

Whitchurch Primary School and Nursery



School Development Plan 2022/24 (2 Yrs)

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Section One: Whitchurch Vision

The Whitchurch family rests at the very heart of everything we do, celebrating our uniqueness and building on our community's strength. We support our children to become confident, resilient and socially responsible global citizens who set and achieve the highest standards for themselves. We work in partnership with the whole community, respecting and responding to its voice and valuing its diversity. Our school provides a broad and rich curriculum that engages each and every child to know more, remember more and aspire for more.

Whitchurch Mission Statements: During every Whitchurch school day:

- Children thrive with our broad and rich curriculum that inspires and motivates a love of lifelong learning and achievements;
- we plan stimulating learning experiences, inside and outside of school, where children practice, develop and apply new skills, knowledge and understanding;
- children build values that will help support their confidence and their resilience in life beyond the school gate;
- our whole community is happy, safe, secure and supported in learning together;
- the school community celebrates the importance of its cultural diversity, learning from one another in order to grow and develop together.



Our Values

learners
today,
leaders
tomorrow

Generosity
We are generous
in our words and
actions

Honesty
We are honest
with ourselves
and others

Aspiration
We continually
strive to be the
best we can be

Resilience
We are resilient
to the challenges
we face daily

Responsibility
We take responsibility
for our learning, our
behaviour and the
choices we make

Respect
We show respect
for those around us,
the diversity of our
community and for
our environment

Section Two: Data Context: School Attainment Data 2021/2022

Early Years Foundation Stage Profile % achieving at least the expected level	2017			2018			2019			2022		
	National	Harrow	School	National	Harrow	School	National	Harrow	School	National	Harrow	School
Communication and Language	72	81	91	82	82	89	82	82		80	80	82
Physical Development	83	89	92	87	88	94	87	88		85	88	89
Personal, social and emotional development	76	86	92	85	86	95	85	86		83	86	92
Literacy	60	75	73	73	76	83	73	77		68	73	76
Mathematics	66	78	78	78	80	86	79	79		76	78	82
Understanding the world	75	83	86	84	83	89	84	83		80	79	87
Expressive arts and design	78	87	90	87	88	92	87	88		85	86	96
Achieving a good level of development	69	73	73	71	74	83	71	80	77	65	70	75

Key Stage 1	2018						2019						2022					
	National		Harrow		School		National		Harrow		School		National		Harrow		School	
	%EXS	%GDS	E%XS	%GDS	%EXS	%GDS	%EXS	%GDS	%EXS	%GDS	%EXS	%GDS	%EXS	%GDS	%EXS	%GDS	%EXS	%GDS
Reading	75	26	79	26	82	44	75	21	79	27	78	30	67	18	70	20	69	19
Writing	74	18	80	25	72	31	69	15	74	17	72	24	58	8	61	9	58	8
Maths	76	22	80	25	79	39	76	22	80	25	74	29	68	15	72	19	69	15
Science	83	N/A	86	N/A	88	N/A	82	N/A	85	N/A	91	N/A		N/A		N/A	89	N/A

Phonics screening check

Year 1 Phonics Screen Check	2017	2018	2019	2022
%National	81	82	82	76
%Harrow	87	87	87	80
%School	87	90	85	84

Year 2 Phonics Decoding (by the end of Y2)	2017	2018	2019	2022 (Autumn)	2022 (June)
%National	92	92	92		87
%Harrow	93	94	94		90
%School	98	98	95	82	87

Key Stage 2 % Pupils Reaching Expected Standard	2017			2018			2019			2022		
	National	Harrow	School	National	Harrow	School	National	Harrow	School	National	Harrow	School
Reading	71	75	76	75	80	81	73	79	84	74	80	81
Mathematics	75	85	80	76	85	82	79	80	92	71	79	80
Grammar, Punctuation & Spelling	77	83	87	78	86	78	78	N/A	92	72	80	83
Writing TA	76	80	87	78	86	89	78	74	87	69	75	54
Reading, Writing Maths combined	61	68	67	64	71	71	65	74	75	59	67	50

Key Stage 2 % Pupils Working at a Greater Depth Compared to the Expected Standard	2017			2018			2019			2022		
	National	Harrow	School	National	Harrow	School	National	Harrow	School	National	Harrow	School
Reading	25	29	26	28	35	36	28	35	31	28	35	39
Mathematics	23	37	34	24	37	34	24	42	40	22	37	37
Grammar, Punctuation & Spelling	31	47	49	34	50	43	34	55	53	28	44	45
Writing TA	18	19	18	20	21	26	20	24	21	13	16	9
Reading, Writing Maths combined	9	12	12	10	14	19	19	15	13	7	11	9

NB the 2019 results for Harrow and National have not yet been released.

Key Stage 2 Average Scaled Score	2017			2018			2019			2022		
	National	Harrow	School	National	Harrow	School	National	Harrow	School	National	Harrow	School
Reading	104	105	105	105	106	106	104	106	105	105	106	106
Grammar, Punctuation & Spelling	106	109	109	106	109	108	N/A	N/A	110	105	109	109
Maths	104	107	106	104	107	106	105	107	108	104	107	106

HNM = Has not met the expected standard

EXS = Working at the expected standard

WTS = Working towards the expected standard

GDS = Working at greater depth at the expected standard

MTC 2019 Pilot Preliminary Results – Year 4

- 21/118 (18%) pupils achieved full marks
- 80/118 (68%) pupils scored 20-25

MTC 2022 Results – Year 4

- 44/115 (38%) pupils achieved full marks vs 17.4% (National)
- 99/115 (86%) pupils scored 20-25
- Mean score is 22 vs 18.4 (National)
- Results place Whitchurch in top 10% schools nationally

Summary:

At Reception level, Literacy remains the lowest area of attainment (still 8% above National figures). A KS1, writing is in-line with National figures, whilst at KS2, writing is below National figures demonstrating that Writing is a key line of enquiry for 2022-2024 as the school aims to accelerate pupil progress and attainment through the introduction of development of a whole-school writing strategy.

The impact of the global pandemic has led to a downward trend in attainment at KS1 in all subject, including phonics. A rigorous cycle of monitoring combined with a targeted CPD programme will be required to develop quality first teaching. In addition, the development of a succinct interventions programme focusing on language acquisition and development will be introduced to address gaps in pupils knowledge and skills inked to the effects of the global pandemic and interrupted education.

Section Three: Key Priorities

STRATEGIC PRIORITIES	
1. Evaluate and enrich the Whitchurch curriculum offer focusing on implementation and impact to ensure pupils are able to know more and remember more in all subject areas.	
2. Evaluate and improve early intervention strategies within quality first teaching, supporting pupils and families with EAL or additional needs.	
3. Improve the quality and consistency of learning in all areas of EYFS by establishing an outcome driven partnership with families which includes a review of the pre-school extended offer.	
4. Research and review options for wider strategic leadership across Harrow, alongside the continued development of distributed leadership and accountability at all levels.	
5. Mental health awareness embeds a culture of wellbeing, promoting positive relationships across the community	
6. Expectations and outcomes in English and Maths are driven by high quality teaching which is focused on the continual extension of learning outcomes beyond 'expected'	
KEY PRIORITIES	
Quality of Education Strategic Priority 1 Curriculum	Develop medium term plans and curriculum overviews for each subject which illustrate year on year progression of skills and knowledge which children build on prior knowledge
	Develop Teacher Assessment Frameworks enabling teachers to plan from accurate attainment data so teaching can be modified to close potential gaps in learning across all subjects
Quality of Education Strategic Priority 2 Inclusion	Continue to develop quality first teaching strategies to ensure the support of both EAL and SEND learners
	Measure the impact of the changes made to the intervention team, setting in place benchmarking for interventions and ongoing assessments
Strategic Priority 3 Quality of Early Years Education & Preschool Offer	Undertake a review of the Early Years offer (Reception and Nursery) with particular focus on the partnership working with parents.
	Development of the Nursery offer (30hrs/ full & extended day) in conjunction with the development of the nursery learning spaces capital project
Leadership, Management & Governance Strategic Priority 4 Leadership Structures & Accountability	Research and review wider school leadership structures (trusts / academies) and develop a long term road map for transition
	Continue to support devolved leadership structures with tangible impactful accountability at all levels
Strategic Priority 5 Stakeholder wellbeing	Review Whitchurch wellbeing policies and practices with a focus on the promotion of mental health awareness of all stakeholders
Core Outcomes Strategic Priority 6 Academic Core Offer and Impact	Ensure sustained high outcomes across all core subject areas through the robust monitoring and support of quality first teaching.
	Review the provision for extending learning beyond 'expected' in all subjects.
	To raise attainment outcome and progress data in writing across Key stages One for more able pupils and all groups progress data in Key stage Two

Section Four: Development Planning

Strategic Priority 1: Evaluate and enrich the Whitchurch curriculum offer focusing on implementation and impact to ensure pupils are able to know more and remember more in all subject areas.		Lead: Deputy Headteacher (DHT), Wider Curriculum Leader (WCL) & Subject Leaders (SLs)		RAG
Key Priority: Quality of Education – Curriculum				Behind Not achieved Underway Completed
1. Develop medium term plans and curriculum overviews for each subject which illustrate year on year progression of skills and knowledge with children build on prior knowledge				
2. Develop Teacher Assessment Frameworks enabling teachers to plan from accurate attainment data so teaching can be modified to close potential gaps in learning across all subjects				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>1. MTPs reflect the year on year progression in children’s learning of skills & knowledge</p> <p>MTPs have been developed for each curriculum subject area and shared with teachers</p> <p>MTPs are available on the website and shared with parents/community</p> <p>Development of Progress Maps for parents / stakeholders</p>	<ul style="list-style-type: none"> DHT and WCL to support subject leaders in the development of medium term (termly plans) for their subjects which illustrate progression across the school MTPs linked to TAFs to establish assessment systems MTPs shared with YTLs in structured curriculum development team meetings Subject leaders to feed into PPA schedule to support subject planning – release leadership schedule developed (1 x ½ termly) Subject leaders to plan and deliver INSET to colleagues (subjects ranked and prioritized by SLT) MTPs are shared on the website and updated termly Subject leaders are hosting information sessions for parents MPT are further developed into ‘Progress Maps’ for each subject showing year on year progression in each subject area – developed by subject leaders 	<p>DHT / WCL Autumn (1) 22</p> <p>WCL/SL Autumn (2) 22</p> <p>SL/YTL Autumn (2) 22</p> <p>As above</p> <p>Com/WCL Autumn 91) ongoing</p> <p>SL Autumn (2) ongoing</p> <p>WCL/SL Summer (1) 23 – ongoing target for</p>	<p>WCL/SL release ½ day</p> <p>As above</p> <p>Mtg time SL release schedule</p> <p>Comm co time</p> <p>SL release time as above</p> <p>As above</p>	<p>Medium Term Plans in place for all subjects across all year groups</p> <p>Medium terms plans are feeding into teacher assessment frameworks (TAFs)</p> <p>Year Team leaders are clear on all MTPs in all subjects and Subject leaders are supporting effectively</p> <p>Subject leaders are starting to monitor the impact of the MTPs and TAFs</p> <p>All medium term plans have been quality assured and are displayed on the school website</p> <p>Individual subject leaders are presenting subject specific workshops for parents</p> <p>Subject leaders are developing medium term plans into ‘progress maps’ for their subjects showing previous and next steps</p>

<p>½ termly Curriculum Newsletters reflect the content of MTPs</p>	<ul style="list-style-type: none"> Continued ½ termly parental curriculum newsletters linked to MTPs and progression maps completed by YTLs and ½ termly blogs for parents 	<p>completion Autumn 23 WCL/DHT/YTL ½ termly ongoing</p>	<p><i>(HLTA release timetable – circa £10k annual – EO3)</i></p>	<p>½ termly curriculum Newsletters are continuing to be sent to parents outlining the next ½ term of learning</p>
<p>2. TAFs have been developed in line with MTPs for each subject area</p> <p>Continued Professional development provided on the use and impact of TAFs</p> <p>Planning guidance provided to YTLs which includes the use of TAFs</p> <p>Children’s progress is assessed against the subject TAFs with data collated and presented by subject leaders</p> <p>Subject leaders monitoring the impact of Teaching & Learning in their subject.</p> <p>Marking and feedback Policy revised</p> <p>Assessment policy revised</p>	<ul style="list-style-type: none"> Teacher Assessment Frameworks are being developed for each subject area (core & foundation) Fortnightly curriculum subject leader coaching and mentoring meetings with DHT, HT or Wider Curriculum lead Class teachers have CPD on the expectations around the use TAF and their potential impact of planning and PPA Ongoing support from subject leaders for class teacher of TAF development and revision Review of planning formats for core and foundation subjects which link to medium term plans and TAFs Subject leaders to provide a termly impact report to SLT and GB (core subjects to present) <ul style="list-style-type: none"> Including sections on TAFs, MTP, Progress maps, monitoring of QoT in their subjects DHT to develop an Impact Report template Monitoring schedule for all subject leaders (linked to impact report expectations) Fortnightly subject leader meetings to support and advise Subject leaders networking with other Harrow school leaders to share best practice Marking and feedback policy to be trialed in Autumn 22 in all year groups CPD for all class teachers on effective feedback External networking with other Harrow schools to gather information on marking & feedback New assessment policy to be presented to SLT & governors 	<p>WCL/DHT/SL completion summer (2) 23</p> <p>WCL/SL Summer (1) 23 Ongoing</p> <p>WCL/DHT (Autumn (2) 22</p> <p>SL Impact reports (Autumn (1) 22 ongoing</p> <p>Monitoring schedule (Autumn (1) 22 ongoing)</p> <p>SLT – Autumn 22 ongoing</p> <p>As above</p>	<p>Release time SL/WCL</p> <p>CPD schedule (22/23) SL release time</p> <p>WCL release time</p> <p>SL (TLR) and leadership time</p> <p>DHT time</p> <p>SL release time</p> <p><i>(HLTA release timetable – circa £10k annual – EO3)</i></p>	<p>TAFs are completed for all subject areas and all year groups</p> <p>All Class teachers confident with the use and purpose of TAFs and how they feed into planning</p> <p>All planning formats and expectations are reviewed by SLT and formalized</p> <p>All subject leaders are providing termly impact reports (using agreed template) to SLT and GB – Core subjects are presenting</p> <p>Agreed monitoring schedule for all Subject leaders</p> <p>Timetable for fortnightly (agenda driven) curriculum leader meetings</p> <p>New marking and feedback policy in place and understood by all</p> <p>Revised Assessment policy in place and understood by all</p>

Strategic Priority 2: Evaluate and improve early intervention strategies within quality first teaching, supporting pupils and families with EAL or additional needs.		Lead: SENDco & Interventions Teacher		RAG
Key Priority: Quality of Education - Inclusion				Behind Not achieved Underway Completed
3. Continue to develop quality first teaching strategies to ensure the support of both EAL and SEND learners				
4. Measure the impact of the changes made to the intervention team, setting in place benchmarking for interventions and ongoing assessments				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>3. Pupil impact driven ‘Inclusion’ performance management targets set for all staff (teaching & support)</p> <p>Continued ‘inclusion’ professional development for support and teaching staff</p> <p>Termly practice monitoring of QfT targeting SEND/EAL provision</p> <p>Termly SEND review weeks (expectations on Class Teachers & LSAs to provide evidence of pupil impact)</p> <p>Termly pupil progress mtgs with Class Teachers providing evidence of QfT interventions</p>	<ul style="list-style-type: none"> Performance Management target for all class teachers focused on outcomes for SEND and EAL pupils Performance management target for education support staff linked to provision of SEND / EAL pupils Whole school PM objective agreed around early intervention strategies for EAL and SEND pupils <ul style="list-style-type: none"> SEND CPD for all staff (class teachers – termly, LSAs - fortnightly) Agenda and focus of SEND training linked to PM self-evaluations of Class Teachers CPD for all staff on ‘Engagement model’ for those pupils working below key Stage Undertake moderation of Whitchurch engagement model with Belmont <ul style="list-style-type: none"> SENDco and SLT to support YTL’s in the monitoring of teaching focused on SEND & EAL provision SEND provision form part of YTLs impact reports – reporting on outcomes <ul style="list-style-type: none"> Termly SEN Review meetings with class teachers, LSAs and parents for K code and EHCP children Class teachers to be supported in leading the SEN review meeting with setting and reviewing targets for children in their class Class teachers are evidencing outcomes for children via books, outcomes and data <ul style="list-style-type: none"> Termly pupils progress meetings taking place to organize interventions for children at risk of not making expected outcomes Interventions planned and organised around pupil progress outcomes Teachers bringing evidence (books) to be pupil progress meeting to illustrate difficulties 	<p>HT / SLT PM review schedule (Autumn/Spring)</p> <p>SENDco & SLT termly – Autumn 22 Autumn (2) 22</p> <p>YTL & SLT Autumn 22 ongoing</p> <p>SENDco Termly Autumn 22 ongoing</p> <p>SLT termly / CT / Interventions termly</p>	<p>Leadership time</p> <p>CPD time 1 x term</p> <p>YTL leadership time</p> <p>3 wks cover £3k annually</p> <p>3 wks cover £3k annually</p>	<p>Performance management targets for class teachers and learning support staff focused on outcomes for SEND and EAL pupils</p> <p>High quality continued professional development delivered to class teachers and learning support staff at least termly / fortnightly</p> <p>YTL’s monitor quality of teaching in their classes focused on SEND / EAL provision</p> <p>At least termly SEND reviews for all K Code, EHCP children with targets reviewed and developed by Class teachers (Supported by SENDco)</p>

<p>YTL held accountable for SEND/EAL outcomes and reporting termly in Leadership Impact Reports</p>	<ul style="list-style-type: none"> • YTL Impact reports to include outcomes and data for SEND pupils • YTL to structure PPA sessions to include discussions each week about K code / SEND / EAL pupils ensure the same are included in weekly planning 	<p>YTL & SENDco</p>	<p>Leadership time</p>	<p>At least termly pupil progress meetings with class teachers reporting on progress of target children</p> <p>YTL leaders have a focus on SEND and EAL provision and report impact in the Impact Reports (termly)</p>
<p>4. SLT set structure and expectations of planned interventions</p> <p>Interventions team to report termly in Pupil Progress Mtgs providing evidence if impact</p> <p>Agreed pre-intervention benchmarking system in place</p> <p>Structured and planned interventions in place with trained interventions teacher and HLTAs</p> <p>Parental partnership at the outset with effective communication systems with parents of children targeted or additional support</p>	<ul style="list-style-type: none"> • SLT use termly pupil progress meetings to structure the groupings and coverage of planned interventions • Interventions teacher and HLTAs to formulate timetables to meet the needs of the agreed interventions • Termly impact report from interventions team outlining the impact of their work with pupil progress / children with K codes • Weekly planning for interventions saved on the staff shared to class teachers to review • Weekly interventions planning monitored by SENDco • Development of pre-intervention benchmarking system – agreed with SLT and YTLs • CPD for interventions teacher and HLTAs to meet the needs of the children in their intervention groups • Fortnightly supervision meetings from SENDco? For interventions teacher and HLTAs • Development of parental partnership strategies and agreements with SEND and EAL pupil’s parents • Review of the SEND policy and SEND information report (website) • All parents invited to SEN review meetings • EHCP pupils to have at least termly review meetings and 1 x annual review 	<p>SLT termly</p> <p>Interventions T termly</p> <p>Interventions T</p> <p>Class teachers / YTL – wkly</p> <p>SENDco – fortnightly</p> <p>Interventions T Autumn 22 ongoing</p> <p>SENDco Autumn 22 ongoing</p> <p>SENDco Spring 23 As above</p> <p>SENDco Autumn 22 ongoing</p>	<p>E26 cover 3 weeks £3k</p> <p>Leadership time</p> <p>Leadership time</p> <p>Intervention Time</p> <p>CPD schedule E10</p> <p>SEND budget E19</p>	<p>Structured Interventions time agreed with targeted children identified</p> <p>Intervention team reporting on impact and outcomes – accountability</p> <p>Integrated planned from Class Teachers and interventions teacher</p> <p>Pre-intervention benchmarking system agreed and implemented</p> <p>High quality CPD / coaching and mentoring for interventions team</p> <p>Parents effectively engaged with the review of their children IEP targets and setting of new targets</p> <p>Feasibility study completed on the potential of ARMS provision / negotiations with Harrow</p>

Feasibility study undertaken Potential for ARMS provision based within Whitchurch	<ul style="list-style-type: none"> Feasibility study undertaken for potential of ARMS provision based at Whitchurch Negotiations with Harrow regarding potential of ARMS 	HT & SENDco Spring 23	HT time	All LSAs are clear on the role and impact they have on outcomes for children n
Continued development of Learning Support Assistant roles	<ul style="list-style-type: none"> Continued high quality CPD for all LSAs Targeted training for LSAs with specific responsibility Continued high quality Performance management for support staff team 	Autumn (2) 22 and ongoing Fortnightly LSA CPD	SENDco Time	

Strategic Priority 3: Improve the quality and consistency of learning in all areas of EYFS by establishing an outcome driven partnership with families which includes a review of the pre-school extended offer.				Lead: Headteacher (HT), Early Years Assistant Head (AHT) & School Business Manager (SBM)	RAG
Key Priority: Quality of Early Years Education & Pre-School Offer					Behind Not achieved Underway Completed
5. Undertake a review of the Early Years offer (Reception and Nursery) with particular focus on the partnership working with parents. 6. Development of the Nursery offer (30hrs/ full & extended day) in conjunction with the development of the nursery learning spaces capital project					
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>	
5. Review of Whitchurch Early Years curriculum offer	<ul style="list-style-type: none"> Undertake a full review of the Early Years curriculum offer at Whitchurch Survey parents of the current Reception / Nursery classes (Academic year 21/22) Survey new parents on their expectations Survey staff in Early Years Review of income and expenditure on pre-school 	HT & AHT Autumn 22	Leadership time	Review of the current early Years Curriculum offer with feedback from parents and staff	
Review of parental engagement and links with home learning	<ul style="list-style-type: none"> As above Review home learning / communication strategies currently used Introduce weekly stay and learn sessions for EY parents Register for Leading Parent Partnership Award 	SBM Autumn 22	SBM Time	Review of 21/22 expenditure –v- income for early years	
Implementation of Tapestry online learning journals	<ul style="list-style-type: none"> Implementation of Tapestry as online learning journal for parents Training for staff Training / workshop for parents 	HT & AHT Autumn 22 FLO / HT	Leadership time	An agreed home learning / communication strategy in place for early Years	
Implementation of annual rolling schedule of focus	<ul style="list-style-type: none"> Planning and implementation of annual rolling programme of learning reviews Training for staff on conducting learning review meetings 	DHT / Assessment lead Autumn 22	DHT, CT, EYP time	Tapestry in place across Early Years with parental workshop completed and staff CPD	
		As above	As above	Rolling annual schedule of learning reviews in place and shared with parents	

<p>children linked to learning reviews with parents</p> <p>Implementation of home learning (weekly Lit/Maths/Phonics and daily reading)</p> <p>Review of parental workshops and general engagement in EYs</p>	<ul style="list-style-type: none"> • Development of parental feedback forms • Access training and parental support programmes from Harrow • Implementation of home learning (weekly) • Training for EYPS to deliver, mark and feedback home learning • Home learning schedule to be linked to weekly phonics • Review of parental workshops on offer • Development of annual schedule for EY workshop – coordinated by FLO 	<p>HT & AHT Autumn 22</p> <p>HT, AHT & FLO Autumn 22</p>	<p>Leadership time</p> <p>FLO schedule</p>	<p>Weekly home learning policy for Early Years in place and implemented by EYPS and CTs</p> <p>Parental workshop linked to curriculum and home learning and communication in place</p>
<p>6.</p> <p>Completion of capital works Nursery expansion program</p> <p>Revision and review of Nursery / pre-school offer</p> <p>Feasibility study undertaken on two year old provision</p> <p>Re-branding and development of comprehensive community led nursery / pre-school offer</p> <p>Development of Pre-school / Nursery (two Year old Curriculum and learning provision)</p>	<ul style="list-style-type: none"> • Continued leadership of capital work project – in conjunction with Harrow and architect • Completion of Nursery extension – see plans and Capital works plan) • Full Review of Nursery and pre-school offer (30hrs / full time/ part time hours/ extended hours) • Development of new pre-school offer to meet the needs of the community • Completion of feasibility study into the Whitchurch pre-school offer • Presentation of feasibility study to full GB and SLT • Re-branding of pre-school offer at Whitchurch • Promotion of the above / advertising strategy completed • Review of enrollment systems and coordination with Harrow • Visit other Harrow providers for 2 year olds to share best practice • Develop a model curriculum for two year olds • Revise our Nursery curriculum to meet the needs of full time places • Review the whole EYFS curriculum 	<p>HT & SBM 22/23 ongoing Completion Autumn 23</p> <p>HT, SBM 22/23 ongoing</p> <p>As above (Spring 23)</p> <p>As above , Com leader & admissions</p> <p>Summer 23 AT EY and DHT</p>	<p>£560,000k Capital commitment</p> <p>Leadership time (SBM/HT)</p> <p>£2k feasibility study</p> <p>£3k re-branding and advertising</p> <p>Leadership time</p>	<p>Nursery extension is completed and ready for opening Autumn 23</p> <p>Review of current offer and plan for new offer in place and costed</p> <p>Feasibility study completed and feeding into the new revised offer</p> <p>Re-branding completed advertising of new offer and new application process agreed by Harrow</p> <p>Develop a bespoke curriculum for two year olds at Whitchurch and a linked curriculum for Nursery and reception – ensuring EY progression across all stages</p>

Review staffing and ratio requirements for two years olds and Nursery	<ul style="list-style-type: none"> Undertake a full review of early years staffing Explore best practice for early years staffing (Cost effective) Appoint staffing appropriately 	Summer 23 HT and AHT	Appoints be budgeted	Staffing structure in EY is cost effective and meetings legal ratios and learning needs
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Strategic Priority 4: Research and review options for wider strategic leadership across Harrow, alongside the continued development of distributed leadership and accountability at all levels.			Lead: Headteacher & Governing Body	RAG
Key Priority: Leadership Structures & Accountability				Behind Not achieved Underway Completed
7. Research and review wider school leadership structures (trusts / academies) and develop a long term road map for transition 8. Continue to support devolved leadership structures with tangible impactful accountability at all levels				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
7. Research options around academy / trust status through GB working party Development of a long term Whitchurch road map to Trust / academy status with timelines for decision making. Presentation options to GB and stakeholders undertaking for full consultation on next steps	<ul style="list-style-type: none"> Set up working party of Governors & leadership to research options (Local and Nationally) and set out an agreed timeline / roadmap for trust or academy status Agree terms of reference for the working party Agree expectations of the White Paper (trust status) <ul style="list-style-type: none"> Present a roadmap for approval to GB Present options to the Full GB and wider community Review and revise period of ‘cooling’ Engage with external experts / advisors who can advise the GB on structures <ul style="list-style-type: none"> Trigger a formal consultation on the future of Whitchurch in terms of trust and academy status Formally setting out options (pros and cons) 	HT Summer (2) 22 WP Autumn (1) 22 WP Summer 23 GB Autumn/Spring 23/24 GB Autumn 24	WP leadership time Formal consultation £4k circa	GB and Leadership working party set up for reviewing options for federation/ trust/ academy status Working Party terms of reference agreed which reflect the objectives in the White paper Roadmap presented to full GB with options and pros and cons list Formal consultation opened on the future of Whitchurch (federation / academy / Trust)
8. Continued leadership development of YTLs with	<ul style="list-style-type: none"> Fortnightly (agenda) meetings for YTLs, Core subject and wider curriculum lead to meet with SLT SLT to support PPA sessions with a focus on impact / planning/ SEND / TAFs / MTPs Coaching and mentoring from SLT to continue fortnightly 	HT Autumn 22 ongoing DHT/HT ongoing	Leadership time As above	Agenda set for fortnightly YTL meetings throughout the year

structured presentations to staff / GB and parents planned	<ul style="list-style-type: none"> • YTLs to present to parents in Autumn Term ‘Meet the Teacher meetings’ • Development of monitoring schedule for all leaders (Subject/YTL and AHT) combined and integrated • YTLs to coordinate with Subject leaders for parent workshops 	SLT ongoing YTL Autumn 22 SL Spring 23	As above Coms time	HT/DHT to support in PPA time to ensure objectives met Coaching sessions to continue at least fortnightly for all leaders
Continued leadership development of subject leaders with structured leadership of INSET / presentations to parents and Governors	<ul style="list-style-type: none"> • Fortnightly (agenda) meetings for curriculum leader to meet with DHT & HT • SLT to support monitoring schedules / impact reports and TAFs • Coaching and mentoring from WCL & DHT • Subject leaders to plan and present parent workshops (coordinate with YTLs) 	DHT Autumn 22 ongoing	Leadership time	Parent workshops planned and delivered on curriculum subjects
Developed impact reporting systems	<ul style="list-style-type: none"> • Core subject leaders to present to SLT and GB • Termly Subject Impact reports to be presented to SLT and GB • Core subject leaders to present to SLT termly 	DHT Autumn 22 WCL/DHT Autumn 22 ongoing SL Spring 23	DHT/WCL/HT time	Agenda set fortnightly Subject leader mtgs
Impactful monitoring systems with teared sharing of best practice across all subject areas	<ul style="list-style-type: none"> • Subject monitoring systems / schedules in place which feed into impact reports • WCL and DHT leader to support initial development of impact reports 	Core SL Spring 22 ongoing	Leadership time Leadership mtg time	Impact reports developed for subject leaders Fortnightly coaching and mentoring for all subject leaders
Development of HLTA role plan, run and measure interventions	<ul style="list-style-type: none"> • Core subject leaders to present to SLT and GB • Subject monitoring systems / schedules in place which feed into impact reports • WCL and DHT leader to support initial development of impact reports • Development of HLTA (intervention) role so they take on more intervention teaching • CPD for HLTAs specific to intervention teaching • Support with planning, assessment, benchmarking of intervention groups (accountability of HLTA roles – line structures) 	HT schedule	As above	Workshops planned and delivered Subject leaders presenting to SLT and GB as appropriate
		DHT schedule (release time) Autumn 22 ongoing	HT time	Subject leader impact reports (Termly)
		SENDCO	DHT time	Monitoring schedules in place for subject leaders
			DHT / HT Time HLTA CPD time	HLTA role redefined to focus on pupil outcomes with CPD and support provided

Strategic Priority 5: Mental health awareness embeds a culture of wellbeing, promoting positive relationships across the community			Lead: Headteacher, SLT, All Staff	RAG
Key Priority: Stakeholder wellbeing 9. Review Whitchurch wellbeing policies and practices with a focus on the promotion of mental health awareness of all stakeholders				Behind Not achieved Underway Completed
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>9. Review of behaviour management and pastoral care policies (pupils)</p> <p>Review of all personnel dignity policies to ensure mental health and wellbeing is effectively supported</p> <p>Development of flexible working policy for staff</p> <p>Development of wellbeing committee within school</p> <p>Enhanced pupil voice across the whole school community (school and Class councils)</p> <p>Review of pastoral support team and how their work</p>	<ul style="list-style-type: none"> Full review of the behaviour management and pastoral care policies in consultation with pupils / parents and staff Consultation with parents on the changes to behavior management policy Full review of all personnel ‘dignity’ policies (disciplinary / grievance / capability / sickness absence ,management) / menopause policy Consultation with staff Ratification by full governing body HT to review flexible working policy / practices Consultation with staff Ratification by full governing body At least ½ termly staff wellbeing committee meetings Establish buddy system for new colleagues joining the school Commitment to annual wellbeing event Termly staff surveys Development of class and school council structures Termly pupil surveys Establishment of pupil leadership structures across years 5 and 6 	<p>DHT Summer 22</p> <p>HT Autumn 22 (annually)</p> <p>As above</p> <p>HT Autumn 22 (annually)</p> <p>As above</p> <p>HT / PM time Autumn 22 ongoing</p> <p>Coms co</p> <p>HT and YTL time Autumn 22 ongoing</p>	<p>CPD budget E10</p> <p>HT time</p> <p>GB schedule</p> <p>HT time</p> <p>GB schedule</p> <p>£3k wellbeing day</p> <p>Survey time</p> <p>£500 annual SC budget E19</p>	<p>Behaviour management and Pastoral Care policies are fully reviewed with mental health awareness as a focus</p> <p>Personnel policies are reviewed with mental health awareness as a focus</p> <p>Review of flexible working policies for all staff undertaken and reviewed by GB</p> <p>Well established wellbeing committee for staff and annual wellbeing events organised</p> <p>Termly staff wellbeing survey conducted</p> <p>Well established school council / pupil leadership structures in place with a focus on pupil voice across the school</p> <p>Full review of the pastoral team conducted with impact measures and referral systems agreed</p>

<p>feeds into outcomes for children</p> <p>Review of Whitchurch curriculum to include mental health awareness and wellbeing</p> <p>Raising awareness of mental health across the community with planned whole school events</p>	<ul style="list-style-type: none"> • Full review of the pastoral care team in school and extended provision such as Harrow School's counselling partnership • Develop formal referral and tracking systems for pupils who are referred to pastoral team • Review feedback structures for class teachers and parents • Development of \pastoral team referral system • Develop a system for measuring impact of pastoral interventions <ul style="list-style-type: none"> • As part of the curriculum review consider the PSHE curriculum and the awareness of mental health and wellbeing in all subject areas • CPD for teachers and learning support staff on mental health awareness <ul style="list-style-type: none"> • Raise the awareness of mental health across the wider community (pupils, parents, staff) • Plan and host a focus mental health week • Offer parent workshop to remove taboos about mental health • Embed Motional as a system for referral • Develop an initial concern form / referral to pastoral team form 	<p>DHT & HT Spring 23</p> <p>DHT & Pastoral team Spring 23</p> <p>SLT via newsletters and events – Autumn 22 ongoing</p>	<p>Leadership time</p> <p>Leadership time</p> <p>£2k mental health awareness training</p>	<p>Review of Whitchurch curriculum to include mental health awareness at all year groups</p> <p>Mental health awareness is a topic of regular discussion in the school community with workshops / support groups and working parties for parents to engage with. – raised profile</p>
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<p>Strategic Priority 6: Expectations and outcomes in English and Maths are driven by high quality teaching which is focused on the continual extension of learning outcomes beyond 'expected'</p>		<p>Lead: Deputy Headteacher DHT, SLT, Core Subject Leaders (CSL), More Able Leader (MAL)</p>		<p>RAG</p>
<p>Key Priority: Academic Core Offer and Impact</p> <p>10. Ensure sustained high outcomes across all core subject areas through the robust monitoring and support of quality first teaching.</p> <p>11. Review the provision for extending learning beyond 'expected' in all subjects</p> <p>12. To raise outcome and progress data for more able pupils in writing across Key Stage 1 and all groups progress data in Key Stage 2.</p>				<p>Behind Not achieved Underway Completed</p>
<p>Outcome – What? <i>What are we aiming to achieve?</i></p>	<p>Actions – How? <i>What will happen to achieve the outcome?</i></p>	<p>Who/when?</p>	<p>Resources Costs Budget Code CFR</p>	<p>Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i></p>
<p>10. DHT to focus monitoring and support on core curricular areas of maths/English/science</p>	<ul style="list-style-type: none"> • DHT to line manage Maths, English and Science leaders to ensure strategic leadership and high impact subject management systems are in place • DHT to scrutinize MTPs and TAFs and Data and Impact report • DHT to support core subject leaders to report to GB at least termly via standards committee 	<p>DHT /CSL Autumn 22 ongoing</p>	<p>Leadership time</p>	<p>Core subject leaders line managed by DHT with focus on outcomes beyond 'expected'. Analysis of data, outcomes, quality first teaching supported</p>

<p>Leadership support of Maths/English and science subject leaders to monitor and improve learning outcomes</p> <p>Core subject leaders to report termly to SLT and GB on outcomes and strategies to improve</p> <p>Pupil outcome performance management targets for all class teachers linked to core subjects</p> <p>Development of whole school strategy and policies for 'more able'</p> <p>Review of learning resources to support the high quality teaching of core subjects</p>	<ul style="list-style-type: none"> • DHT to support core subject leaders to data analysis and gap filling for under achievement • DHT to support Core leaders to plan boosters and interventions where required • Core leaders to monitor the quality of teaching ion their subjects <ul style="list-style-type: none"> • Core subject leaders to report to SLT at least termly via Impact Reports • Core subject leaders to report to GB standards committee termly on the progress in their subject and projected outcomes <ul style="list-style-type: none"> • Performance management target for class teachers around pupil outcomes in core subject areas (TBC following July 22 data) • YTL performance management targets on core subject outcomes in their YT (TBC) • AHT performance management targets on core subject outcomes in their phase (TBC) <ul style="list-style-type: none"> • Review the Whitchurch more able policy • Review practices for planning for children beyond 'expected' • Set 'more able' tracking groups on SMART target tracker systems for YTL to track • Development of an enrichment programme for more able pupils across all subjects, talents and interests • Develop a system for referral and monitoring the progress of more able • Use CAT4 to identify <ul style="list-style-type: none"> • Review learning resources including homework provision for 'more able' and those pupils working beyond 'expected' • Appoint a 'more able' leader who will review policy / practice / resources and comms with parents 	<p>DHT / CSL Autumn 22</p> <p>CSL Termly Autumn 22 ongoing</p> <p>HT & SLT Autumn 22 ongoing</p> <p>MAL – Spring 23</p> <p>Summer 23</p> <p>MAL – Spring 23 ongoing</p>	<p>Leadership time</p> <p>CSL leadership time</p> <p>PM schedule / SLT time</p> <p>MAL (TLR) £2k annually</p> <p>As above E19 – MAL budget £500</p> <p>CPD budget £1k</p> <p>Leadership time</p>	<p>As above – Core subject leaders are monitoring outcomes and quality of teaching providing support where required</p> <p>Core subject leaders reporting to SLT and GB at least termly on outcomes in their subject</p> <p>All class teachers have PM target linked to core outcome for pupils in their class (TBC)</p> <p>Whitchurch 'more able' leadership established and the more able policy and practices reviewed and consultation with parents – ratification by Governors</p> <p>Review and purchase of more able specific resources</p> <p>High quality CPD delivered to class teachers and learning support staff on the proviso for more able</p> <p>Review of TAFs for exceeding pupils</p>
<p>11. CPD on extending learning beyond 'expected' in all subject areas</p>	<ul style="list-style-type: none"> • Plan and deliver high quality CPD on planning and support of 'more able' • More able leader to provide support to class teachers with planning and providing extension learning <ul style="list-style-type: none"> • More able leader to work in conjunction with subject leaders to review TAFs for exceeding pupils 	<p>MAL – Summer 23</p> <p>MAL Spring 23</p>	<p>CPD budget £1k</p> <p>Leadership time</p>	<p>High quality CPD delivered to class teachers and learning support staff on the proviso for more able</p> <p>Review of TAFs for exceeding pupils</p>

Subject leader support with TAF development of 'exceeding' expectations				
12. To raise outcome and progress data for more able pupils in writing across Key Stage 1 and all groups progress data in Key Stage 2.	<ul style="list-style-type: none"> Invest in 'Talk for writing' – visit Longfield school INSET 21st October – 'Talk for writing' training Investigate and implement a handwriting scheme across the whole school Revised the feedback policy to target mark pupils at risk of not making ARE Monitoring of writing books Termly writing moderation by phase Consider streaming in Summer term for target year groups and writing Deployment of intervention teachers to Year 2,3 &5 Spring term boosters for writing Weekly writing homework across the school – inline with new home learning policy 	DHT/AHT DHT AHTs AHTs YTLs Interven T All CTs All Cts	Autumn 1 22 Autumn 1 22 Termly Summer 22 Autumn 1 22 Spring 23 Autumn 1 22	Quality first teaching in all writing lessons, with books and outcomes continually monitored Pupils at risk of not making ARE have been identified at pupil progress mtgs or via SEND reviews

Section Five: Governors Strategic Priorities and Monitoring

Governors Monitoring Schedule School Development Plan Monitoring 2022/24

Priority	Leader(s)	Governor / Committee	Monitoring date
1. Curriculum Evaluate and enrich the Whitchurch curriculum offer focusing on implementation and impact to ensure pupils are able to know more and remember more in all subject areas.	Caroline R (HT) Martin TL (DHT) Hannah H (WCL) Curriculum leaders (SL) Year Team Leaders (YTL)	A&S (Achievement & Standards)	
2. Quality of Education – Inclusion Evaluate and improve early intervention strategies within quality first teaching, supporting pupils and families with EAL and additional needs.	Debbie Q (SENDco) Caroline R (HT) Rupal P (Interventions)	A&S (Achievement & Standards) SEND Link Governor Pay Committee (PM only)	
3. Quality of Early Years Education & Pre-School Offer Improve the quality and consistency of learning in all areas of EYFS by establishing an outcome driven partnership with families which includes a review of the pre-school extended offer.	Caroline R (HT) Rajia A (AHT) Seema S (SBM) Stephen B (Coms)	A&S (Achievement & Standards) F&R (Finance & Resources) TBC - Capital works link Governor	

<p>4. Leadership Structures and Accountability Research and review options for wider strategic leadership across Harrow, alongside the continued development of distributed leadership and accountability at all levels.</p>	Caroline R (HT) Martin (DHT) GB working party Gemma, Kat, Rajia (AHT) Year Team Leaders (YTL)	F&R (Finance & Resources) Full Governing Body	
<p>5. Stakeholder Wellbeing Mental health awareness embeds a culture of wellbeing, promoting positive relationships across the community.</p>	Martin TL (DHT) Pastoral team PSHE leader	SEN Link Gov Safeguarding Link Gov A&S (Achievement & Standards) F&R (Finance & Resources) – Personnel	
<p>6. Academic Core Offer and Impact Expectations and outcomes in English and Maths are driven by high quality teaching which is focused on the continual extension of learning outcomes beyond ‘expected’</p>	Martin (DHT) Core subject leaders (CSL) More able leader (MAL)	A&S (Achievement & Standards) Full Governing Body	

GOVERNORS OVERVIEW - WHOLE SCHOOL PRIORITIES 2022/24

1. QUALITY OF EDUCATION

Evaluate and enrich the Whitchurch curriculum offer focusing on implementation and impact to ensure pupils are able to know more and remember more in all subject areas.

Synopsis of key activities;

- Medium Term Planning (MTP) in place for all subjects (Core and Foundation)
- Teacher Assessment Frameworks in place linked to MTP
- CPD for all teachers on the use of MTP and TAFs to improve outcomes for children
- Progress maps developed for all foundation subjects
- MTP and Progress Maps shared on the school website
- Parent workshops offered in all foundations subject areas
- Development of wider curriculum leadership role

2. QUALITY OF EDUCATION - INCLUSION

Evaluate and improve early intervention strategies within quality first teaching, supporting pupils and families with EAL and additional needs.

Synopsis of key activities;

- Quality first teaching focused on planning for SEND and EAL pupils
- Development of the intervention teacher role
- Benchmarking systems established for all interventions
- Performance management target for all teachers and LSAs on support EAL and SEND pupils
- Tracking of outcomes for SEND and EAL pupils

3. QUALITY OF EARLY YEARS EDUCATION & PRE-SCHOOL OFFER

Improve the quality and consistency of learning in all areas of EYFS by establishing an outcome driven partnership with families which includes a review of the pre-school extended offer.

Synopsis of key activities;

- Review of Early Years Curriculum
- Review of parental engagement in Early Years (Reception / Nursery)
- Review of pre-school offer
- Development of capital building project (Nursery extension)
- Feasibility study for ARMS provision in Early Years
- Implementation of Tapestry (online Learning Journal) – parental engagement
- Implementation of learning review schedule and focus child system
- Review of home learning in Early Years

4. LEADERSHIP STRUCTURES AND ACCOUNTABILITY

Research and review options for wider strategic leadership across Harrow, alongside the continued development of distributed leadership and accountability at all levels.

Synopsis of key activities;

- Set up working party for trust / academy agenda in line with White Paper
- Review current governance and leadership structure (Trust / federations / academy)
- Continued focus on devolved leadership structures and accountability
- Impact reporting for YTLs and Subject leaders
- Development of all subject leaders driven by outcomes

5. STAKEHOLDER WELLBEING

Mental health awareness embeds a culture of wellbeing, promoting positive relationships across the community.

Synopsis of key activities;

- Review of behaviour management and pastoral care policies
- Review of personnel policies (include of mental health awareness)
- Embedding of wellbeing committee (Staff)
- Embedding of school / class council and pupil leadership structures (pupil voice)
- Review of PSHE curriculum to include mental health awareness
- Review of pastoral care team and their links to class teachers and leaders (whole child approach)

6. ACADEMIC CORE OFFER & IMPACT

Expectations and outcomes in English and Maths are driven by high quality teaching which is focused on the continual extension of learning outcomes beyond 'expected'

Synopsis of key activities;

- Increased accountability of core subject leaders – reporting on outcomes termly
- Date on core subjects reported termly to GB
- Development of more able leadership role
- Review of more able policies and practices
- Review more able provision in quality first teaching
- Review of Home learning