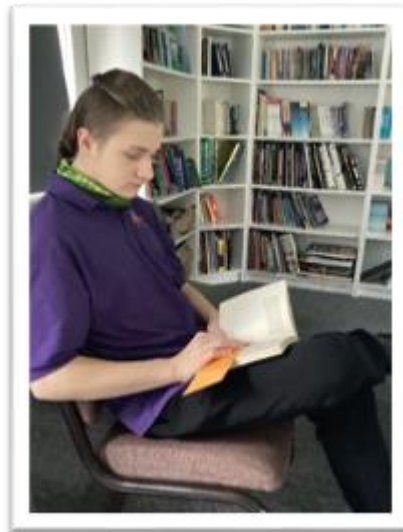




Talbot House School Development Plan

2023 – 2025



Talbot House School Development Plan

Key Performance Indicators

Talbot House Key Performance Indicators		2023 Baseline	Milestone Dec 2023		Milestone April 2024		Targets Aug 2024		Targets 2025 (to be reviewed September '24)
			Target	Actual	Target	Actual	Target	Actual	
Quality of Education	Number of Leavers with accreditation in English	2 of 2	2	2	1		1		
	Number of Leavers with accreditation in Maths	2 of 2	2	2	1		1		
	% of pupils at least in line with chronological reading age	45%	60%		80%		90%		90%
Behaviour and Attitudes	% Overall Attendance	82.4%	90%		90%		90%		90%
	% Persistent Absence (10% or more)	36.8%	20%		20%		20%		20%
	% Severely Absent (50% or more)	0%	0%		0%		0%		0%
	Number of pupils with at least 1 FT Suspension	12	6		6		6		6
	Number of pupils with more than 1 FT Suspension	10	4		4		4		4
	Number of Permanent Exclusions	3	0		0		0		0
Personal Development	Number of Leavers on track to be placed in EET	2 of 2	2	2					
	% pupils say they enjoy coming to school	99%	100%		100%		100%		100%
	% parents/carers would recommend this school to another parent	98%	100%	99%	100%		100%		100%

Talbot House School Development Plan 2023-24

Key Issue 1 - To improve the Quality of Education by:

Objectives	Detailed Actions	Who	Monitored by	Deadline with milestones	Success criteria & Impact
<p>Objective 1 Further embed the process of subject curriculum reviews on a termly cycle, identifying support and actions needed to further strengthen the learning.</p>	<p>Detailed feedback from the monitoring & evaluation schedule, that is both rigorous and robust. Feedback to staff with challenge. <i>(See all teaching & learning monitoring analysis)</i></p> <p>Developing an action plan that is linked to the curriculum review feedback. Action plans that create a cyclic process, feedback, action plan, implementation, intent, and impact. <i>(See action plans)</i></p> <p>Constructive teacher meetings that support for each other and sharing good practice. <i>(See meeting action points)</i></p> <p>Monitoring of LTPs, to ensure progression and sequential planning. <i>(See LTPs)</i></p> <p>Further embed the Rosenshine principles of instructions across the school.</p>	Subject leads	CSM, GJA,	<p>Autumn 1 Autumn 2</p> <p>Spring 1 Spring 2</p> <p>Summer 1 Summer 2</p>	<p>Monitoring and analysis documentation from curriculum reviews, learning walks, work scrutiny, Accelerated Reader.</p> <p>All lessons/sequence of lessons have evidence of retrieval activities.</p> <p>Lessons show challenge and pace so that all pupils make progress in line with their starting points.</p> <p>Support in lessons is both effective and personalised.</p> <p>Teachers' will meet to share good practice and support each other.</p> <p>Teaching and learning across the school is good or better</p> <p>Feedback following monitoring promotes development and application of learning.</p>

	<p>Continue to develop a CPD and support programme for staff to support the delivery in the classroom.</p> <p>Review the use of support staff in lessons and use CPD time to train staff in their effective deployment</p>				
<p>Objective 2 Embed further “Accelerated Reader”, sustaining the drive to supporting all pupils’ reading to being at least in line with their chronological reading age (see Key Issue 1 in SIP).</p>	<p>A consistent understanding of the reading strategies across the school by all staff</p> <p>Increased engagement in reading across the academy.</p> <p>Accelerated reader being effectively used to narrow reading gaps and track progress.</p> <p>Effective and engaging Accelerated Reader lessons across the school.</p> <p>Pupils adopt a culture of reading for pleasure.</p> <p>Significant improvement in reading ages across the school</p> <p>Curriculum plans and include the explicit teaching of disciplinary literacy and tier 2/3 words</p>	IME, VJA	GJA	<p>Autumn 1 Autumn 2</p> <p>Spring 1 Spring 2</p> <p>Summer 1 Summer 2</p>	<p>Raising the profile of literacy and reading through the effective use of displays across the school together with the development of Facebook/website include information for parents to support their child with reading.</p> <p>Analysis of pupils quizzing data half-termly and words read to inform planning.</p> <p>Analysis of STAR Reading data and appropriate actions and outcomes (STAR Reading documentation).</p> <p>Accelerated Reader – monitor the impact of and regularly share the data from this to inform intervention. (AR timetable/AR workbooks/AR pictures)</p> <p>Implement and deliver a tiered approach of intervention for students below their reading ages at KS3 (AR Time-table/Rationale)</p> <p>Monitoring and evaluation focus on reading during learning walks, curriculum reviews</p> <p>A calendar of annual Literacy events in place and shared with staff, parents, and pupils including Readathon, World Book Day, Accelerated Reader Challenges, Author Visits. (Whole school calendar/Literacy Action Plan)</p>

					To continue to develop a tangible reward system to motivate the pupils in reading for pleasure.
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Talbot House Development Plan 2023-24

Key Issue 2 - To improve Behaviour and Attitudes by:

Objectives	Detailed Actions	Who	Monitored by	Deadline with milestones	Success criteria & Impact
<p>Objective 1 Continue to improve attendance levels and reduce persistent absence for all pupils (see Key Issue 2 in SIP).</p>	<p>Identify patterns in attendance on a weekly basis. Design a spread sheet to monitor weekly attendance for individuals/groups and whole school.</p> <p>Systems in place for pupils' attendance falling, and case studies for pupils who are showing patterns of absence, recording reasons, (such as medical appointments, refusing to attend, or illness). Additional information will be interventions put in place; other professionals contacted. Good relationships with parents helping them understand the importance of good attendance. Identify any intervention that might be needed to support the family to improve attendance for their child.</p> <p>Systems in place for visits home to check on absence, staged approach through letters, information tracking.</p>	KCO, KLA	CSM GJA	<p>Autumn 1 Autumn 2</p> <p>Spring 1 Spring 2</p> <p>Summer 1 Summer 2</p>	<p>A flight path of attendance improving for each pupil across the year.</p> <p>Pupils will be able to access their full entitlement therefore able to achieve the best they can.</p> <p>Families feel supported in raising attendance for their child.</p> <p>Parents feel safe to discuss relating to poor attendance.</p>
<p>Objective 2 Develop our recording systems to monitor positive behaviour and produce detailed analysis to show good behaviour and attitude.</p>	<p>A clear overall view of what is going well and better if. Better analysis to help understand individual pupils needs.</p> <p>Analysis that helps the school to better understand strategies needed, areas of development for CPD and improve pupil support plans.</p>	Care Team	CSM, GJA	<p>Autumn 1 Autumn 2</p> <p>Spring 1 Spring 2</p> <p>Summer 1 Summer 2</p>	<p>CPOMS, ensuring categories are fit for purpose. CPD on writing reports on CPOMS to show accurate information. Adapting our rewards system so we can analysis data more effectively. Adapting a whole school approach to rewards, praise, encouragement, and boundaries. Discussions through preparation for adulthood, house groups and non-contact</p>

					time about acceptable language, behaviours and expectations. Regular CPD to ensure support plans are shared, understanding how they work and what strategies to use with the pupils.
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Talbot House School Development Plan 2023-24

Key Issue 3 - To improve Personal Development by:

Objectives	Detailed Actions	Who	Monitored by	Deadline with milestones	Success criteria & Impact
<p>Objective 1 Continue, using COMPASS, to evaluate, act on and embed practices identified through the school's own auditing of CEIAG against the Gatsby benchmarks (See Key Issue 3 in SIP).</p>	<p>LLA to continue to complete termly COMPASS assessments</p> <p>Focus on Benchmark 4 (56%) within the COMPASS assessment. LLA to work with zones to evidence linking learning to Carrers through the whole curriculum.</p> <p>GJA to work with all zones to continue to evidence and link careers on school grid maker. This will highlight strengths and areas of development within zones.</p> <p>LLA to create an evaluation analysis with contextual data that will be shared with SLT/SMT</p> <p>Clear and comprehensive Carrers Long term overview that is embedded across the whole school. The plan is sequenced so that each zone access curriculum content at an appropriate level.</p> <p>Broad and balanced scheduled careers visit schedule focusing all employment areas e.g. Nissan, Newcastle FC.</p>	LLA	GJA CSM	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1 Spring 2</p> <p>Summer 1 Summer 2</p>	<p>LTP/MTP careers in place and complete for all zones</p> <p>Compass tool to be analysed at the end of half term and areas of development</p> <p>All pupils in Year 11 are aware of potential progression pathways as demonstrated by pupil voice</p> <p>Year 11 cohort (2023 – 20214) to have 0 NEET's</p>

	Preparation for adulthood curriculum in place that prepares pupils for employment and next steps beyond Talbot House				
Objective 2 Building on the school's current good practice, develop the PSHE curriculum with a focus on democracy and British Values (See Key Issue 3 in SIP).		VJA, Care Team	CSM, GJA	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Pupil 's knowledge of British Values is current. Pupils understand and can discuss current issues in our world. Pupils know how to stay safe and what to do if they don't feel safe.

Talbot House School Development Plan 2023-24

Key Issue 4 - To improve Leadership and Management by:

Objectives	Detailed Actions	Who	Monitored by	Deadline with milestones	Success criteria & Impact
<p>Objective 1 Leaders should ensure there are clear subject leaders who have responsibilities to ensure stronger oversight of the curriculum (See key issue 4 SIP)</p>	<p>Skills audit and mapping of staff strengths and areas of development within the school Leadership/Coaching programme to be implemented to support staff. Upskill staff to enable them to feel confident in their area of expertise and share good practice with other staff. Create an ethos that shows passion and drive to improve our pupils' skills to prepare them for their journey ahead. Review, discuss and</p>	<p>CSM GJA</p>	<p>CEO Governors SIP</p>	<p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<p>The school has a clear structure of those responsible to monitor and coordinate progression in subject areas. The SLT can strategically manage those who have responsibility allowing SLT to continue with the vision of the school. Staff who lead on subjects across the school are given the opportunities to further develop their skills in middle leadership.</p>
<p>Objective 2</p>				<p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	