



The Old School House
Strategic Development Plan
2024 - 2027

Our Strategic Development Plan sets out:

Our Commitment as a school community

Our Vision and Long - Term Objectives

Vision and Values

This means the curriculum needs to motivate learners, allowing them to see the value in what they are learning and create a culture of success, so they expect to succeed.

Our key priorities for the next three years, and details of the actions to be taken. Each member of our senior leadership team and each class teacher have their own development plan. Our SDP is reviewed termly by the SLT to assess progress being made towards our objectives, to review actions and to plan the next terms work. Some priorities will continue throughout the year, with others being changed in response to progress/developments. In doing this we ensure that our SDP is both current and responsive to the school's needs.

Our Commitment

To be the best teachers/professionals that we can be.	To realise the potential in everyone.	To be passionate leaders and educators.	To provide opportunities which enrich our student's lives now and in the future.
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Our vision

To be the best teachers/professionals that we can be: We will strive for exemplary teaching through continuous improvements to our teaching practice. Ensure all learners are being challenged at the right level using blocks, appropriate UAS and the building of knowledge already learnt. All learners make progress in disciplinary as well as substantive knowledge and learners enjoy learning. We will embed phonics lessons and training, developing staff knowledge to develop learners reading skills enabling them read fluently and across the curriculum.

To realise the potential in everyone: We will enable all students to thrive at school and beyond through the introduction of careers guidance and next steps - link to use of functional skills and BTEC firsts and careers links to schemes of work. We will achieve this through an outstanding curriculum, first class teaching and personalised support.

To be leaders and educators who aspire to excellence: We will set extremely high standards for ourselves, our colleagues and all our students - and support each other in working towards them.

To provide a rich range of learning opportunities and experiences: Through our curriculum, we will support all students to develop as confident, responsible and articulate learners and citizens, and to reveal and develop their inner strengths, enabling them to thrive at school and beyond. British values and SMSC is embedded throughout our curriculum.

TOSH 2024 - 2027 - Our Long-Term Objectives

We strive to be a school where:

<p><i>Our Curriculum</i></p> <p>We offer a first-class curriculum</p>	<p><i>Our Classrooms</i></p> <p>The quality of learning and teaching is exceptional</p>
<p><i>Our Conduct</i></p> <p>We are all respectful, resilient and responsible</p>	<p><i>Our Community</i></p> <p>Every person is supported to be the best they can be</p>

All of the above is underpinned by our leadership at all levels



Our key priorities

<p>Our Curriculum</p> <ul style="list-style-type: none">• Ensure a coherent and ambitious curriculum, well known and understood by all, enables all students to thrive at school and beyond.• Ensure our curriculum develops high levels of literacy and oracy for all students, across all subjects.• Ensure all students actively participate in a broad range of opportunities and experiences to promote their wider personal development. Theatre visits, visit 4 schools, water sports and careers visits.	<p>Our Classrooms</p> <ul style="list-style-type: none">• Ensure thorough, high-quality and personalised professional learning for every member of teaching and support staff, which enables everyone to strive for further improvements in their professional practice.• Actively investigate the potential to enhance learning and teaching through the use of technology.• Make comparisons with other schools with regards to data comparison and develop case studies to use as benchmarking. Leaders will be made more aware of any gaps in provision and strive for excellence.• Introduce CPD tracker with the priorities being pedagogy, use of progression charts, subject knowledge and embedding SMSC and British values throughout the new curriculum.
<p>Our conduct</p> <ul style="list-style-type: none">• Ensure consistency in promoting our high standards of behaviour, at all times.• Further improve student's behaviour and conduct, through our explicit teaching and recognition of respectful, resilient and responsible behaviour.• Monitoring behaviour incidents and identifying patterns. Continue with the use of individual	<p>Our Community</p> <ul style="list-style-type: none">• Ensure a manageable workload for all, by ensuring that all school systems and structures are designed with 'wellbeing at heart'• Ensure we develop students and colleagues as good leaders.• Ensure every student has the guidance and support needed to thrive.

behaviour plans which are updated termly unless a particular behaviour is identified.

- Ensure all students make a highly positive, tangible contribution to the life of the school and or the wider community.
- To develop pastoral leadership.

1. Our Curriculum

What we will do	Why we will do it	We will know we have been successful when	Specific additional budget
<p>Ensure a coherent and ambitious curriculum, well known and understood by all enables all students to thrive at school and beyond. Ensure our curriculum develops high levels of literacy and oracy for all students, across all subjects.</p> <p>Ensure all students actively participate in a broad range of opportunities and experiences to promote their wider personal development</p>	<p>A fully coherent and ambitious curriculum, delivered effectively, will ensure all students thrive while at TOSH and beyond. Research indicates that literacy underpins achievement across all subject areas and can be a powerful tool to overcome social disadvantage. Broadening vocabulary can accelerate learning in all areas.</p> <p>Developing oracy will support students in their learning, and ensure they are well prepared for the challenges of life after TOSH.</p>	<p>High quality curriculum plans are known, understood and used by all. All students in all blocks and years, receive consistently high-quality education and have a deep understanding of what they are learning.</p> <p>Outcomes for key student groups meet ARE.</p> <p>Transition points show students moving to appropriately challenging next steps and destinations.</p> <p>Lesson observations, learning walks and student voice show guided reading and oracy is embedded within our curriculum and</p>	<p>N/A</p>

	<p>To ensure all students have access to and participate in a broad range of opportunities and experiences thus developing knowledgeable, confident, responsible and articulate learners and citizens.</p>	<p>valued by students and staff.</p> <p>Reading ages for all students show progress from their starting point. Students with low literacy levels receive additional support so that they can make progress.</p> <p>All students actively take part in community activities as part of their personal development.</p> <p>There is a broad range of trips, clubs and opportunities on offer and linked to the curriculum and the wider world.</p> <p>All students access first-class careers education, in line with Gatsby benchmarks.</p> <p>All students in KS4 will have a secure destination when entering further education or employment.</p>	
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2. Our classrooms

What we will do	Why we will do it	We will know we have been successful when	Specific additional budget
<p>Ensure thorough high-quality and personalised professional learning for every member of teaching and support staff, which enables everyone to strive for further improvements in their professional practice. Actively investigate the potential to enhance learning and teaching through the use of technology</p>	<p>To ensure our personalised professional learning programme facilitates high quality teaching and ongoing development, across the school.</p> <p>Research shows there is a strong correlation between effective staff training and student outcomes.</p> <p>To explore the potential to improve learning further through the use of technology.</p> <p>To ensure students are well prepared for learning and working using technology.</p>	<p>Every member of teaching staff has made specific improvements to their practice arising from professional learning</p>	

3. Our Conduct

What we will do	Why we will do it	We will know we have been successful when	Specific additional budget
<p>Ensure consistency in promoting our high standards of behaviour, at all times.</p> <p>Further improve student's behaviour and conduct, through our explicit teaching and recognition of respectful, resilient and responsible behaviour.</p>	<p>To ensure consistently exemplary behaviour in our community, and therefore, an excellent environment for learning.</p> <p>To ensure that our students develop these necessary skills to be successful.</p> <p>Further ensure student's ability to self-manage their behaviour and conduct, through our teaching of Respectful, Resilient and Responsible behaviour.</p> <p>To ensure a safe, calm and happy school environment.</p>	<p>Consistent application of behaviour for learning and rewards policy across all year groups and classes.</p> <p>Students are systematically recognised for their efforts and achievements.</p> <p>Students are better able to manage their behaviour both in and out of the classroom.</p> <p>Excellent conduct is evident, in and out of the classroom.</p> <p>The above leads to an increase in rewards given to students and the number of consequences issued decreases, indicating that students are self-managing their behaviour.</p>	

4. Our Community

What we will do	Why we will do it	We will know we have been successful when	Specific additional budget
<p>Ensure a manageable workload for all, by ensuring that all school systems and structures are designed with well-being at heart.</p> <p>Ensure we develop students and colleagues as outstanding future leaders.</p> <p>Ensure every student has the guidance needed to thrive.</p> <p>Ensure all students make a highly positive, tangible contribution to the life of the school and/or the wider community.</p>	<p>To ensure colleagues can focus on supporting students.</p> <p>To ensure long term sustainability for those working in education.</p> <p>To ensure students are provided with meaningful opportunities to take on leadership roles both in and out of the classroom.</p> <p>To ensure students have the necessary resources needed to access their curriculum and progress their learning whether it be at home or school.</p>	<p>Colleagues agree that the school is taking steps to ensure a manageable workload.</p> <p>To be monitored via half termly staff survey.</p> <p>Staff attendance is excellent.</p> <p>There is an increase in the number of students who take part in leadership or community groups.</p> <p>Every student can identify a trusted adult in school.</p> <p>All students who require it, have personalised programmes of support to improve their academic progress.</p>	

	<p>To ensure students are able to access pastoral support.</p> <p>To ensure students become respectful, responsible and resilient members of the school community.</p> <p>To ensure students are provided with a range of opportunities that develop their interests and talents.</p>	<p>Students are aware of and have access to pastoral support, including for mental health and wellbeing.</p> <p>95% of students agree that they have been given access to a broad range of community activities.</p> <p>There is a broad range of trips, clubs and opportunities on offer linked to the curriculum and wider world. Most student groups take part in at least one extra curricular activity.</p>	
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