



Whitgift School Development Plan

September 2010

REVIEW

REVIEWED in April 2013

The Development Plan was implemented in September 2010 and this document reviews that Plan in April 2013 with the aim of creating a new Development Plan for Whitgift School for the next three years from January 2013.

Review comments are indicated in bold italics beneath each item in the Development Plan.

Whitgift School's Aims

The School's purpose is:

- To strive for excellence in all aspects of school life, promoting a culture of achievement and the celebration of achievement.
- To offer a broad, balanced and innovative curriculum which challenges all pupils at an appropriate level.
- To inculcate positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of the mores prevalent in society.
- To apply a supportive pastoral framework, which both establishes a strong corporate identity and also allows the individual to flourish.
- To provide a stimulating and life-enhancing environment in which to live, learn and appreciate our heritage.
- To attract and develop well-qualified, talented and forward thinking staff capable of inspiring pupils in their respective fields.
- To offer a rich and broad co-curricular programme which enables both the highest levels of achievement and wide accessibility.
- To maintain excellent relations with the wider community, nurturing mutually beneficial links in a variety of spheres .
- To infuse a variety of areas of school life with an international dimension.
- To prepare boys for the challenges and opportunities of an increasingly technological future.

Underlying Aims and Objectives

Whitgift School seeks to provide a stimulating educational environment which offers every boy the opportunity, in the pursuit of excellence, to develop his potential to the full. Whitgift is a caring and friendly school and a boy's all-round development is carefully supported as he progresses through the School.

The curriculum is challenging and innovative and is increasingly 'tailor-made' to the requirements and interests of each individual, while retaining a common core to age 16. Co-curricular activities are seen as an essential part of every boy's education and the School's provision in this respect is exceptionally wide-ranging. The co-curricular provision is continually improved with new clubs, societies and opportunities provided, many of which are pupil-led. There is also an emphasis on the importance of an international dimension within an education at Whitgift and it is the intention to continue to expand this area of the school experience.

This Development Plan indicates Whitgift's desire to develop and broaden its range of innovative educational projects in conjunction with local, national and international partners. The School fosters links with a variety of organisations and institutions in such a way that all parties benefit from the partnerships and Whitgift boys develop a better understanding of each other and of the wider community.

The Development Plan has been assembled from a review of the 2006 Development Plan and through a full consultation process with Governors, staff, parents and pupils. The School aims, through this Development Plan, to demonstrate the ongoing review and development of all areas of the education provision at Whitgift.

Note:

A number of the potential developments outlined in this plan are subject to School and/or Foundation Governors' approval. Building developments are subject to the requisite planning and other approvals.

No significance should be attached to the order in which items appear under separate headings.

1. Academic

We aim to develop thoughtful, reflective students with an enthusiasm or a passion for learning. Students will be encouraged to study for its own intrinsic worth and not simply for the materialistic goal of passing exams.

- 1.1 Critical Reflection will continue to be embedded in the curriculum for The Upper Third Form, Fifth Form and Sixth Form groups by the provision of further training for staff and collapse-days in order to focus on specific thinking skills. Gifted and talented schemes will be expanded to ensure that there is a full and coherent programme for all Year groups.

Critical Reflection has flourished and become a permanent feature on the timetable in the Upper Third and Lower Sixth Forms. Staff are trained at the start of the year. A new Gifted and Talented policy has been written with the emphasis being on a departmental approach.

- 1.2 The breadth of study available in the International Baccalaureate (IB) Diploma will be promoted further and evidence provided that IB qualification is suitable for students of all abilities in the Sixth Form. A review of timescales will be completed to consider managing pupil time for completion of the ToK and Extension Essay tasks. Expansion of subjects available at IB will continue to be reviewed and considered, including the possibility of self-certificated IB subjects at Standard Level, such as Mechanics. Staff training for IB will become increasingly focused upon experienced teachers now that the IB is well established at the School. Recommendations provided in the IB Five Year Review will be addressed and developed.

The IB Diploma is actively promoted throughout the school as suitable for all students. The School was commended by the IBO following the highly successful IB Five Year review. The Whitgift Third Form Diploma, modelled on the IB Diploma, has been trialled in Year 9. Coursework deadlines and the Extended Essay timescales have been modified with considerable success, effectively homogenising workload for the pupils in the Upper Sixth. Self-certificated IB courses are being developed from September 2013. Self-taught languages for some international students have been introduced, and other school-based subjects have been considered but not yet implemented.

- 1.3 The expansion of additional opportunities to provide increasing academic stimulation to Sixth Form students will continue, including Olympiads, essay competitions, Mathematics competitions with other schools, and expansion of academic clubs and societies etc.

A new post relating to academic enrichment has been created, focusing on preparation for entry to elite universities. Participation in a variety of enrichment activities has notably increased, including Olympiad competitions, Polyglossia, essay prizes, the McDougall Society (Journalism),

the 'Foreign Correspondents' Film Society and Mathematics workshops held in Cambridge.

- 1.4 The extension of learning opportunities will be reviewed including the Pre-U and A Level Extended Essay. Even the possibility of studying degree modules as a part of the Sixth Form curriculum either for their own sake or as part of an introduction to a degree course will be considered. Partnerships with London universities will be considered.

From January 2013, a pilot scheme involving Lower Sixth Form pupils taking the Extended Project qualification is being embarked upon. Part of the remit of the new Head of STEM involves liaison with university departments. The current review of AS and A2 qualifications is being followed closely.

- 1.5 Following the successful introduction and recent expansion of IGCSE in Mathematics, other subjects will review and consider following IGCSE, including English from September 2010. Modular Science will be reviewed and the dates and timings of modules streamlined. Additional GCSE subjects will be considered including Astronomy GCSE and the possibility of self-certificated GCSEs accredited by the Examination Boards.

The School has seen the successful implementation of IGCSEs in many subjects, including Maths, English, Science, ICT, Economics, Modern Languages and GCSE PE.

- 1.6 A review of Modern Languages provision will be completed. Following the success of the Bilingual schemes in French and German initially and then Spanish in addition, the project may be extended. With the diminution of languages as part of the National Curriculum it is important that schools such as Whitgift continue to offer as wide an international dimension as possible. Following the introduction of Arabic in September 2007 and other languages such as Korean and even Zulu in September 2009, these languages will be reviewed and others considered.

A major review of Modern Language provision has taken place, with all students now studying three languages in the Upper First Form, chosen from French or Spanish, German or Latin, Japanese or Chinese. Languages remain a central feature of our curriculum in spite of the national trend and these changes will support and encourage language learning throughout the School.

- 1.7 The new Bilingual streams, established through links with the French and German embassies, which bring foreign nationals to Whitgift may be expanded to include Spanish following a visit from the Spanish Ambassador in March 2010. These streams will be increased in size and the programme available to study French, German and Spanish culture with native speakers will be enhanced.

The nature of our Bilingual provision has developed, and the best characteristics of this approach are embedded into teaching and learning.

- 1.8 Consideration will be given to enhancing the relationship between Mathematics, Science and Technology either within or outside the curriculum to develop further pupil interest in engineering and other similar disciplines.

A major initiative in STEM (Science, Technology, Engineering, Mathematics) was launched in September 2011 and exciting new developments are planned with the appointment of a Head of STEM at SMT level.

- 1.9 Following the success of the Co-Curricular Study Centres in Megève and Lake Garda, further schemes will be considered including consideration of a centre in Romania or Bulgaria for September 2011 or 2012.

These schemes are still under consideration but have not been repeated on a large scale due to budgetary restrictions. A very high number of school trips, including significant number of departmental trips and the Lower First (Year 6) trip to Garda do go ahead each year.

- 1.10 A review of work experience, currently provided in Year 11, will be conducted and consideration given to focusing this extensive programme to the Sixth Form, with work experience in Year 11 becoming optional. Links with universities, business, industry and public services will continue to be developed, enabling pupils to make better-informed choices as to the possible options available to them after Whitgift and at a time when this is in sharp focus. Contacts with overseas universities and colleges will assist in providing pupils with wider choices for their higher education.

Work experience has been reviewed and remains a core part of our Careers and Guidance provision, and is strongly encouraged, although a small number of boys opt out. Our Careers Department and university advice continues to be very strong as seen by our gaining the Investors in Career Award again. Contacts with overseas universities are increasing, and additional staff training in this important area has taken place.

- 1.11 IT provision will be expanded to include provision for public examinations to be taken online by Year groups of pupils.

Controlled assessment and other public examinations are now routinely sat using a computer. Parts of some qualifications such as IB theory of Knowledge are submitted online.

- 1.12 The academic needs of a pupil can vary greatly. More use of personalised learning programmes will enable a pupil to progress at an appropriate pace.

Students receiving Learning Support are working to Individual Learning Programmes. All students continue to receive detailed and personal advice regarding curriculum choices. The variety and diversity of academic

provision, tailored to individual needs, is a key part of the Whitgift Curriculum.

- 1.13 The provision and use of ICT have been a major focus for the School over the past few years. The importance of ICT as a learning tool will continue to be emphasised. The ability to utilise ICT efficiently and effectively will be a requirement for all staff. The latest teaching technologies will be employed and ICT will continue to be embedded in the curriculum. With the greater reliance of pupils on ICT, and their desire to use computers as a part of everyday learning, the School will consider the establishment of a laptop purchasing scheme. Consideration and trials in the use of new technologies will occur, for example the use of tablets and iPhones as well as the possibility of increased numbers of interactive whiteboards. (Further details are available in the IT Development plan).

A major shift is underway from discrete ICT lessons in the Lower School to ICT skills being embedded in subjects across the curriculum. A new post at SMT level has been created to move this forward. Regular staff training relating to ICT has taken place in Teaching and Learning seminars. A major interactive technology trial in 2012/2013 has taken place and has recommended increased availability and use of iPads throughout the School alongside diverse and appropriate use of technology within subjects.

- 1.14 The Gateway will continue to be developed as a means of sharing resources and assisting staff with storing and organising information. This will include improvements in the presentation of the Gateway, the development of Year group areas and parental access to key data about their son. The VLE will be reviewed and departments developing its use will be given beacon status and supported in their use of this facility.

As of Spring 2013, a major review of the use of the Gateway and the VLE is underway. Remote access to school files is available in a number of other ways and other providers for virtual learning platforms are being considered. This review will be included in the next Development Plan.

- 1.15 Identification of specific learning difficulties will be further developed by the introduction of a more extensive screening process. Pupils receiving additional support will be identifiable in a more sophisticated way by use of the SIMS database. The Learning Support department will consider development as a specialist dyslexia centre and sharing its expertise and resources for assessment with the community. New IT facilities and software will be developed in the Learning Support department.

All Lower First and Upper First Form boys are screened on entry for spelling and writing. Learning Support works closely with the Mathematics Department to identify boys with specific needs in this area. Teaching staff can access details of all boys on the SEN register directly from their class registers in SIMS. The Learning Support Department has assessed two students for local schools and shared its expertise with other schools in the local consortium. New software includes the touch typing programme

‘English Type Senior’ and the spelling software ‘Starspell’, and the department has pioneered various applications of iPads in the recent interactive technology trial.

- 1.16 Monitoring of all pupils throughout the School will become more streamlined and information shared by using the Behaviour Management and information banks available in the SIMS database. Data will become increasingly accessible and Inset sessions will train staff further on the availability and use of this data. Year group rankings from Effort and Achievement grades as well as from reports will be used in a more sophisticated way to identify trends in pupil performance and to identify pastoral concerns.

A new post has been created to oversee the implementation of all student data related issues. In the Public Examination years, the grading system has been enhanced by the introduction of a personal “working at” grade for each student. This is leading to personalised target grades and progress checks and away from rank orders. A “behaviour grade” has been trialled in the Lower Third Form and consideration given to broadening the scope of the grading system away from simply “Effort” and “Achievement”. SIMS Behaviour Management was trialled but not found to be successful so other systems are currently in use.

- 1.17 The reporting system will be further reviewed to ensure that recent changes achieve the appropriate balance between academic and co-curricular reporting. The use of a professional proof-reader will be expanded to assist Form Tutors and Year group teams.

Form Tutors and Housemasters are responsible for reporting fully on co-curricular matters in separate sections of the report. Professional proof-reading has been expanded.

- 1.18 Library provision will continue to be enhanced with increasing development of IT and software for research. Departments will be encouraged to expand their use of these online resources.

Improvements in library provision have been an on-going process as has the use of online resources by staff. Continued effort has been made to encourage Heads of Department to bring in their department to use the new resources effectively. The online resource list is constantly scrutinised and updated in order to provide the most current and beneficial provision possible. The offer of one-to-one tuition has been offered to accommodate staff who are unable to attend group sessions.

- 1.19 Added value data will be reviewed in greater depth so that the critical evaluation of departmental performance and pupil attainment can be monitored in ever more sophisticated ways.

As in 1.16 above, a senior member of staff is taking on additional responsibilities in this area.

- 1.20 The Admissions Team will consider the inclusion of a creative test as part of the Admissions process, perhaps as a support to the extensive interview programme in place.

This has been reviewed and is frequently included in the interview process.

- 1.21 There will be a full review of homework including expectations, benefits, assessment value, timings, and extension work.

Homework has regularly been discussed and reviewed at senior meetings. In addition, feedback from pupil questionnaires and discussion at Year Group committees and has been acted upon. Effective use of homework has been the focus of Teaching and Learning seminars for staff and good practice has been shared.

- 1.22 The timing and nature of the formal academic hurdles from Upper Fifth Form to Lower Sixth Form and from Lower Sixth Form to Upper Sixth Form will be reviewed. Further consideration will be given to establishing a more specific IB hurdle at the end of the Lower Sixth Form.

Academic hurdles have been reviewed and the GCSE hurdle has been amended for 2014. Further consideration will be given to the hurdles during the IB course.

- 1.23 Class sizes will be considered alongside options choices in order to address some imbalances in class sizes sometimes caused as a consequence of the frequency and breadth of choice available at Whitgift, particularly in Languages.

Significant progress has been made with regard to class sizes. Classes are of a more equal size in the Lower School due to the refinements of Languages choices. Class sizes in the GCSE years have reduced with greater staffing being allocated.

2. Pastoral and Spiritual

We celebrate the diverse nature of the community at Whitgift, seeking to cultivate positive relationships within the pupil body and between staff and pupils. We endeavour to promote a sense of responsibility in all, coupled with a tolerance and understanding of other races and creeds.

- 2.1 The in-house training schemes for pastoral leaders will be expanded so that 'twilight' pastoral sessions occur on a regular basis.

These have been increased and at least one session is usually completed each term.

- 2.2 Pupil records of progress will be developed either through the use of the VLE or in paper version so that pupils can track their own progress throughout the First, Third, Fifth and Sixth Forms. This will assist with monitoring co-curricular involvement further.

A new online bespoke system has been developed for Whitgift (which is called S.O.C.S.). All pupils, staff and parents have access and the system manages each pupil's co-curricular commitments and identifies clashes.

- 2.3 Further work will be done on Cyber-safety including raising awareness through a regular Lower Third Form parents' event, assemblies and in IT lessons. Provision for the First Form will also be reviewed and expanded. Personal protection safety information for pupils will also be reviewed and expanded.

Full staff inset was dedicated to this issue in November 2012 and an E-safety sub-committee set up to review the School's provision. Year group committees have also discussed the topic and reported back. Safer Internet Day was held at the School in 2013 and focus in IT lessons was on safe use of the internet. A whole school approach to E-safety is being developed.

- 2.4 Expansion of the existing informal peer-mentoring systems will occur with focus now shifting from Houses to Year groups and specific individual pupils identified in Year groups who will assist younger pupils as their peer mentors.

A full system of peer-mentoring is in operation using boys from the Lower Sixth Form to act as mentors to boys in the First and Third Forms. Specific academic peer mentoring is in operation through work clinics. Group mentoring also takes place with Sixth Form pupils and First Form Tutor groups. The system is monitored by Year teams and is proving popular with pupils and their parents.

- 2.5 A network of outside counsellors will be established to provide support to pupils who are unable or unwilling to use the support on offer at the School or in cases where greater professional expertise is required.

The School's counselling provision was expanded to include an on-site counsellor. It is expected that this provision will need to continue to expand, especially with the introduction of boarding.

- 2.6 The recent focus on involving more pupils in assemblies will continue with Year group assemblies increasingly reflecting the achievements of pupils and the moral and spiritual rather than the administrative.

This continues to be a focus for Heads of Year and, generally, assemblies have become less administratively based and more pupil-focused. More information is distributed via Form Tutors using email. Year group assemblies also follow up items raised in Year Group Committee meetings in order to ensure student voice is given significant profile in each Year Group.

- 2.7 Charitable work is important in broadening an awareness in pupils of the needs and concerns of people beyond their individual and community circumstances. The School will continue to engage with both local, national and international charities and will encourage all pupils to involve themselves in some charitable or humanitarian work. This will be noted and monitored in pupil records of progress.

Charities and fundraising have grown since 2010 with more profile given to charity events and more significant funds raised by pupils. The First Form charity challenge proves popular and the work of the Charity committee continues to develop with more pupils and staff directly involved. Charity work is not recorded specifically, but community service is incorporated on the monitoring (S.O.C.S.) system.

- 2.8 Expansion of the role of Year Group Committees will be considered in order to provide opportunities for pupils to express their views on the organisation and administration of the School. This will include regular reviews by pupils of specific school policies e.g. the anti-bullying policy. Consideration will be given to establishing a School Council with representatives from across the Year groups and School community.

Year Group Committees have been given a higher profile and discussion has focused more on specific issues. Agendas and Minutes are published to pupils and staff and items followed up as required. In addition, questionnaires are used to gauge pupil opinion in specific areas e.g. homework. Consultation with pupils could be increased further, however, and the work on E-safety has highlighted possibilities for a whole school council.

- 2.9 The School Colours system which has recently been reintroduced, will be reviewed and expanded with pupils receiving ties and blazers earlier in the School year and at the expense of the School.

The School Colours system has been expanded with the Colours committee meeting at least once, and often twice, each term and Colours awarded as quickly as possible to pupils.

- 2.10 The safety of individuals within the School environment is paramount. Further enhancements of the CCTV system will be introduced. A Head of Security post will be considered to oversee all aspects of safety, including the badging of all visitors to the School. Access to the School will be controlled with a manned gate at the main entrance. Card entry to the School will be considered. A rolling programme to increase the security of the School's perimeter will be introduced.

Some progress has been made to on site safety with CCTV provision enhanced and a card entry system at the Gallery car park entrance and Sixth Form area. However, further consideration is needed for the main entrance and will be included in the next Development Plan.

- 2.11 The School will increase its promotion of environmental issues to pupils, including considering more effective energy conservation and re-cycling programmes. Pupils will be more involved in these initiatives.

The Environmental committee and 'Green Team' have been set up and a full recycling programme is in place. The Environmental committee meets regularly to review all aspects of the School's provision and how energy efficiency and less waste can be achieved. The 'Green Team' is a weekly society for pupils who participate in a broad range of environmental activities. A Low Carbon Day has been introduced in 2013 to raise awareness of environmental issues across the School. The new boarding house includes new energy efficient systems including solar and other natural sources of power.

- 2.12 The development of the Dining facilities will include a review of the tuckshop and a nutrition committee will be set up, which will include pupils, to consider appropriate items to be sold as well as the provision of school lunches. Consideration will also be given to the possibility of providing some cooking experience for pupils.

The Dining facilities have been enhanced but a further development is intended for the period of the next Development Plan. There is no official nutrition committee but school lunches are discussed at Year group committees and reviews of appropriate tuck is regularly undertaken. Pupils in the Third Form are given the opportunity to attend a cookery club run in the School kitchens by catering staff and the Year group team.

- 2.13 Consideration will be given to the establishment of a growing club so that pupils can experience growing vegetables and harvesting their crop. A competition may be established and further information about food, nutrition and environmental issues will be provided. These topics may be introduced into the Year 6 curriculum.

A horticultural club has been established to start in the Trinity Term 2013 and will involve a group of Year 6 pupils. Vegetable beds have been created in one of the quadrangles and appropriate equipment has been purchased.

3. Co-Curricular

The provision for co-curricular is extensive and continues to grow each year at Whitgift. This breadth gives all pupils the opportunity to pursue new areas of interest, develop their skills and interests in specific areas, and achieve at a high level in their co-curricular life, thereby supporting their academic development.

- 3.1 New clubs and societies will be considered including the expansion of the pupil-led filming society, to co-incide with the building of cinema and editing facilities.

A number of new clubs and societies have been created since the last development plan. Some of these are in response to pupil demand and others are pupil-led. Examples are: Shooting Club, Horticultural Club, Dougall Society (Journalism), French Culture Club, Upper School Foreign Correspondents (foreign films), Science Fiction Film Club, Lower Third Cooking Club, Polyglossia: Whitgift Linguists, Judo Club, Music Theory and Composition Club, Third Form DT Club, Geography Forum

- 3.2 Outdoor Education will be enhanced so that a more coherent provision will be available to a wider number of pupils. Greater co-ordination between CCF, DofE and outdoor education will provide pupils with a very full and broad set of opportunities. A climbing club will be introduced and consideration given to building a climbing wall on site.

A weekly climbing club was introduced in 2010 and the Head of Outdoor Pursuits has worked hard to co-ordinate the provision across all aspects of outdoor activities in the School.

- 3.3 Greater focus in sport will be placed upon new aspects of a sportsman's entire well-being. These will include a greater provision for strength and conditioning, with a member of staff specifically in charge of this area. Sports psychology and nutrition will also be considered and a mentoring scheme to support sports scholars and other leading sportsman, which was introduced in September 2009, will be reviewed and expanded.

Strength and conditioning provision has been increased, as has the mentoring scheme which has developed each year. Physiotherapy provision and sports injury recovery support has also been enhanced.

- 3.4 The Head of Co-curricular will have an increased role in ensuring that all pupils access fully the co-curricular opportunities available. This post will also link sport, drama and music involvement with academic monitoring to ensure that pupils are gaining full benefit from the breadth of opportunity at Whitgift in support of their academic studies.

This role continues to develop and now has the support of Deputy Heads of Year (introduced in 2010) who have a specific responsibility for reviewing pupils' co-curricular commitment. The new database system (S.O.C.S.) is used to monitor pupil participation and identify clashes of commitments.

- 3.5 The successful Sports Development Programme will be reviewed and possibly expanded if possible.

The Sports Development Programme has been expanded to include First and Third Form pupils.

- 3.6 Opportunities in drama will be expanded with the development of the Performing Arts Centre with more and higher profile Arts events, especially plays and musicals. The current link with the Old Vic will then be explored further to create opportunities for current pupils and for an enhanced provision of Drama scholarships.

Opportunities in drama have been increased with more school plays available and at different levels so that all pupils can participate e.g. the First Form play.

- 3.7 Leading musicians at the School will be given the opportunity to attend regular concerts to act as inspiration to them. This complements the already extensive provision for attending theatre and musical productions in drama and professional fixtures in sport.

This provision has been introduced by the Music department and several visits to concerts take place annually.

- 3.8 The existing IB community service (CAS) provision will be expanded to provide the opportunity for community service for all Sixth Form pupils.

Sixth Form community service has been expanded and all Sixth Form pupils can now participate. The provision is run by a member of the Sixth Form team.

- 3.9 The development of academic societies will continue to be encouraged and attendance increased to enrich the academic curriculum and give pupils alternative perspectives on their subjects.

The number of academic societies has increased along with participation at all levels of the School (see 3.1).

4. Staff Development

We aim to support a culture of learning for all members of the School community, ensuring that all are fulfilled, challenged and motivated.

- 4.1 Recruitment and retention of the highest calibre staff remains a priority. The School will investigate the possibility of enhancing staff accommodation including the possibility of purpose-built flats for staff either onsite or close by.

The Whitgift Foundation has embarked upon a refurbishment programme for school properties and continues to consider, in discussion with the School, the provision of purpose-built flats for staff accommodation.

- 4.2 The School will continue to encourage the Whitgift Foundation to achieve high levels of pay for Whitgift staff in recognition of their commitment to the School. This will include a request for an increase in the pay scales at middle and senior management levels so that the Headmaster can have more opportunity to identify and reflect excellent teachers in the scales. At the same time, the School does recognise the need to consider difficult times for parents in the short to mid-term.

The School participated in a Salary Survey and there has been on-going discussion with the Whitgift Foundation about pay levels and pay scales.

- 4.3 There will be enhanced support provided for NQTs (Newly Qualified Teachers) and those completing the GTP (Graduate Teaching Programme) provided by two teachers with specific responsibilities in this area.

Two separate roles have been created to support and manage the provision for NQTs and GTPs.

- 4.4 The system of performance management, which has been rationalised to provide a greater degree of consistency across all departments, will be reviewed and developed as necessary. Increased time will be provided to conduct staff reviews and training in this area will be enhanced. An electronic system of recording reviews will be developed to reduce paperwork.

There has been considerable work completed in this area with closer monitoring of paperwork and meetings. All performance management paperwork is submitted and stored electronically.

- 4.5 Opportunities for staff to develop their interests will be increased with the re-introduction of a staff away-day for Inset and ongoing support for staff requesting assistance with achieving further academic qualifications or applying for sabbaticals.

Staff continue to be supported when requesting assistance for further academic qualifications and the Whitgift Foundation now has a sabbatical policy. A staff away-day for Inset is still being considered.

- 4.6 Increased provision for training and opportunities for staff development will be available in the event that the boarding provision is greatly enhanced at Whitgift.

Staff training for boarding is underway starting with the House staff and will then be available for staff interested in involvement with the boarding house.

- 4.7 Training in IT will be provided as part of a central programme for all staff to experience.

Regular staff training relating to ICT has taken place in Teaching and Learning seminars. IT training is also available on an ad hoc basis according to staff need. A number of staff have attended Inset training for specific IT equipment (e.g. iPads). With proposed changes to the implementation of IT teaching (see next Development Plan), staff training will be tailor-made to suit this change.

- 4.8 The policy of Form Tutors being allocated to teach their own Form will be revisited.

Where possible this is now implemented as part of the timetable and Form Tutor allocation process.

- 4.9 Opportunities for staff and pupils to contribute to reviews of the School's aims, procedures and development will be provided through the staff and pupil year group committees.

The next Development Plan will go through a considerable consultation process and all staff and pupils are encouraged to contribute in specific meetings towards the School's aims, procedures and development.

5. Marketing, Administration and Communication

Pupil recruitment is vital to the continued success and, indeed, existence of the School. Given the wide range of alternative educational opportunities in the immediate area, and Whitgift's exceptional catchment area, due emphasis will be placed on pupil recruitment and successful marketing.

- 5.1 The Primary Schools Project, which has expanded recently, will develop further satellite schemes to expand the number and frequency of primary schools involved.

There has been an increase in the number of schools visiting Whitgift for the Primary project to approximately 55 annually. The scheme has been expanded with regular Science outreach visiting other schools and other schemes in various departments when the opportunities arise.

- 5.2 The CCF Partnerships with two local state secondary schools will be reviewed and developed.

The School continues its partnership scheme with two state secondary schools and the number of students attending as CCF cadets from these schools has increased to over 60, with a number of their pupils taking on leadership roles within the CCF.

- 5.3 The School's communications systems will be expanded. Schoolcomms will be rolled out across all Year groups and parents will be given access to the Gateway. Consideration will also be given to providing parents with additional information such as access through SIMS.net to aspects of the database which would also assist with basic administration (e.g. school trips documentation).

Schoolcomms is widely used for school communication throughout the academic year which has made communication more effective and reduced paper use and postal cost. Parental access to the Gateway has become less significant as other forms of information provision have increased. The Gateway and VLE are under review. The introduction of Wisepay for various payments (e.g. SMART cards and school events) has also benefited parents and this will continue to be reviewed.

- 5.4 The School's website will be reviewed and a new website created which can be accessed by several key staff to make additions and changes.

A new, more sophisticated website was introduced and this can be changed by the Headmaster's Office and by the senior staff, as required.

- 5.5 A new prospectus will be considered to co-incide with the introduction of boarding.

A boarding prospectus was completed in 2012 to supplement the existing prospectus.

- 5.6 Specific Music, Sport and Drama prospectuses will be created to focus attention of prospective pupils and parents on the extensive provision in these areas available at the School.

The introduction of separate prospectuses is still under review and consideration is being given to ensuring that all marketing material is relevant and up to date.

- 5.7 Taster courses in Science and Music will be expanded to include new subjects such as Art and DT for prospective pupils interested in applying to Whitgift.

A DT course was introduced temporarily but the focus has returned to Science and Music courses which do occur annually, along with regular Sports courses.

- 5.8 The Surrey County Cricket Festival will be reviewed and a new contract drawn up to consider staging a 20-20 fixture at Whitgift, which might attract attendance in excess of 10,000.

A highly successful 20-20 fixture was staged at Whitgift in 2011 along with a four day and a one day fixtures. There were no first class fixtures in 2012 and 2013 and negotiations with Surrey CCC are ongoing.

- 5.9 The School and The Whitgift Foundation has appointed a School Development Officer to enhance further the close relationship with Alumni and link the School to the Foundation Appeal. This role will include increasing the number and scale of Alumni events held at the School as well as ensuring that relations with the Old Whitgiftian Association are positive and supportive.

The School has appointed a part-time Development Officer and progress is being made in ensuring that Alumni events and relations are very positive. In 2012, the Old Whitgiftian Association was re-named the Whitgiftian Association and its office was moved to the School. The facility at Croham Road has been re-named the Whitgift Sports Club.

- 5.10 The School will continue to consider its market position including ongoing reviews of boarding, co-education, new pupil qualifications and pupil admissions to university.

The new boarding house will be available from June 2013. Significant work has been completed regarding pupil admissions to university, including enhancement of the provision for those pupils looking to apply to universities abroad. Whitgift has continued to review its position regarding co-education and new pupil qualifications.

6. Buildings and Facilities

The spiritual enrichment provided by the grounds at Whitgift is seen as a key aspect of the education provided. The grounds and the environment generally at Whitgift are a very valuable asset, allowing pupils to be educated in an especially beautiful, civilised and stimulating atmosphere. This environment and the School's facilities will be carefully maintained and enhanced to ensure the greatest possible range of educational, scientific and sporting opportunities for pupils.

- 6.1 A Boarding business plan was assembled during the Trinity Term 2010 for consideration by the School and Foundation Governors and progress is now being made towards designing a boarding facility to provide full, weekly and flexi-boarding both for current pupils and for new pupils to the School from September 2013.

A new boarding house catering for over 100 boarders will be available from June 2013. This will include the opportunity to board on a full, weekly, or flexi-boarding basis.

- 6.2 The need for an improved Sixth Form Centre is recognised. This will be developed by re-allocating current space in the School and developing a specific Sixth Form facility. Teaching/seminar rooms will be established as part of this development. To be completed in 2011.

The new Sixth Form Centre was developed and opened in September 2011. The new facility is a very significant improvement and is greatly appreciated by pupils and the Sixth Form Team.

- 6.3 A new Performing Arts Centre will be created in the Old Swimming Pool facility. This complex may include a permanent or semi-permanent exhibition space, cinema, studio and editing suite for film making as well as expanded music and other drama related facilities. This project is underway and will be developed in stages.

The Performing Arts Centre has been developed and is now in permanent use. Further stages of development are needed to enhance the facility but a considerable amount of work has already been done to make this a successful performance space and it is regularly used for this (e.g. Heart of Darkness exhibition in March 2013).

- 6.4 The main kitchen was extended in time for September 2010 providing a superb facility. An extension to the Dining Hall will be sought in order to enhance further the dining experience for pupils and staff.

The existing Dining Hall was redecorated and it is hoped that an extension to the Dining Hall will be part of the next Development Plan.

- 6.5 An irrigation system was implemented in 2010 to ensure ongoing improvement to the grounds. This will be extended as required and the possibility of a bore hole further investigated.

The irrigation system has been extended and is now complete. The provision of a bore hole was investigated and considered.

- 6.6 A second Astro-turf pitch has been planned but put on hold following planning issues. This will be reviewed and the requisite permissions sought in due course.

The existing Astro-turf pitch and tennis courts area underwent major refurbishment in the summer of 2012, creating a high quality pitch and practice area.

- 6.7 A feasibility study will be conducted for moving the Maintenance buildings from their current position to the back of the School. This would create a new area for the development of classrooms, other educational facilities, storage and car parking spaces.

This project remains under consideration but other priorities for development at the back of the School have come into play.

- 6.8 Additional classroom spaces will be considered in various locations of the School including use of the roof space above the main buildings, reorganisation of the Lower School building, consideration of the size of classrooms (specific seminar rooms etc.), possible moves towards mobile electronic technology rather than fixed computer rooms and by re-designing areas to be more inspiring educational spaces. Additional classroom space should include science labs, with the possibility of extending into the Biology quadrangle to provide an additional science facility.

Some further teaching spaces have been created in different parts of the School (e.g. the Sixth Form area). Science labs will be considered as part of the next Development Plan. Mobile technology use will also be reviewed as part of the next Development Plan.

- 6.9 Improved medical facilities will be provided with the relocation of the medical room from North Entrance. An improved waiting area will then be established in North Entrance.

Improved medical facilities are under review as part of the introduction of boarding. Further details will be available in the next Development Plan.

- 6.10 The provision of toilet facilities for boys, staff and visitors will be reviewed and improved. Additional Ladies' toilets were completed in 2010 in South Entrance and improved toilet facilities would be provided in the Performing Arts Centre facility.

Toilets have been provided for the Performing Arts Centre and the toilets near the Raeburn Library have also been improved.

- 6.11 The Concert Hall will be refurbished to bring it up to standard as a high quality performance space.

This has been completed with new chairs, curtains and redecoration. Further possible developments will be considered as part of the next Development Plan.

- 6.12 The Chemistry Lecture Room will be refurbished to reflect its diversity of uses.

The Chemistry Lecture Room has been improved but a full refurbishment is currently being planned and will be considered as part of the next Development Plan.

- 6.13 A full review of changing room facilities will be completed. The locker provision will be reviewed and consideration given to new locker systems sited at various points around the School.

A new locker provision was provided for the Sixth Form as part of the Sixth Form Centre development in September 2010. A new locker area has been created in the second quadrangle for Third and Fifth Form pupils in September 2012.

New changing facilities have been developed as part of the boarding house development and these will be available from June 2013.

- 6.14 Six new tennis courts will be developed on Puntabout with the longer term aim of enclosing these within a dome construction, in collaboration with England Tennis. Timing is subject to funding and planning permissions.

The existing tennis courts have been refurbished as part of the Astro-turf redevelopment. New courts will be considered as part of the next Development Plan.

- 6.15 Projects to enhance further the School's environment will include, subject to the necessary approvals: a lily pond attached to the Japanese garden (completed in October 2010), a classroom facility in the Water Gardens allowing lessons to be conducted from that site, development of the woodland area on site (The Copse) to enhance this area by planting more trees and creating an environment more conducive to study.

Consideration has been given to projects such as these and the Copse is currently undergoing a regeneration programme, in part assisted by parent volunteers.

- 6.16 Further surveying work will be conducted to discover the viability of a road running from the Terrace towards Southfield and possibly exiting via Haling Park Road. This would increase safety on the Terrace and reduce traffic movement around the School site.

A full survey was completed but the road development proved too costly and was then abandoned in favour of the boarding house development in the

same venue. Further consideration of parking provision will be included in the next Development Plan.

- 6.17 A survey will be conducted to review whether a flattening of the bank separating Bigside and Little side and a reorientation of these pitches would create an additional sports pitch in this area. Survey to be conducted by January 2011.

It was concluded that, rather than undertake this work at present, the use of the area at the back of the School would be considered. Considerable work has already been completed, including a survey of this area.

- 6.18 The road towards the back of the School will be replaced and consideration given to the siting of an additional sports pitch and/or play facility at the back of the School.

See above (6.17)

- 6.19 The new electronic 'in-house' Maintenance system, introduced in 2010, will be reviewed alongside the electronic IT works log and consideration given to the setting up of a helpdesk for various tasks.

The success of the implementation of both of these systems has meant that a separate helpdesk has not been required.

- 6.20 Consideration will be given to the establishment of Year group Common Rooms and play spaces.

The Sports and Conference Centre café area has been allocated to the Third Form and consideration of play spaces is on-going. The Sixth Form Common Room has been developed (see 6.2 above).

- 6.21 The viability of operating a central book room will be explored and consideration given to the establishment of electronic books to reduce the number of book purchases required.

Improvements have been made in collecting books through a centralised system. Some departments have considered E-Books but provision is currently limited so this will be a consideration for the next Development Plan.

- 6.22 Enhancement of facilities for Modern Pentathlon and Outdoor Education might include the building of a climbing wall, a riding arena and/or an outdoor pistol range. Discussion with the local council will commence regarding a joint project to build a sports complex including an Astro-turf and 3G pitch on local authority grounds for use by the School and the community.

These items remain under consideration but have not been completed.

- 6.23 Partnerships will be sought to assist in the funding of an enclosure over the

Biology Garden and the subsequent creation of various biomes.

The biodomes project is under consideration as part of the Science development which will be covered in the next Development Plan.

- 6.24 In any new build or conversion of current building spaces and grounds areas, consideration will be given to renewable sources of energy and recycling or materials. This may include the establishment of an Energy Centre in the School to incorporate new technologies. Where possible, pupil involvement in renewable energy and recycling schemes will be implemented.

The new boarding house has been built to comply with BREEAM Excellent classification requirements and includes a number of modern 'green' technologies. Around the School, replacement of existing items (such as lights) now follows a programme of introducing more energy-efficient systems. The 'Green Team' (pupil club) has been involved in various projects of this nature.

7. Governance

Whitgift has both School and Foundation Governors; the greater autonomy provided for the School Governors since the last Inspection has been welcomed.

- 7.1 The School will continue to work with the Whitgift Foundation to try to ensure the implementation of best practice, as set out in ‘Guidelines for Governors’ published by the Independent Schools Council.

This work continues.

- 7.2 The School continues to develop its close working relationship with the Whitgift Foundation Office.

This has been developed further, particularly in the areas of HR and budget management.

- 7.3 The School has enhanced its links with the Whitgift Foundation Development Office and the Old Whitgiftians’ Association by appointing a School Development Officer. This role will continue to evolve with the aim of increasing the number and size of events with alumni and the Foundation and supporting the Whitgift Foundation programme.

These links continue to be developed (see 5.9 above).

- 7.4 Whitgift will continue to work with the other Foundation schools as well as other local schools in a number of areas and particularly aim to develop even closer links with the local girls’ schools, particularly in the Sixth Form.

The School has well established links with local schools and with girls’ schools. A new link has been established in 2013 with a local girls’ boarding school in preparation for the introduction of boarding.