

Whitchurch Combined School Strategic Plan 2023-2026

Who we are and where we want to be!

The Governing Body of Whitchurch Combined School has produced a three-year strategic plan that sets out our priorities and describes the important milestones we need to achieve along the way. This includes our vision, strategic priorities and the values that underpin all we do. We'll be regularly tracking progress to ensure continuous improvement.

Our strategic plan has been compiled with ideas from our children, parents and staff; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next stage of their lives.

Our vision Growing Today, Ready for Tomorrow

Our ambition
Being the best we can be, create an outstanding, caring, fun and exciting environment so that we enable all children and staff to achieve their full potential.

Strategic priorities

Alongside our continued commitment to the fundamentals e.g. highest standards of safeguarding and sound financial management, we will focus on the 5 following strategic priorities:

Quality of Education	Ensure pupils progressively know and remember more, by combining a more coherently planned and sequenced inspiring curriculum for all with targeted support for those who need it most.
Behaviour and attitudes	Support all pupils to achieve consistently high standards of behaviour across the school, contributing to a safe, nurturing and fun environment in which pupils can learn and develop to their full potential.
Personal development	Demonstrate best practice in personal development, by building on the successful promotion of our Whitchurch values and providing pupils with access to a wider and richer set of experiences.
Leadership and management	Provide robust leadership throughout the school; from senior to middle and subject leaders. Strong and effective governance - a reflective governing body that provides support and challenge to drive improvement.
Engagement and partnership	Work effectively with parents to enhance their role in their children's education and development, and to build more partnerships with the community and other schools to share best practice.

Values that we all live and breathe each day:

Be kind

Be respectful

Be proud

Be resilient

Be curious

We have identified key objectives against each of the key priorities. The School Development Plan then takes each of the priorities for the current year and gives the school and Governors objectives to work on, with actions and measurable targets.

Strategic plan	What works well	2023-2024	2024-2025	2025-2026
Quality of Education				
Ensure pupils progressively know and remember more, by combining a more coherently planned and sequenced curriculum for all with targeted support for those who need it most.	<p>Mild, hot, chilli tasks used for self-differentiation. Teachers plan each lesson based on previous learning. Children are taught to self-mark so that they get immediate feedback.</p> <p>Feedback policy ensures feedback is given in each lesson and teachers use afternoon sessions to pick up misconceptions before the next lesson.</p> <p>Completed SEND audit with actions.</p>	<p>Ensure work given by teachers enables pupils to consistently achieve the aims of the curriculum.</p> <p>Continue to use Pupil Progress meetings to highlight children making slower progress.</p> <p>Priority 20% of children highlighted and identify barriers to learning and action. SEND audit developments are actioned.</p> <p>PP children</p>	<p>Ensure pupils' work across the curriculum is consistently of a high quality.</p> <p>Subject leaders in all subjects monitor the quality of work produced. Areas for development are highlighted in subject action plan and then actioned.</p> <p>SEND children outcomes are measured against the four strands.</p>	
	Progression and knowledge skills grids are in place for each subject. All subject leaders have shared these documents with teachers and they have been altered after discussions.	Use of 'Flash back four' is used effectively in all classrooms to enable children to know and remember more. Rosenshine's principles are embedded in all classrooms.	Use up to date research on improving pedagogy. Implement key finding and assess improvements (using NCL and EEF).	
	Effective tracking of assessment data for Reading, Writing, Maths and Science through Sonar and headline sheet.	Use Sonar Assessment tracking system to record the assessment of foundation subjects. Implement new systems for assessing these.	To embed, review and adapt, as needed, systems for assessing foundation curriculum.	To embed, review and adapt, as needed, systems for assessing foundation curriculum and the core subjects of English, Maths and Science.
	Successful introduction of the new statutory EYFS framework and baseline assessments. TAs have been trained and information shared with Governors on the new framework.	Review implementation of the EYFS framework curriculum and action any developments.	Ensure the Statutory EYFS curriculum is embedded and review and adapt as necessary.	
	Successful change of phonic scheme to Lesley Clarke's synthetic phonics. 77% of Y1 children passed their phonic	Increase Y1 phonic screening to 83%. Interventions are in place to support those children who are not meeting their target.	Phonic screening continues to be above national average and higher than 83%	

	screening (75% NA and Bucks).		
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Behaviour and attitudes				
All pupils achieve consistently high standards of behaviour across the school, contributing to a safe, nurturing and fun environment in which pupils can learn and develop to their full potential.	School is a safe and nurturing environment. Pupils enjoy being in school. The vast majority of children conduct themselves well on school trips or events and external adults often comment on the exemplary behaviour of pupils. Behaviour of the vast majority of children in lessons is excellent.	Pupils play an active part in building a safe and nurturing school and in the high expectations for their learning and behaviour. Explore ways to further develop children's understanding and application of excellent learning behaviours.	All pupils lead their learning and behaviour. Pupils are active in building a safe and nurturing school.	
	Pupils contribute well to school through a range of ways e.g. the school council, JRSO, house, Captains and pupil voice.	Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.		

Strategic plan	What works well	2023-2024	2024-2025	2025-2026
Personal development				
Demonstrate best practice in personal development, by building on the successful promotion of our Whitchurch values and providing pupils with access to a wider and richer set of experiences.	Children and staff live and breathe the school values. Home/school agreement agreed with parents, children and staff. Values are mentioned each day through assemblies, lessons and daily conversations. Whitchurch has a very strong culture of pastoral support for children and families.	Consistently promote the extensive personal development of pupils. Go beyond the expected, so that pupils have access to a wide, rich set of experiences.	The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.	

Strategic plan	What works well	2023-2024	2024-2025	2025-2026
Leadership and Management				
Robust leadership throughout the school; from	There is a strong safeguarding culture in the school, where	With a new online system in place, review how we are	Review any new actions and ensure they are in place.	

senior to middle and subject leaders. Strong and effective governance - a reflective governing body that provides support and challenge to drive improvement.	staff understand their responsibilities and recognise that safeguarding is everyone's responsibility. There are rigorous checks, systems, records and routines to keep pupils safe.	currently using it to make sure it is used effectively and consistently.		
	We have a distributed leadership style in place, with subject leaders having ownership of their subject. This has been pivotal in our successful work on the Curriculum.	Further develop our monitoring system to ensure that all subject areas are consistent and is supported by Governor involvement.	Use leadership capacity across the school and collaborate with other schools to develop all subject areas.	
	All class teachers are strong and effective teachers. We regularly review best practice with learning to ensure the best quality in the classroom.	Ensure teachers' subject and pedagogical knowledge consistently builds and develops over the year. Evidence shows improvements in the teaching of the curriculum.	Review and complete actions.	
	Leaders engage staff; listening and responding to staff views. As a school, we are also part of the employee assistance programme.	Create a designated staff wellbeing lead who actively seeks opportunities to support wellbeing. Ensure that meaningful engagement takes place with staff at all levels and that issues are identified. Issues are then dealt with appropriately and quickly.	Review implementation of changes to areas where improvement is required. Continue to review and amend practice, as required and based on best practice.	
	The new Governing team provide a wealth of expertise and experience and are passionate about supporting the school on its development journey.	Following a self-review of Governance, develop a Governor action plan that drives improvements to enhance school standards.	Continue to review and adapt action plan to ensure sustained improvement and support succession planning.	
	Sports funding			
	Building			
	Sustainability			

Strategic plan	What works well	2023-2024	2024-2025	2025-2026
Engagement and partnership				
Work effectively with parents to enhance their role in their children's education and development, and to build partnerships with the community and other schools and to share best practice.	We offer parents opportunities to become involved in their children's learning and school life. We offer opportunities for parents to access family and adult learning.	Unlock the power of parents - re-establish ways to encourage parents to support their child's learning and development Run sessions/ workshops for parents to help them support their children further.		
	We maintain links with local nurseries, Primary and Secondary schools. We have links with the community such as the local church, WCCA and PCSO.	Cultivate further links locally with the community to create opportunities to support pupils, staff and families to secure best outcomes for all.	Cultivate links locally with secondary schools and globally with businesses and schools.	
	Clear vision on our work to be more eco-friendly/sustainable.			