



## **Strategic Development Plan 2023-2024: 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 quality of education**

Area identified for development	Baseline	Actions/Strategies	Led by (Held accountable by)	Timescale Resource Costs	Intended Impact of actions on children's learning	End of Term Review
Pedagogy – Implementation	Curriculum reviews show a well sequenced, progressive curriculum with logical progression of content in all areas.  Teachers address prior knowledge at the start of each lesson – query impact on learners?	All teaching staff to have training on retrieval practice (INSET) Trial use of knowledge organisers for children as part of retrieval practice strategy – in History and Geog. Embedding of key vocabulary in lessons, working walls and knowledge organisers			Pupils will be able to reactivate recently acquired knowledge, reducing cognitive load at the start of the lesson. Teaching methods will encourage pupils to undertake retrieval practice to consolidate and deepen their retention of the knowledge and skills longer term. Pupils will be	

		Lesson drop in proforma to include evidence of retrieval Learning walks to focus on retrieval			able to talk confidently about their learning and their learning journey.	
<b>Curriculum – implementation</b>	Curriculum reviews show a well sequenced, progressive curriculum with logical progression of content.  Sacre scheme introduced in 2020	Curriculum Review of RE  RE curriculum to be enhanced with teaching resources / vocab / explicit links to other areas of the curriculum / other religions  Theme week for RE to include religious leaders.			Teachers will use assessment to help learners embed and use knowledge fluently or to check understanding and inform teaching.  Evidence in pupil work, voice and observations shows improvements in teaching and learning, and progress within RE	
<b>Assessment - Impact</b>	RBA on entry to EYFS.  Formative and summative assessment techniques used to make judgements.  Half termly judgements are recorded onto Target Tracker.  Pupil outcomes of RWM have been consistently strong for several years.  Assessment of non-core is completed termly – with what impact on pedagogy for pupils?	Review Assessment Policy.  Define non-core assessment statements supporting the curriculum priorities.  Develop a non-core assessment system which is workload light; informative for planning; impactful for pupils; able to be analysed.  Embed what non-core Greater Depth looks like in each subject area at each age group.  CPD on formative assessment, to check children's knowledge			Assessment is manageable, accurate, purposeful and reliable.  Reporting to all stakeholders is valuable and accurately represents pupil progress and attainment  The assessment and tracking of foundation subjects allow subject leaders to better understand the attainment and progress of foundation subjects. This will inform and improve focussed teaching through the school.	

		and understanding, and to overcome misconceptions.				
<b>PE</b>	<p>THS's marketing is based on excellent provision of sport and music.</p> <p>Need to raise awareness with the community of successes in sport and inclusive nature of sport at THS</p>	<p>Utilise sports coaches/Head of Sport to effectively develop staff's confidence. Provide relevant CPD/training opportunities to develop skills/knowledge.</p> <p>Establish annual calendar including dodgeball, cross country, girls football, football, netball, rounders and hockey.</p> <p>Explore possibility of competitive events for younger year groups</p> <p>Raise the profile of PE in newsletter and website</p>			<p>Teachers feel more supported in the delivery of high-quality PE lessons resulting in an increase in staff confidence and quality of lessons are raised throughout school.</p> <p>A sense of community and team spirit is fostered for pupils when engaging in competitive sport.</p>	

## **Behaviour and Attitudes**

<b>Area identified for development</b>	<b>Baseline</b>	<b>Actions/Strategies</b>	<b>Led by (Held accountable by)</b>	<b>Timescale costs and resources</b>	<b>Intended impact of actions on children's learning</b>	<b>Mid-Year Review</b>
<b>Culture and Ethos – Behaviour and Behaviour for Learning</b>		Review Behaviour Policy; integrate 'child speak' and share updated policy with all key stakeholders. Introduce The Diane Award – Bullying Ambassador Training. Research UNICEF's Rights Respecting School. PATHS to be further embedded building on S&E learning review (June '23)			Positive relationships between children; children feel safe and happy at school which will have a positive impact on learning.	
<b>Attendance and Punctuality</b>	2022-23 attendance data:  Whole school - 96.4% PPG - 94% SEN - 93% Boys - 96% Girls - 97% PA - 4% (16 pupils)	Monitor monthly Address attendance and punctuality at parent induction meetings/ open mornings; consultation evenings. Meet with parents whose children drop below 90% Communications to parents to reiterate zero tolerance to holidays in term time.			Parents will understand the direct correlation between attendance and attainment. The higher the attendance data, the higher pupil outcomes will be.  Whole school attendance to be 97%+  PPG attendance will be 95%+ SEN attendance will be 95%+ Boys' attendance will be 97%+ Girls' attendance will be 97%+ >90% will be less than 20 pupils	

--	--	--	--	--	--	--

## Personal Development

Area identified for development	Baseline	Actions/Strategies	Led by (Held accountable by)	Timescale, costs and resources	Intended impact of actions on children's learning	Mid-Year Review
<b>Mental health and wellbeing</b>	<p>Nov 22 Staff wellbeing survey findings.</p> <p>Nov 22 Pupil well-being survey findings</p>	<p>Wellbeing group established to support the mental health and wellbeing of staff. Improve staff wellbeing through the review of demands on teachers' time. Evaluate options to reduce workload and improve wellbeing.</p> <p>Supervision for DSL, DDSL and other staff where needed Support for staff from external provider / well-being coach Coaching for Senior Leaders and teachers.</p> <p>Healthy Schools Silver Award to be worked towards</p>			Ensure all staff's workload is manageable and appropriate and reduce wherever possible	

## Leadership and Management

Area identified for development	Baseline	Actions/Strategies	Led by (Held accountable by)	Timescale, resources, costs	Intended impact of actions on children's learning	Mid-Year Review
<b>Ofsted</b>	<p>Last Ofsted visit June 2015 - judgement 'outstanding'</p> <p>Established SWAT team of Gobs.- chairs of each committee.</p> <p>Clear vision for the school held by leadership (Ofsted 2015).</p> <p>Clear rationale underpins the curriculum.</p> <p>Auditors conducted governance audit in 2022-23</p>	<p>Review all statutory policies</p> <p>Review safeguarding procedures through safeguarding audit</p> <p>Disseminate crib sheet with updated 'corporate story'</p> <p>Ensure all school staff are prepared, including subject leaders.</p> <p>Update Ofsted strategy sheet</p> <p>Parent Survey</p> <p>EYFS Starting School Survey</p> <p>Staff Well-Being Survey</p> <p>Pupil Survey – anti-bullying and safety</p>			<p>Sustain excellent outcomes for pupils.</p> <p>Ensure that the school maintains its safe and secure environment.</p> <p>Ensure all pupils continue to have positive attitudes to learning.</p> <p>Ensure that the curriculum prepares and supports children as they transition into next phases.</p>	
<b>MAT Merge</b>	<p>2022-23 AL / KM began work on potential merge with BPET</p> <p>Feb 2023 BPET declined to take process further</p> <p>Summer 2024 AL/KM began discussions with Wandle Learning Trust</p> <p>July 23 WLT presented to Gobs</p>	<p>Determine strategy with regards to Wandle Learning Trust</p> <p>FGB to understand MAT Merge process and timeframes</p> <p>Devise a workable timeframe for each stage of the project.</p> <p>To complete the merge process</p>			<p>School improvement, resilience to impacts on budget; retention of staff; staff development – all having positive impact on pupil outcomes.</p>	

<b>Safeguarding</b>	<p>Safeguarding audit completed in June 23.</p> <p>New DSL appointed in April 23</p> <p>Internet Safety Day included parent workshop and assembly</p> <p>CPOMS managed by DSL weekly.</p> <p>Safeguarding comms to all staff weekly via email.</p> <p>Safeguarding update on admin meeting agenda weekly; &amp; SLT meeting agenda weekly.</p>	<p>Action plan and strategies to come from outcome of audit submitted to KRCSB.</p> <p>Continue to refine THS' safeguarding curriculum reacting to pupils' and contextual needs</p> <p>Liaise with CClickonit/LGfL to review appropriate internet filtering and monitoring systems</p> <p>Leaders and Governors to assure themselves that appropriate and effective online filtering and monitoring systems are in place and receive regular monitoring reports</p> <p>Staff to be clear on process for raising low-level concerns and recording of allegations captures patterns of behaviour over time.</p> <p>Child friendly versions of the child protection and behaviour policies to be written and shared with children and wider community</p>				
<b>IT Systems</b>	<p>VLE on Microsoft SharePoint platform.</p> <p>Fibre connectivity installed during summer term 23 for transition to LGfL.</p> <p>Website reviewed in 2023.</p>	<p>Migration of file storage systems from VLE and server to Google Drives</p> <p>Staff training on Google Drives</p> <p>Migration of email on to Google</p> <p>Buy new IT hardware – for learning (Chromebooks in Upper Sch; ipads in Lower Sch)</p> <p>Review and update website - to be used as a marketing tool.</p>			<p>The IT hardware and software will efficiently support the school's aims.</p> <p>Google platform will help the children by providing a seamless transition to the already used Google Classrooms.</p> <p>New Chromebooks will ease the demands in school for current supply pool of Chromebooks.</p>	



--	--	--	--	--	--	--

**EYFS**

Area identified for development	Baseline	Actions/Strategies	Led by (Held accountable by)	Timescale and resources	Intended impact of actions on children’s learning	Mid-Year Review

<b>Enabling Environments</b>		<p>CPD to ensure all staff have a secure understanding and appreciation of impactful continuous provision</p> <p>Monitor continuous provision planning to ensure rigour, and is objective led.</p> <p>Daily team meetings to ensure clarity of expectations for continuous provision.</p> <p>Weekly meeting to ensure communication between team members is seamless.</p> <p>Enhanced provision to be shared with team and impact on children monitored.</p> <p>Adult interaction to be monitored daily – scripted prompts to be used for support.</p> <p>AfC expert to re-visit to assess progress since Spr 2023.</p>				
<b>Outdoor provision</b>		<p>Ensure OLA matches internal provision in terms of quality and approach – new hut to buy; resources to be updated.</p> <p>Mural to be painted on walls.</p> <p>Observe excellent outdoor environments in borough</p> <p>Engage with AfC Early Years advisor</p>				

		Plan for the outdoor environment and train children to use it effectively, with staff trained to support and engage				
--	--	---	--	--	--	--

## 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