



# Lonsdale School

## School Development Plan 2024-2028



### Written by:

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**Lonsdale School received its last Ofsted inspection in January 2025.**

The school now aims to address the improvement point identified during the recent inspection in order to further move the school forward.

Growth and development of the school is based upon honesty, trust and reputation, as well as an alignment of moral purpose across all departments. In order for any school to grow there has to be a strong element of knowledge, understanding and accountability.

Self-evaluation is robust, transparent, truthful and open to scrutiny by all.

Foundations of a collaborative school development are strong. All stakeholders in the school are committed to collaborate and work together in order for the school and its pupils to be successful.



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## SCHOOL CONTEXT

Most recent Ofsted inspection 28 <sup>th</sup> and 29 <sup>th</sup> January 2025	Lonsdale School has taken effective action to maintain the standards identified at the previous inspection (2019).
What does the school need to do to improve? Key area identified by Ofsted in January 2025	For some subjects of the curriculum, the school's guidance for teachers does not identify exactly what pupils must learn. Consequently, teachers do not know precisely what they should teach and review in these subjects. This leads to pupils sometimes forgetting key knowledge. The school should define exactly what pupils must learn and remember and ensure that teachers revisit this important knowledge effectively.
Number of pupils on roll (all pupils have an EHCP)	129
Percentage of pupils on track to meet expected attainment targets	71% in Maths and 80% in English
Number of pupils currently not on track to meet expected attainment targets	20% in Maths and 12% in English
Number of pupils receiving Pupil Premium	40 (awaiting update following latest Census)
Children Looked After	5
Number of boys	80
Number of girls	49
Overall attendance (2024-25)	84%
Persistent absence (2024-25)	46.5% (pupils with less than 90% attendance)

## KEY DEVELOPMENT AREAS (KDAs) AND KEY PERFORMANCE INDICATORS (KPIs)

Key development areas	<ol style="list-style-type: none"> <li>1. To increase capacity through Lonsdale’s expansion</li> <li>2. To improve recruitment and retention</li> <li>3. To extend cross-curricular and extended learning opportunities through educational visits, lunchtime and after-school clubs</li> <li>4. To develop the school’s Preparing for Adulthood (PfA) provision</li> <li>5. To develop the school’s Outdoor Learning provision</li> <li>6. To improve family and community networking</li> <li>7. To build a sustainable bank of school volunteers</li> <li>8. To further extend collaborative links with other schools, services and education providers</li> <li>9. To define exactly what pupils must learn and remember for all subjects of the curriculum and ensure that teachers revisit this important knowledge effectively</li> </ol>
Key performance indicators	<ol style="list-style-type: none"> <li>1. To increase capacity through Lonsdale’s expansion (pupils on roll) <ul style="list-style-type: none"> <li>• 2023-2024 – 112</li> <li>• From Sep 2024 – 120</li> <li>• From Jan 2025 – 132</li> <li>• Expansion recruitment (see 2.) and development of the upstairs learning area by Sep 2024</li> </ul> </li> </ol>
Key performance indicators	<ol style="list-style-type: none"> <li>2. To improve recruitment and retention <ul style="list-style-type: none"> <li>• 2023-2024 – school year started with a 20% recruitment gap</li> <li>• By May 2024 – staff team fully recruited</li> <li>• By July 2024 – staff team for additional 8 pupils recruited</li> <li>• By December 2024 – staff team for additional 12 pupils recruited</li> <li>• Staff survey to be sent out every year to measure staff satisfaction</li> <li>• New SLT structure in place from Sep 2024, clear roles and training</li> <li>• 3UQTs (2023-2024) on qualification pathways from 2025</li> <li>• Workforce Strategy review 2024-2025</li> </ul> </li> </ol>

<p>Key performance indicators</p>	<p><b>3. To extend cross-curricular and extended learning opportunities through educational visits, lunchtime and after-school clubs</b></p> <ul style="list-style-type: none"> <li>• Evolve-trained new leaders (Spring Term 2024)</li> <li>• Educational visits min. 1 visit per class per term</li> <li>• Lunchtime clubs – 2024-2025 review, resources and activities set up; 2024-2025 playtime leaders support clubs and club offer increases; from Sep 2025 – club rotation in place with at least 2 daily lunchtime clubs on offer</li> <li>• After-school clubs – 2023-2024 sports club once a week, review and parents’ views collected by July 2024, from 2024-2025 extended after-school offer available</li> </ul>
<p>Key performance indicators</p>	<p><b>4. To develop the school’s Preparing for Adulthood (PfA) provision</b></p> <ul style="list-style-type: none"> <li>• 2023-2024 REP Closure Consultation and School Expansion planned</li> <li>• Practice Flat maintained in the upstairs learning area</li> <li>• 2024-2025 review of the school’s PfA programme and the previously delivered PfA programme through REP – development/extension of the schools PfA provision including use of the flat, Home Economics, work-related learning, after-school offer and biannual PfA Conferences (last conference June 2023), PfA Centre developed and running from 2026 (linked to 8.)</li> </ul>
<p>Key performance indicators</p>	<p><b>5. To develop the school’s Outdoor Learning provision</b></p> <ul style="list-style-type: none"> <li>• 2023-2024 Outdoor Learning within current curriculum offer, Forest School area accessible</li> <li>• 2024-2025 identified outdoor learning lead, review of Lonsdale’s current outdoor learning provision and further development with the aim of all classes to access regular outdoor learning opportunities and the Forest School area of the school being regularly used</li> <li>• 2026-2027 comprehensive Outdoor Learning curriculum is in place with access for all pupils/classes and including extended and cross-curricular learning opportunities</li> <li>• Local links and networking, community links, volunteer use developing/increasing from 2025</li> </ul>

Key performance indicators	<p><b>6. To improve family and community networking</b></p> <ul style="list-style-type: none"> <li>• High attendance &amp; engagement in parent consultations (≥75%) &amp; in ECHP annual reviews (100%)</li> <li>• Number of regular opportunities for online and face-to-face parent engagement through events, assemblies, workshops etc. increases, as well as parental volunteering</li> <li>• Parent view encouraged and parent survey sent to parents annually to measure impact of school communication and parental offer</li> <li>• Maintain and extend community networking links for staff training, curriculum and extended curriculum offers and family engagement</li> </ul>
Key performance indicators	<p><b>7. To build a sustainable bank of school volunteers</b></p> <ul style="list-style-type: none"> <li>• 2023-2024 - two regular school volunteers in place</li> <li>• 2024-2026 - extend number of regular school volunteers to 10</li> <li>• Volunteers help within classrooms, with educational visits, reading, extended curriculum opportunities and clubs</li> <li>• 2025-2026 - have a successful and sustainable volunteers' programme in place, which includes training/induction and regular engagement and involvement of volunteers</li> <li>• See volunteers' feedback regularly (annually, or at the end of the volunteering if earlier)</li> </ul>
Key performance indicators	<p><b>8. To further extend collaborative links with other schools, services and education providers</b></p> <ul style="list-style-type: none"> <li>• 2023-2024 – Marriotts-Lonsdale collaboration on-going</li> <li>• 2024-2025 – Travel Training offered through links with HCC travel training team</li> <li>• 2024-2025 – explore a Lonsdale School Business Enterprise through links and exchange with schools who already do so</li> <li>• Extend links with colleges and providers for P16 learners and leavers</li> <li>• 2025-2026 – set up and trial a careers/PfA Centre at Lonsdale</li> <li>• 2026-2028 – Lonsdale Careers/PfA Centre established for Secondary pupils with an extending offer into Primary</li> </ul>
Key performance indicators	<p><b>9. To define exactly what pupils must learn and remember for all subjects of the curriculum and ensure that teachers revisit this important knowledge effectively</b></p> <ul style="list-style-type: none"> <li>• 2025-2026 – Teachers and subject leaders are working across the curriculum to put in place knowledge organisers linked to curriculum maps, first organisers are being tested</li> <li>• 2026-2028 – Knowledge organisers are being implemented and used for all subjects to clearly define what pupils must learn and remember; regular reviews and amendments as needed</li> </ul>

## KEY DEVELOPMENT AREA PLANNING 2024-2028

Achievement and progression gap issues	<p>There are no gaps in achievement between disadvantaged pupils and their peers at this school. Leaders are fully aware of the poverty of life and cultural experience for many disadvantaged pupils in this context and have prioritised the pupil premium spend to ensure equity of opportunities and access to achieve best outcomes for all learners.</p>
Key Development Area 1	<p><b>To increase capacity through Lonsdale’s expansion</b>  <b>Half-termly meetings with the LA Gatekeeper to keep the SSPS accurate and up-to-date. Observe prospective pupils and communicate in a timely manner to all consultation requests from the LA for Lonsdale School.</b></p> <p><b>Current Picture:</b></p> <ul style="list-style-type: none"> <li>112 pupils on roll</li> <li>12 leavers in July 2024, 12 new starters in Sep 2024</li> <li>8 additional starters through Lonsdale Expansion in Sep 2024 - 120</li> <li>12 additional starters through Lonsdale Expansion from January 2025 - 132</li> <li>Transition visit programme started 2<sup>nd</sup> half of Spring Term 2024 for 12 new starters</li> <li>Transition visit programme for additional pupils to start after close of consultation (June 2024)</li> <li>Hertfordshire Transition Day 12<sup>th</sup> July 2024</li> </ul>
Key Development Area 1	<p><b>To increase capacity through Lonsdale’s expansion</b>  <b>Physical Environment and FM Services at Lonsdale School:</b></p> <ul style="list-style-type: none"> <li>Create additional car parking spaces at the front of the school</li> <li>Redesign upstairs REP area into learning spaces for 4 classes – working with HCC, Equans and sub-contractors</li> <li>Create storage and breakout spaces upstairs</li> <li>Consider access to and use of outdoor upstairs areas for learning</li> <li>Review FM needs for an expanded Lonsdale in terms of changes in area use and hours, increased numbers leading to a need to review services (lunch, cleaning, maintenance, repair etc.) – Lonsdale School HT and SBM working with HCC and Equans</li> <li>Redesign the swimming model used at Lonsdale to create a viable and sustainable model to allow all pupils access to swimming on a rotation/block basis</li> <li>Retain/develop a (part of a ) flat upstairs as a functional ‘practice flat’ to enhance the school’s PfA offer</li> <li>Review storage and storage areas and move/re-locate REP resources for use within school</li> </ul>

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Key Development  
Area 1

**To increase capacity through Lonsdale's expansion**

**Staffing at Lonsdale School:**

- Create a 15-class model (from Sep 2024) and a 16-class model (from Jan 2025)
- Recruit additional staffing needed for expansion – two teachers and 4 support staff by January 2025
- Maintain high standards for transition, induction and training of new staff/all staff for the increased staffing team
- Allocate form tutor roles for 15/16 class groups
- Support 3 UQTs at the school to develop/study towards their teaching qualifications
- To continue to support LSA apprenticeships; review acknowledged providers
- To review H4 responsibilities for learning support staff 2024-2025
- To develop a sustainable curriculum model for the expanded school, including capacity/absence/cover considerations
- Start the recruitment process as soon as the consultation closes (job descriptions, person specifications and adverts need to be ready by the start of Summer Term 2024)



<p>Key Development Area 2</p>	<p><b>To improve recruitment and retention</b></p> <ul style="list-style-type: none"> <li>• New SLT in place with clearly defined roles and responsibilities</li> <li>• Recruit required number of teachers and support staff to appropriately staff classrooms and curriculum areas and monitor the effectiveness of recruitment and retention through the different routes currently used. Induction and support staff training improved with senior and middle leaders taking responsibility to lead. Induction Leads (DHTs/AHT) to identify key areas of development and training needs and allocate mentors. Priorities and timelines identified; relevant policies and procedural statements in place.</li> <li>• Review the effectiveness of the current staff induction process, including staff handbook, job descriptions, roles and responsibilities, recruitment and induction processes, line management/mentor support and training programmes.</li> <li>• Job specifications and expectations written for the three-tier progressive pathway for LSAs. Expectations of performance have been shared with teachers and will be considered during performance appraisals. LSA mentors identified for new starters. Teacher mentor identified for instructors to support their development when leading aspects of the curriculum.</li> <li>• LASs supported through apprenticeship programmes; teacher apprenticeships and/or other pathways to support UQTs to gain teaching qualifications.</li> <li>• Performance Appraisal process to support staff wellbeing, motivation and development.</li> <li>• Staff Survey annually sent, results analysed and subsequent actions identified; shared with governors.</li> <li>• Review of the school's Workforce Strategy (HT)</li> </ul>
<p>Key Development Area 3</p>	<p><b>To extend cross-curricular and extended learning opportunities through educational visits, lunchtime and after-school clubs</b></p> <ul style="list-style-type: none"> <li>• All class groups access a minimum of three educational visits per school year (one per term). Visits are carefully planned as part of the curriculum offer and logged on HCC's Evolve system. Local walks and visits (within walking distance) are also planned and a class risk assessment and links to the curriculum are in place. All visits are evaluated and best practice is shared. Teaching staff and visit leaders receive annual training.</li> <li>• Lunchtime clubs – Review to take place 2024-2025, resources and activities will be set up; playtime leaders receive training and support lunchtime clubs and club offer increases. A lunchtime club rotation will be implemented with at least 2 daily lunchtime clubs on offer.</li> <li>• After-school clubs (2023-2024 sports club once a week for secondary-aged pupils) will be reviewed and parents' views collected by July 2024. From 2024-2025, an increasing extended after-school offer will be developed with teachers and made available.</li> <li>• Contracts, job descriptions, roles and responsibilities will be reviewed, and an increasing number of volunteers may be able to support this.</li> </ul>

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<p>Key Development Area 4</p>	<p><b>To develop the school's Preparing for Adulthood (PfA) provision</b></p> <ul style="list-style-type: none"> <li>• Lonsdale School will expand by 20 day places from September 2024. The Senior Team will together with teachers and instructors review the PfA programme of the school. For Secondary learners, the previous REP curriculum delivered several aspects of the school's PfA curriculum. This will be reviewed in the light of the REP closure and the school's expansion.</li> <li>• A 'Practice Flat' is maintained in the upstairs learning area and its efficient and effective use will be mapped into the school's PfA curriculum.</li> <li>• Home Economics, work-related learning, the after-school offer and biannual PfA Conferences (last conference June 2023) will also be reviewed and mapped in the light of increased pupil/class numbers.</li> <li>• A Carers/PfA Centre will be set up at Lonsdale to enhance our PfA provision. A centre lead needs to be identified. The new provision will be carefully planned and implemented through the school's senior and middle leaders and teachers.</li> </ul>
<p>Key Development Area 5</p>	<p><b>To develop the school's Outdoor Learning provision</b></p> <ul style="list-style-type: none"> <li>• A suitable Outdoor Learning Lead will be identified from the staff team, and a review of Lonsdale's current outdoor learning provision will take place. An action plan will be created with identified further developments and with the aim of all classes having access to regular outdoor learning opportunities. The use of the Forest School area, the school's outdoor spaces and local outdoor spaces will be carefully mapped into the school's Outdoor Learning provision.</li> <li>• In 2026-2027, a comprehensive Outdoor Learning curriculum will be in place with access for all pupils/classes and including extended and cross-curricular outdoor learning opportunities.</li> <li>• Local links and networking, community links, volunteer use will be further developed/increased from September 2025</li> </ul>
<p>Key Development Area 6</p>	<p><b>To improve family and community networking</b></p> <ul style="list-style-type: none"> <li>• Encourage parents and pupils to attend Parent Consultations to engage in discussions with form tutor about attainment, progress, behaviour, engagement and attendance. Identify areas of strength and development through feedback from parents.</li> <li>• Encourage all parents to attend their child's EHCP review through effective communication, document-sharing in preparation and follow-up to actions from those meetings.</li> <li>• A programme of termly parent workshops is in place and additional training or information session are scheduled as applicable.</li> <li>• Analyse and action key points from Parents Survey, ongoing feedback to events and regular communication.</li> <li>• Create regular opportunities for face to face parent discussions through events, assemblies and with those parents who bring their children to school. Senior Leaders to be visible and responsive to parents.</li> <li>• School newsletter and photos will inform parents about learning and school events.</li> <li>• Communication with parents remains effective using SchoolComms and Tapestry as well as home-school diaries.</li> <li>• Form tutors are responsible for parent liaison and diary entries.</li> <li>• CPOMS used by all staff to log incidents, DSLs alerted, action and follow-up with parents as applicable</li> <li>• Website is up-to-date and maintained with current key areas promoted to increase parent and pupil engagement.</li> <li>• HT sends regularly half-termly updates to parents,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Parents receive communication and are regularly informed of and invited to join parental volunteering opportunities at Lonsdale; make volunteering process transparent for parents and ensure induction and feedback are effective.</li> <li>• Maintain &amp; extend community networking links for staff training, curriculum and extended curriculum offers &amp; family engagement</li> </ul>
Key Development Area 7	<p><b>To build a sustainable bank of school volunteers</b></p> <ul style="list-style-type: none"> <li>• School will increase the number of regular school volunteers from 2 to 10; school will share volunteering opportunities with all interested parties regularly, support the DBS process and induction of longer-term volunteers. The AHT will lead on the volunteering process and will engage applicable staff as required. The AHT will keep a record of volunteers at school and feedback. Longer-term volunteers are recruited using the school's volunteer application and recruitment process and safer recruitment will be adhered to.</li> <li>• Volunteers will help within classrooms, with educational visits, reading, extended curriculum opportunities and clubs.</li> <li>• By the end of school year 2025-2026, Lonsdale School will have a successful and sustainable volunteers' programme in place, which includes volunteer recruitment, training/induction and regular engagement and involvement of volunteers.</li> <li>• Volunteers' feedback is sought regularly (annually, or at the end of the volunteering if earlier) and the feedback will inform future improvements and developments.</li> </ul>
Key Development Area 8	<p><b>To further extend collaborative links with other schools and education providers</b></p> <ul style="list-style-type: none"> <li>• The Marriotts-Lonsdale collaboration is on-going. The DHT T&amp;L liaises termly with the Marriotts Curriculum Lead and the SEND lead to discuss and identify opportunities for pupils from both schools to support them to achieve best outcomes. Form tutors will oversee individual pupils in their classes, who access Marriotts as part of their timetable, or Marriotts pupils who attend Lonsdale sessions in their classes. They will monitor and liaise about attendance, learning and progress, and this feeds into reports, progress updates or relevant meetings for individual pupils.</li> <li>• The school will create a programme of Travel Training for Secondary pupils, who are able to engage with travel training, offered through links with HCC travel training team. The AHT and relevant phase leads will plan, implement and oversee this</li> <li>• Senior and middle leaders will continue to explore a Lonsdale School Business Enterprise through links and exchange with schools who already do so.</li> <li>• The P16 Lead/Careers Lead will build upon existing links with colleges and providers for P16 learners and leavers to support transition and PfA.</li> <li>• A Careers/PfA Centre at Lonsdale School will be set up. A lead and location will need to be identified. Phase leaders will work together to develop an implementation plan/action plan for this initiative.</li> </ul>
Key Development Area 9	<p><b>To define exactly what pupils must learn and remember for all subjects of the curriculum and ensure that teachers revisit this important knowledge effectively</b></p> <ul style="list-style-type: none"> <li>• 2025-2026 – Research effective models from other settings; create first drafts for well-established subjects</li> <li>• Trialling of first Lonsdale knowledge organisers; evaluate effectiveness through assessment data, staff and pupil feedback</li> <li>• 2026-2028 – finalise agreed format, rolling these out across all subjects with clear links to curriculum maps</li> <li>• Regular reviews and evaluation will continue to ensure knowledge organisers remain and are used effectively</li> </ul>

