



Strategic Development Plan 2022-2023: Executive Summary

Thomson House School aims for its pupils, regardless of background, to develop the habits of mind and spirit associated with excellence and well-being, enabling them to achieve academic success, flourish and lead fulfilling lives. This is founded on the qualities of curiosity, kindness and courage. To nourish these, we combine the best traditions of the independent and state sectors, offering an all-round curriculum, a family atmosphere and an unwavering commitment to excellence.

The purpose of this Strategic Development Plan is:

- to maintain Thomson House School as an outstanding school within its community in line with the vision and ethos of the Trust
- to deliver outstanding teaching and learning by being pro-active, by seeking and offering challenge, and by responding to priorities identified through self-evaluation and the review of the impact of our actions against the Ofsted inspection framework

The Strategic Development Plan aims to identify the roles and responsibilities of key staff to ensure that improvements are achieved.

A glossary of abbreviations can be found at the end of the document

THIS STRATEGIC DEVELOPMENT PLAN IS COLOUR CODED SO GOVERNORS CAN DETERMINE WHICH COMMITTEE IS RESPONSIBLE FOR EACH OF THE FOCUS AREAS:

GREEN IS EDUCATION COMMITTEE

BLUE IS FINANCE & FUND-RAISING COMMITTEES

YELLOW/GOLD IS PREMISES COMMITTEE

THERE WILL BE SOME OVERLAP.

The quality of education

To deliver outstanding teaching and learning; to promote children’s spiritual, moral, social and cultural development; to promote learning that enables pupils to achieve above national expectations from a variety of starting points across the curriculum.

Area identified for development	Baseline	Actions/Strategies	Intended Impact of actions on children's learning
Curriculum	<p>THS Knowledge, Skills and Understanding curricula in place for every subject.</p> <p>Curriculum Reviews began in Aut 2020. Foundation subjects have all had a curriculum review during 2020-2022.</p> <p>Curriculum Lead on mat leave – HH took over lead role at Easter 2022</p> <p>Ofsted (2015) rated curriculum outstanding – praise for breadth and application.</p> <p>High quality texts drive English curriculum.</p>	<p>To review content of non-core curricula grids; prioritise key knowledge, skills and understanding through use of knowledge organisers to support teachers in the planning and delivery of lessons.</p> <p>Ensure lessons are well sequenced in every subject area.</p> <p>Continue with curriculum reviews – focus on core subjects: Reading / Science Writing / History Maths / Music</p> <p>Define assessment statements supporting the curriculum priorities. Develop an assessment system which is workload light; informative for planning; able to be analysed.</p> <p>Monitor use of stem sentences and technical vocab across the school / curriculum to help pupil eloquence.</p>	<p>Ensuring the curriculum is appropriate, broad and challenging to support robust outcomes.</p> <p>More focused progression grids will provide for better sequenced lessons which will improve children’s automaticity</p>

<p>Maths</p>	<p>Use of Maths Mastery & PEER model for teaching of maths since 2017.</p> <p>Calculation Policy based on mastery reviewed in 2019.</p> <p>Long term plans written in 2017 – no explicit links to cross-curricular areas.</p> <p>Maths Challenge success with UK JMT and Olympiad</p> <p>Use of TTRS for learning of times tables.</p> <p>Maths Deep Dive with AfC in April 2022.</p> <p>Maths subject leaders (2) completed learning walks and work scrutiny.</p>	<p>Ensure a consistent approach to pedagogy for all new staff; including home learning.</p> <p>CPD on use of manipulatives in Upper School.</p> <p>Ensure times tables teaching develops secure progression towards attaining 25/25 in MTC.</p> <p>Review use of PEER model through work with Maths Hub</p> <p>Maths Lead to join TRG.</p> <p>CPD to support planning and pedagogy, including open-door lessons</p> <p>Mastering Number to be embedded YR to Y2 - Lead to work with maths hub.</p> <p>Cross-curricular links to be introduced to maths curriculum</p> <p>Resources to be audited and ordered.</p> <p>Calculation Policy to be reviewed and updated</p> <p>Learning walk / curriculum review</p> <p>Maths theme week to focus on problem solving</p> <p>Y6 Maths challenge group to increase pupils entering UK Junior Maths Challenge to 15.</p> <p>Review girls' attitude to and attainment in maths</p>	<p>There will be a cohesive and consistent cross-curricular approach to teaching maths at THS, which will benefit the children's learning of maths and other subjects.</p> <p>Children will have the resources they need in every maths lesson.</p> <p>Mastering Number will ensure that all children in YR-Y2 have solid foundations in number concepts.</p> <p>Pupil outcomes will improve:</p> <p>90%+ of EYFS attain GLD</p> <p>KS1: 90% WA+ in Maths (45% at GD)</p> <p>Outcomes for MTC will improve so that all pupils attain at least 50% (13+/25); 75% of pupils attain 24+/25.</p> <p>KS2 SATs targets in July 2023: Maths 95% WA+ Maths 50% GD</p>
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<p>English / Reading</p>	<p>Little Wandle SSP brought in Jan 2022. 2022 Y1 attained PSC 90% (4/6 PPG passed)</p> <p>KS1 SATs – 85% WA+ in Reading, 40% GD</p> <p>KS2 SATs – 90% WA+ in Reading, 44% GD</p> <p>EAL – 100% of Y1 EAL pupils (8) passed PSC; 85% of Y2 EAL pupils (11) WA+ in Reading & Writing; 91% of Y6 EAL pupils (10) WA+ in Reading; 73% in Writing</p>	<ul style="list-style-type: none"> • Embed new English texts – with particular focus on reading comprehension skills in Upper School. • As part of CPD, upper School staff to watch LW reading sessions online / in Lower Sch • Upp school to transfer process – fluency, prosody and comprehension – to whole class sessions. • CPD to support planning and pedagogy, including open-door lessons • Libraries to have cataloguing system and a weekly check • Sharing book sheds to be operational on both sites • Lower School to have Reading Record; Upper School to have Reading Journal – ensure consistency of approach through use of ATs to monitor. • Home Learning to include linked comprehension tasks for Upper School, weekly • Monitor use of drama in English. • House Competition in handwriting / public speaking – linked to reading • Introduce ‘talking homeworks’ • Spelling approach to be reviewed and evaluated 	<p>KS2 Greater Depth in Reading will improve to be significantly above National and Borough at 50%+</p> <p>KS2 SATs targets in July 2023: Reading 95% WA+ Writing 90% WA+ SPAG 90% WA+</p> <p>Reading 50% GD Writing 45% GD SPAG 60% GD</p> <p>KS1 SATs targets in July 2023: 90% WA+ in Reading (45% at GD) 88% WA+ in Writing (40% at GD)</p> <p>95%+ of Year 1 will attain PSC.</p>
<p>Vulnerable Pupils</p>	<p>EYFS – 1 PPG child with EHCP will remain in EYFS next year.</p> <p>Year 1 – 5/7 PPG attained PSC; 50% SEND attained PSC</p> <p>KS1 SATS – 1/4 PPG attained WA in Reading & Writing; 2/4 attained WA in Maths. 3 out of 4 SEND attained WA in Reading (2 at GD); 2/4 attained WA in writing and maths (both were GD).</p> <p>KS2 SATS – 5/6 PPG attained WA in Reading; SPAG; Writing and Maths. 8/9 SEND attained WA in Reading (4 GD); 7/9 in</p>	<p>Close tracking of PPG/SEND children to ensure progress is strong from a variety of different starting points.</p> <p>Intervention programme to be monitored to ensure provision is in line with needs of PPG / SEND pupils.</p> <p>Y3 PPG pupils who haven’t attained WA in Reading and Writing to have focused group / 1:1 work.</p> <p>CPD in Adaptive Teaching Techniques</p> <p>Improve links with parents of PPG and SEND through:</p> <ul style="list-style-type: none"> • Coffee mornings • Personal invites • Volunteering • Building relations <p>Monitoring attendance and punctuality and seeing parents if attendance drops below 95%.</p>	<p>Vulnerable children will be well supported so that they make good or better progress.</p> <p>100% of PPG and SEND children to pass PSC</p> <p>Vulnerable children have a love of reading.</p> <p>Vulnerable children are aspirational regarding their future.</p>

	SPAG (2 GD); 6/9 in Writing (2 GD) and 6/9 in Maths (4 GD)	Review instrumental lesson provision for PPG/working poor children.	
PE / Sport	<p>PE & Sport Curriculum embedded</p> <p>Commitment to 3 hours of PE per week, including Daily Mile</p> <p>EYFS / Y1 have PE lessons in SL playground. Y2-Y6 go off-site for sport/PE.</p> <p>Y3-Y6 have one term of swimming at Putney Leisure.</p> <p>Y4-Y6 have gymnastics one term per year.</p> <p>Specialist coaches teach Y4-Y6. 2021-22</p> <p>25% of clubs are physical activity.</p> <p>In 2021-22, 15 fixtures played.</p>	<p>Ensure range of extra-curricular clubs provides a variety of activities for encouraging healthy lifestyles. Increase number of physical activity clubs to 30% of clubs offered and promote</p> <p>Complete a cost-benefit analysis on PSC.</p> <p>Increase the number of fixtures with local state and independent schools to minimum of 25 – to include Y3-Y5 – as well as RSSP tournaments.</p> <p>Set target of 90%+ pupils in Y6 to be able to swim 25m.</p> <p>Ensure Lower Sch commit to Daily Mile</p> <p>Ensure all PE lessons have a WALT and SC which is planned and shared with children and used for assessment of children’s outcomes</p> <p>Sports specific vocabulary to be included on curriculum documents</p> <p>Explore external locations where netball / basketball lessons could be undertaken.</p> <p>Explore timetabling of VR Hall for dance / gymnastics for lower school.</p>	<p>Ensure children’s physical and mental well-being.</p> <p>Competitive sport will build resilience and character through on-pitch performance. Children will work collaboratively and build teamwork skills though performing together.</p> <p>Build physical stamina in the children for longevity of life.</p> <p>Increase uptake of sports clubs to 35% of all pupils to broaden horizons</p> <p>Numbers of children involved in fixtures to increase from 14% to 20% (50 to 72)</p> <p>90%+ pupils in Y6 will be able to swim 25m</p>

Behaviour and Attitudes

Area identified for development	Baseline	Actions/Strategies	Intended impact of actions on children's learning
Behaviour for Learning	<p>Judged Outstanding in 2015.</p> <p>2022 internal judgement – good, as some low-level behaviour issues in some VR classes.</p> <p>Apr '21 - Science review – SIP commented on positive behaviour for learning in every classroom.</p>	<p>CPD to define outstanding behaviour for learning. Staff to be aware of key strategies to improve behaviour for learning.</p> <p>Behaviour Policy to be updated and shared with all staff</p> <p>Expectations to be shared with children in assemblies.</p> <p>Lesson drop-ins to have behaviour for learning as a focus.</p>	<p>Children will have a clear understanding of behavioural expectations.</p> <p>Teachers will use a variety of strategies to engage and motivate learners and sustain focus and concentration</p>
Attendance and Punctuality	<p>Attendance 2021-22 = 95% (down from previous year at 98%)</p> <p>PPG Attendance 2021-22 = 92%</p> <p>SEND Attendance 2021-22 = 93%</p> <p>Boys Attendance 2021-22 = 95%</p> <p>Girls Attendance 2021-22 = 95%</p> <p>>90% 2021-22 = 35 pupils</p>	<p>Monitor attendance and punctuality monthly</p> <p>Address attendance and punctuality at parent induction meetings/ open mornings; consultation evenings.</p> <p>Meet with parents whose children drop below 95%</p> <p>Communications to parents to reiterate zero tolerance to holidays in term time.</p> <p>Update and distribute Attendance Policy</p>	<p>Parents will understand the direct correlation between attendance and attainment. The higher the attendance data, the higher pupil outcomes will be.</p> <p>Whole school attendance to be 97%+</p> <p>PPG attendance will be 95%+</p> <p>SEN attendance will be 95%+</p> <p>Boys' attendance will be 97%+</p> <p>Girls' attendance will be 97%+</p> <p>>90% will be less than 20 pupils</p>

Personal Development

To ensure that from different starting points and different groups, pupils make rapid and sustained progress so that attainment of pupils is above national and borough norms, particularly in the core subjects.

Area identified for development	Baseline	Actions/Strategies	Intended impact of actions on children's learning
Extra-Curricular Provision	<p>2021-22: 47 clubs on offer; 170 children participating in at least 1 club.</p> <p>PPG children offered one free club per term. 53% take up</p> <p>House competitions termly – including THS Has Got Talent.</p> <p>Motivational Speakers termly. Theme weeks termly. School Council on both sites</p> <p>Pupil Leadership positions with limited impact, including Green team</p>	<p>Increase number of clubs to 50 (of which physical activity clubs are 30%)</p> <p>PPG MUST do at least 1 club per term. THS to be pro-active, if PPG parents don't respond.</p> <p>Ensure a programme of house competitions – one every half term.</p> <p>Ensure a programme of visitors, workshops and motivational speakers links with curriculum / celebratory days / weeks.</p> <p>Continue with theme weeks termly.</p> <p>Celebratory Friday assemblies to promote successes in and out of school.</p>	<p>Children will be able to try new activities in clubs.</p> <p>Children's talents will be recognised in assemblies to build self-esteem.</p> <p>All PPG children will participate in at least 1 club per term to widen their skills. Aim to increase PPG participation from 53% to 75%</p> <p>Children's talents will be recognised through promoting opportunities to perform – on stage, on pitch, to each other.</p>
Physical, Mental & Emotional Well-Being	<p>Have a job description for Mental Health Lead and an EWB policy.</p> <p>2021-22 wider provision for support of mental health both internally and</p>	<p>Introduce PATHS initiative to improve social and emotional well-being of all pupils PATHS training for all staff, as part of PSHE curriculum.</p> <p>MHST music therapist offer and staff support offer to be communicated to all staff</p> <p>New provision through SHH being trained as ELSA.</p>	<p>Emotional well-being of staff and children will have a greater focus.</p> <p>Staff will be aware of the referral routes for support of children's needs.</p>

	<p>externally through the MHST. Additional MH First Aider in 2022. Play therapist employed for 1 day weekly, supporting 4/5 children. Well-being theme week in summer term. One AT trained in ELSA for weekly provision. Nurture provision taking place for chn needing emotional support. Annual well-being survey for staff. Termly well-being day / quiet week for staff. Flexible working hours approach for teachers. Accent Caterers appointed Sept 2021 – all children have school lunch.</p>	<p>Support for staff from external provider / well-being coach</p> <p>Coaching for Senior Leaders and teachers.</p> <p>Anti-Bullying Survey for all children to complete. Analysis to evaluate</p> <p>Attain HSA silver through an EWB project.</p> <p>SMSA training to support positive relations in the playground.</p> <p>Well-being / quiet weeks</p> <p>Extra focus on physical activities in extra-curricular clubs – see above</p> <p>Daily mile for every class.</p> <p>Review needs of staff - Survey re staff workloads and work-life balance.</p> <p>Progression in the Online safety curriculum to be clarified</p>	<p>Children will benefit from early intervention to support their emotional needs.</p> <p>Emotional well-being of all pupils to improve – child surveys to show vast majority to feel happy, safe and secure</p> <p>Increased confidence – children feeling happy, safe and secure – resulting in improved focus on learning.</p> <p>Staff able to develop a work-life balance which is sustainable and that they enjoy both working and life outside work.</p> <p>Children to be provided with opportunities to talk about their mental health in class – through the PSHE curriculum and circle times.</p> <p>Staff to be provided with opportunities for confidential 1:1 for talk, coaching and support.</p> <p>All pupils have nutritious lunch provided for them to aid concentration in the afternoons.</p>
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Leadership and Management

Area identified for development	Baseline	Actions/Strategies	Intended impact of actions on children's learning
MAT Merge	<p>SR, ADD and AL met with BPET, Thomas's, Knowledge Sch Trust in June 21.</p> <p>Matrix devised by Govs working party.</p>	<ul style="list-style-type: none"> • Determine strategy for year ahead • On agenda at each FGB for discussion. • Meet with other potential MATs • Devise a workable timeframe. 	<p>School improvement, resilience to impacts on budget; retention of staff; staff development – all having positive impact on pupil outcomes.</p>

Finance	<p>2021-22 Leavers: 16 Admissions: 34 Net gain: 18 Numbers of pupils on roll = 369 in July 2022</p> <p>Additional Income Streams: Lettings Clubs FOTH</p> <p>Alumni database started in 2021-22.</p> <p>5-year plan shows growing negative gap between income and expenditure.</p> <p>Enrichment Fund is stalling.</p> <p>Debt collection has significantly reduced outstanding debts.</p> <p>Income from FOTH was £36k - half from previous year's events.</p>	<ul style="list-style-type: none"> • Maximise income from ESFA by maximising numbers on roll - review marking plan and PR • Submit claim for extra GAG funding. • Review staffing model considering full capacity, long-term budgets and GaG income. • Review charging and remissions policy; plus Lettings Policy. • Review RPL bids with mental health focus. • Research Sponsorship deals • FOTH income to be discussed with Danni Lovell. • Close monitoring of budget each month • Review 3-year budget. • Review other income streams. • Promote enrichment fund. • Review utilities expenditure/costs /providers • Review provision of wraparound care and income derived from it 	<p>Increased income to spend on resources, both physical and human, to impact positively children's learning.</p> <p>More efficient admin processes will improve support for teaching and learning eg through trips; events; concerts; workshops etc</p>
Premises - Safety & Security of sites	<p>New entry point for V Rd from Aug 2019.</p> <p>Sheen Lane entry point not secure enough – no air lock.</p> <p>Leaking roof in VR</p>	<ul style="list-style-type: none"> • Ensure V Rd refurbishment project – summer 2022 – is completed on time and compliant to brief. • Review plans for re-modelling of Sheen Lane entry point – to establish an 'air-lock' system. Apply for CIF funds • Review cleaning procedures through regular monitoring. 	<p>Safer environment for the children and staff.</p> <p>Raise awareness of health and safety issues for staff and pupil well-being.</p> <p>Increased sense of well-being through improved working environment.</p>

		<ul style="list-style-type: none"> • H&S Governor to visit termly to monitor any issues and report back to Premises Committee. • Review annual redecoration schedule for works to take place in summer hols. • Look at cost of double-glazing windows in VRd • Install lockers for Y6 and Whiteboards in VR • Install new playground climbing equipment in Sheen Lane • Fire alarm connections between SL buildings and in SL playground. 	'Softer' environment in Vernon Road to encourage smoother and quieter transitions from children around the building.
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EYFS

Area identified for development	Baseline	Actions/Strategies	Intended impact of actions on children's learning
EYFS Curriculum	Introduction of reforms to EYFS curriculum in Summer 2021.	<p>Ensure all EYFS staff are secure with RBA process.</p> <p>Run THS baseline process alongside RBA.</p> <p>Ensure all staff attend training on EYFS reforms and information is disseminated through the team.</p> <p>Ensure new curriculum intent is clear to all and that planning is monitored – all staff are to be clear on what they intend children to learn, know and do as a result of the EYFS curriculum</p>	<p>RBA will provide a robust and rigorous baseline from which the school can track progress and attainment.</p> <p>Staff will have more time to spend on the children, improving outcomes; less workload on assessment.</p> <p>The curriculum will engage young learners and prepare them well for the next stage of their education.</p>

Vulnerable children in EYFS	2021-22: GLD = 87% PPG = 1 child (with EHCP) did not attain GLD; will remain in EYFS to repeat the year in 2022-23. SEND = 4 pupils – 1 with EHCP; 2 on SCIP funding; 1 working with SALT weekly. 25% of SEND attained GLD.	Evidence based questionnaire (Boxall profile? Leuven scale?) to assess mental well-being of children entering EYFS. Simple parent survey at home visit to assess well-being of children entering EYFS Oracy skills will be prioritised through sharing of rhymes; songs and stories daily. Personal invitations to parent workshops for PPG / working poor / SEND parents. Links with Nurseries to be explored – to improve transition Attendance and punctuality will be closely monitored	Staff will be alert to children with mental health concerns and be able to support where necessary. Parents will feel confident about the school’s care of their child. Holistic approach Children will speak in full sentences, clearly and articulately Engagement with parents that are hard to reach will improve. Transition will be easier for most vulnerable children. Attendance issues can indicate safeguarding concerns.
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Glossary of terms

Expressing proportions in words & abbreviations of terms

Description	Proportions	Abbreviations		
Almost all, vast majority	97% +	EYFS - Early Years Foundation Stage	ELG – Early Learning Goals	AMA – Academically More Able
Most, very large majority	80% +	SMSC - Social, Moral, Spiritual, Cultural	GLD – Good Level of Development	PPG – Pupil Premium Group
Large majority	65% +	NQT – Newly Qualified Teacher	TT- Target Tracker	EAL – English as an Additional Language
Majority	51% +	SLT – Senior Leadership Team	AUP – Acceptable Use Policy	CPD – Continual Professional Develop.
Minority	35-49%	AT – Assistant Teacher	VLE – Virtual Learning Environment	LAC – Looked After Children
Small minority	20-34%	PP – Pupil Progress	PSHE – Personal, Social, Health Educ.	SEND – Special Educational Needs
Few, very small minority	4-19%	AfL – Assessment for Learning	DSL - Designated Safeguarding Lead	CPP – Child Protection Policy
Almost no, very few	0-3%	DfE – Department for Education	KPI – Key Performance Indicator	SATs – Standard Assessment Tests
		WA – Working At National Standards	WT – Working Towards Nat Standards	GD – Working at a Greater Depth
		Yellow highlighted text – Key Focus Area		