



TALBOT HOUSE

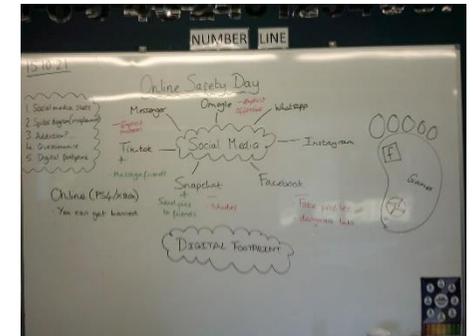
School Development Plan

September 2021

(updated November 2021)

C Smiles

Head Teacher



Talbot House School Development Plan

Quality of teaching	Behaviour and attitudes	Personal development	Leadership and management
Objective 1 To ensure the quality of teaching, is good or better	Objective 2 To ensure a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupil	Objective 3 To embed and strengthen personal development	Objective 4 To develop and strengthen the leadership and management
<p>1.1 The literacy coordinator tracks reading/literacy progress half termly to identify pupils below chronological age and those not making expected progress. This will inform planning and targeted interventions</p> <p>1.2 Identify our weakest readers and plan intervention to support progress</p> <p>1.3 Focus on lost learning in particular reading due to the pandemic</p> <p>1.4 Focus on work scrutiny to identify level of challenge for all, particular for the more able</p> <p>1.4 The SENCO will monitor, track and action IEP outcomes</p> <p>1.5 Introduce PLC's (personalised learning checklists) to evidence progress in foundations subjects</p> <p>1.6 Baseline assessments will be in place for new admissions, in reading, writing and numeracy, individual subjects will prepare a baseline. All assessments will be standardised to ensure their starting point is accurate</p>	<p>2.1 Focus on improving attendance of pupils whose attendance falls between 80-90% through incentives and rewards</p>	<p>3.1 Develop pupil's knowledge about preparing for adulthood through PSHE, house groups, assemblies and enrichment</p> <p>3.2 Develop an ethos across the whole school that allows pupils to build confidence and resilience through the enrichment program, curriculum, and PSHE</p> <p>3.3 Promote wellbeing across the school, developing knowledge through the curriculum</p>	<p>4.1 Governors develop their strategic leadership role further by carrying out a skills audit to identify training needs</p> <p>4.2 Governors come into school more frequently with increased focus during their monitoring visits</p> <p>4.3 Head Teacher to provide an annual program for key staff attendance at governor's meetings to inform of school priorities and developments</p> <p>4.4 The leadership team meet regularly to discuss the strategic monitoring and application of the school development plan to ensure the school is moving towards 'good'</p> <p>4.5 The leadership team support staff with new initiatives, policies and procedures through the monitoring and evaluation schedule to ensure the quality of teaching and learning is consistent to ensure positive pupil outcomes</p> <p>4.6 Strengthen the primary team through regular meetings, peer support and mentoring from upper school staff and leaders</p> <p>4.7 Staff who have responsibilities have opportunities to develop leadership skills through modelling from the leadership team</p> <p>4.8 Revise the curriculum to strengthen pupil's skills and knowledge, particular in English and mathematics</p> <p>4.9 SENCO to share new systems and processes and support staff in the implementation. SENCO to monitor and provide support when appropriate</p> <p>4.10 Leaders to ensure all staff have opportunities of CPD to upskill in phonics</p> <p>4.11 Leaders to ensure staff have opportunities to catch up on training missed due to the pause in face to face CPD during the pandemic</p>

			4.12 Leaders to promote and monitoring staff wellbeing
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Quality of teaching

Objective 1 – To ensure the quality of teaching, is good or better					
Action	Evidence	Person responsible	(RAG)	Impact	Monitored by
1.1 The literacy coordinator tracks reading/literacy progress half termly to identify pupils below chronological age and those not making expected progress. This will inform planning and targeted interventions	Analysis, tracking, and then shared with staff through CPD. SKI reports	SHA, KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Pupils are confident readers and can apply their reading across their curriculum	CSM Governors

1.2 Identify our weakest readers and plan intervention to support progress	Data from reading test, tracking of data	SHA, KPR, NPR, VJA	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Those pupils who have fallen behind due to the pandemic can quickly catch up	CSM Governors
1.3 Focus on lost learning, in particular, reading due to the pandemic.	PLC's, assessment when pupils return to school full time, books	Teachers in the lower and upper school	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Pupils are able to catch up content of subjects lost due to the pandemic, this might be due to teachers not being able to cover some content remotely or pupils finding it difficult to engage remotely	CSM Governors
Action	Evidence	Person responsible	(RAG)	Impact	Monitored by/how
1.4 Focus on work scrutiny to identify level of challenge for all, particular for the more able	Monitoring through work scrutiny with analysis. Feedback to staff, teachers to share good practice and help others to build skills SKI reports	CSM KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Abler pupils have opportunities to access higher level learning.	CMS Governors
1.5 The SENCO will monitor, track and action IEP outcomes	CPD with staff, monitoring of documents half termly, or through review meetings	KPR	Autumn 2 2021 Spring 2 2022 Summer 2 2022	All staff have information to support all pupils. This allows the pupils to make a smooth transition into and across school. EHCP outcomes are met	CSM Governors
1.6 Introduce PLC's (personalised learning)	PLC's in place, and in teaching files. Shared with pupils and staff.	Teaching staff	Autumn 2 2021 Spring 2 2022	Evidence of progress in foundation subjects. Pupils have a better	CSM Governors

checklists) to evidence progress in foundations subjects	Support from CSM to develop. Support from staff who skilled at building PLC's		Summer 2 2022	understanding of their progress	
1.7 Baseline assessments in place for new admissions, for reading, writing and numeracy; All assessments will be standardised to ensure their starting point is accurate	Baseline assessments in place for new starters. Baseline assessments explained and used as starting points for progress over time.	Teaching staff	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Accurate baseline data that allows progress to be measured from starting point (of joining Talbot House)	CSM KPR Governors

Behaviour and attitudes

Objective 2 – To ensure a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupil

Action	Evidence	Person responsible	(RAG)	Impact	Monitored by/how
2.1 Focus on improving attendance of pupils whose attendance falls between 80-90% through incentives and rewards	Half termly tracking spreadsheets. Analysis half termly. Discussions with pupils in house groups Letters home SKI report	CSM, KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Pupils' attendance improves Whole school attendance improves	CSM KPR Governors

Personal development

**Objective 3
To embed and strengthen personal development**

Action	Evidence	Person responsible	When (RAG)	Impact	Monitored by/how
3.1 Develop pupil's knowledge about preparing for adulthood through PSHE, house groups, assemblies and enrichment, including understanding about the pandemic we are currently going through.	Whole school approach. Promote through assemblies, PSHE, life skills and enrichment. Careers timelines and reports. Pupil voice	GMA lead on Enrichment All staff for consistency	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Pupils are better prepared for adulthood, with a greater awareness of choices	CSM KPR

3.2 Develop an ethos across the whole school that allows pupils to build confidence and resilience through the enrichment program, curriculum, and PSHE	Whole school approach, consistency across the school. Promote through PSHE, enrichment and life skills. Pupil voice	All staff	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Pupils are confident learners, have a 'can do attitude' and resilience that prepares them for life	CSM KPR
3.3 Promote wellbeing across the school, developing knowledge through the curriculum	Pupil voice, school council, book work	All staff	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Pupils feel safe, confident and supported	CSM KPR Governors

Leadership and management

Objective 4 – To strengthen the leadership and management					
Action	Evidence	Person responsible	(RAG)	Impact	Monitored by/how
4.1 Governors develop their strategic leadership role further by carrying out a skills audit to identify training needs	CPD	Governors	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Confidence to challenge the school leaders and be able to discuss strengths and weaknesses of the school	Chair Termly monitoring visits and Governing body meetings
4.2 Governors come into school more frequently with increased focus during their monitoring visits <i>*current climate monitoring is carried out virtually until summer1 term</i>	Monitoring templates that are linked to the SDP and show increased knowledge of school priorities over time	Governors	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Governors provide more focus comments following each visit and increased challenging questions governor's meetings	Chair Termly monitoring visits with key people responsible

4.3 Head Teacher to provide an annual program for key staff attendance at governors meetings to inform of school priorities and developments (<i>paused due to pandemic, resume September 2021</i>)	Head Teacher to support key staff to present at governors, this will support understanding of key areas within school	CSM	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Governors are fully informed of school's priorities and developments	Governors
4.4 The leadership team meet regularly to discuss the strategic monitoring and application of the school development plan to ensure the school is moving towards 'good'	Meeting notes, SEF and SDP updated half termly, leadership team and other key staff to take ownership of their key areas and can contribute to the SEF and SDP	CSM KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	All staff are fully aware of school priorities in order to move the school forward	Governors
Objective 4 – To develop and strengthen the leadership and management					
Action	Evidence	Person responsible	(RAG)	Impact	Monitored by/how
4.5 The leadership team support staff with new initiatives, policies and procedures through the monitoring and evaluation schedule. This ensures the quality of teaching and learning is consistent, resulting in positive pupil outcomes	Work scrutiny, learning walks, whole school monitoring and evaluation schedule. Analysis half termly, and feedback to staff. Pupils voice	CSM KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	All staff are aware of school initiatives, policies and procedures to ensure consistency of practice across the school	Governors
4.6 Strengthen the primary team through regular meetings, peer support and	Regular meetings, staff voice	KPR, upper school teachers	Autumn 1 2021 Autumn 2 2021 Spring 1 2022	Primary teachers feel supported, more confident in their practice and ability to deliver quality first	CSM

mentoring from upper school staff and leaders			Spring 2 2022 Summer 1 2022 Summer 2 2022	teaching, as well as effectively deploying support staff	
4.7 Staff who have responsibilities have opportunities to develop leadership skills through modelling from the leadership team	Meetings with other senior leaders to develop skills.	CSM KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Staff feel empowered and have a clear overview of how their key area impacts on whole school priorities	Governors
Objective – To develop and strengthen the leadership and management					
Action	Evidence	Person responsible	(RAG)	Impact	Monitored by/how
4.8 Revise the curriculum to strengthen pupils skills and knowledge, particular in English and mathematics	Ensure that there are opportunities in the curriculum for pupils to extend knowledge. Curriculum map, rationale	CSM KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022 Summer 1 2022 Summer 2 2022	Improved pupil outcomes in English and mathematics	CSM Governors
4.9 SENCO to share new systems and processes and support staff in the implementation.	SENCO to monitor and provide support when appropriate, analysis, IEPs and support plans	KPR	Autumn 1 2021 Autumn 2 2021 Spring 1 2022 Spring 2 2022	Staff have confidence in implementation of systems and processes. They have greater understanding of individual pupil's needs and strategies that will support them	CSM Governors

			Summer 1 2022 Summer 2 2022		
4.10 Leaders to ensure all staff have opportunities of CPD to upskill in phonics	CPD training, certificates	CSM, KPR	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Improve support for all pupils in lost learning in reading, support for our weakest readers enabling them to be more confident	CSM Governors
4.11 Leaders to ensure staff have opportunities to catch up on training missed due to the pause in face to face CPD during the pandemic	Tracking sheets, attendance registers and certificates	CSM, KPR	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Staff will be up to date with training in phonics, positive handling, first aid, safeguarding and Thrive	CSM Governors
4.11 Leaders to promote and monitor staff wellbeing	Staff voice Meeting notes	Staff within the group	Autumn 2 2021 Spring 2 2022 Summer 2 2022	Wellbeing of staff improves, staff feel supported	CSM Governors SMT