

TOLWORTH GIRLS' SCHOOL & SIXTH FORM
School Development Plan
2019-2021

Priority 1 - Quality of Education (Q)

To construct a curriculum that gives all learners the knowledge, cultural capital and skills for future learning and employment that is coherent and ambitious.

Q1. Ensure that subject and non-academic curricula are sequenced logically and carefully so that skills and knowledge are built up and reinforced.

To ensure all teachers have good subject knowledge, present their subject matter clearly and promote appropriate discussion, so that teaching is designed to help learners remember the content and integrate new knowledge into larger concepts.

Q2. Provide structured CPD that enables teachers to develop their subject-pedagogical knowledge and ensures that all teachers know how to utilise the most effective methods for embedding knowledge and skills in long-term memory.

Q3. Ensure that subject and pastoral curricula are delivered effectively by teachers.

Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

Q4. Ensure that whole school assessment procedures are clear and consistent so that data collection is meaningful and leads to actions that improve student progress.

Q5. Ensure that teachers utilise effective assessment strategies in the classroom.

Students achieve well and examination results that not only meet Government expectations, but allow students to go onto destinations that meet their interests and aspirations

Q6. Top end achievers achieve top end grades in line with FFT (D) and ALPS targets.

Q7. Key learner groups achieve outcomes in line with FFT and ALPS.

Priority 2 - Behaviour and Attitudes (B)

To ensure that learners are committed to their learning, have extremely positive attitudes to their learning, are resilient and take pride in their achievements

B1. Ensure consistent approaches to maintain outstanding behaviour and encourage students to be resilient, responsible and reflective.

B2. Ensure the implementation of effective systems to engage parents and enable students to work effectively outside of lessons.

Priority 3 - Personal Development (P)

To ensure that the curriculum encourages students to develop character, resilience, confidence and independence and allows them to keep physically and mentally healthy.

Develop opportunities to better understand fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

P1. To construct a curriculum which provides opportunity to support the acquisition of cultural capital, character and empowerment to successfully navigate through the demands of the modern world.

P2. To establish the consistent implementation of protocols which support and develop the physical, emotional and mental wellbeing of students.

Priority 4 - Leadership & Management (L)

To provide a clear and ambitious vision for a high quality inclusive education, skills development opportunities and training for all at TGS; thus developing the practice and skills of all staff over time.

To articulate and cultivate a clear, ambitious vision that provides high quality, inclusive education. The opportunity to hone skills and practice through training will support staff develop over time.

To provide a safeguarding culture that protects those at risk of exploitation, neglect or abuse and one that regularly trains and updates all involved with student care.

L1. To enable “Leaders to engage effectively with all and understand their role in doing so”

L2. To promote the well-being of staff so they can best meet the needs of our students.

L3. To ensure robust and rigorous practice in safeguarding of students.

L4. To develop a 5-year capital/maintenance plan so that the infrastructure supports the curriculum needs of all learners.

Key:

FFT - Fischer Family Trust.

ALPS - A Level Performance Systems - a national system for calculating the expected final grades based on GCSE results.