



Executive Summary of the Strategic Development Plan 2019-2020

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

Area identified for development	Baseline	Actions/Strategies	Led by (Held accountable by)	Timescale and resources	Intended Impact of actions on children's learning	Termly review
Medium term plans and Skills Progression Grids for Non-Core subjects	2017-18 No progressions grids for non-core.	All progression grids need to be finalised and shared with staff.	VA (AL)	By Oct half term	Greater consistency in teaching and learning between classes.	
	2018-19 Subject leaders working on skills progression grids for non-core with VA.	Monitor and evaluate medium term planning.	VA, JS (AL)	Half termly	Clearer progression of skills throughout the school to ensure less time wasted going over already learnt skills and knowledge from previous years.	
		Monitor and evaluate progression skills grids.	VA, JS (AL)	By Dec '19		
		Support subject leaders in monitoring non-core areas.	VA (AL)	By Feb '20		
Year 6 Statutory Assessments	None	Set targets for Y6 outcomes and share with teachers.	JS (AL)	Sept 2019	Children will feel confident and secure in core subject learning.	
		Closely track progress towards targets.	JS (AL)	Every half-term	Maths will be taught in 3 or 4 streamed groups to have strongest impact on children's misconceptions.	
		Regular assessments in core subjects	JS (AL)	Every half-term	Regular SATs testing will raise the confidence of pupils and direct clear teaching to fill any gaps.	
		Monitor provision regularly and address any support needed for improved teaching practice - at least 50% of observed lessons to be outstanding	JS (AL)	Termly	Teachers' strengths will match their provision to aid pupil challenge.	
		Interventions for WTS children to be organised and tracked.	HH (AL)	By Sept 2019		
			Y6 team (JS)			

		Core subjects to be taught by specialist teachers		After Oct half term		
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Area identified for development	Baseline	Actions/Strategies	Led by (Held accountable by)	Timescale and resources	Intended impact of actions on children's learning	Termly review
Mental health & well-being	Relate Counselling provided for 2 children for 6 weeks.	Review needs of children's mental health.	HH (AL)	By Dec 2019	Increased confidence – children feeling happy, safe and secure – resulting in improved focus on learning.	
	Play therapist employed for 1 day weekly, supporting 4 children.	Review needs of staff.	AL (MS)	Spr term	Staff able to develop a work-life balance which is sustainable and that they enjoy both working and life outside work.	
	Well-being theme week in summer term.	One AT to be trained in ELSA for additional weekly provision.	HH (AL)	On-going	Children to be provided with opportunities to talk about their mental health in class – through the PSHE curriculum.	
	Yoga taking place in EYFS. Pilates provision began after May half term.	Survey re staff workloads and work-life balance.	AL/RR (MS)	Spr term	Staff to be provided with opportunities for confidential 1:1 for talk, coaching and support.	
	No ELSA provision as trained member of staff left.	Weekly mindfulness PSHE lesson to focus on resilience.	VA/JS (AL)	From Sept		
	Nurture provision taking place for PPG needing emotional support.	Mindfulness Day for children.	SK, RF (VA)	Termly		
	Annual well-being survey for staff.	Quiet week – no meetings for staff.	AL (AK)	Termly		
	Termly well-being day for staff					
	Flexible working hours approach for teachers.					

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Finance - budget; income streams; cost management	<p>Tightly managed finances to date.</p> <p>5-year plan shows growing negative gap between income and expenditure.</p> <p>Enrichment Fund is growing.</p> <p>New SBM started Sept 2018.</p> <p>Lettings at a minimal level.</p> <p>Admin documents stored largely on server.</p>	<p>Review lettings policy & lessees</p> <p>Review 5-year budget.</p> <p>Review other income streams.</p> <p>Promote enrichment fund.</p> <p>Review utilities expenditure/costs /providers</p> <p>Review document storage and use of VLE for admin.</p>	<p>RR (AL)</p> <p>AL/RR (SB)</p> <p>RR (AL)</p> <p>AL (SB)</p> <p>RR (AL)</p> <p>RR (AL)</p>	<p>By Oct half term.</p> <p>By May '20</p> <p>By Jan '20</p> <p>On-going</p> <p>By Feb '20 half term</p> <p>By Dec '19</p>	<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 on sites	<p>Security on both sites is not as tight as it should be due to positioning of offices in relation to front doors.</p> <p>New entry point for V Rd from Aug 2019.</p>	<p>Establish an electronic system for signing in/out across both sites.</p> <p>Monitor entry point on Vernon Road site to ensure that the new 'air lock' system for visitors is secure.</p> <p>Draw up plans for re-modelling of Sheen Lane entry point – to establish an 'air-lock' system.</p> <p>Embed lock down procedures through regular testing.</p> <p>Nominate a Governor with responsibility for H&S.</p>	<p>RR (FL)</p> <p>RR (FL)</p> <p>RR (FL)</p> <p>RR (FL)</p> <p>Govs (MS)</p>	<p>By Oct half term</p> <p>On-going</p> <p>By Jan '20</p> <p>On-going</p> <p>At Oct FGB mtg</p>	<p>Safer environment for the children and staff.</p> <p>Raise awareness of health and safety issues for staff and pupil well-being.</p>	

		H&S Governor to visit termly to monitor any issues and report back to Premises Committee.	FL (MS)	On-going		
Middle Leadership	Leaders of the Future 2 left the school and 1 dropped out.	Leaders of the Future initiative to re-commence – Year 2	AL (AK)	After Oct half term	Distribute leadership functions to engage and motivate ambitious staff.	
	Everyone's A Leader initiative commenced Sept 2018.	Continue with 'Everyone's A Leader' initiative and focus on subject leadership.	AL (AK)	On-going	EYFS lead will support learning in EYFS.	
	No EYFS Lead.					
	Phonics lead was a Dep Head.	Consider an EYFS lead separate from SLT.	AL (AK)	By Oct '19	Phonics lead to have responsibility for phonics outcomes in YR-Y2 with a focus on PPG outcomes.	
	No phase leaders.	Consider phonics lead separate from SLT.	AL (AK)	By Oct '19		
		Consider year group leaders / phase leaders	AL (AK)	By Feb '20		

Glossary of terms

Expressing proportions in words & abbreviations of terms

<u>Description</u>	<u>Proportions</u>	<u>Abbreviations</u>		
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

