to be these. Is change always for the better? Prefer a focus on learning the rewards of 'effort' and the 'journey' during school life.
- No concerns

2.2.5.5. Year 11

- We believe this is a vision that can be achieved, but only if certain measures are put in place. We need to encourage students to take on more of a leading role within their classes, as well teach them how to act sustainably. If we are able to do that, this vision may come to life.
- not everyone wants to or could be a leader, too wordy and people don't understand, sounds like a technology company, wrong wording but correct meaning.

- Yes, we support this.
- 11C agree with the statement

2.2.5.6. Year 12

- Empowering people to further their talents and connect with others in a positive way
- important to be a leader, innovator and drivers of change but more important to be nice, empathetic and sincere
- hard to understand message behind it - too many big words in a short sentence so its unclear what it means/ have to read it multiple times
- Ambitious. Quite vague. Reword?
- The class agreed with this proposed vision.

3. The Aims: To what extent do you agree that the following AIM is appropriate to the vision of WGGS

3.1. ...will learn to be a leader, innovator and driver of change by: participating in academic endeavour and making outstanding progress in everything

3.1.1. Data from the staff survey

| | |
|-------------------|-----|
| Strongly Agree | 17% |
| Agree | 24% |
| Neutral | 17% |
| Disagree | 34% |
| Strongly Disagree | 7% |

3.1.2. Comments from the staff workshops

- Remove everything- too jarring.
- Suggestions – ‘Encouraged to achieve academic excellence’, ‘receives a broad + balanced forward looking education’
- Aims are a bit wordy but good
- We want students to have a passion for learning not just passing exams
- Too hyperbolic?
- Intimidating (in everything)
- Making – striving for/aiming for (effort more important than results) is more realistic
- Not everyone can make outstanding progress
- Too hyperbolic? Intimidating. Not everyone can make outstanding progress (mathematically).
- Talked about the difference between “excellence” and “endeavour”. Excellence being an outcome, and endeavour being the effort you put into something. Not just focusing on results, but that everything we do is to be outstanding.
- Suggest change to ‘engaging in’ and ‘aiming for outstanding progress’
- Remove ‘in everything’
- Alternative ‘striving to achieve their personal best’
- Alternative ‘fulfilling their potential through outstanding progress ..’

- Include 'enjoy'?
- Such high standards can cause too much stress on students
- Focus on problem solving.

3.1.3. Comments from the staff survey

- Not all students are academic nor are they all able to make outstanding progress in everything. Also, what does "everything" refer to?
- "making outstanding progress in everything" = too much pressure and focus on output
- Remove 'in everything'. Otherwise it would give the connotation that if you don't make outstanding progress 'in everything', you would have failed.
- How can we expect pupils to make outstanding progress in everything? Again, this makes 'average' pupils feel worthless. Pupils should be aiming to make progress to achieve their own, individual, potentials.
- I would change; 'in everything' to 'to the best of their ability'
- Do love it but like the idea of the girls also striving to be collaborators. Not everyone can be a leader and team players are very important too.
- We are an academic bastion and should be proud to say so.
- Please see my comment for number 3. I think the same applies.
- I do wonder if 'outstanding' in everything is a bit intimidating. Is this even possible or is it setting some students up to fail if they feel they will never be outstanding in everything.
- No-one can make outstanding progress in everything. This is too much to aim for and will make some students feel like failures.
- I think this is the case for many students, but some may not.
- In everything is unrealistic maybe the word holistic could be used?
- Not sure about the 'in everything' point. Is this actually possible?
- I think it would be very hard to make outstanding progress in everything, I have certainly not managed that in all areas of my life.
- Absolutely agree with academic endeavour I just wonder if outstanding progress in everything is too pressurised, realistic or achievable.
- 'Everything' can be extremely unrealistic and therefore unattainable for some students, which can be demoralising and therefore demotivating. Furthermore, each student's idea of 'outstanding progress' is different, and so the statement should take a more personalised approach to this.
- very few can make outstanding progress in everything. And I feel it needs to reflect that we are not a fully selective school, in which that statement might be more relevant.
- "making outstanding progress in everything" - I believe this statement is unrealistic, perhaps "achieving their best" would be more appropriate.
- 'Everything' is unattainable so could be removed.
- See previous comments. We cant expect outstanding progress in everything - that is extremely daunting. Again we aren't all great in all areas/ subjects. It will cause anxiety and make you feel like you aren't good enough unless you are brilliant at everything.
- This statement may feel quite loaded with pressure, whereas an emphasis on consistent hard work and progress in all areas may feel more actionable.
- Not inclusive for those students who will never be, want to be, or could learn to be leaders, innovators or drivers of change because they won't make outstanding progress in everything. A lot of pressure is implied.
- Outstanding progress in everything could be rephrased.

- outstanding progress in everything - sound quite impossible to achieve. Perhaps achieve their best
- "making outstanding progress in everything" seems to be a very high expectation, maybe to the point of being unrealistic. Maybe it should be "making outstanding progress in everything they want to achieve"
- I don't like the ending 'in everything' as this gives the impression that to fall short of outstanding progress is negative. If i were to judge myself against this, I would feel very inadequate.
- to achieve their potential is a healthier goal since it will temper excess parental pressure who believe anything less than a 9 is failure
- I agree with the idea here, but think it could be better expressed. The emphasis on academic endeavour fits in well with our aims as a school. However, 'outstanding progress in everything' sounds a little bit too broad and possibly unrealistic. Would it be better to have something focusing on fulfilling potential here?
- not keen on the word "everything"
- I agree with this aim and like academic endeavour as it is very inclusive again. I would suggest that 'everything' sounds a little vague and could be replaced with something more precise or even just 'all areas, or academic and personal pursuits

3.1.4. Comments from Parent Survey

- Does progress have to be outstanding?
- I agree to this. WGGGS is about academic endeavour to the outside world abs we should be proud of that, being drivers and leaders is great
- i am not sure if the word "everything" is too vague
- Possibly could be worded more eloquently - E.g. In all that they do instead of "In everything"
- Agree
- Agree
- I agree
- Don't like the words - leader(not everyone wants to lead) & driver(makes it sound like a race).
- I agree with the first half of the sentence, but not the second half. No student can excel in each and every subject - at least I have yet to meet one! It is very unusual for a student to be equally good and to excel equally in all subjects rather they have an aptitude for certain subjects. Each student is unique and has different gifts. I think the critical issue is that the student is making the most effort they possibly can and excelling in those subjects they have an aptitude for.
- I think this great, but I think "making outstanding progress in everything" is a bit intimidating. There is a lot of pressure in that statement. I *think* you are talking about work ethic here and are saying that even if it's not your best subject, you should work hard to make progress.
- Very much agree with this aim and that this wording is much more concise than current one. Suggest a small tweak to the wording: "Pursuing academic excellence and making outstanding progress in all aspects".
- Strongly agree
- Academic endeavour, yes. Outstanding progress in everything is just not possible. Needs to be an aspirational but achievable aim. How about "making outstanding progress in attempting to reach individual and collective goals, whatever they may be". Needs to be

about trying to do your best, not necessarily always being the best. As what kind of message does this give to those who are not outstanding at everything? Are they worthless? Surely the winning is in the effort, not the result.

- I think that this is appropriate for those girls who want to/have the drive to/have pressure from home to make outstanding progress in everything but again feels like the girls who don't make outstanding progress are failing
- Making outstanding progress is not the most important thing in life. Not everyone can be outstanding. Setting young people up to think this is the case is disingenuous and can lead to poor mental health outcomes when the children fail to achieve the ridiculous standards that they are encouraged to strive for. Where do you talk about being happy?
- In everything is pretty broad...
- Strongly agree. I think wording could be improved, would change the word everything.
- Eh??
- The vision statement is missing the purpose of becoming a leader for e.g. is it for community benefit i.e. student should be a leader and innovator for betterment of the community and her family
- Like the academic focus and drive for all to progress, no matter what the starting point
- Think non academic endeavour is important too...particularly post covid. Giving students a push to try something new will help them develop self esteem and resilience which are key to this aim.
- Agree

3.1.5. Comments from Student Council

- Some people can't make outstanding progress
- Mental health: 'outstanding'/excellence seen as average/standard
- Add 'dedication'
- Remove 'in everything'
- Liked 'endeavour'
- Add 'consistent/consistency'

3.1.6. Comments from Form Groups

3.1.6.1. Year 7

- The class agrees.
- We agree with this statement but many don't understand what it means.
- We think that this is a great aim
- Some people don't make outstanding progress in everything. Can we use different language to say 'most things'
- They felt this was a lot of pressure. What is it is not possible to make outstanding progress in everything? It is not realistic you can't be good at everything. They felt quite strongly about this one! You shouldn't have to do 'everything' Maybe 'motivate' to do better would be a better phrase or to do with effort. Try your best.
- I agree because it is really good to make lots of progress since there will be a wider range of jobs

3.1.6.2. Year 8

- Outstanding may be expecting too much of us and it might be better to have a different word instead of it.

- issues with - 'outstanding', pressuring, should focus on effort (try to make progress), hard work more important than success
- The class agreed fully with this aim.
- Setting standards that might be a bit too high. Encourages success and set goals.
- learning from mistakes, understanding that people can't be outstanding at everything, understanding that people make progress at different paces.
- I am happy with this. Acceptable. Personally, I believe that the term 'outstanding progress in everything' is a bit too excessive. Everyone has strengths and weaknesses, so being good at everything is simply not an option for some.

3.1.6.3. Year 9

- Many students replied saying the aim was expecting too much from them. Everyone hopes they can make outstanding progress in everything but many said it can then take a toll on mental health if they try to be perfect for everything.
- Not everyone is focussed on academics - sports and art etc. are also very important; Not everyone will make outstanding progress in everything; Liked the use of the word participating
- Feels pressurising, but most agree that they should give everything a go and have a headfirst attitude.. Perhaps a focus on 'steady' or 'consistent' progress in everything- not everybody can be outstanding in everything?
- It is not going to change anything. There are other things apart from academics that people can thrive towards.

3.1.6.4. Year 10

- Pressure! Don't like the word "everything" as not everyone is good at everything. Is this putting all under pressure to achieve a potentially unattainable standard? Imagine being a year 6, and their view of this
- Not only specify academics. More attainable aims, less pressurising. 'Outstanding progress in everything' doesn't mean much.
- Unrealistic expectation that everyone will be good at everything
- 'outstanding' is pressurising and 'outstanding in everything' could be unattainable. 'Everything' is not a very academic word. Again, prefer focus on effort, the journey of steps in the right direction, learning to work as a team, be kind
- No sure what it means, also not possible to make progress in everything!

3.1.6.5. Year 11

- we agree it is important to participate in academics, but we disagree with the 'outstanding progress in everything'. This is simply unrealistic, as we will not be able to be 'outstanding' in every aspect of our school lives.
- it shouldn't just be about academics, vague (what is 'everything'), 'endeavour' should be plural
- We should be ambitious but believe it is only possible to ATTEMPT this; overachieving is pressurising.
- Try our best in everything rather than to be outstanding. To identify key strengths and excel in these?

3.1.6.6. Year 12

- We think being a leader is not realistic for everyone but being excited about learning is realistic
- daunting, pretentious, overly ambitious not a clear aim,
- take away 'in everything' as it sounds unachievable and intimidating
- Unrealistic. Do not have to be academic to be a leader. What is meant by "everything"?
- The class agreed with this statement however instead of saying 'making progress' refer to the idea of upholding an outstanding work ethic which would enable each student to thus make progress in everything they do.

3.2. will learn to be a leader, innovator and driver of change by: developing a passion for learning to be carried throughout life.

3.2.1. Data from the staff survey

| | |
|-------------------|-----|
| | 61% |
| Agree | 34% |
| Neutral | 5% |
| Disagree | 0% |
| Strongly Disagree | 0% |

3.2.2. Comments from Staff workshops

- Live 'determining their own future'
- Like use of the word 'developing'
- Learning to be carried and 'shared' throughout life
- Like the word 'developing'.
- 'to be carried and shared' throughout life.

3.2.3. Comments from the staff survey

- Rephrase - "developing a lifelong passion for learning".
- Every person should be willing to learn throughout their entire lives. You CAN teach an old dog new tricks.
- I think this is really important as learning doesn't stop when you leave school and having that ambition is positive.
- Again the word leader seems a bit off putting as not everyone will be a leader-
- This is more achievable aim.
- This is what schools should impart. A passion for learning at any level that can be sustained and increased as time goes on if applicable.
- I think students should understand that learning is a life long process and that they should learn because they enjoy it not because they need to pass a test.
- Yes, lifelong learning is essential, however, subject to modifying the root statement to remove leader - and replace with leadership qualities.
- Yes - equipping students with this is essential. They also need the tools for independent learning - perhaps this should be part of our aims too.
- Carried could be replaced with nourished and cherished
- Alternative 'develop a lifelong love of learning'
- Include 'curiosity'
- A 'lifelong' passion and joy for learning

3.2.4. Comments from Parent Survey

- Perfect!
- I agree
- i agree
- This is a good statement
- Agree however 'carried' implies placing a burden on a pupil.
- Agree
- I agree
- Good
- I agree with this. Developing a passion for learning is essential.
- Perfect as is.
- Completely agree with this aim and it is excellent re-wording of the current second aim and is clear and concise.
- Strongly agree
- Yes, agree with this. Lifelong curiosity and learning should be a key aim.
- I totally agree that Watford Girls can help develop a passion for learning but again not necessarily appropriate to the vision proposed above.
- There is a big difference between a passion for learning, which is a good thing, and linking it to success. Learning should be enough for its own sake.
- Like, but might need word crafting (that will be...)
- Strongly agree, clear concise wording
- Agree
- Passion is too instinctual hence cannot be developed. Although a commitment can be made or developed consciously. Therefore i suggest.. "...will learn to be a leader by developing commitment towards inquisitiveness and learning""
- Like it! This is what our school and teachers (and us as parents should be doing), instilling that passion for leaning beyond and outside of school too
- Agree
- Agree

3.2.5. Comments from Student Council

- teachers should instil passion
- Passion is not quantifiable
- Add 'enthusiasm'

3.2.6. Comments from Form Groups

3.2.6.1. Year 7

- The class agrees.
- We think this statement is key to our society.
- We agree with this
- We like this aim
- You don't have to be passionate about the subject to learn.
- Not everyone wants/needs to be a leader. It's their choice. If you want to be a leader, the school could give you clearer guidance on how to do this

3.2.6.2. Year 8

- The form was happy with this statement and didn't want to make any changes.

- 8B approve!
- The class agreed fully with this aim.
- Preparing you for the future.
- We are all happy
- I consider this appropriate as it says about learning to love learning which is not common

3.2.6.3. Year 9

- All students agree with this aim. They said its fair to expect that from them and everyone is willing to follow this aim. They were happy to know there was an aim expected from them following into the 'real world'.
- Some people have a natural passion for learning that can be hard to reproduce; Links to later life which is good
- Not everyone would like to think about education, some people learn differently and will not carry the same passion for education. Doesn't necessarily apply to all academic options and should be a little clearer to people who don't want to pursue careers in education. At the same time, it can also refer to things like skills rather than most typical academic ideas.
- Agree with this statement.

3.2.6.4. Year 10

- It makes sense. There is better elaboration than the first two aims.
- We all agree, with the meaning of the statement. A bit too long, could be more concise.
- Its a good aim but should encourage opinions and debates - shouldn't tolerate opinions that are morally wrong
- Prefer 'kind' to 'caring'. 'Tolerant' not liked by all as a word. 'Respect and consider others' opinion'
- Sounds good.

3.2.6.5. Year 11

- we fully agree with this statement. Students should be able to be respectful to everyone and their individual opinions.
- too wordy and long, unrealistic as people will have disagreements,
- Agree, as it focuses on everyone's wellbeing.
- We agree

3.2.6.6. Year 12

- Agreed
- good,
- very long and its the same thing repeated in different words so it could be condensed- "caring" and "respectful"/ "open" and "tolerant"
- Agree.
- The class agreed with this AIM.

3.3. ...will learn to be a leader, innovator and driver of change by: being respectful and caring towards others, having an open, tolerant mind and being able to make and understand moral judgements

3.3.1. Data from the staff survey

| | |
|-------------------|-----|
| Strongly Agree | 61% |
| Agree | 29% |
| Neutral | 7% |
| Disagree | 2% |
| Strongly Disagree | 0% |

3.3.2. Comments from the staff workshops

- Suggest to change to 'caring towards themselves and others'
- Don't like tolerant – because it implies 'putting up with'
- Kindness might be nice
- 'tolerant' seems quite passive. Change to 'empathy'
- Include trying things and learning from mistakes
- Could include being inquisitive
- Caring – not just ourselves, but others. It covers everything, including gender & race etc
- 'Tolerant' can be misinterpreted
- Remove 'being able to make and understand moral judgements' to and by developing a sense of integrity with social and personal responsibility'.
- Swap 'make and understand' – need to understand before making.
- 'tolerant' makes us think of 'putting up with' negative things. 'Open mind' would be enough.
- Shorter version 'being respectful, open minded and caring towards everyone'.

3.3.3. Comments from staff survey

- Tolerance isn't always a good thing.. 'enquiring' or 'questioning'
- I think it's an important message and we have the opportunity to teach an entire generation of women about tolerance, equality and making good moral judgments and women supporting women.
- Respect for each other AND for the environment
- This is particularly important in today's society and more marginalized groups have a voice. Being able to understand a different point of view is key.
- If anything this is the most important aim.
- Again the word leader seems a bit off putting as not everyone will be a leader-
- I think the addition of "Being the best I can be" at the beginning would make this nice and wide ranging.
- Tolerant seems quite passive so could be replaced with a stronger word.
- 'inclusive mindset' could be used in place of 'tolerant mind', as inclusion can sound more positive than tolerance.
- Social responsibility, understanding and awareness is key in today's world
- The word tolerant can be viewed differently by individuals. We wouldn't want to promote that we should be tolerant about all things (i.e. gender pay gap) as this would go against our vision statement of 'being drivers of change'.

- Is kind better than caring since we may want to distance women from the carer/caring responsibility.

3.3.4. Comments from Parent Survey

- Not enough about self care and compassion, sounds too sacrificial.
- I agree and think it's very important
- i agree
- Very good statement
- Agree
- Agree
- I think this is a really important aim but I don't think it relates well to to vision of creating leaders, innovators and drivers of change. I think that the vision for each pupil to become one of these three things is limiting and not inclusive for all. Not every child will become one of these and not every parent wants that for their child. There is plenty of value in a person who has the attributes described in this aim who won't become a leader, innovator or driver of change.
- Growth mindset- could remain . Otherwise fine.
- I agree with this statement. Care and compassion in school are essential especially after the pandemic when many students' well-being have been affected.
- I think this is great, but I think the critical thinking might be important in this statement. Having an open and tolerant mind is important, but critical thought to analyse information, to recognise bias seems to me to be extremely important.
- Agree with this aim and it is well-worded.
- Strongly agree
- Yes to most of this, but not "being able to make and understand moral judgements". What does this even mean? Sounds very "preachy" as if the school will be guiding our daughters as to the "right" moral judgements to make, irrespective of religious, personal or ethical beliefs. Much more important to highlight need for critical thinking around moral dilemmas.
- I totally agree with the above point and feel it is so important and possibly more so than the main aim. Surely creating the above kind of girl is what Watford Girls is more about or should be in this world they are entering. I feel that this point would be more in keeping with the aim and ethos of the school and always has been since Helen Hyde's days.
- This is the most important of the three questions. But again this should be an aim for everyone not just leaders etc..
- Like
- Strongly agree, makes more sense to me to have understand then make moral judgements.
- Shouldn't be an aim, should be in place already.
- I agree with the statement
- Also agree, this is about the 'whole child' not just their academic skills
- Agree
- Agree. What about developing emotional intelligence ?

3.3.5. Comments from Student Council

- same sort of word is repeated
- Very necessary aim

3.3.6. Comments from Form Groups

3.3.6.1. Year 7

- The class agrees.
- The majority of the class don't agree with this statement because we think it is demotivational.
- We agree with this
- We like the 'I can do it, i will do it'. We don't like the first part 'living by the maxim' as it suggests that's the highest you can achieve.
- Yes they liked this
- Not everyone has the confidence to lead and not everyone is a leader. Practically everyone is the leader of their own lives and we should encourage the students to live a successful and good life

3.3.6.2. Year 8

- The form was happy with this statement and didn't want to make any changes.
- 8B approve!
- The class agreed fully with this aim.
- Preparing you for the future.
- We are all happy
- I think that this aim is one of the key points of WGGGS (or at least it was for me when I wanted to go to WGGGS) and by having a passion for learning

3.3.6.3. Year 9

- All students agreed with this aim and hoped they were already meeting it.
- Form generally agrees with this statement
- Longer than it needs to be, not too different enough for all of them to be there. It could be condensed slightly.
- Unrealistic.

3.3.6.4. Year 10

- It makes sense. There is better elaboration than the first two aims.
- We all agree, with the meaning of the statement. A bit too long, could be more concise.
- Its a good aim but should encourage opinions and debates - shouldn't tolerate opinions that are morally wrong
- Prefer 'kind' to 'caring'. 'Tolerant' not liked by all as a word. 'Respect and consider others' opinion'
- Sounds good.

3.3.6.5. Year 11

- we fully agree with this statement. Students should be able to be respectful to everyone and their individual opinions.
- too wordy and long, unrealistic as people will have disagreements,
- Agree, as it focuses on everyone's wellbeing.
- We agree

3.3.6.6. Year 12

- Agreed
- good,

- very long and its the same thing repeated in different words so it could be condensed- "caring" and "respectful"/ "open" and "tolerant"
- Agree.
- The class agreed with this AIM.

3.4. will learn to be a leader, innovator and driver of change by: [living by the maxim 'I can do it, I will do it!'](#)

3.4.1. Data from the staff survey

| | |
|-------------------|-----|
| Strongly Agree | 51% |
| Agree | 34% |
| Neutral | 10% |
| Disagree | 5% |
| Strongly Disagree | 0% |

3.4.2. Comments from the staff workshops

- Not enough on its own
- Positive
- Connects well to aims
- Support for days when we feel we really can't do it.
- has the school motto been lost in these aims (i.e. 'going forward with preparation'?).
- Connects well to all aims
- Support for days when we feel we really can't do it.
- "I can do it, I will do it" – all agreed to keep!
- Easy to remember, positive, empowering, short and snappy.
- Empower student to go forward with preparation
- Think there is something missing ; determining their own future i.e. not based on others influence.

3.4.3. Comments from staff survey

- The maxim is inspirational but not always achievable. Also long as they try their best and want to achieve more.
- 'I can and I will' would be a less cringy, more memorable line, and more in line with what we mean in my opinion.
- The aim fits this WGGGS saying, but personally I have always found the saying a bit cheesy!
- I think this growth mindset approach is not adopted enough in school, apart from in Year 7.
- I can do my best, I will do my best (even if goal not fully achieved)
- I met an ex WGGGS pupil recently who said exactly this.
- This is a great maxim and is really memorable (from a marketing point of view something like this should be printed on everything!)
- I like the maxim, but think that there are times when continuing to persevere becomes a barrier to success in other areas
- Again the word leader seems a bit off putting as not everyone will be a leader-
- Clear and concise, memorable and something that should be used more in lessons/assemblies.
- too simplistic and jargonised.
- I love it!

- Resilience, responsibility, self-belief and self love.
- It's a part of WGGS history. Its short, sharp and memorable.
- I also agree Go forth with preparation, though less catchy is realistic since it does not assume success comes from determination alone but from preparation.

3.4.4. Comments from Parent Survey

- Good but what if I don't do as well as I could- is it important to teach children to deal with disappointments/failures.
- It's the ethos's that's has been at WGGS for as long as I can remember! It's snappy and fits a WGGS girl
- i agree
- Not a huge fan of this - it could be built more around consistency and resilience even more. Sometimes they might not make it the first time.
- Agree
- Agree
- I agree
- Never really liked this moto, preferred Latin one. Should be more stronger & powerful.
- I think prior to the pandemic I would agree with this AIM, but feel some students don't feel they 'can do it' and perhaps as a result think they don't 'fit in'. The pandemic has been a struggle for so many students and the missed learning will mean it will take some students longer to get to the same endpoint.
- I still like this maxim and I think it is appropriate and was hoping you would retain it.
- Absolutely agree with this aim and wording is to the point.
- Strongly Agree
- Yes, glad this is still in place. It's positive, proactive and all encompassing.
- I like the I can do it I will do it point, and to be fair it does match the proposed aim.
- No. This is wrong. Just because you can do something it does not mean that you should. There are all sorts of situations where doing something would lead to a bad outcome for the child or others. It creates a sense of entitlement. It also engenders a sense of failure when the child is told they can do it but they think that they can't or in fact genuinely can't. Not everyone can do everything they set their minds to.
- Like
- Strongly agree and believe it is important that empowerment and self belief are encouraged within the school. Think the word 'maxim' is not easy to understand so might be jargon like language and not sure Yr 7s would know what this meant on starting at WGGS. Motto might be easier vocabulary choice.
- Agree
- I agree with the statement and also submit a suggestion, to make it a more practical phrase 'If I want it, I will do it'
- Yep!
- This feels a bit dated,. But I so still like it. It is simple
- Agree

3.4.5. Comments from School Council

- like aim but phrase is sometimes misused in daily life (not the fault of the aim)

3.4.6. Comments from Form Groups

3.4.6.1. Year 7

- The class agrees.
- The majority of the class don't agree with this statement because we think it is demotivational.
- We agree with this
- We like the 'I can do it, i will do it'. We don't like the first part 'living by the maxim' as it suggests that's the highest you can achieve.
- Yes they liked this
- Not everyone has the confidence to lead and not everyone is a leader. Practically everyone is the leader of their own lives and we should encourage the students to live a successful and good life

3.4.6.2. Year 8

- Living by could be changed to believing in or another word as it might be coming on too strong.
- 8B approve!
- The class in general agreed that this would be motivational and encouraging to students throughout all years.
- Encouraging success. But is only encouraging one form of success. Encouraging people to believe in them self
- We are all happy
- I think it is very appropriate because our motto shows that we have the mindset/attitude of anything is possible, so we could very well change the future or the world, and we can learn about that at WGGS.

3.4.6.3. Year 9

- Not all students agreed with this aim. Their responded saying it was quite a forceful quote because by default everyone can do everything but doing everything takes a toll on mental health and also decreases your growth mindset towards it.
- It is a bit cliched; it doesn't acknowledge our limitations; doesn't take into account what we want to do; It's not encouraging - it feels too forceful; It's short and memorable
- Can't always do it, our blazers and planners have the words ' sperate parati' which means go forward with preparation which people find is more encouraging and just a better term to use.
- Cringy. Only works for optimists.

3.4.6.4. Year 10

- We live with this, but we don't necessarily like it. It feels almost as if there is no option for mistake.
- We agree.
- No one takes it seriously - it has become a bit of a joke
- Not very popular. Overused motto that is made fun of.
- Cringy and a bit weird, not big fans.

3.4.6.5. Year 11

- we agree with this statement. this is an appropriate vision of WGGS as it is something every student can live up to

- what if you can't do it?, slightly outdated
- Yes, very motivating.
- We voted 27 for I can do it and I will do it. 3 for Go forward with preparation -

3.4.6.6. Year 12

- Yes
- we don't think the school acts on it, school does not do enough for to help the confidence of students, maybe the school don't mean it when said
- we don't like this - would rather go with the school motto "sperate parati" as the meaning behind this sounds better
- What if you can't "do it"? Unrealistic.
- The class agreed with this maxim as being a good way to achieve their aims and goals whether it be academic or not.

4. Aims for Staff: To what extent do you agree that staff should have separate aims?

4.1. Data from staff survey

| | |
|-------------------|-----|
| Strongly Agree | 20% |
| Agree | 61% |
| Neutral | 12% |
| Disagree | 5% |
| Strongly Disagree | 2% |

4.2. Comments from staff workshops

- What is meant research? Could we combine the first two bullet points.
- Some staff were unsure of what these aims actually meant (e.g. foster the whole community'.
- Suggestion to change: Each member of staff will be challenged and supported to lead, innovate and drive change by:
 - Develop their skills and knowledge through research + collaboration
 - Problem solve through innovation, initiative and experimentation.
 - Foster a 'sense of' community
- Should also include 'team player' (don't like all to be leaders, too many chiefs not enough leaders)
- Should we have aims for parents?

4.3. Comments from staff survey

- why through research?
- "work collaboratively with others to achieve excellence" I'd like to be in there too.
- You already have a duty of care to the girls we are here for just by turning up for work every day. Take responsibility and ownership of your role in school whatever that role is.
- Not all roles call for EACH of these points
- I think the school does a good job of offering support to staff when they need it and this would be key in order to achieve these aims.

- What does 'foster the whole community' mean? Too vague.
- Staff are struggling to get the work done right now so time is a big problem for them
- I feel we are and should promote being a community so that staff, students and all stakeholders should embrace the same values and aims
- I think the staff aims should take into account staff wellbeing and workload.
- For support staff there is very little training, so it's hard to be engaged in it. And there is certainly no scope for all to become leaders.
- Im not sure these are the right aims for staff as it is stating what is expected by any person in the teaching profession in any school not just unique to those at WGGS
- As an adult working with the school, it is accepted that I will be a role model, be a practitioner of good practice for the students to see and reflect in themselves.
- I think staff should have separate aims, but I don't see how it is possible to support everyone to be a leader. I also think the first point should just be "Develop their skills and knowledge".
- I am not sure that all the bullet points would apply to all staff and feel that they may need some refinement e.g. developing skills through research - not all of us will do research projects to get the best training.
- We problem solve empirically and in collaboration with colleagues within the National Curriculum which does not necessarily permit radical innovation - evolution to meet the changing needs of our student body and to prepare them for their futures.
- I like the focus on research but I think this needs to be very carefully worded and clarified. Research could include wider reading to deepen subject knowledge. Doing primary research is very time-consuming and the sample size is small making it less reliable. It is better to engage with the conclusions of larger studies and to try to adapt these to our context. Does everyone have to do this? Not necessarily.
- BUT again I would prefer the use of verbs rather than nouns....to lead etc

5. Use of Girl or Non Gender Specific Language

5.1. Data from surveys

| | Staff | Parents | Students | | | | | | |
|------------------------------------|------------|------------|-------------|-------------|------------|-------------|-------------|------------|-------------|
| Number (Percentage) | | | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Each girl will learn ... | 11 (27) | 8 (33) | 25 (14) | 21 (13) | 6 (5) | 1 (1) | 20 (12) | 0 (0) | 52 (7) |
| Each student / pupil will learn .. | 2 (5) | | | | | | | | |
| Each student will learn .. | 23 (56) | 13 (55) | 136 (76) | 118 (70) | 96 (83) | 118 (90) | 100 (58) | 51 (0) | 619 (80) |
| Each pupil will learn .. | 5 (12) | 3 (13) | 10 (6) | 21 (13) | 5 (4) | 2 (2) | 40 (23) | 27 (30) | 105 (14) |
| Total | 41 | 24 | 178 | 168 | 116 | 131 | 171 | 90 | 776 |

5.2. Those who voted for girl.

5.2.1. Comments from staff workshops

- Maintain identity
- Pupils and families have already accepted the school for what it is
- Important in terms of feminism and women's' rights

- Is we have boys applying do we let them in?
- Girl could be used in a negative way, because you are female could this be used negatively.
- Seems irreverent to change this when Elizabeth Fuller did have a vision for girls
- There are other elements of the vision that may mean not all feel included.
- Need to know what WGBS language is – will the Boys from WGBS be included?
- This is a girls school, do we don't need to stop saying girl. Girls are so much discriminated against, we should be able to say girl. Fear about backlash.
- Will using 'students' stop staff from refereeing to groups as 'girls'.
- Could we include the promotion of females in the aims?
- Being a 'Watford Girl' in an identity in itself.
- Removing 'girl' and we are not a grammar, so will we end up being 'Watford School'

5.2.2. Comments from staff survey

- I am absolutist on this
- Whilst I agree that student would be the less offensive word, we are a girls school.
- We are Watford Grammar School for Girls. We are not Watford School for Pupils or Students.
- I am not sure why we are catering to 1% of the community who will arguably change their minds in future - the fact is they are all girls. No girl is going to be put off coming here because we have that in our vision - it is fundamental to who we are.
- We are Watford Grammar School for Girls. If you remove the word girl we may as well be called Watford School as we are not a Grammar School either.
- I feel very strongly that the vast majority of the student body identify as girls, yes they are students and pupils but they are also girls and we educate them differently than mixed schools and that is why they thrive. It really is our aim to educate girls, generic doesn't cut it because the education IS gender specific. Girls need to feel proud of who they are and if we remove language by which to describe themselves we can't do that. moreover by focusing on the inequalities still endured by women everywhere in the world and equipping them to recognise and combat these we are also equipping pupils in this school who do not identify as girls but who are subject to profound prejudice.
- Could we not have something like: 'Our girls and students/pupils will learn.....' This covers both groups.
- I believe that being a girls' school sets us apart and makes us who we are. Students and parents make a deliberate choice when joining us and students join us as girls in year 7. In today's world educating young women and equipping them with the confidence and skills to succeed in what is still an unequal society is highly important. This is not to say that we are not an open and caring school for all students. Indeed we are providing extremely good care for students who start questioning their identity and we support them all the way. The openness with which many students discuss these issues is testimony to this. However I also believe that being a girls school provides students with a safe space where they can question and explore. Finally, banning the words women or girls would in my view not be progressive, personally it would feel like we had to hide a part of our identity as a school. Girls and women should stand up for themselves and banning those words would water that idea and our aims down. It is important especially for young students to have this safe space and common identity.

5.3. Comments from Parent Survey

- Girl - is more personal and I find the word more empowering than pupil or student

- It is Watford Grammar School for Girls after all and it is important to distinguish that girls can excel.
- We prefer the address 'girl' and 'daughter' as this is unique to a girls school and sets it apart from any other school. It feels more personal and special.
- Because it is a girls school and the school has always been about promoting girls/women to achieve. Elizabeth Fuller set up a girls school to empower and educate young women and this should be intrinsic to the school's ethos. We chose to send our daughters here for a reason! By saying pupil or student, you are essentially taking that away.
- They are GIRLS!!!
- The "Each girl.." sentence is more relatable to all the students of a school for girls. The other sentences imply that the school may not be an all girls school.
- I am a strong believer that they should be proud of their sex and be a champion for what our girls can achieve, this is the only way to continue to drive equality in the workplace which is where they will be soon

5.4. Comments from Student Council

- some like concept of 'girl' for 'Watford Girls' school
- Empower young women
- Some don't want 'girl' to fade
- Some said 'girl' is patronising

5.5. Comments from Form Groups

- Everyone in this school is a girl and should be proud of it. Girl makes me feel powerful.
- I chose girl because I believe that without the term girl we are slowly going to lose the idea and empowerment behind being an all girls school. Furthermore, the most blatant reason would be because we do all attend a girls school so if the fact that we are called Watford grammar school FOR GIRLS has not bothered anyone then neither should the word girl being written. (this does not mean that every student has to identify as a girl).
- I chose girl because I feel that as the school is Watford Grammar School For GIRLS, it makes sense for the aims and vision to be addressed towards girls.
- I chose girl because WGGGS is a girls school. I chose girl because we are girls were not something else so by calling us girls it will have a gender of who they are talking to.
- I chose girl because while there are non-binary students in our school, the aims are a very important part of our school so we shouldn't lose our identity of our school as an all-girls school. I chose this girl to imply and relate to the Watford Girls school.
- I think girl is better because the schools name is called Watford girls grammar school and for that the word girls is in it so that is why I think we should be chosen to be called girls. It would be nice to keep a part of the WGGGS history with the present today.
- It's a girls school. The school is called 'Watford Grammar Girls School' so it would be following the tradition.
- We are a girls school. We are a girl's school and we should be proud of the fact that we are all girls. I think that being a girl is empowering and we should embrace that. because the school is called Watford grammar school for GIRLS. I
- t is a girls school and it makes sense if everything is written as girl. it technically is a girls school but i dont mind anything.
- Girls is the better one as our school is the 'girls school' and it fits with our school more. We aren't defined by our anatomy and bodies but rather our brains.

5.6. Those who voted for student / pupil ..

5.6.1. Comments from staff workshops

- Inclusive and should reflect and focus on wider community.
- No issues with saying student rather than girl, more inclusive, doesn't mean we would have to change the name of the school.
- Sustainability – pupil/student could be seen to have more longevity and be more inclusive
- More sustainable terminology

5.6.2. Comments from staff survey

- Not all pupils may identify as girls.
- I don't think we should use student/pupil, but have no preference as to which word is chosen. I think in all formal areas now we should be less gender specific. This reflects better the changing nature of our pupils needs.
- This is the most inclusive term and is future-proof
- If you want tolerance, respect and caring to be part of the AIMS, you need to be inclusive. Otherwise it defeats the point of that particular AIM. This should also be reflected in all language the school uses. There is a case at the moment of a girls school being petitioned for only excepting 'girls' by what is on their birth certificate. The school needs to show inclusivity. I also think student is more modern and 'grown up' instead of pupil.
- Changing it to 'student' sounds more professional. They are mostly not 'girls' anyway, but young women. The school will still provide an amazing education for its 'girls' even if they are now called 'students'. It doesn't change that..
- For us to be able to teach students to 'create change' we first need to understand the societal changes for the younger generation. So, a more conclusive approach is best and will not cause any hypocrisy to come to light.
- I like girl, but we live in changing times and I can see people taking offence, even if they shouldn't.
- I agree with using 'student' but not the statement in general
- I don't believe there is any harm in creating inclusivity by using the term 'pupil' however using 'girl' could potentially lead to some pupils feeling excluded and not worthy of working towards the school's vision / achieving the school's aims. Promoting an inclusive environment will enhance acceptance across the school towards minorities and individualities.
- Pupil is more a school term rather than student which is more of a higher education term. You wouldn't say a College or University pupil, they are students.
- 'student' encompasses all those who come to learn on site. It's gender neutral and more current.
- There were some targets on the old school development plan that I think we should keep. Improving value-added data at KS5 is one of these. The focus on independent learning should be retained, building on the work on retrieval practice, research-informed revision strategies and metacognition. Are we ready to move on from the focus on behaviour/low level disruption? I think it is important to maintain a focus on curriculum review and development; this should be an ongoing process. Maintaining a focus on the last two suggested aims would also put the school development plan more in line with categories on Ofsted's framework (Quality of Education - curriculum, behaviour, and Sixth-Form provision) which could be helpful too, especially as the new framework is more helpful and research-informed.

5.6.3. Comments from Parent Survey

- Although it is a school for girls, I think that to highlight that it refers to girls is contrary to the vision of creating an equitable society where sex would not be a point of distinction.
- Realise not every pupil will want to be know or identify as a girl in the future.
- I think we need to get away from gendered language. Pupil and/or student would be fine.
- We know that there are and will continue to be non-binary students at the school and this is much more inclusive wording. I think student over pupil because I think it is a more active term and also sounds more mature - you are a pupil in primary school but a student in secondary education and beyond into university
- I would have preferred “ learner”. But student is common inclusive term.
- this covers all students, whether they are girls/boys (as we have in sixth form) /non-binary etc
- Student is a more mature word for a secondary student and some girls may not identify as a girl
- It is inclusive for the whole school.
- Feels more grown up than girl or pupil
- In the new world we are in/moving towards, I feel this word is most appropriate and most inclusive.
- Recognises ongoing gender awareness issues, and student feels more independent than "pupils"
- Girl is a patronising derogatory term. This is nothing to do with gender. I don't really like pupil or student either. I prefer child but I suspect the students don't!
- Gender neutral, active not passive
- Removes gender/personal identity from aims which might benefit some of the WGGS community now or in future. Also student seems to suggest more ownership of ones learning linked to word "study" rather than the word pupil which focuses more on the teacher to me.
- Think that developing passion for learning is key. I have been amazed how much the girls motivate each other to deliver results. My only concern is the pressure the girls sometimes feel under. I would like to see them supported to come out of their comfort zones in non academic areas more .

5.6.4. Comments from Student Council

- gender neutral
- Lots of gender divert in this school
- Reminder that this is a place of education

5.6.5. Comments from Form Groups

5.6.5.1. Year 7

- Just preferred it.
- Inclusive
- Each student
- Not everyone identifies as a girl so it is not an appropriate term.
- They realised that it would be a problem with gender identity.
- We thought it was a bit sexist

5.6.5.2. Year 8

- "Girl" doesn't include everyone as some people in this school do not identify as a girl.
- The class believed that the term was not inclusive of some personal pronouns, and would offend individuals.
- A bit stereotypical. Some people may not identify as a girl.
- Not everyone identifies as a female
- We believe "student" is the best word for the vision as it keeps the educational part of the word, it's gender neutral so it includes those who don't identify as a girl and it prioritises the learning aspect of school.
- feels more direct, more specific to learning, avoids gender
- Those who voted for this option believed that it was inclusive of all individuals and would be better to use.
- Student does not label gender
- Student sounds more formal, better, focuses on studying
- Student gets the academic message across while also addressing everyone in a gender neutral manner. It is gender neutral without sounding overly formal. it seems more fair as not everyone in the school is a girl.

5.6.5.3. Year 9

- Everyone clearly agreed 'student' incorporated everyone's preferences.
- Student is more inclusive and includes anyone who doesn't necessarily identify as a girl. One of the previous aims was to be respectful, tolerant, open and in general open to change and to do that we should include the minority and not just majority, it's hypocritical to not go by that
- Sounds better than pupil and makes us sound more professional.

5.6.5.4. Year 10

- This is inclusive and mature
- Sounds good.
- Gender neutral and it sounds nicer than pupil
- One person said Pupil sounds Victorian. Student more modern.
- All were much happier with this.

5.6.5.5. Year 11

- you can still be an innovator and driver of change without being a leader. Though this aim is better than the other as it is inclusive of all genders.
- student is the right word
- Sounds most sophisticated and inclusive.
- Focus on the learning through choice of word student

5.6.5.6. Year 12

- Student is the most inclusive
- we are all students, it is applicable to everyone
- it sounds more sophisticated and better than "pupil"
- Students did not mind being called "students".

6. The Process

To what extent do you agree that you have had your voice heard in the process of creating a vision and aims of WGGGS?

6.1. Data from the staff survey

| | |
|-------------------|-----|
| Strongly Agree | 37% |
| Agree | 56% |
| Neutral | 7% |
| Disagree | 0% |
| Strongly Disagree | 0% |

6.2. Comments from the staff survey

- Except by the govs who DID NOT listen!
- The vision needs to be more inclusive. Not all pupils are academic. We want all pupils to feel valued and supported.
- It was really good to be involved in this in inset.
- I agree that my ideas were given a platform in the meeting. It does remain to be seen whether we are all demonstrably heard.
- I think its good to get feedback from all of the school community. It would also be a good opportunity to rebrand the school's image from the website to all marketing materials to reflect this important change.
- in regards to qu16, We will see if it gets amended to take into account the comments made by staff. If theres little change then no i dont think our voices have been heard
- I have enjoyed the process of being involved in the development of the vision.
- Good that the process has been gone through just not convinced that it will make a difference if the answers don't confirm what has already been worked on. It is the Governors and SLT views and thoughts that will frame the outcome.
- Thank you for consulting
- The opportunity for staff to discuss the proposed vision in small groups was valuable and an effective use of time on INSET day. Perhaps we could do more meetings like this. As mentioned above, I think we might be being too quick to move on from some of the targets on the old School Development Plan, particularly as value-added at KS5 is an aim firmly rooted in data analysis. Could we create more opportunities to share best practice?
- I feel there needs to be a reference to the history and campaigning proud purpose of the school in the initial vision which would strengthen its identity in the face less binary student identities going forward
- Very thorough thought through process and I feel that all parties have been consulted fairly. Personally I feel that I was able to express my view in various ways and be heard

6.3. Comments from Parent Survey

- If possible and given the virtual world perhaps a virtual interactive workshops with breakout sessions to involve more parents in the thinking stages would have been great, however still happy with the engagement provided, coming from the independent sector it's lovely to see this form of engagement and WGGGS should be proud that they take the time to include all. Thank you for your effects

- Great
- Waffly and meaningless sorry. No need for trendy 'visions' or such like. All I want from the school is fantastic teachers, no excuses about lack of funding. Employ the right teachers. Good teachers and a whiteboard and pen is what's needed to teach. It's all in the delivery.
- I welcome the parent feedback being gathered by school and hopefully the feedback will positive impact the aims and vision statement.
- I'm grateful that you consulted parents. I would like to suggest another aim. That perhaps fits in with one of the above. I think the school should aim to create pupils who participate in society. I think civid mindedness and understanding of government is critically important and empowering. Pupils need to understand who/how to influence and lead.
- Great idea!
- Happy to help!
- We like this vision and look forward to this being implemented so our daughter can experience this and can benefit from this new vision..
- Thank you for allowing us to express our views, I hope they will be taken into serious consideration, along with our daughters' views.
- I would like to see a summary of the views received published to parents before the above decision is rubber stamped
- Like!
- Appreciate parental engagement. Easy to give feedback using this method.
- Thank you for opportunity.

7. Other Comments

- I'm think most support staff feel they are not really "heard" and as most support staff are not necessary as forthcoming as others with their views, they may miss an opportunity to given valid and valuable insight and views that may be the very idea we have all been looking for. Support staff should feel encouraged to speak up and feel just as valued as the teaching staff. The school would not run without support staff enabling the teachers to impart knowledge.
- I would be happy to share my marketing experience at any stage of this process to help create a vision and aims the school can be proud of in the future. They should inspire and empower!
- Many people in our group wanted to see a compromise when non-gender specific words were used, but that there was an aim which was clearly expressing our mission to teach girls and overtly using that word.
- I found a lot of the information given on the inset day didnt seem to flow or link or join up and so it was confusing as to how the aims linked to the vision. The venn diagram used didnt seem to relate much at all
- Please can we still call the girls 'girls' when addressing them in general - like an assembly. Those girls who wish to identify in other ways need to have it explained to them that as a Girls school it is inevitable that staff will refer to girls - it is not to offend them or to isolate them. Happy to understand that there are differences, but the girls have to understand that they are at a girls school and therefore will on occasions be called girls.
- I am aware of the debate surrounding pronouns in relation to gender identities. I feel the identity of the school as a school for girls is central to its history and ethos. However, I am mindful of the psychological pressure girls who are unsure of their gender identity or who no longer self- identify as girls and therefore am happy to accept "student" as long as the key

character and purpose of the school is fully maintained in the name and asserted proud history the school