



TOLWORTH GIRLS' SCHOOL & SIXTH FORM

SCHOOL DEVELOPMENT PLAN 2022-2024

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. To ensure that **subject and non-academic curricula** (including CEIAG and RSE) are sequenced logically and carefully so that skills and knowledge are developed and reinforced.
- Q2. To further embed **diversity** in the curriculum.
- Q3. To further develop opportunities for all students to develop their **reading skills**.

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.

- Q4. To continue to provide a variety of **structured professional development opportunities** that enable teachers to develop their subjects' curriculum and TGS pedagogy.
- Q5. To further develop **outstanding delivery of subject and pastoral curricula** by all members of staff.
- Q6. To further enhance the provision for our **key learner groups**.
- Q7. To develop the **oracy skills** of students to ensure they are actively engaged in their learning and are effective communicators.

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

- Q8. To further improve the impact of **homework and revision support**.

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

Q9. Key learner groups achieve very good progress from their starting points.

Priority 2 - Behaviour and Attitudes (B)

To ensure that all learners have positive attitudes towards their learning and are reflective, resilient, and responsible, so they can fulfil their true potential.

B1. To ensure that students are reflective, resilient, independent and positive in their **attitudes to their learning**, so they can fulfil their potential.

B2. Continue to develop a culture of **aspiration** where students demonstrate a sense of pride in their own and other achievements.

B3. To ensure a consistent approach to **behaviour management** and follow up, from all staff, that is built on restorative approaches and enables students to be reflective and responsible.

B4. To ensure the implementation of effective systems to **engage parents and carers** so they can support students to work effectively inside and outside of lessons.

B5. To develop the **house system** so that it enables students to feel a sense of belonging through teamwork and healthy competition.

Priority 3- Personal Development (P)

To ensure that the curriculum encourages learners to develop character, resilience, confidence, and independence, so they can successfully navigate the modern world.

P1. To ensure the non-academic curriculum provides opportunities for **enrichment and the acquisition of cultural capital**, so that students have a wide range of broad and diverse experiences.

P2. To continue to provide **outstanding pastoral care** which ensures students are equipped for the World of the 21st Century and aware of how to manage their physical, emotional and mental wellbeing.

P3. To develop opportunities for students to better understand fundamental **British Values** so that they can contribute effectively to the whole school and wider society.

P4. To ensure our **Careers Education, Information, Advice and Guidance** programme meets the needs of all students and provides opportunities for them to develop essential knowledge and skills required for future learning and employment.

P5. To provide further student **leadership opportunities** across the school so that students can develop essential communication and leadership skills for life, and contribute positively and effectively to TGS and to the wider community.

Priority 4 - Leadership & Management (L)

To articulate and cultivate a clear, ambitious vision that provides 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 manage and develop resources and infrastructure to maximise success for all

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 further develop our working relationships with **other schools and establishments**, and enhance the learning opportunities for our students, in line with the Government's White paper.

L2. To ensure **succession planning** at all levels enables the academy to continue to be Outstanding and remain a World Class School.

L3. To ensure that **Quality Assurance processes** are consistently implemented across all areas.

L4. To ensure robust and rigorous practice in **safeguarding** of students' safeguarding curriculum.

L5. To promote the **well-being of staff** so they can best meet the needs of our students.

L6. To continue to review and evaluate the **capital/maintenance plan** so that the infrastructure supports the curriculum needs of all learners.

L7. **Refine professional development** for all staff