



School Development Plan September 2022 - 2023

Our aim is to inspire young people to become resilient, motivated, and successful adults who are equipped to meet the challenges of today and the future. We do this by creating a positive, supportive, and stimulating environment that promotes their development, academically, spiritually, and socially. We pride ourselves on ‘changing children’s lives’.

Talbot House Trust is a charitable organisation with a registered non-maintained special school and registered children’s home, the site is in a village called Walbottle on the outskirts of Newcastle upon Tyne. Children from our children’s home do not automatically attend our school. Pupils do not always join us in September, they come to us throughout the year. Pupils are referred to us from the framework for procurement, but we also receive many direct referrals from parents or friends of parents whose child attends or has attended Talbot House. The framework covers the Northeast local authorities, we currently have pupils from, North Tyneside, Northumberland, Newcastle, South Tyneside, Durham and Gateshead. Many of our pupils travel to school by SEND transport.

Trustees are members of the board for the whole charity which includes the residential children’s home, and they are the Governors for school. We also have two staff and one parent governor. The CEO is head of the organisation. The senior management consists of the CEO, Head Teacher and Head of Development/Residential manager.

Talbot House school enrolls pupils aged 5-18. We currently have 38 children on roll (our numbers change throughout the year; we enrol all year round). All pupils have an EHCP (Education, Health Care Plan). Talbot House is a non-maintained special school and charity for children with complex needs specialising in SEMH/ASD. However, many of our children have multiple complex needs such as ASD, ADHD, trauma and attachment alongside their primary need of SEMH/ASD, some with multi diagnosis. Our pupils have found mainstream school difficult to cope with or they have refused to attend school for long periods of time due to anxiety, they cannot cope with large classes and long lessons. For some pupils it maybe that there is no provision available to meet their need in their own local authority. We pride ourselves on knowing and understanding our pupils well and building good relationships with them, all as well as their families.

We take pride in being able to adapt to our pupils’ individual need. Once a pupil is on roll, we ensure there is a support plan put in place within two weeks, based on their EHCP and information gathered prior enrolment. Pupils support plans are a working document which are reviewed and updated on a regular basis. The support plan is guided by information sharing through our daily briefings at the end of each day to allow us to make appropriate changes and update strategies as required. Very few, if any, of our pupils return to mainstream schools. Pupils can work towards a variety of qualifications including GCSE’s, Entry Level 1, 2 & 3, Functional Skills Level 1, 2 & 3, AQA Unit Awards.



Based on our last OFSTED report – areas for development:

Curriculum

- Ensure the curriculum is broad and balanced for all pupils.
- Well organised and ambitious curriculum for all pupils
- Well sequenced planning throughout all subject areas
- Consistency in approach across the school
- Ensuring we have clarity of what we want our pupils to learn
- Continued CPD for staff to keep updated with current and new practice
- How our curriculum maps subjects together.
- Appropriate pace for deep learning.

Progress we have made against these areas

- We have looked at our curriculum and built in more foundation subjects across the school. We started with Humanities, this enabled us to deliver History and Geography in the summer term 2022. In September we scheduled further subjects, French, RE, Computing, Careers and Design & Technology for the Green, Yellow, Orange and Blue zones.
- Long term plans showing progression and sequence of learning were developed during the summer term, all subject areas have completed these.
- Long term planning has clarity, all staff understand progression and content. Teachers have a clear vision of how they will plan for progression and deeper learning to ensure progress for all pupils.
- Each subject area has mapped out where their subject covers other areas of the curriculum.
- We have introduced collaborative planning and opportunities for teachers to meet and share knowledge, planning and support for each other.
- CPD has been identified and we have delivered, phonics, literacy, reading during the summer term. Daily briefings have ensured that we can transfer information that is current and allowed discussion to take place so all staff can be consistent.



Objective 1 –Curriculum Development - Governors: Rev A Harding - N Ramsay – V Mears			
	Areas to develop	Progress to date	RAG
1.1	Offer more foundation subjects in line with the national curriculum for all pupils. This will include RE and computing in Green Zone, French in Blue Zone	Summer term 2022 introduced History and Geography to the curriculum. September 2022 introduced other foundation subjects, French, RE, Careers. We have further developed preparation for adulthood, wellbeing, and Health & Fitness offer.	
1.2	Continue to evaluate our transition program from joining school to leaving school alongside transition from one zone to another.	Request visits from potential pupils joining school. This has shown to be more successful. Ensure that any pupil transitioning from one Zone to another is fully away, communicating with parents and pupil and then putting a timetable in place for a smooth transition. Our Key Stage 4 pupils have had a number of opportunities to experience post 16 choices.	
1.3	Teaching staff will contribute to the ongoing development of the curriculum areas they deliver and will understand how these areas link to outcomes for individual pupils.	Regular teacher meetings. Each teacher has presented to the school their area of teaching. This has given them more confidence to talk about their area of responsibility. Teachers have developed a mapping document that links their subject area to other subjects and career opportunities. Teachers are being challenged in their day-to-day delivery. Work scrutiny has been the focus for the autumn term. History, Geography and French continue to develop, pupils are now showing more interest in these subjects.	
1.4	All staff will understand and support the cross curriculum focus on preparing pupils for life after school through the delivery of an appropriate careers program linked to individual subject areas as well as what is delivered through the life skills and preparing for adulthood curriculum area.	Careers lessons have been implemented and developed to offer pupils opportunities to experience various routes into college, careers and life after year 11. Work experience is in place. Pupils have had opportunities to talk to many different organisations, through visitors to the school or visits off site.	



1.5	Develop a robust system to track, monitor and deliver intervention to our pupils whose reading is below their chronological age and for those who are less confident to read for pleasure.	A validated phonics program is in place, we have invested in a wider range of books for our pupils. Introduced intervention groups, offered Toe by Toe and encouraged pupils to enter for short story and poem competitions. We will develop further by advertising for an English/Literacy lead who will develop this further. Introduction of GL assessment has given us detailed information to support and improve reading.	
Objective 2 – Preparation for Adulthood & Careers - Governors: V Mears – L Acorn – L Cannell-Mirza			
Areas to develop		Progress to date	RAG
2.1	Continue to build on our good relationships with parents and carers through our pastoral system.	Our daily end of day briefings allows us to feedback to parents instantly on the same day. Daily phone calls for attendance ensure that we have information on absence as soon as possible. Phone calls both positive and concerning are shared with parents on a regular basis. Continue to improve our rapid communication via a text message service for those who work and unable to answer phones.	
2.2	Pupils continue to experience a wide variety of experiences through preparation for adulthood, life skills, healthy living, relationships and being respectful citizens	Our preparation for adulthood program has been further developed by completing long term planning for cookery, Duke of Edinburgh and health and fitness.	
2.3	Develop a rewards system that supports pupils to understand consequences and rewards	We have further developed our rewards systems, we have introduced a traffic light system, this supports pupils understanding that actions have consequences, but you can put things right if they want to. It has also given pupils a chance to turn things around.	
2.4	Continue to improve attendance across the school through our tracking and systems	Overall attendance has improved over the past three years, this continues to improve due to pupils on roll wanting to be at school. Unfortunately, autumn 2 historically is always a half term that winter illness hits.	
2.5	Continue to have clear routines and high expectations for all pupils	Regular staff meetings to discuss consistency, expectations take place. Mentoring for those staff who are less skilled in classroom management are taking place. Sharing of good practice ensures that all staff can discuss scenarios with each other.	
2.6	Build on pupils positive and respectful culture	We continue to challenge pupils to be respectful. We understand the needs of our pupils and there are times when pupils are too dysregulated to listen, therefore we follow up later and talk to pupils when they are ready to. We eat meals with our pupils to help them build social skills at meal times, table manners, tidying up etc.	



2.7	Continue to lower suspensions	Suspensions have decreased year on year over the past 5 years. We do have, at times a short period of disruption, but this does not last as long as previous years.	
2.8	Build on positive attitudes to learning and achievement	Many of our pupils cannot accept praise when praise is given some of our pupils can self-sabotage rather than accept this. Over time we have learned to take small steps by not over emphasising praise, but gradually building on this. Our weekly assemblies are growing, pupils are slowly seeing that other pupils are not embarrassed about receiving certificates, these pupils are now slowly joining in. Pupils are more eager to share their good work and encouraged to show other members of staff.	
Objective 3– Communication - Governors: D Giaouris & K Cowans			
	Areas to develop	Progress to date	RAG
3.1	Information sharing, including media	Good communication between school and home are in place. Daily end of day briefing with staff to share any concerns, achievements, or information. Letters to parents to inform of events. Termly newsletters sent out to parents/carers. Improve our website to show successes and information sharing. Develop our media systems, for example Vlogs, pupil voice, social media platforms.	
3.2	Governors to continue to constructively challenge leaders in the school.	Governors monitor three times a year, challenge staff, senior leaders and managers. Challenge in governors' meetings from the Head Teachers report. Line managers to constructively challenge staff.	
3.3	Leaders to promote good wellbeing for all staff and pupils	SLT understand staff and pupils' wellbeing we encourage staff do not send emails in none working times, write CPOMS after 17:00 or at weekends. Breaktime and lunchtime rota has been put in place to ensure that all staff can have some time for themselves. Teachers offered extra PPA time whenever it is possible. Cake Friday ends the week. All food and drink are provide free from the trust for all pupils and staff.	
3.4	Pupil voice – school council	Regular school council meetings are held for all Zones to share their views. From these meetings we have developed two new play areas, discussed the food menu and shared thoughts with the kitchen manager. Ideas for wellbeing, health & fitness, and calm spaces.	



How we will monitor progress, who is responsible and the impact this will have

Objective 1 – Curriculum Development	Governors: Rev A Harding - N Ramsay – V Mears
Monitoring & Evaluation	Responsibility
To deliver a broad and balanced curriculum by offering more foundation subjects	Head Teacher will reassess the curriculum and build in more subjects, French, Careers, computing, RE. The curriculum will also strengthen preparation for adulthood within the timetable by offering pupils opportunities through, wellbeing, life skills, health and fitness and social skills.
Each subject will have a sequenced and progressive curriculum	HT and AHT will monitor long term planning for each subject in each Zone. LTP will be available on the website. Teachers and HLTA's will use LTP to plan lessons that
Teachers will develop their subject knowledge, have a clear understanding of their subject intent, implementation, and impact	Teaching staff will develop their subject knowledge and stay current through CPD in school, their own network, external and research. Teaching staff will be confident to present their subject to other staff in school by delivering CPD in their own subject area. Producing clear information confidently and informative
Personalised learning checklists (PLC) will be a working document to track progress of each pupil. This will support gaps in learning and pupils' progress over time.	PLC's will be monitored each term, both the HT and AHT will monitor trackers each term. Teachers/HLTA will be expected to keep these up to date and identify gaps in learning and plan these into lessons, re visit or intervention.
Transitions between zones, when pupils join us on entry, travel through the school and when they are preparing to leave school.	HT will oversee referrals, discuss with AHT/SENDco and other key staff to ensure that we can meet need. Teachers will be responsible for the smooth transition, the Care team will support all staff and pupils who are transitioning through school, on entry or preparing to leave us.
Staff build on their own learning needs by collaboration planning and sharing across subject areas. Developing their skills in presentations, discussion, confidence in their performance and understanding of the pupils need.	Teachers and HLTAs will meet from all zones to discuss their own curriculum and what pupils are working at. Teachers, HLTAs, and our Care team will present to the school their curriculum area. Challenge/feedback will be given by HT and AHT.
Each subject area lead will be confident to be able to map other subjects through their subject curriculum and build into planning	Teachers and HLTAs will develop their own mapping documents linking their subject areas to other curriculum areas, for example, careers, diversity, literacy.
Teachers will meet regularly to share collaborative planning and good practice.	Teachers will meet regularly to share joint planning for new subjects introduced, for example, French, History. Teachers will share information with LSAs to ensure they are fully aware of developments



Quality assurance through work scrutiny, learning walks and challenge

HT and AHT will monitor, evaluate and challenge work scrutiny, identifying areas for development. Learning walks will be unannounced to ensure quality first teaching.

Impact:

- Pupils will be able to experience the full national curriculum.
- Pupils will be able to feel confident in their learning and experience new knowledge to develop and grow.
- Pupils experience high quality learning.
- Better outcomes for all pupils.
- Staff will feel confident to develop their skills and identify any training needs to support their curriculum subject areas.
- Pupils reading ages improve
- Pupils learn to have a love of reading
- Pupils progress in other subjects improves
- Pupils receive early intervention avoiding barriers to their progress
- Staff are better informed; they feel confident to support literacy and reading through their subject area



Objective 2 – Preparation for adulthood & Careers	Governors: V Mears – L Acorn – L Cannell-Mirza
Monitoring & Evaluation	Responsibility
<p>We recognise the impact of poor attendance not just in academic outcomes for young people but their emotional health and wellbeing, holding families to account while being mindful of individual circumstances.</p>	<p>Attendance is tracked half termly, identifying pupils' attendance and any concerns by our Care team, HT, and AHT. Letters posted out half termly, red, amber, green. Consideration for pupils with medical conditions, CYPs appointments, doctors' appointments taken into consideration. Case studies are in place for those pupils whose attendance is a concern. 100% attendance certificates handed out in weekly assemblies.</p>
<p>Robust systems in place to safeguard pupils.</p>	<p>Half termly safeguarding supervision meetings with DSLs and DDSL. Regular safeguarding training for DSLs and DDSL. Regular and varied safeguarding CPD for all staff. Systems in school to report concerns robust. HT to monitor. CPOMs is used to record all information.</p>
<p>Pupils continue to experience a wide variety of experiences through preparation for adulthood, life skills, healthy living, relationships and being respectful citizens</p>	<p>The careers lead will monitor and evaluate and develop the curriculum content. We have added additional focus days to our curriculum, we have successfully had a careers day our next curriculum day is Enterprise, and next year we will have two further days, health and fitness and staying safe on media platforms. Pupils have already had opportunities to visit and be visited by various members of industries and colleges. We have introduced the Duke of Edinburgh awards. We have planned our cookery, health and fitness curriculum to offer a more purposeful curriculum for pupils to build life skills.</p>
<p>Develop a rewards system that supports pupils to understand consequences and rewards.</p>	<p>The Care team manager will oversee the Care team, monitor and evaluate rewards, behaviour data. Our rewards system has been evaluated and developed to ensure that all pupils can reflect on their behaviour, attitude to learning and resilience. By introducing the new traffic light system this has led to pupils better understanding of actions and consequences. Small incentives have been put in place, weekly pick out the box allows pupils to instantly see rewards. A new e-banking system is now in place, this teaches our pupils about saving. Many of our pupils have now benefitted from saving and have been able to purchase items of their choice.</p>
<p>Continue to have clear routines and high expectations for all pupils. Build on pupils positive and respectful culture</p>	<p>Consistency in approaches by all staff, expectations from all staff. Encouragement to reflect, build confidence and be proud of achievements. HT, AHT and Care Manager will monitor and evaluate.</p>
<p>Continue to lower suspensions</p>	<p>Half termly data monitored and analysed to identify areas to build on, such as more CPD for staff, updated support plans, discussions with parents/carers. Whenever possible pupils to reflect on their actions. Consideration for new pupils, ensuring that we can meet need by clear communication between previous schools and us.</p>



Pupils continue to build their resilience and their values

All staff to challenge and support pupils in a positive manner and reassurance on a day-to-day basis. Communication between staff and pupils reassures pupils that it is 'okay' to get things wrong, explaining it is how we deal with it, how we reflect and then try again.

Impact:

- Improved attendance will lead to better outcomes for pupils cognitively, emotionally, and socially
- Whole school attendance improves
- Pupils can make better choices for their adulthood
- Pupils are prepared for their next transition
- Pupils have respect for others' opinions and show resilience
- Pupils achieve their best outcomes to enable them opportunities to encounter the world of work



Objective 3 - Communication	Governors: D Giaouris & K Cowans
Monitoring & Evaluation	Responsibility
Continue our strong communications and relationships with pupils and their families.	Family liaison and the care team will monitor and evaluate the day-to-day communication between school and home. Parents evenings to be developed SLT, Care team to develop.
Improve our sharing of informing sharing through the media	Delegated staff to be the gate keepers of social media ensuring school shares events, successes, daily activities, and information sharing.
To further develop our pupil and parent voice	Care team will encourage regular parent and pupil voice, analysis, and share
Governors to continue to constructively challenge leaders in the school.	Governors to constructively challenge leaders through monitoring periods three time a year. To constructively challenge the Head Teacher in governors meetings from the HT's report. Chair of governors to monitor governors and the CEO's challenge.
Good wellbeing for all staff and pupils is in place	HT and AHT to promote wellbeing for all staff and ensure the pupils wellbeing is part of our daily lives. The care team will monitor pupil wellbeing, the SLT will monitor staff wellbeing.
Leader's support and encourage teachers to be updated in subject knowledge	HT to support all teaching staff to keep current in their subject area through various sources. HT and AHT to encourage teaching staff to take owner ship of their area and present to school staff,
Impact: <ul style="list-style-type: none"> • Parents/Carers are well informed of what their child's been learning throughout the day. • Communication between home and school continues to be successful and informative. • Parent/Carers and pupils feel they are being heard. • Staff and pupils feel supported. • Up to date information about the school via social media, and communication. 	