



# TALBOT HOUSE

## School Development Plan

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## 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 Fortnightly teachers meetings, with the focus to improve the overall quality of marking, feedback and pupil response including challenge and support each other</p> <p>1.2 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>1.3 Focus on work scrutiny to identify level of challenge for all, particular for the more able</p> <p>1.4 Revise the enrichment program is effective and linked to extended learning</p> <p>1.5 The SENCO will monitor, track and action IEP outcomes</p> <p>1.6 Introduce PLC's (personalised learning checklists) to evidence progress in foundations subjects</p> <p>1.7 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 pupils 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>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 governors 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 pupils 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>

## 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 Fortnightly teachers meetings, with the focus to improve the overall quality of marking, feedback and pupil response including challenge and support each other	Meeting notes Improved practice from learning walks SK – from monitoring visits	Teaching staff	<b>Autumn 1 2020</b> <b>Autumn 2 2020</b>  <b>Spring 1 2021</b> <b>Spring 2 2021</b>  <b>Summer 1 2021</b> <b>Summer 2 2021</b>	Teachers ensure that feedback allows pupils to, reflect, repair and move forward Confident teaching Consistency	<b>CSM SKI Governors</b>
1.2 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	<b>SHA</b>	<b>Autumn 1 2020</b> <b>Autumn 2 2020</b>  <b>Spring 1 2021</b> <b>Spring 2 2021</b>  <b>Summer 1 2021</b> <b>Summer 2 2021</b>	Pupils are confident readers and can apply their reading across their curriculum	<b>CSM SKI Governors</b>
1.3 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	<b>CSM KPR HRI</b>	<b>Autumn 1 2020</b> <b>Autumn 2 2020</b> <b>Spring 1 2021</b> <b>Spring 2 2021</b> <b>Summer 1 2021</b> <b>Summer 2 2021</b>	More able pupils have opportunities to access higher level learning.	<b>CMS SKI Governors</b>

Action	Evidence	Person responsible	(RAG)	Impact	Monitored by/how
1.4 Revise the enrichment program to ensure it has a focus and fit for purpose	Meetings between HT and teachers to ensure plans are in line with expectations. Discussions with pupils, school council feedback	LLA, SHU, SHA, KHA, AEV, VJA, NPR, HRI, CSM, GMA	Autumn 1 2020 Spring 1 2021 Summer 1 2021	Pupils have opportunities to develop their social skills as well as strengthen their learning through a well organised and linked enrichment program	CSM SKI 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 2019 Spring 2 2020 Summer 2 2020	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 SKI Governors
1.6 Introduce PLC's (personalised learning checklists) to evidence progress in foundations subjects	PLC's in place, and in teaching files. Shared with pupils and staff. Support from CSM to develop. Support from staff who skilled at building PLC's	Teaching staff	Autumn 1 2020 Spring 1 2021 Summer 1 2021	Evidence of progress in foundation subjects. Pupils have a better understanding of their progress	CSM SKI Governors
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 1 2020 Spring 1 2021 Summer 1 2021	Accurate baseline data that allows progress to be measured from starting point (of joining Talbot House)	CSM KPR SKI 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	<b>Autumn 1 2020</b> <b>Autumn 2 2020</b>  <b>Spring 1 2021</b> <b>Spring 2 2021</b>  <b>Summer 1 2021</b> <b>Summer 2 2021</b>	Pupils' attendance improves Whole school attendance improves	<b>CSM SKI</b>

## Personal development

Objective 3 To embed and strengthen personal development					
Action	Evidence	Person responsible	When (RAG)	Impact	Monitored by/how
3.1 Develop pupils 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	AEV lead on PSHE GMA lead on Enrichment All staff for consistency	Autumn 1 2020 Autumn 2 2020  Spring 1 2021 Spring 2 2021  Summer 1 2021 Summer 2 2021	Pupils are better prepared for adulthood, with a greater awareness of choices	CSM SKI
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 2020  Spring 2 2021  Summer 2 2021	Pupils are confident learners, have a 'can do attitude' and resilience that prepares them for life	CSM SKI

## 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 2020 Spring 2 2021 Summer 2 2021	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</i>	Monitoring templates that are linked to the SDP and show increased knowledge of school priorities over time	Governors	Autumn 2 2020 Spring 2 2021 Summer 2 2021	Governors provide more focus comments following each visit and increased challenging questions governors 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	Head Teacher to support key staff to present at governors, this will support understanding of key areas within school	CSM	Autumn 1 2020 Autumn 2 2020 Spring 1 2021 Spring 2 2021 Summer 1 2021 Summer 2 2021	Governors are fully informed of schools priorities and developments	Governors SKI
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 HRI	Autumn 1 2020 Autumn 2 2020 Spring 1 2021 Spring 2 2021 Summer 1 2021 Summer 2 2021	All staff are fully aware of school priorities in order to move the school forward	Governors SKI

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 2020 Autumn 2 2020  Spring 1 2021 Spring 2 2021  Summer 1 2021 Summer 2 2021	All staff are aware of school initiatives, policies and procedures to ensure consistency of practice across the school	SKI Governors
4.6 Strengthen the primary team through regular meetings, peer support and mentoring from upper school staff and leaders	Regular meetings, staff voice	Teachers across the school	Autumn 1 2020 Autumn 2 2020  Spring 1 2021 Spring 2 2021  Summer 1 2021 Summer 2 2021	Primary teachers feel supported, more confident in their practice and ability to deliver quality first teaching, as well as effectively deploying support staff	CSM SKI
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 2020 Autumn 2 2020  Spring 1 2021 Spring 2 2021  Summer 1 2021 Summer 2 2021	Staff feel empowered and have a clear overview of how their key area impacts on whole school priorities	SKI 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 2020 Autumn 2 2020  Spring 1 2021 Spring 2 2021  Summer 1 2021 Summer 2 2021	Improved pupil outcomes in English and mathematics	CSM SKI 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 2020 Autumn 2 2020  Spring 1 2021 Spring 2 2021  Summer 1 2021 Summer 2 2021	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 SKI Governors half termly