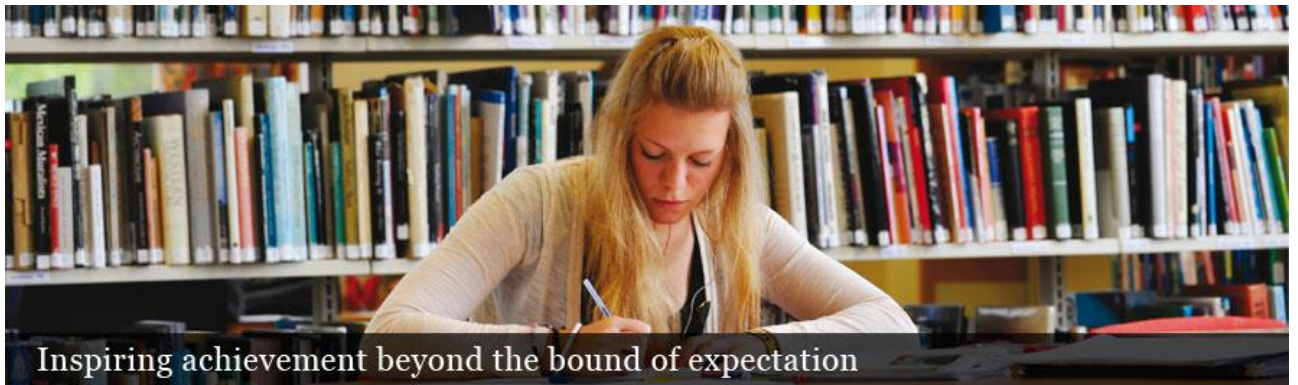




STREATHAM
& CLAPHAM
HIGH SCHOOL

Strategic Development Plan

2012 to 2015 version 2



Inspiring achievement beyond the bound of expectation



Empowering girls to pursue ideals and knowledge unafraid



Celebrating a caring culture of warm relationships and diversity

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Introduction

The concept of change lies at the heart of education. The quiddity of educational endeavour is, after all, to inculcate change in terms of pupils' outlook, interests, knowledge, aspiration and behaviour as human beings and to equip them to respond positively to the demands of a world in flux. But change is intrinsic to school life in other ways, too. The pupil roll, for instance, is dynamic in its nature. The natural turnover of staff, too, is a propeller of change. Equally, staff can deliver their best efforts only by constantly reviewing their practice, developing their expertise, nurturing new skills and augmenting their subject knowledge. Above all, no institution can flourish and achieve success if it does not respond positively, creatively and imaginatively to the tides of change in the world in which it operates: for example, the changing fortunes of the economic environment; changes in terms of social and demographic trends; the development of technology and its uses; the evolving values and attitudes of society at large; shifting governmental agendas, for instance in the field of higher education; changes in the regulatory and legal spheres; and (of course) change in terms of the specific marketplace in which the school operates.

The purpose of this strategic plan is to provide a framework for the development of Streatham & Clapham High School for the next three to four years in the context of a changing environment. In doing so, it sets out key planning assumptions, identifies the aims and objectives of the school, establishes the strategic priorities for the school's development, and plots an agenda for the attainment of these priorities, organised under various headings, the key strategic intents.

At the core of this strategic plan must lie the question: 'How best can the school develop, strengthen and amplify its distinctive ethos?' The school's ethos in the past has focussed on its nurturing approach to pupils' education. With my appointment in January 2012, a decision was made to redirect this focus onto pupil *achievement* across the width of activity, without jettisoning the school's attachment to expert pastoral care, which, after all, is intrinsic to pupils' attainment of success. This is reflected in the revised aims of the school, set out on page 7. A decision was also made to increase the *distinctiveness* of the school's mission. The school must not only constantly strive to perform at a higher level across the range of its operations; it must also set clear water between itself and its competitors. In so doing, the school must never lose sight of its core values and the need for this distinctiveness to be driven by a belief in the school's educational mission. The combination of pupil achievement in the context of expert pastoral care and a distinctive educational proposition will lend the school a position of strength in a highly competitive marketplace.

This strategic plan is the outcome of much exploratory work, including consultation with staff, reference to departmental development plans, discussions with heads of departments, and ongoing feedback from parents, pupils and governors. It should be noted that the plan incorporates only those aspects of individual departmental development plans that have whole-school implications.

This is a working document, subject to periodic review and scrutiny. For it to be anything else would surely render it valueless.

MILLAN SACHANIA

Head Master

May, 2012

Streatham & Clapham High School

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18. There are approximately 600 pupils on the roll. Girls aged 3-11 and boys aged 3-5 attend the Nursery and Junior School, located in spacious buildings with outstanding facilities in Streatham Hill. The Senior School inhabits a four-acre site focused on an imposing 1930s building in a delightfully tranquil and leafy oasis of south London, where the soundscape is dominated by birdsong.

The ability profile of the School is significantly above the national average, with a proportion of pupils being far above the national average. The 2010 Independent Schools Inspectorate report noted that ‘the outstanding personal development of pupils of all ages demonstrates that the School meets its aim of developing girls who are happy, confident and inspired to meet the challenges of life and work’. The School was placed in the top 6% of UK independent schools in terms of its 2011 GCSE results, and is in the top 25% of independent schools in terms of its A Level results.

Many girls live locally and an increasing number walk or cycle to school, encouraged by the School’s commitment to sustainable travel. The Senior School is 10 minutes’ walk from Streatham Hill National Rail station and twenty minutes from Balham National Rail and Underground. Other pupils come from further afield, including Battersea, Clapham, Wandsworth, Dulwich, Tooting and Brixton. The School is also within easy reach of the theatres, museums and galleries of central London.

Streatham & Clapham High School is a distinguished historical foundation. It was founded, as Brixton High School, in 1887 by the Girls’ Public Day School Trust as one of its earliest member schools. Between 1895 and 1993 the whole school was located at Wavertree Road, SW2, the current site of the Junior School. In 1994 the Senior School moved to the Abbotswood Road site into the buildings of the former Battersea Grammar School, and since then there has been a major capital investment programme by the Girls’ Day School Trust to extend and improve the School’s facilities.

As such, the School has first-class facilities for learning, providing an environment that enables girls to develop their interests and strengths both inside and outside the classroom. The School keeps up-to-date with new teaching methods and innovative techniques, such as interactive on-line learning, and use them to engage and extend its pupils. The facilities include two ICT suites, a Music suite including a dedicated music technology suite, a Recital Hall, two Design & Technology workshops, a full-size indoor Sports Hall, Dance and Art studios, and Sports pitches and tennis courts.

The School offers a wide range of subjects. Pupils in the Upper Third, Lower Fourth and Upper Fourth (Years 7 to 9) study the core disciplines of English, Mathematics, and Science. Other subjects offered include Art, Classics, Design & Technology, Drama, French, Geography, History, Information and Communications Technology, Italian, Latin, Music, Physical Education, Religious Education, and Spanish. All of these subjects (except Classics) are available at GCSE in the Fifth Form (Years 10 and 11).

The Sixth Form (‘Streatham Sixth’) is housed in the Millennium Building, which comprises several study areas, a common room, a kitchen area and café. The school offers a range of subjects for study at AS and A Level, including Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Latin, Critical Thinking, Design and Technology, Drama and Theatre Studies, English Literature, Geography, History, French, Italian, Spanish, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology and Religious Studies. Sixth-form students also have the opportunity of taking Open University undergraduate modules to broaden their interests and knowledge.

The School's Aims

The School offers an inspiring, enlightened and intellectually challenging education for its pupils in a lively, vibrant and warmly supportive environment. The family ethos of Streatham & Clapham High School enables us to know, value and nurture each pupil as an individual. We celebrate diversity and draw strength from the school's rich social and cultural mix.

This reflects the School's belief that all members of the school community should be inspired to outperform expectations on a daily basis. The pursuit of excellence is thus the School's defining feature. It nurtures pupils to attain success across the widest spectrum of activity, extending far beyond the conventional 'academic' horizon. In so doing, they learn the beauty of reason, the allure of the aesthetic, and the vitality of the physical. The School's pupils, whether they are very able or late developers, learn to navigate the landscape of the human spirit and achieve beyond the realms of expectation.

Intrinsic to our pupils' success are our expert and alert pastoral systems. The care we extend to all pupils enables them to make outstanding progress, both academically and in their personal development. They mature into confident, accomplished and well-adjusted young women, prepared for the challenges of university education and their future careers. Equally, they are attached to ideals which will colour their actions and decisions throughout their adult lives.

Specifically, Streatham & Clapham High School has a vision of excellence which:

- Empowers pupils to pursue ideals and knowledge unafraid;
- Inspires achievement beyond the bound of expectation;
- Celebrates a caring culture of warm relationships and diversity.

In line with this vision, the School has four specific aims:

1. To provide a liberal and challenging academic education that stimulates pupils' intellectual curiosity;
2. To promote high standards of achievement across a wide spectrum of activity, extending beyond the conventional 'academic' horizon, enabling each pupil to discover and develop individual talents and interests;
3. To nurture the personal development of the individual, within a caring, diverse and warmly supportive 'family' environment, developing pupils' confidence, self-esteem and leadership skills;
4. To enable pupils to develop the civilised values, attitudes and standards — a philosophy of living — that will guide them in their present and future lives as global citizens in a rapidly changing world.

Strategic Priorities

1. To formulate strategies to improve the quality of teaching and learning in order to raise achievement across the spectrum of activity. This requires a focus on:
 - a. Promoting *independent learning*
 - b. Developing departmental and school-wide strategies for nurturing and stretching the *highest achievers*
 - c. Improving the rigour, consistency and utility of *assessment, monitoring and tracking* procedures to support learning, and the understanding of these procedures on the part of parents and pupils
 - d. Reviewing the use of effective *target-setting*
 - e. Ensuring that *CPD* supports the fulfilment of the school priorities as far as possible
 - f. Sharing *best practice* within and between departments, for instance through peer observation and liaison with other GDST schools
 - g. Improving departmental knowledge of the minutiae of examination syllabi, marking and assessment schemes
 - h. Implementing strategies to ensure that pupils fulfil and go beyond their potential, for instance in terms of their examination performance.
2. To develop departmental practice to ensure that all academic departments and subject groups maximise their aspirations by formulating a clear strategic direction for departmental improvement and development, consistent with whole-school priorities.
3. To establish a vibrant culture of departmental self-promotion, to develop existing frameworks for celebrating pupil success both in school and within the wider community, and to promote staff well-being.
4. To strengthen the school's pastoral systems, ensuring that the Heads of Year and the academic departments work in ever greater consort in order to raise pupils' aspirations and achievement, in partnership with parents.
5. To review the school's curricular and extra-curricular provision, with reference to the subjects and courses taught, the time allocation for subjects, the structure of the school day, and the extent and breadth of enrichment opportunities (including societies and clubs), with a view to making the school as *distinctive* as possible in its educational proposition.
6. To support all members of the school community in becoming confident users of ICT so that they can develop the skills, knowledge and understanding which can enable them to use appropriate ICT resources effectively as powerful tools for teaching and learning.
7. To strengthen the proposition that the Sixth Form makes to students and parents, with a view to developing the sixth-form curriculum (including the introduction of OU modules and possibly a 'Streatham Sixth' Diploma), instigating a Head Master's lecture series, and reviewing the attractiveness of the sixth-form experience in general.
8. To formulate a coherent, cogent marketing strategy for the school, optimising and developing recruitment and retention strategies, and to devise strategies for raising the pupil roll of the current

Year 7 (LIII) by the end of Year 9 (UIV), and of Year 1 during Key Stages 1 and 2. Clearly, success in this endeavour is also an outcome of the successful implementation of the other priorities.

9. To develop and nurture the school's links with its alumnae, with a view to harnessing their expertise, skills and resources for the benefit of the school community.

SENIOR SCHOOL

AREA OF STRATEGIC INTENT: ACADEMIC AND CURRICULAR

Context and rationale: The school's aim is to promote an ethos of achievement and excellence through a liberal, challenging and rigorous education that stimulates pupils' intellectual curiosity by virtue of a curriculum that is inclusive, integrated, comprehensive and holistic. The school's culture of high expectations across the breadth of activity should ensure that *all* pupils are nurtured and stretched, whether they are high achievers (gifted or talented) or late developers, so that they consistently outperform expectations. Pupils should develop the values and skills that stimulate their personal growth, enhance their critical and exploratory thinking, nurture independence and flexibility of thought, and promote creativity, innovation and resilience in their approach to learning.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Develop and implement a policy to identify, nurture and stretch potential high achievers (able pupils).	High	1b, 1h, 2, 3, 8	Such a policy will raise achievement across <i>all</i> levels of ability; consider appointing a specialist to the role.	AH HoDs	2012-13	Time to create tasks, training on using data, access to external activities; responsibility allowance	AH
2	Develop the range of tasks and learning activities in lessons in order to provide the appropriate level of challenge for the academic profile of the school	High	1a, 1b, 1c, 1h, 2, 3	Review of schemes of work; lesson observations; development of HoDs; appropriate staff inset on learning and teaching.	HoDs All staff	2012-13	Departmental time	RH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
3	Increase the consistency and rigour of assessment and tracking systems	High	1a, 1b, 1c, 1d, 1e, 1h, 2, 4	<p>Areas to be included:</p> <ol style="list-style-type: none"> 1. Pupil voice and how this feedback is used 2. Using data to inform teaching and raise attainment 3. Use of success criteria 4. Intervention strategies 5. Embedding targets and expectation grades 6. Embedding appropriate assessments 7. Referring to timescales and systems established within school systems; evidence of targets being set by girls and staff; correlation between value added and examination grades 	RH HoDs HoYs Teaching & Learning group Use of data group	<p>Tracking: 09/12</p> <p>Assessments: 07/13</p> <p>Use of Data: On-going, data role established for 09/12</p>	SIMS training Data Manager role Tracking system integrate in to current systems	RH
4	Improve GCSE and A Level performance: aim to achieve 85% A*/A GCSE and 90% A*/B at A Level	High	1a-h, 2, 3, 4, 5	Departments to be set challenging A*/A targets with appropriate reference to predictor data, such as MidYIS and ALIS	RH HoDs	From 09/12 to 2013	Nil	RH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
5	Increase the focus on achieving A* grades in public examinations	High	1b-h, 2, 3, 4, 8	Awareness of examination requirements; linking GCSE SoW with A level; promoting independent thought and risk-taking	HoDs	2012-15	INSET	RH
6	Develop pupils' capacity for independent learning and willingness to take intellectual risk	High	1a, 1f, 1h, 2, 5, 7, 8	Strategies should develop or include: 1. Problem solving 2. Cross-curricular links 3. Creative learning 4. Departmental collaboration 5. Self assessment 6. OU course modules 7. EPQ	All staff; HoDs; Assistant Head; Teaching & Learning group; Academic Committee	1-4: On-going 5-6: 09/13	Time for collaboration; training with examination boards; time to visit and consult other schools	RH OH
7	Raising pupils' ambitions and aspirations in Mathematics and the Sciences	High	1a-h, 2, 3, 6, 8, 9	Increased uptake at A level, STEM subjects at university	Maths/Science departments	2012-14	INSET; use of alumnae and links with universities	RH
8	Align the work of the Learning Support Department more closely to that of academic departments, so that they develop effective partnerships that support pupils in their learning	High	1	CB to attend HoDs' meetings and to deliver INSET to staff on one or more Study Days	All HoDs CB	2012-13	Nil	RH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
9	Establish and embed an enrichment programme as part of the curriculum within the new structure of the day	High	1a, b, h, 3, 5, 8, 9	Will develop pupils' skills, their engagement with a broad range of activities, and awareness of the global community	CG and Academic Committee	09/12	External providers; budget for resources; staff time	MS RH
10	Review subjects offered and introduce more rigorous, challenging courses.	High	1b, 1h, 4, 5, 7, 8	Areas to consider: 1. IGCSE 2. Courses and SoW to develop independent thinking 3. Critical thinking at A Level 4. EPQ and OU courses 5. Mandarin	RH HoDs	Review process begin 09/12 CT: 09/12 New courses: 09/12 onwards	Resources for course setup INSET Staff time for small projects and collaboration	MS RH
11	Strengthen links between Junior and Senior Schools (see also the transition intent in this strategic plan)	High	1b, 1e, 1f 3, 4, 8	1. Use of facilities 2. Continuity of SoW 3. Sharing staff expertise and teaching on both sites 4. Nurturing links between year groups 5. Link to transition strategy 6. Staff development	HoDs KS Leaders JM	Facilities: on-going Expertise: on-going Links: 2012-13	Time for staff consultation and to review	EA RH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
12	Establish links with professional bodies, universities and the community to enrich the academic experience of pupils	Medium-High	1a, 1b, 1c, 1f, 1g, 1h, 2, 7, 8, 9	<ol style="list-style-type: none"> 1. Links with universities and professional organisations 2. Head Master's Lecture Series 3. Staff training as moderators and examiners 4. Careers and work experience 	HoDs	2012-14	Budget for lecture series; INSET/time; departmental budget requests with regard to links with universities	RH
13	Develop a culture of departmental promotion and inter-disciplinary collaboration	Medium	1f, 1h, 2, 3, 5, 8, 9	<p>Increased number of academic societies. Classroom environment 'spilling-out' into corridors Cross-curricular projects Strengthening the house system (see pastoral intents)</p>	HoDs All staff AJ	2012-14	Nil	RH MS
14	Develop the use of ICT as a more effective learning and teaching resource and a means of demonstrating achievement by pupils	Medium	1a, 1b, 1e, 1h, 6	<ol style="list-style-type: none"> 1. Use of VLE 2. Review ICT curriculum 3. Staff training needs 4. Embed appropriate resources for use by pupils 	RH PF HoDs	ICT Review by: 2012/13. Training: during 2012/13 Embedding: 2012-14	INSET	RH
15	Develop Learning Resource Centre from the existing Library facility	Medium	1a, 1b, 6	Establish further locations in the school for access to resources and for research	SN JG for budgeting	Planning 2012/13, for roll out in 2013/14	Staffing ICT resources Location and refurbishment	JG RH MS

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
16	Optimise the work of the Learning Support department with that of subject teachers	Medium	1a, 1b, 1h, 4	CB to begin attending HoDs' meetings and to deliver INSET to all staff regularly	CB HoDs	2012-13	Nil	RH AH
17	Develop a unified programme for Drama, Music and PE across both Junior and Senior Schools	Medium	3, 5, 8	Clarify roles and responsibilities of staff and programmes to be provided across both schools	EA LB CG PB	2012-14	Time to be provided for cross-school liaison	EA RH
18	Attain Arts Mark Status	Medium	3, 5, 8		AS CG PB AJ EA/Junior staff	Preparation: 09/12 onwards	Time for HoDs	MS RH

Senior School

AREA OF STRATEGIC INTENT: STAFF DEVELOPMENT

Context and rationale: The skills, professionalism, expertise and experience of staff constitute the most valuable resource the school possesses. The achievement of the school's strategic aims is contingent on the successful deployment and development of this resource. This is why the school sets great store on the professional development of staff, within a culture of high expectations and challenging but appropriate targets, in order to empower staff to develop effectively in their current roles, build confidence to assume new roles and challenges, and become the proponents of change within the institution.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Develop a culture of innovation and creativity within teaching and learning	High	1a, 1b, 1d 1f, 1h, 2, 6, 8	Create Head of Teaching and Learning post, as a preparation for the post of Director of Studies.	HoDs; Learning & Innovation group; RH; MS	Aim for appointment of Head of Teaching and Learning in 09/2013.	Involves creating an additional post	MS RH
2	Develop the PDP process as a driver of change and as a means of nurturing future leaders	High	1e, 2, 5	Extended induction programme; target setting; mentoring and shadowing	HoDs RH	2012-14	Nil	AH RH
3	Develop and nurture middle leaders	High	2, 3, 4, 5, 7, 8	Coaching and mentoring; develop middle leadership programme (in conjunction with Trust Office); instigate short-term SLT position for middle leaders	RH MS	2012-13	GDST Budget for cover and INSET.	MS
5	Embed a culture of sharing best practice	High	1, 2, 3, 4, 6	Establish peer observations across departments and links with best practice in Junior School	All staff	2012-14	Cover INSET	RH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
6	Increase confidence in the use of ICT and SIMS	High	1e, 1c, 1h 4	Impact on teaching and learning, communication; access to data	PF/RH/JG	2012-14	INSET	RH
7	Ensure that INSET opportunities undertaken by staff support their professional growth and support the strategic aims of the school	High	1e	PDP, departmental plans linked to INSET requests	Line managers	2012-14	INSET budget framework to monitor requests and links to PDP	AH
8	Re-structure science department	High	1, 2, 3, 5, 7		RH/GW GDST	By 09/13	Staffing and restructuring costs	MS
9	Establish residency positions in creative subjects	Med	3, 5, 8, 9	Artist/Musician/Dramatist/ Writer in residence	AS/PB/CG/EF	2012-15	Staffing	MS
10	Provide appropriate staffing to rationalise counselling systems provided to pupils	Med	4		AH/JG	2013-15	Staffing	AH

Senior School

AREA OF STRATEGIC INTENT: PASTORAL CARE AND PERSONAL DEVELOPMENT

Context and rationale: The school seeks to support pupils as effectively as possible in the pursuit of their academic and personal development. Girls should feel content and confident, free from bullying and other unwanted pressures, valued as individuals and equipped to realise their full potential. The whole school community—staff and pupils—should feel positive about themselves and others in the school and value one another’s achievements. The wealth and breadth of opportunity in the school’s curricular and extra-curricular provision should support pupils’ personal development as individuals and their cultivation of civilised values, attitudes and standards.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Early identification and definition of high achievers, underachievement or disaffection through the development of a menu of key indicators	High	1a,1b,1c,1d, 1h,4	Liaison between HODs and HOYs to develop strategy and procedures	AH and HOYs	2012-13	Time	AH
2	Communication of key strategies to address the needs of the most able, disaffection and underachievement	High	1a,1b,1c,1d, 1h,4	HOYs and HODs to work together to strengthen pastoral and academic links to optimise performance	AH and SLT and HOYs	2012-14	Time; delivery at INSET/staff meetings	SLT
3	Develop and build on existing House system, possibly renaming houses to provide continuity between Junior and Senior schools	High	4, 5, 7	Benefits of vertical collaboration between pupils; raising aspirations of younger pupils and developing leadership skills in the older pupils	AH and AD And JM	2012-14	Nil	AH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
4	To continue to develop high standards of behaviour and appearance	High	4, 8	Capitalise on changes to the structure of the school day and registration times. Introduction of blazers to encourage sense of pride in achievements and appearance	AH and HOYs	2012-15	Cost of blazers to parents	SLT
5	To review the delivery and effectiveness of the PHSCE programme, with input from HOYs to create new initiatives, to monitor the assessment of work completed and to ensure the relevance of the topics delivered.	High	1a, 1b, 1c, 1h, 4, 5	An audit of the topics covered in the current year to be carried out to inform future planning and to ensure continuity from one year to the next	AH and HOYs	2012-13	PHSCE budget	AH
6	To value staff well being	High	3	Assess and build on measures already in place (meditation, massage, exercise) to improve work-life balance for all. Conduct well-being survey	AH	2012-15	No new expenditure required	AH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
7	To maintain an effective programme of Careers Education and guidance to support effective transition to higher education and the world of work (and retaining the Investor in Careers status which will be reassessed in 2013)	High	1b, 1f, 1h, 3, 4, 5, 7	Ensure that the delivery of life and key skills are valued as part of the taught curriculum to prepare students as effectively as possible for their future life. Review the delivery of the CEG programme for U4 and the work experience programme for L5 in the light of new directives.	AH, SS	2012-13	Nil	AH
8	To provide more structured guidelines on the role of the form tutor and personal tutor (U5) and whole-school training as appropriate	High	1a, 1b, 1c, 1d, 1e, 1h, 4	HOYs to engage with tutors and perhaps sixth form to develop strategies to deal with underachievement, to encourage study and revision skills and to provide coaching and mentoring where appropriate.	AH, HOYs, OH, and form tutors	2012-14	Nil	AH
9	To engage Heads of Year in the development of age-appropriate disciplinary measures and to implement these to provide an effective working practice	High	2, 4	The development of strategies beyond the detention system that allows pupils and staff to negotiate whilst maintaining a purposeful approach to school life and respect for all	AH, HOYs and form tutors	2012-13	Nil	AH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
10	Develop the role of the school council and focus groups	Medium	4, 5, 7	More properly documented meetings with finite and measurable outcomes to ensure that these are worthwhile and productive initiatives	SLT, Focus group leaders, sixth form leaders, OH	2012-15	Nil	SLT
11	To build on the culture where success is celebrated to raise self-esteem and overall achievement through recognition at year assemblies, via the website, the weekly bulletin and other appropriate means	Medium	1c, 1f, 1h, 3, 4	Some measures already in place but practice needs to be developed and embraced by all departments and new ways of recognising achievement should be sought, without devaluing any award or recognition.	HOYs and HODs	2012-15	Nil	AH
12	Review structure of year groups to strengthen pastoral provision	Medium	1b, 1f, 4	To provide new opportunities for pupils to influence peers in a positive, structured format	HOYs, AH	2012-14	Nil	AH
13	To continue to provide opportunities to experience other cultures and to meet students from other walks of life	Medium	3, 5, 7	Formalise and build on existing links with schools in Europe (the Netherlands and Belgium) and internationally (Indonesia) for cultural and sporting exchanges	AH and PE dept	2012-15	Subsidy for LVI trip to Indonesia	AH

Senior School

AREA OF STRATEGIC INTENT: THE SIXTH FORM

Context and rationale: A thriving and successful Sixth Form is essential to the long-term prosperity of the educational community and should constitute the pinnacle of pupils' aspirations for their educational career at Streatham & Clapham High School. A vigorous Sixth Form promotes high standards of achievement throughout the school. By delivering sixth-form courses, teachers engage with more complex areas of their disciplines, stimulating their interest, developing their subject knowledge, and providing a greater depth and sense of perspective to the teaching they undertake in the lower school. Equally, the leadership provided by sixth-form students to the school community has a profound impact on the personal development and aspirations of younger pupils.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Increase retention of U5 pupils into the Sixth Form to at least 70%	High	7	Depends on the successful delivery of other entries in this section and may take longer than the life of this strategic plan	OH, MS	2012-15	Nil	MS
2	Increase numbers of external students joining the Sixth Form	High	7	As part of this aim, we should examine the Chinese guardianship agency proposal (in conjunction with Bromley, Blackheath and Sydenham GDST)	AJ, OH, JG, MS	2012-15	Nil	MS
3	Appoint Assistant Head to lead the Sixth Form	High	7	Oliver Hogben takes up his post in September 2012	MS	2012	Staffing cost	MS
4	Raise profile of the Sixth Form in the lower years (U3 to U4)	High	7	Higher Education evening for lower year groups could be part of this action plan	OH	2012-14	Nil	OH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
5	Review the courses offered at Sixth Form to provide a greater range and more stimulation	High	7	Politics and Critical Thinking being introduced from September 2012; focus on Economics and possibly History of Art; introduce EPQ	OH, RH, MS	2012-15	Cost of teaching new subjects	MS
6	Provide more opportunities for developing independent-learning skills	High	7	Introduce OU YASS courses from September 2012. Introduce EPQ as soon as possible thereafter	OH	2012-13	Cost of OU courses: borne by students?	OH RH
7	Review examination courses offered	Medium	7	Consider the merits of Pre-U and IB	RH, OH	2012-15	Nil cost of review	MS
8	Improve facilities for sixth-form students	High	7	Development of café in September 2012. In the longer term, development of a new sixth-form suite, possibly on a new floor on the BGS building	JG, GDST	2012-15	Capital expenditure	JG
9	Improve advice given on university admissions	High	7	The school should become known for its expertise and scrupulosity in this area.	OH, MS	2012-13	Nil	OH
10	Encourage more application to leading universities, particularly the Russell Group and Oxbridge	High	7	Instigate Oxbridge Preparation Group.	OH	2012-13	Nil	OH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
11	Create links with high-profile academics to provide bespoke preparation programmes for application to Medicine and Law courses	High	7	Use GDST network and alumnae as the first port of call	OH, HoDs	2012-13	Nil	MS
12	Strengthen leadership opportunities for sixth-form students	High	7	Review roles of House Captains, academic and peer mentors in order to raise their profile	AH, OH	2012-14	Nil	OH
13	Assess whether some A Level courses can begin in U5	Medium	7	Some pupils will begin AS Art in U5 in 2012 and will need to stay into the Sixth Form to complete the course	OH, HoDs	2012-15	Nil	OH
14	Find opportunities for linking with boys' or co-educational schools	Medium	7	Will encourage retention of pupils and stimulate new opportunities for personal development	OH, AH	2012-15	Nil	OH
15	Enhance the opportunities for lower school pupils to 'taste' sixth-form life	High	7	Will raise aspirations of lower-school pupils to progress into the Sixth Form and help with their decision-making with regard to courses	OH	2012-13	Nil	OH
16	Develop a Sixth-Form Travel Programme	Medium	7	A flagship trip involving all LVI pupils, e.g. to link school in Indonesia, would lend focus to the sixth-form experience at SCHS	AH, OH	2012-14	Cost of subsidising trip, if appropriate	AH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
17	Develop team sport to promote loyalty to the school, which would lead to greater retention into the Sixth Form and stronger leadership opportunities	Medium	7		OH, LB	2012-15	Costs associated with promoting team sport	MS

Junior School

AREA OF STRATEGIC INTENT: ACADEMIC: QUALITY OF TEACHING AND LEARNING

Context and rationale: Members of teaching staff are accountable for achieving the highest possible standards in work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; they must forge positive professional relationships and work with parents in the best interests of their pupils. The Junior School has set itself high aspirational targets in both literacy and numeracy (end of KS 2: 20% Level 5A/B in literacy and 80% Level 5 in numeracy; end of KS1: 65% Level 3 in literacy and numeracy).

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Ensure through effective monitoring that all teachers in school demonstrate high expectations, enthuse, engage and motivate pupils so that all children make excellent progress above national average.	High	1, 2, 5	Aspirational targets have been set at the end of each key stage. Standard focus meetings and efficient target setting and monitoring holds teachers accountable for achieving a minimum of 2 sub levels for all pupils.	EA JM Junior SLT KS Leaders	Monitoring programme – on-going accountability through year.	INSET Supply costs as appropriate for staff training outside school	EA SLT

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
2	Ensure that staff set challenging tasks for all pupils and use their expertise to deepen pupils' knowledge and understanding across a range of subjects and teach them the skills necessary to learn for themselves.	High	1, 2, 6	Our self-evaluation strategy, including learning walks, observation of lessons, and analysis of books and planning is used to ensure that pupils are making excellent progress. INSET required on 'Learning to Learn' 2012-13. INSET previously provided on AfL strategies and use of success criteria – these need to be further embedded.	EA JM Junior SLT KS Leaders	Monitoring programme – on-going accountability through year.	INSET Supply costs as appropriate for staff training outside school	EA SLT
3	Ensure teachers enable pupils to identify and understand how they can improve their learning by: Reviewing marking policy Regular meetings between staff and pupils to talk about achievement and next steps of learning Pupils given strategies to improve	High	1, 2	INSET is required to ensure teachers are using questioning and feedback from pupils during lessons to check how well they achieve against learning intentions and adjust their teaching accordingly.	EA JM Junior SLT KS Leaders	Monitoring programme – on-going accountability through year.	INSET Supply costs as appropriate for staff training outside school	EA SLT

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
4	Ensure teachers are planning activities that match pupils' needs and are differentiated to challenge all children	High	1b, 1c	INSET is required on the use of MTL and STP to ensure differentiation, progression and continuity.	EA JM Junior SLT KS Leaders	Monitoring programme – on-going accountability through year.	INSET Supply costs as appropriate for staff training outside school	EA SLT
6	Ensure through effective targeting and monitoring that pupils make excellent progress in KS1.	High	1b, 1c, 1d, 1f, 1h	Pupils make excellent progress in FS and the vast majority leave with skills above the national expectations. An analysis of data has shown that there is a dip in KS1.	EA KS 1 leader	Analysis of Y1 pupils in June. Strategies put in place 2012-13		EA

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
7	<p>Tracking and assessment:</p> <p>Ensure that target setting is based on prior attainment</p> <p>Ensure that children's progress is monitored and recorded regularly through in-class assessment</p> <p>Tracking of progress monitored on twice-yearly basis to ensure appropriate rate of progress</p> <p>Use analysis of results of PiPs, end of KS SATs and non-stat tests to identify needs to be passed on. Also, use to identify whole-school / KS traits to identify underachievement in key areas early on</p> <p>Embed and review summative assessment methods for core and foundation subjects</p> <p>Tracking and recording attainment in core subjects, integrating regular assessment and moderation</p> <p>Marking and assessment policy reviewed and in place</p>	High	1c, 1d	<p>A Monitoring and Evaluation Policy has been introduced effectively and will be embedded 2012-13</p> <p>Teachers need to be clear of school expectations and their accountability in challenging and raising standards.</p>	EA	2012-15	Nil	EA
5	Provide INSET on making effective use of LSAs and other subject to help all pupils.	Medium	1e	SLT must set out very clearly how to use LSAs effectively in classroom and provide training for all staff.	EA Junior SLT	Provide INSET Autumn 2012. Embed throughout the year		EA
8	Introduction of APP throughout KS1 and 2	Medium	1, 2	Begin with writing 2012-13 and reading 2013-14	EA	2012-14	INSET	EA

Junior School

AREA OF STRATEGIC INTENT: CURRICULAR AND EXTRA-CURRICULAR DEVELOPMENT

Context and rationale: The school must design and deliver a curriculum that provides positive, memorable experiences and rich opportunities for high-quality learning. The curriculum will have a positive impact on all pupils' behaviour and safety and contribute successfully to pupils' achievement and to their spiritual, moral, social and cultural development. In addition, the school should review the new Primary National Curriculum, adapting and refining the content as appropriate to ensure that it meets the needs of our pupils.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Continue to review the curriculum provision to ensure: <ul style="list-style-type: none"> a) That its design is relevant and purposeful to meet the needs of all pupils. b) The children are engaged in their learning through purposeful and fun opportunities c) The curriculum ensures that staff are planning for and measuring pupils' accomplishments 	High	1, 2, 5	Curriculum review began in spring 2012 using the curriculum design provided by Chris Quiqley. Staff discussed progression, continuity and content during INSET. This must now be embedded in summer 2012 and the academic year 2012-13. Summer 2012 will see a review of LTP and MTP.	EA Junior SLT Subject leaders KS Leaders All staff	Began Spring 2012. On-going throughout 2012-13.	Training and supply costs as appropriate. Cost of resourcing changes to the curriculum e.g. topic resources.	EA Junior SLT

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
2	Continue to raise standards in writing by embedding the Big Write and introducing APP. Monitor impact of strategies on a regular basis and ensure the use of ICT for visual stimulus and modelling of good practice.	High	1, 2	Through the monitoring structure we will continue to ensure that work is well matched to needs of children. We will continue to ensure that targets move pupils on as well-informed learners. Training has been provided to all staff on the use of success criteria, target setting and AfL strategies.	EA JM All staff	2012-15 Full evaluation and analysis at the end of the academic year 2011-12 will provide the next stages forward.	INSET Use of Ros Wilson criteria and resources.	EA JM
3	Continue to develop a systematic approach to the teaching of phonics throughout FS, KS1 and KS2 (if appropriate) and further embed the KS2 Spelling Bank in Y3-Y6. Look at the new Government proposals for assessing phonics and reading in Y1.	High	1, 2	Training has been provided by KS1 Leader on Letters and Sounds. This still needs to be further embedded, particularly in Y1 to ensure progression and continuity. Literacy Leader has ensured that there is a baseline assessment in Sept and that all KS2 are beginning to follow and embed Word activities in planning.	EA JM KS Leaders	Full evaluation will take place in June 2012 to show impact of training. This will provide the next stages required to raise standards in spelling and phonics	INSET Training and supply costs as appropriate	EA JM

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
4	Continue to embed guided reading throughout KS1 and KS2 to raise standards in reading. Provide further training to staff who are not delivering high-quality sessions. Aspirational targets in reading will be set throughout the primary phase.	High	1, 2	Subject leader has audited current practice and provided training to staff. Parent workshops have been held on guided reading, Spring 2012. Appropriate and challenging texts are being brought in each year group to raise interest and reading skills and this will continue 2012-13.	EA JM KS Leaders All staff	Training has been provided and on-going monitoring will continue 2012-13	Training and supply costs as appropriate. Group texts need to be purchased 2012-13.	EA JM
5	Continue to address areas of underachievement in numeracy to raise standards and expectations throughout the school, ensuring that all pupils make excellent progress.	High	1, 2	A maths audit has been carried out and a maths scheme bought for KS2; Mathletics has been introduced; ensure staff set aspirational targets for all pupils and provide suitable challenge, particularly for the able child; the Junior School is involved in the Trust numeracy initiative.	EA JM KS Leaders All staff	2012-15	Training and supply costs as appropriate. Mathletic costs yearly.	EA JM Maths Leader
6	Audit current extra-curricular provision. Rationalise the delivery of the programme with respect to the planning and timing of performance.	High	1, 5	All staff offer an activity. Ensure that all age ranges have opportunities to participate in stimulating activities. Look for ways to deliver community links through activities e.g. choir.	EA PE staff	Review of programme Autumn 2012	Supply costs	EA

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
8	Audit music provision to ensure that it is providing high-quality experiences for pupils.	High	1, 5	Provide opportunities for Jon Bird to shadow colleagues in other GDST schools and take part in relevant INSET.	JB EA	2012-15	Supply costs as appropriate.	EA

Junior School

AREA OF STRATEGIC INTENT: STAFF DEVELOPMENT

Context and rationale: The skills, professionalism, expertise and experience of staff constitute the most valuable resource the school possesses. The achievement of the school's strategic aims is contingent on the successful deployment and development of this resource. This is why the school sets great store on the professional development of staff, within a culture of high expectations and challenging but appropriate targets, in order to empower staff to develop effectively in their current roles, build confidence to assume new roles and challenges, and become the proponents of change within the institution.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Recruit high-quality and experienced replacements in KS1 and 2 for Sept 2012 to ensure that teaching throughout the primary phase is consistently outstanding; thus enabling all children to make rapid and sustained progress.	High	1, 2	The school is losing two outstanding teachers and leaders. It is extremely important that the positions are filled by staff who are up-to-date with reforms and have a relentless focus on improving teaching and learning and have the skills to raise achievement.	EA MS Junior SLT	Summer 2012	Budgetary implications Staffing	EA MS
2	Continue to embed the role of KS Leaders to raise achievement.	High	1	Ensure KS Leaders focus relentlessly on improving teaching and learning, resulting in teaching that is outstanding throughout their phase. Provide time and training to ensure that they are up-to-date in current reforms and changes.	EA JM KS Leaders	2012-14	Training and supply costs as appropriate	EA MS

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
3	Raise the profile and accountability of subject leaders to ensure high attainment throughout the primary phase.	High	1, 2	There is a need to review the staffing structure in line with needs and priorities. Ensure regular release time is provided for key personnel to review planning, monitor work and complete appropriate observations and learning walks. Provide opportunities for subject leaders to lead staff INSET, particularly for priorities identified in SDP.	EA Junior SLT Subject leaders	See monitoring cycle and Monitoring and Evaluating Policy	Supply cover costs as appropriate	EA Junior SLT
4	Continue to establish link between PDP and improvement priorities.	High	1e	The PDP cycle has been established. We must now review this to ensure that individual and school improvement needs have been matched effectively. Continue to embed the LSA PDP cycle.	EA Junior SLT	Whole cycle review to take place in October 2012.	Supply costs as appropriate	EA MS
5	Review the role of LSAs. Ensure that they are effectively deployed for identified support strategies and to accommodate adult/pupil ratio.	High	1, 2	Ensure that LSAs have access to a range of training opportunities to ensure good quality support for pupils. Ensure staff are deploying LSAs effectively.	EA Junior SLT KS Leaders	Review of deployment summer term 2012. Staff training as appropriate	To be determined	EA

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
6	Develop a culture of sharing of good practice between the Junior School and Senior School and between teachers in the EYFS and KS2.	High	1f	Develop professional links between staff from both sites to ensure the best practice throughout. Use the skills of senior staff at the Juniors 2012-13	All staff	2012-15	Time	EA MS RH
7	Provide training and support for staff identified through the monitoring process as satisfactory. Embed mentoring and shadowing as appropriate.	High	1e	Provide mentors to those staff who are not consistently performing at a high standard. Provide targets for improvement.	EA	2012-14	HR support may be required.	EA MS
8	Provide INSET opportunities to support personal growth and development of school. Support and nurture middle leaders.	High	1e	Align to SDP.	All staff as appropriate	2012-14	Supply costs as appropriate	EA

Junior School

AREA OF STRATEGIC INTENT: PASTORAL CARE AND PERSONAL DEVELOPMENT

Context and rationale: The objectives listed below aim to consolidate, enhance and extend current practice and provision for the next two years.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Review Whole School/Junior School's Behaviour and Anti-Bullying Policies to focus on identification and support of victims and bullies appropriate to <i>Junior School children</i>	High	1h, 4	Policies and sanctions need to reflect pupils' age and understanding of moral implications of actions.	SLT and Pastoral Liaison coordinator	2012-13	Nil	SLT and Pastoral Liaison coordinator
2	Develop a culture to raise self-esteem through celebrating success and achievement of girls.	High	4		All staff	2012-15	Nil	EA
3	Evaluate staff well-being	High	3	Through existing opportunities. Administer a well-being questionnaire.	Pastoral Liaison coordinator	2012-15; questionnaire during 2012-13	INSET implications	SLT
4	Raise pupil awareness of existence of PSHE box in the school library where they can make suggestions and share worries. Provide effective opportunities in individual classrooms for girls to discuss concerns e.g. through circle time.	Medium	4	Enhance and extend existing practice.	Pastoral Liaison coordinator	2012	Nil	SLT and Pastoral Liaison coordinator

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
5	Extend use of Pastoral Support Plans to support and set targets for Junior pupils who may be struggling with behavioural and emotional problems.	Medium	Consolidate and extend PSHE programme	Focus on Junior pupils whose behaviour is impacting upon welfare of others pupils and their own academic progress	SLT and Pastoral Liaison coordinator	2012-13	Nil	SLT and Pastoral Liaison coordinator
6	Extend range of visitors with PSHE remit to support and advise parents and pupils.	Medium	Consolidate and extend PSHE programme	Parental and pupil knowledge about social networking issues, independence and safety in the wider community.	SLT and Pastoral Liaison coordinator	2012-14	To be determined	SLT and Pastoral Liaison coordinator
7	Review <i>Zippy's Friends</i> - A Trust-wide initiative Year 2 and Year 3 PSHCE programme Embed SEAL	Medium	Consolidate and extend PSHE programme	New key staff needs to be trained in its deployment. This was initially done via a GDST course.	SLT and Pastoral Liaison coordinator	2012-14	Financed via GDST inset as previously; INSET budget	SLT and Pastoral Liaison coordinator

Junior School

AREA OF STRATEGIC INTENT: 'THE ABLE CHILD'

Context and rationale: To provide effective identification and provision for 'The Able Child'. The 'Able Child' refers to girls with one or more ability developed to a level significantly ahead of their year group (or with potential to develop those abilities). This does not necessarily mean just the infant Mozart or the child Einstein, but rather refers to the upper end of the ability range in most classes. At Streatham and Clapham Junior School, the main focus is to create the opportunities, with support and encouragement, to help able girls to develop a desire to learn and achieve as highly as possible through presenting work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence. Staff must also act as 'talent spotters', recognising indicators of outstanding ability as and when they begin to emerge.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Audit provision for the 'Able Child' in current classroom/whole school practice.	High	1b	Investigate what provision currently takes place in the Junior School.	JMac	January 2012-2015	Nil	EA
2	Identify 'Able Children' and set up a register to record their achievements/strengths.	High	1b	There should be a register for academia, sport, drama and music. Girls on the academic register must exceed SS scores of 125 in assessments.	JMac	Nov 2011 – February 2012	Nil	EA

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
3	<p>Embed an Able Child curriculum to run alongside MTP, so that there is effective provision in and out of the classroom, covering breadth, depth and pace.</p> <p>Mathletics (online mathematics site that can be accessed in and out of school where children work at appropriate levels)</p>	High	1b	<p>To work with different year groups to find challenging/research based activities to extend pupils. To make links with current classroom topics.</p> <p>Embed Mathletics into Numeracy planning.</p>	<p>JMac All staff</p>	<p>March 2012 – July 2012</p>	<p>Purchasing resources – Brain Academy Mission File 1,2,3 &4</p> <p>Annual subscription to Mathletics.</p>	EA

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
4	<p>Offer a regular, varied and on-going programme of enrichment activities:</p> <p>1.Create links with other GDST schools to form a ‘Debating Competition’ for Year 6</p> <p>2. Weekly Brain Benders (Thinking Skills activity)</p> <p>3. The Scoop Club – Junior School</p> <p>4. Jade’s Gym (for talented gymnasts)</p>	High	1b, 5	<p>1.Putney High and Wimbledon High have agreed to join; waiting for Sutton High. Top Year 6 girls to join a debating club, with external competitions held once a term.</p> <p>2. ‘Brain Benders’ to be put up in central areas of the school. Results fed to children in assembly and on the newsletter with upcoming puzzles there for parents to access.</p> <p>3.A Junior School magazine for able children in Year 5 and 6. Publish one issue per term that contains articles, quizzes etc for the Junior School to purchase.</p>	JMac	<p>1. March 2012 – September 2012</p> <p>2. 2012-15</p> <p>3. 2012-15</p>	<p>1.Coaching to/from Wimbledon/ Putney. Catering to provide some refreshments.</p> <p>2.Nil</p> <p>3. Colour photocopies (preferably all pages in colour). Cost of printing.</p>	EA
5	Further training on providing extension for the ‘Able Child’	High	1b, 1e	JMac to attend a training course on providing enrichment for the Able Child.	JMac	September 2012	INSET budget	EA

Junior School

AREA OF STRATEGIC INTENT: ADDITIONAL LEARNING NEEDS

Context and rationale: The school tracks the performance of pupils who are on the SEN register or are potentially vulnerable very closely to ensure that they are making appropriate progress. The aim is to consolidate, enhance and extend current practice and provision.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Embed the role of the ALN LSA within the school staffing structure.	High	1h	ALN support teacher to work with children who are struggling to access the curriculum at the required level (may be working 2 sub levels below or SS of 85-95). Daily work on basic skills using appropriate resources and tools.	ALN leader SLT	2012-14.	Training costs as appropriate.	EA SLT
2	Whole school access Word Shark and Number Shark. I Learn Writing Year 1 & 2 and Year 3 & 4.	High	1h	This will allow all children to plan and access the curriculum.	ALN leader SLT	2012-13	Financed via GDST INSET Supply cost	EA SLT
3	Purchase bank of laptops so that SEN children can report and record in an efficient manner.	High	1h	This will increase the speed and output of work from children with specific identified needs.	ALN leader ICT support	2012-13	Purchase of laptops.	SLT
4	Introduce touch typing across the school with particular focus on children with specific needs.	High	1h, 6	This is becoming best practice in many schools in order to prepare children for their academic future.	ALN leader ICT support	2012-14	INSET	SLT

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
5	Whole Junior School INSET with ALN focus	High	1e, 1f	To assist colleagues in identifying children that have specific needs and to adapt the curriculum appropriate to their needs.	ALN leader	Lent Term 2013	Bridge Practice cost	ALN leader

Junior School

AREA OF STRATEGIC INTENT: THE EARLY YEARS FOUNDATION STAGE

Context and rationale: To continue to provide an outstanding start to the children's education. The EYFS, comprising the Nursery and Reception class, is an integral part of the Junior School. The revised EYFS framework was published on 27th March 2012 for implementation from September 2012. The main focus will be to review the school's practice in light of these recommendations to ensure that the curriculum, pastoral systems and quality of provision continue to meet the needs of all pupils and provide an outstanding start at SCHS. The aim is to move to two Reception classes and have a Nursery waiting list by 2013.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Review the new EYFS framework and implement appropriate changes in the academic year 2012-13. Adjust the planning for, assessment and reporting of the EYFS.	High	2	The new framework aims to simplify the learning and development requirements by reducing number of ELGs from 69 to 17. The reporting and assessment procedures have also been simplified.	HR EA	2012-13. New scale to be completed in June 2013.	New framework ordered and in place	EA and Junior School SLT
2	Provide training to Foundation Stage staff on new framework and assessment procedures.	High	1e, 1f	HR and EA to receive training at Trust Office in summer 2012. In-house training provided for all staff autumn 2012.	HR EA	Autumn term 2012	Supply cover for HR	EA
3	Review welfare/safeguarding policies in line with reforms.	High	4	E.g. The changes in the use of mobile phones and cameras.	HR EA SLT	Autumn term 2012	Nil	SLT

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
4	Review staff:child ratio in relation to EYFS reforms.	High	5	Nursery numbers need to be carefully monitored, especially at break times. If there are two Reception classes in Sep 2012 then more staff will be needed in FS.	HR HW EA	2012-15	Rising numbers may lead to an increase in staff.	EA
5	To recruit new pupils for Nursery and Reception. For Nursery to be full with a waiting list and to have two Reception classes by 2013.	High	8	Nursery continues to grow owing to our marketing and the introduction of Tots on Tuesday. Most children move from N to R. Marketing needs to concentrate on increasing the number of children entering in R year.	AJ HR HW JS EA	2012-15	Marketing / advertising budget set aside.	EA
6	With two Reception classes both classrooms will become teaching areas and further access to outside will be needed. One classroom will need an interactive board fitted.	High	2	Safety and suitability of premises, environment and equipment will need to be reviewed in light of reforms. Reception staff will need to timetable outside activity time and will need qualified members of staff both inside and outside.	HR	From Sept 2012 (if necessary)	Interactive whiteboard. Increase in staff to ensure teaching ratio.	EA MS JG

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
7	Further develop the outside area to ensure free-flow play.	High	2	Develop permanent raised beds in courtyard. Minibeast and wildlife areas. Possible use of area behind the changing block.	HR HW EA JB	From Sept 2012	Sensory garden and landscaping costs built into LTP. Contribution from FOSACH.	MS EA JG
8	Further raise the standard of mental mathematics in Reception.	High	1, 2, 5	To build on the successful introduction of Mathletics for Reception.	HR	2012-15	Continued cost of Mathletics throughout the school.	Junior SLT
9	Increase the use of non-fiction books in the Foundation Stage	High	1	Display and use of non-fiction highlighted through each topic area. Reception classes to focus on non-fiction in guided reading sessions.	HR HW	Michaelmas Term 2012	£150 for new non-fiction book.	Junior SLT

Whole School

AREA OF STRATEGIC INTENT: COMMUNITY AND GLOBAL CITIZENSHIP

Context and rationale: Our wish is to empower women of the future through the development of confidence, the spirit of academic inquiry and ethos. The aims of our students will be met through the provision of stimulating activities and opportunities, encouraging respect for, and contribution to, the local and global communities and the promotion of local, national and international partnerships. We aim to provide opportunities for leadership, for the development of resilience and for awareness of the responsibilities of being a local and global citizen.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	To raise awareness of the historical importance of SCHS and the GDST	High	3,4, 5, 8, 9	Increased sense of identity, responsibility and pride	All staff	2012-15	Nil	SLT
2	Developments of initiatives within the community to promote the school in the locality	High	3, 4, 5, 7, 8	Participation in local initiatives such as Streatham show, carol singing, visits to local old peoples' homes sport programmes and drama in local schools	All relevant staff	2012-15	Transport costs	SLT
3	Develop links with Labschool Jakarta Indonesia	High	5,7, 8	To provide opportunities for cultural exchange and the development of a regular sixth-form enrichment visit to Indonesia	AH	2012-15	To be identified – funding to be sought	AH
4	Charitable fundraising in connection with pastoral intents and the parent body	High	5, 7, 8	To provide opportunities for girls to gain practical experience of the opportunities and responsibilities of responsible citizenship	SLT HG	2012-15	Nil	AH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
5	To make more use of London and our immediate community as a resource: university lectures, museum visits, local history groups, links with business, including our link with BP	High	1a, 1b, 2, 3, 4, 5, 7	Extend existing good practice to add visits to art galleries, theatres and auditoria in other academic areas which we hope will open new opportunities and enrich pupils' learning experience.	All staff	2012-15	Cost of trips	AH
6	Nurture and extend eco- and sustainability initiatives	High	3, 4, 5,	To reduce expenditure on consumables and to develop an awareness of the benefits of a 'greener' lifestyle	SLT EW	2012-15	Nil	AH
7	Rationalisation of residential trips and visits from abroad	Medium	5,7, 8	<i>Please see pastoral intents</i>				
8	Build the success of the hockey academy to increase contribution to community sport	Medium	3, 4, 5, 7, 8	Raises the awareness of the school in the local area and increases the opportunities for leadership in the Sixth Form	PE dept AH	2012-15	To be identified	AH
9	Developing links with local maintained schools (SHINE) and agencies through projects such as combined choirs	Medium	3, 7, 8	To promote community links to mutual benefit	All staff	2012-15	To be identified	SLT
10	Sponsorship (through training and provision of expertise) of an academy within the local maintained sector	Medium	3, 7, 8	To raise awareness of school and to promote beneficial links	SLT	2012-15	To be identified	SLT

Whole School

AREA OF STRATEGIC INTENT: TRANSITION BETWEEN JUNIOR AND SENIOR SCHOOLS

Context and rationale: The aim is to develop and implement a strategy for an effective transition between all Key Stages with particular emphasis on the Years 6-7 interface. We wish to reassure, inform and motivate pupils, parents and staff in relation to the transition from Junior to Senior schools. The aim is that pupils can begin their life at a new school confidently and that we take full advantage of the ‘absorbent mind’ possessed by these pupils.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	Senior staff to help with moderation of Year 6 key tests to increase awareness of standards and curricular content. Increased collaboration between teachers of KS2 and KS 3 through team reaching events, lesson observation	High	1b, 1c, 1e, 1f, 1h, 2, 4, 8	Senior school staff to be aware of the Junior school curriculum and to build on this appropriately	AH EA JMac	2012-13	Nil	AH
2	Give KS3 an identity and purpose by developing cross-curricular projects building on JS creative curriculum.	High	1a, 1b, 1h, 4, 5	Strive to create parity of opportunity for all pupils entering the Senior school. There could be joint Masterclasses, creative music days, bridging projects such as Shakespeare work, homework diaries common to Year 6 and the Seniors.	AH JMac	2012-13	Cost of additional planners; other expenditure to be identified	AH

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
3	Pastoral initiatives such as letters from Year 7 to Year 6 girls, 'alternative prospectus' prepared by Year 8 for new girls, 'buddy' systems between new Year 7 and Year 9/sixth-form mentors, postcards to old schools, visits by Head Master to JS creative days, assemblies, etc.	High	1f, 4, 5, 8	Nurture and reassure all pupils entering the school so that there is no dip in performance on entering Year 7 (U3)	HOY 7, other HOYs as appropriate MS, EA	2012-15	Nil	AH
4	Involve parents positively in initiatives so they are reassured, involved and feel part of the process and momentum	High	3, 4, 8	Parents who understand what we are trying to achieve will be supportive and will spread the word through their community and contacts	MS EA AH JMac	2012-15	Nil	SLT
5	Write a transition policy to embed current and aspirational procedures and to develop different means of assessment to promote independent learning	High	1c, 1e, 1f, 1h, 2, 4, 8	Our aim is that each pupil's learning is tracked individually: she is given the appropriate level of support and provided with clear, achievable but stretching targets. We wish to support the less able by identifying additional needs of by recognising issues such as low self esteem	AH JM	2012-13	Nil	AH
6	To arrange focus groups to empower Year 6 and Year 7 girls to contribute to the transition process, suggest improvements and to consider the needs of those 'at risk' on transition	Medium	1b, 1c, 4, 5, 8		AH JM	2012-14	Nil	AH

Whole School

AREA OF STRATEGIC INTENT: MARKETING AND COMMUNICATIONS

Context and rationale: The aims, ethos, values and success of the school must be communicated effectively both in the local community and on the national stage in order to maintain and increase interest in the school as an academic institution, widen its reach, and attract the brightest pupils and the most talented teachers.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	To increase the pupil roll. Aim to achieve two-class intake Reception to Y6 (of a size where we can admit girls at other points throughout the year when desirable), a full 3-form intake Y7-11 and a minimum of 90 in the Sixth Form (which would mean retaining 45 out of 75+ Y11 each year)	High	8	Through PR, marketing & advertising (including ‘soft sell’ activities’) as itemised below – build on effective activities of previous year. Desirable to have a more academic 3-form entry in Y7 than a 4-form intake with a broader ability range	SLT AH	2012-15	Marketing budget	MS
2	To increase the retention of pupils, with a focus on Year 11 retention into Sixth Form and amongst the more academic pupils	High	7, 8	<i>See Sixth-Form strategic intent</i>				

3	To communicate the school's focus on academic standards and their constant improvement, to attract pupils of higher academic ability while retaining our reputation for excellent pastoral care and pupil support	High	8, (1)	Through PR and marketing – ensure consistent message is relayed.	SLT; All staff AJ	2012-15	Publications budget	MS
4	To raise the profile of the school within its target recruitment area	High	8	Through PR, marketing & advertising (including 'soft sell' activities') as itemised below – build on effective activities of previous year	AH	2012-15	Provided for in marketing budget	MS
5	Maintain coverage in local press, increase coverage in regional and national press (e.g. identifying a story that will be of interest on the national stage)	High	8	Aim to have accompanying editorial whenever we advertise. Raise the profile of the Heads (MS/EA) through press coverage. Essential to maintain a consistent marketing message internally and externally	AJ EA MS	2012-2015	Nil	MS

6	Widen and improve relationships with feeder schools (both into the Seniors and into the Juniors)	High	8	Build on existing relationships: take up opportunities to judge competitions, present prizes, etc. Regular flow of communication about developments at the school to feeder schools. Consider EYFS day for local nurseries	AJ MS EA	2012-2013	Cost of speakers for EYFS day to be determined	MS
7	Complete new school prospectus and information booklets	High	8		AJ MS EA	September 2012	Provided for in existing budget	MS
8	Complete new website and new communications system with parents (SchoolsPost)	High	8	Ensure training of relevant staff and access to website so that it can be kept up to date. Consider 'app' for parents to improve communications.	MS RH EA, AJ, VH	Sept 2012	Provided for in existing budget	MS
9	Conduct advertising campaign in press, on railway stations, buses and, possibly, billboards, phone booths and bus stops to coincide with major open days and introduce QR codes	High	8	Build on effective activities of previous year Consider AA signage	AJ	2012-15	Marketing budget	MS
10	Produce publicity leaflet and arrange leaflet drops throughout catchment area and place in in all public outlets e.g. libraries, cafes, sports centres etc	High	8	Build on effective activities of previous year	AJ VH	2012-15	Marketing budget	MS

11	Secure entry into the <i>Good Schools Guide</i> (and other relevant guides)	High	8		MS	2013	Nil	MS
12	Promote Senior School to local Junior Schools through a variety of interactive events.	High	8	Invite Junior schools to: Massed choir day; Drama Festival; Art Exhibition	AJ PB CG AS	2012-15	To be determined	MS
13	Promote 'Tots on Tuesdays' further to attract potential Junior School parents	Medium	8		AJ EA	2012-13	Already provided for	EA
14	Administer a parents' and pupils' questionnaire	Medium	8		MS SLT	January 2013	Nil	MS
15	Attract overseas students, particularly to the Sixth Form.	Medium	8	Consider offering Mandarin lower down in the school. See also Sixth Form Strategic Intent	AJ MS OH	2012-14	To be determined	MS
16	Improve interface with alumnae, through regular contact, setting up Facebook site and hosting events	Medium	9	Use as a resource for expertise/speakers at the Head Master's Lecture. Explore fundraising opportunities	AJ	2012-15	Cost of communications	MS
17	Improve the use of the substantial school archives as a resource: display and publicise	Medium	8, 9	Improve communication with alumnae as part of this endeavour	AJ SN	2012-14	Cost of display cabinets	MS
18	Increase number of events promoted by the school in the local community	Medium	8, 9	For instance, Christmas event for parents and alumnae at local House of Fraser involving the school choir	AJ PB	2012-14	To be determined	MS

19	Improve communications with GDST	Medium	All	PR activities and accessing funding such as HSBC grants/ nominating alumnae of the year/entrants for all awards etc	AJ	2012-15	Marginal cost to marketing budget	MS
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Whole School

AREA OF STRATEGIC INTENT: RESOURCES AND OPERATIONS

Context and rationale: To provide high-quality, cost-effective administrative, catering and domestic support services. To invest and develop the sites and building stock providing high quality, ‘state-of-the-art’ facilities that underpin the strategic position of the school within south London and the Girls’ Day School Trust.

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
1	To establish a site development plan and 5-year maintenance programme ensuring effective upkeep of the school building stock and management of the available resources	High	All	Maintenance and minor developments have been on an <i>ad hoc</i> basis. Develop a culture for ‘preventative maintenance’ techniques. Maximise benefit from limited financial resources.	JG GDST Estates	2012-13	Time	JG
	All developments detailed below are set in the context of the opportunities provided in (1) above.							
2	Junior:		All					
	Four Classrooms (Top floor & Music)	High		Urgent refurbishment of dated accommodation not fit for purpose	JG GDST Estates	2011-12	4 x £7,500	JG
	Corridor	High		Ditto	JG GDST Estates	2011-12	1 x £5,000	JG
	Staff Accommodation (Music Practice Room?)	Medium		Ditto	JG GDST Estates	2012-13	£20,000	JG

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
	Link corridor	Medium		Ditto	JG GDST Estates	2012-13	£15,000	JG
	Perimeter fencing	High		Security risk. Requires repair or replacement	JG GDST Estates	2012-13	1 x £10,000	JG
	Curtain walling	Medium		Improves external elevations as well as replacing worn window frames	JG GDST Estates	2012-13	1 x £75,000 (Phase 1)	JG
	Multi-sensory garden	Medium		To provide multi-sensory garden and play area in partnership with a local primary school. Outdoor play facilities requires significant improvement and enhancement at the school	JG EA GDST Estates	2011-12 and beyond	£30,000 Fundraising and FOSACH supported	JG
	Outdoor play equipment	High/ Medium		Fit for purpose?	JG EA GDST Estates	2011-12 assessment	£2,000	JG
	Outdoor play floor surface	Medium		Fit for purpose? Replace.	JG EA GDST Estates	2012-13	£5,000	JG
4	Senior:		All					

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
	Streatham Sixth / Business & Conference Suite. Remodel and refurbish Common Room forming study/leisure/café areas.	High		Current accommodation tired. Sixth Form requires high-quality areas to achieve and compete with local schools (including GDST). Phase 1 Café Phase 2 Common Room/Study	JG SLT GDST Estates	2011-12 2012-13	Phase 1 £85,000 Phase 2 £50,000	JG
	Sports Pavilion	Medium		Replacement of existing derelict facility, providing quality changing facilities. A requirement of the lease for the land with Lambeth Council.	JG SLT GDST Estates	2012-13 (earliest)	£500,000	JG
	Science Laboratories	High		Refurbishment of 3 outdated science laboratories now not fit for purpose	JG GW GDST Estates	2012-13	£150,000	JG
	Reception	Medium		Remodel Reception in Abbotswood Road enhancing office accommodation providing a more welcoming and professional environment. Relocate Medical Room away from the public gaze.	JG and SLT GDST Estates	2012-13	£50,000	JG
4	Operational:		All					

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
	Integrated administrative support operating single well-developed systems.	High		To review current administrative support arrangements with the aim of creating a more cohesive service across Senior and Junior wings.	JG SLT	2011-12 2012-13	Time	JG
	Development of PSF accounting system	High		To develop better monthly reporting systems to Governors, SLT and HoDs	JG DS	2012-13	Time	JG
	Catering Services	High		To continue to develop the catering service provided by Thomas Franks ensuring that both schools receive the bespoke service they require. Creation and development of Sixth Form café service. Manage performance within agreed budgets	JG SLT	2011-12 2012-13	Time	JG
	Health and Safety	High		To strengthen the Management of health and safety within the school, ensuring all related KPIs are achieved. To ensure health-and-safety building matters are dealt with on a preventative maintenance basis.	JG EA GDST H & S Team	2011-12 and beyond	Time	JG

No.	Item	Priority status	Relationship to whole-school priority	Comment	Responsibility (staff)	Time Frame	Resource/Finance Implications	SLT reviewer
5	Human Resources	High		<p>To develop robust processes of staff management including the strengthening of the PDP process.</p> <p>Develop a process of staff complement planning as part of strategic review process.</p> <p>Ensure staff development is in line with and supports agreed school priorities.</p> <p>HR planning becomes an integral part of departmental development plans</p>	HM JG SLT Middle management	2012-13 and beyond On-going	£20,000 p.a. INSET	HM