



NB: This is a working document and is updated continuously. For the latest version please see the Head Teacher.

School Development Plan

2021 – 2024

(2023- 2024 Version)

<u>Head Teacher:</u> <u>Mrs Helen Bonser</u>	<u>Chair of Governors</u> <u>Mr Phil Clarke</u>
<u>Deputy Head Teacher</u> <u>Mr Ryan Upfield</u>	<u>Vice Chair</u> <u>Ms Sam Hardy</u>

The background to this strategic plan

The framework and structure of this strategic plan is based on the previous one and takes into account the areas for development not yet achieved, as well as new areas arising from the latest Ofsted inspection/Peer Review

School culture and vision:

At Langmoor, we recognise every child as a unique individual, celebrating and embracing differences in our community. Our curriculum is designed to build resilience, respect and other values, enabling our children to become creative and critical thinkers with well developed interpersonal skills who understand how they learn. We recognise and build on each child's prior learning and provide a wealth of first hand experiences and enhancement opportunities to engage them. We emphasise learning opportunities available in our community. Children learn by studying an interesting and connected curriculum which is organised into 'umbrella' topics. All skills and deep knowledge is woven into these topics. We encourage children to see the potential in all curriculum subjects by exposing them to the best of what they could be in terms of future aspirations. We aim to develop self directed, responsible pupils who have a life long love for learning.

Our School Aims

- Provide the opportunities for all pupils to succeed, to take responsibility for their learning and to develop confidence in their own abilities
- We will create a safe and exciting school where everyone learns

- Promote equal opportunities for all members of our school family to achieve their best
- Work together to foster respect and responsibility, building good relations with the wider community
- Encourage all to be tolerant of other people and to become active and caring members of society
- To celebrate individual and team efforts and achievements both in and out of school

These aims will be reflected in all we do in our teaching and dealings with pupils and parents.

Our School Vision

- be an enthusiastic partnership of inspired teaching and learning;
- promote positive attitudes and mutual respect between all of its members;
- provide a welcoming, stimulating and safe environment for the whole community;
- be a place of which we are proud.

Context of the school

The school is a one form entry – children start in Reception with us and transfer to their chosen High School at the end of year 6.

	2020/2021	2021/2022	2022/2023	2023/2024
September	210	213	210	210

- The majority of our pupils come from our catchment area – 54%
- Our school deprivation indication is 0.12 – the national is 0.21
- Our school is ranked 114th out of 273 in Leicestershire in terms of socio-economic background.
- The number of pupils eligible for free school meals is 18.4%, just below than the national average of 22.5%
- 23.8% of pupils have a 1st language that is not English – 23 different languages are spoken by the children. This is above the national average of 21.2%
- The percentage of children from BAME backgrounds is 50.0% compared to 33.1% nationally.
- 6.8% of children are identified as having SEND support needs which includes 2 EHCP's.
- Attendance to date for the Academic year 2022-2023 is 94.6%.

Review of 2022 – 2023 Priorities

Green-target covered

Yellow-partially covered

Red-not covered

Priority 1 <ul style="list-style-type: none">To ensure the mental health and wellbeing of our pupils is developed so that they continue to be mentally resilient.
<ul style="list-style-type: none">Ensure that the Friday afternoon activity sessions continue, particularly in KS2Offer a range of activities according to children's interestsMindfulness should be offered as an 8 week block across the academic year for all childrenEnsure Values are displayed in lessons and T comments on itT reminds children of values needed in order to be able to achieveRaise profile of values through website, newsletters, stickers, assemblies etcStaff ensure that different activities link to different values, not just the one of the month. This will ensure that it underpins everything that we doIntroduce Daily Boost and which activities can count towards this (KS2 12 noon – 12.15, Yr 1 8.45 – 9am, EYFS Y2 in class time)Ensure staff are monitoring thisEncourage active learning – discussions between KS1 and KS2 to share ideas on active learningEnsure Daily Boost and lunchtime equipment is kept in shed outside for easy accessInclude a parents session early on in the year.Swop timetable around so that children get the experience of FS at different times of the year.Include one session where the class teacher is able to work at Forest school with the children (links with values and the wider curriculum)Senior Mental Health First Aider to be trained (new DH)Recap on Emotion Coaching across the school
Priority 2 <ul style="list-style-type: none">To continue to provide a high quality English curriculum that supports all learners regardless of their starting points.
<ul style="list-style-type: none">All staff are clear on assessing without a formal testing benchmarkAll staff are experienced with moderating reading as well as writingIntervention groups are clearly targeted and have clear entry and exit criteriaWhere possible funding to be used to support 1 – 1 tuitionKS2 to evaluate their Guided reading to ensure that there is less writing so that children can immerse in the textsTo set up a borrowing library in the foyer for both parents and children to exchange booksTo promote the Reading cabin and its useEnsure quality first teaching in all classesHooks used to capture the children's imagination so that they know more, learn more, remember more (could include trips/activity days)Lessons take into account prior knowledge through the use of Knowledge Recall Grids (RU to lead)Extra phonics sessions for those with EAL – particularly where no English is spoken at homeVocabulary support through key word walls, mats and the knowledge organisersClear support timetabled for Yr 2/3 pupils for phonics and readingSTEM opportunities across the curriculumTraining for staff as available through National College and Optimus

- High level reasoning task used in Maths, and children exposed to high quality texts with good vocab in them.
- Use of coaching to support staff who are less confident with T4W.
- To ensure that T4W is being used to the best of its ability in order to support the children to achieve the best they can

Priority 3

- To provide high quality foundation lessons that have clear knowledge and skills progression across the school, that meet the needs of all children.

- Ensure all staff attend Trust meetings for subject co-ordinators
- More experienced co-ordinators support those with less experience
- Ensure staff are accessing the National College to support their subject leader development
- Clear timetable for monitoring developed alongside expectations of what should be done during that time
- Ensure subject leader handbook is up to date and relevant
- Further develop Co-ordinators understanding of how to observe lessons – supported by Deputy
- Ensure that lessons planned build on previous knowledge through 'Flashback 4', 'Knowledge Recall grids' and other methods employed.
- Ensure staff are aware of previous topics taught and where possible make links to current teaching to ensure that lessons stay relevant
- Use hooks to support learning and capture the children's imagination – no assumptions should be made on prior knowledge or experiences – these can include trips, experience days or other such resources

Priority 4

- To ensure the curriculum has a clear intent, implementation and impact

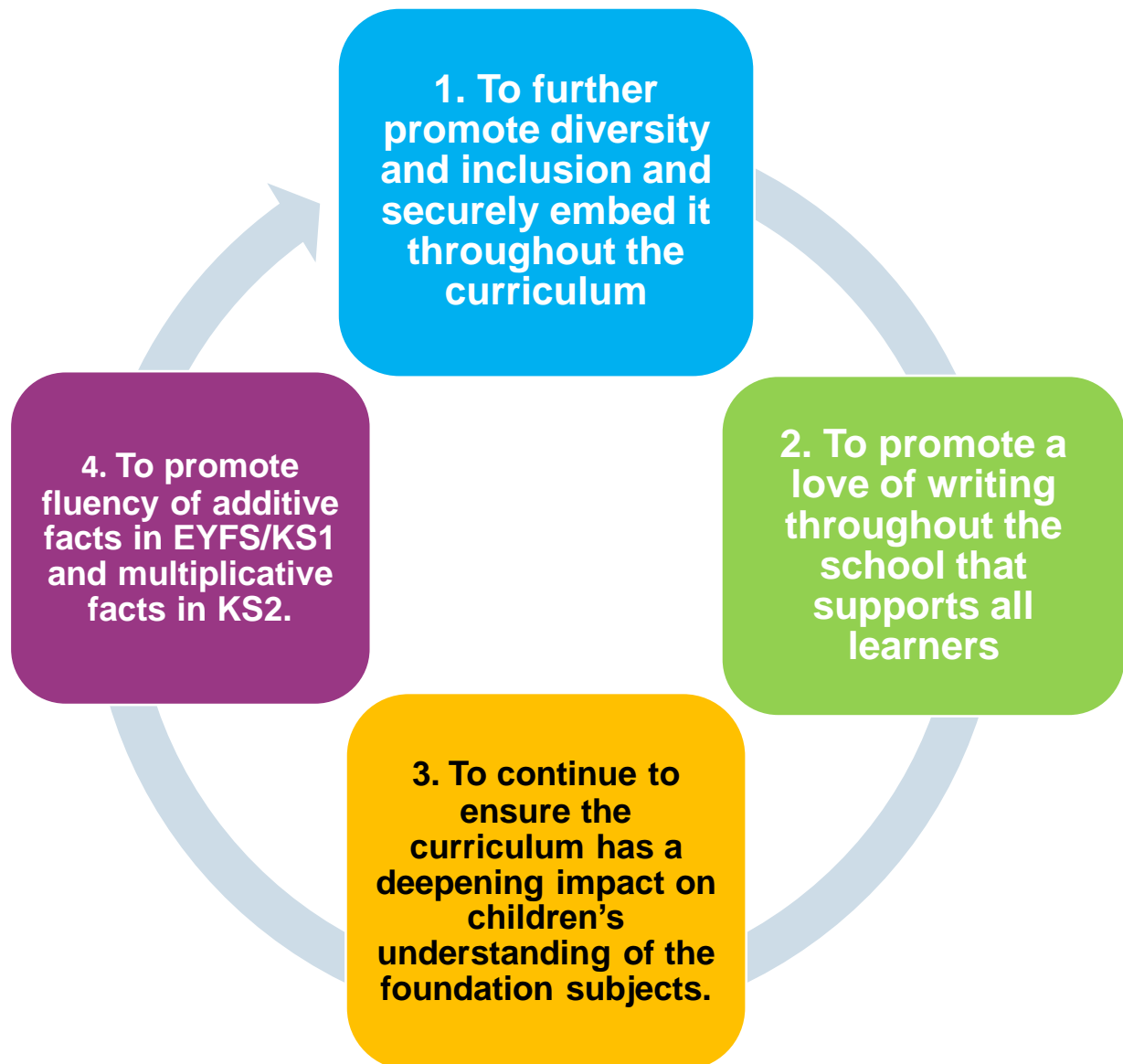
- Regular pupil interviews, talking to the children about their understanding
- All lessons are at least good when observed (including those that are seen in informal walk rounds)
- Children are enthused for the learning
- Further enrich the curriculum through different clubs offered, show case the curriculum with children as teachers
- Where possible local links are made
- Children can apply their skills and knowledge across the curriculum
- Links are established and meaningful to give purpose
- Ensure that current events are reflected in the curriculum map such as The Olympics, Coronation Anniversary, any Environmental happenings
- Ensuring children have access to successful people within their fields across all subjects not just Science
- Ensure that the above is led by subject leads as well as classroom practitioners

2022-23 Key Performance Indicators

<u>Year Group</u>	<u>Indicator</u>	<u>National 2019</u>	Langmoor Primary 2020/21 Based on TA	Langmoor Primary 2021/2022	<u>National 2022</u>	Langmoor Primary 2022-23
Foundation Stage	GLD	71.8%	60%	79%	65%	77%
Year 1	Phonics	81.9%	83%	77%	75%	79%
Year 2 (TA)	KS1 Reading at expected standard +	75%	63%	70%	67%	63%
	KS1 Writing at expected standard +	69.%	63%	60%	58%	73%
	KS1 Maths at expected standard +	76%	80%	60%	68%	70%
	KS1 Science at expected standard +	82.4%	80%	90%	75%	79%
	KS1 Reading, Writing and Maths combined at expected standard +	65%	60%	57%	54%	60%
	KS1 Reading at greater depth	25%	16%	7%	18%	16%
	KS1 Writing at greater depth	14.7%	3%	0%	8%	7%
	KS1 Maths at greater depth	21.8%	17%	17%	15%	17%
	KS1 Reading, Writing and Maths combined at greater depth	10%	3%	0%	6%	0%
	KS2 Reading at expected standard +	73%	80%	88%	75%	87%
	KS2 Writing at expected standard +	78%	80%	88%	69%	90%

Year 6 (SATS)	KS2 Maths at expected standard +	79%	86%	91%	71%	93%
	KS2 Reading, Writing and Maths combined at expected standard +	65%	80%	84%	59%	80%
	KS2 Reading at greater depth	27.8%	23%	25%	28%	33%
	KS2 Writing at greater depth	20%	17%	13%	13%	13%
	KS2 Maths at greater depth	23.3%	20%	47%	22%	50%
	KS2 Reading, Writing and Maths combined at greater depth	9.7%	13%	10%	7%	10%

Main priorities for school development in 2023-2024



HEADTEACHER	Helen Bonser	DATE	2022/23
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KEY PRIORITIES	PRIORITY	Why identified as a priority	LEAD PERSON
PRIORITY 1.	<ul style="list-style-type: none"> To further promote diversity and inclusion and securely embed it throughout the curriculum 	We have recently experienced a lack of tolerance towards certain children from parents. We believe by introducing the 'Everyone's Welcome' curriculum that we can seek to promote tolerance and understanding to all.	HB – all staff
PRIORITY 2.	<ul style="list-style-type: none"> To promote a love of writing throughout the school that supports all learners 	Despite extensive training and evaluation of the writing curriculum, our writing results remain low on internal data. We want to promote a more positive picture of writing throughout the school	HB, KMG,
PRIORITY 3.	<ul style="list-style-type: none"> To continue to ensure the curriculum has a deepening impact on children's understanding of the foundation subjects 	We continually review our curriculum, and we have had one year of using the KRG. We need to ensure this good work continues and it is having the desired impact	HB – All Teaching Staff
PRIORITY 4.	<ul style="list-style-type: none"> To promote fluency of additive facts in EYFS/KS1 and multiplicative facts in KS2. 	Our Year 4 multiplication check results are lower than similar schools in our area. Year 6 teacher reports that many pupils enter year 6 still not fluent in basic number facts – need to reduce overload.	HB, EP – All Teaching Staff

KEY PRIORITY 1

- To further promote diversity and inclusion and securely embed it throughout the curriculum

Success Criteria	Actions	Monitoring/Responsibility	Timescales
1.1 Training for all staff on Everyone's Welcome.	<ul style="list-style-type: none"> All staff (including support/dining staff) have the training on Everyone's Welcome. Launch with parent event – speaking with staff and looking at the books Ensure the Survey is completed before the teaching starts 	HT/PSHCE co-ordinator All staff	By October Half term 2023
1.2 Firmly embed the Everyone's Welcome ethos across the school	<ul style="list-style-type: none"> Ensure that children have access to the books (2 sets available) Embed Everyone's Welcome into PSHCE lessons – 1 per term and then as any issues/need arises Make sure that all staff promote inclusivity Make cross curricular links where possible 	HT/PSHCE co-ordinator All staff	Autumn term 2023 and ongoing
1.3 Further develop the PSHCE curriculum with the use of Kapow	<ul style="list-style-type: none"> Training with Kapow delivered through staff meetings Correct use of terminology and vocabulary developed throughout the year Ensure Everyone's Welcome enhances the Kapow curriculum 	HT/PSHCE co-ordinator All staff	Monitor termly
1.4 Ensure Forest School is timetabled for all classes	<ul style="list-style-type: none"> Include a parents session early on in the year. Include one session where the class teacher is able to work at Forest school with the children (links with values and the wider curriculum) 		Each term
1.5	<ul style="list-style-type: none"> DH to lead on RTime and training for staff as necessary 	SLT – DH to lead	Termly monitoring

R Time reintroduced instead of assembly time once a week.	<ul style="list-style-type: none"> • Timetabled session once per week for 6 weeks initially then as teacher sees fit • Evaluate Rtime sessions and impact after 1 term 		
1.6 Inclusion events that all children can access	<ul style="list-style-type: none"> • ELSA available for all children • Use of SEND Inclusion PE events run by LSLSSP • Provide a club for SEND children – small group of children to have a go at different activities 	ELSA support, SEND, PE co-ordinator, SLT	Termly monitoring
Review Comments.			
Autumn 2023			
Spring 2024			
Summer 2024			

KEY PRIORITY 2

- To promote a love of writing throughout the school that supports all learners

Success Criteria	Actions	Monitoring/Responsibility	Timescales
2.1 To develop spoken language alongside writing	<ul style="list-style-type: none"> Book buddies – read to a different year group – also gives ideas for purpose of writing Staff plan in Peer talk time in lessons, not just English lessons in order to develop vocabulary and purpose Use talking tasks for homework – tell them how to do something, speak in detail about a task Use of reading bears at home – send home once per week for each year group with an appropriate book 	HB – all staff	Autumn term and reviewed every half term
2.2 Be more creative with published work & Have more purpose to writing eg newspaper / magazine / write to an author.	<ul style="list-style-type: none"> Staff to think about how they and their children can make more links with home and writing. children write a story with an adult / sibling at home (pobble images for inspiration) Encourage diary writing at home and at school - encourage more interesting things to happen to spark the imagination Ensure that writing has a purpose 	KMG/All staff	Termly
2.3 Engage more with authors – email / social media	<ul style="list-style-type: none"> To research and make ongoing links with authors in our community / publishing. Children recommend authors by thinking about their writing styles 	KMG/All staff	Termly
2.4 Have special creative writing note books. Free writing time.	<ul style="list-style-type: none"> To order special books for children to record their ‘free writing’ in. Children have some free writing time each week to allow them to be creative 	HB/All staff including support staff	Termly

Use props to write about / inspiration.	<ul style="list-style-type: none"> • Use simple props to encourage creativity rather than relying on media (ie bunch of keys) • Use of Secret Writing society for LAP PP children to inspire them to read and write more 		
2.5 Trip experiences	<ul style="list-style-type: none"> • KMG to research opportunities for trips that inspire writing. 	KMG – all staff	Termly
2.6 Writing competitions	<ul style="list-style-type: none"> • Opportunities for children to enter writing competitions, nationally or across the Trust. • 	KMG– all staff	Termly
Review Comments			
Autumn 2023			
Spring 2024			
Summer 2024			

KEY PRIORITY 3

To continue to ensure the curriculum has a deepening impact on children's understanding of the foundation subjects

Success Criteria	Actions	Monitoring/Responsibility	Timescales
3.1 Evaluate the curriculum as we go along, ensuring progression between year groups and within terms	<ul style="list-style-type: none"> • Ensure all staff attend Trust meetings for subject co-ordinators • More experienced co-ordinators support those with less experience • Ensure staff are accessing the National College to support their subject leader development • Use of new Trust Subject leader handbook to help with securing key elements. • Deep dives held in key subject areas to address any weaknesses and celebrate strengths. 	HB/RU – all subject co-ordinators	Termly
3.2 Use Questions for Learning to focus children's attention and to ensure further pupil progress	<ul style="list-style-type: none"> • Make sure that planning and questioning in lessons challenges the children's understanding • All lesson objectives should be a question to focus the children's learning – the lesson should then answer that question 	All staff	Termly
3.3 To ensure Knowledge Organisers, KRG are relevant to the children and their prior learning by making good use of the assessment grids	<ul style="list-style-type: none"> • Use hooks to support learning and capture the children's imagination – no assumptions should be made on prior knowledge or experiences – these can include trips, experience days or other such resources • Ensure any prior knowledge cited on KRG is relevant to what has actually been taught. • Make sure children are using KO to help with their learning – should be a focus in their books for the subject. 	SLT – all staff	Termly
Review Comments.			

Autumn 2023
Spring 2024
Summer 2024

KEY PRIORITY 4

- To promote fluency in additive facts in EYFS/KS1 and multiplicative facts in KS2

Success Criteria	Actions	Monitoring/Responsibility	Timescales
4.1 Embed Mastering Number in EYFS/KS1.	<ul style="list-style-type: none"> • Ensure all EYFS/KS1 teachers have the mastering number planning and resources. (NCETM axis, rekenreks) • MF (new to Y2), to observe EP deliver mastering number sessions and watch training videos from previous year. • EP to take part in 'embedding mastering number program' work group through NCETM as lead teacher and share good practice with rest of staff. • EP to observe and evaluate mastering number sessions in all year groups and interview pupils to determine impact. 	EP – EYFS/KS1 staff	Termly
4.2 Introduce Mastering Number in KS2	<ul style="list-style-type: none"> • Participate in KS2 Mastering Number Scheme through NCETM. • RU and RM to participate in the training and live workshops and deliver sessions to their classes. • EP to observe and evaluate mastering number sessions in all year groups and interview pupils to determine impact. 	All staff	Termly
4.3 Timetable additional time for practising and recalling number facts.	<ul style="list-style-type: none"> • Ensure all pupils have TT rock stars/Numbots logins and that this is being used appropriately in each class, (e.g. as homework, setting battles and tournaments) and that progress is being tracked and successes are recognised, (e.g. certificates, displays within the classroom). • Monitor how 99 club is delivered in each year group and modify in light of feedback from staff and pupils. • Use Flashback 4s daily to rehearse, recall, review and retrieve previous learning, including number facts. • Use number sense strategies posters to teach calculation strategies and prompt pupils. • Practise skills taught in maths at other times of the day or in other areas of the curriculum. E.g. Daily Boost, Computing, 	All staff	As appropriate

	<p>Geography. (<u>Ensuring that the skills they are using have already been taught in maths</u>).</p> <ul style="list-style-type: none"> • Encourage pupils to deepen their understanding of number facts and apply them to new contexts. 		
<p>4.4 Improve attitudes and confidence towards maths – foster a growth mindset and ‘I can’ attitude towards maths.</p>	<ul style="list-style-type: none"> • Survey Pupil attitudes towards maths using Maths Hub questionnaire/pupil interviews (Focus on Yr 3, 4 and 5) at the start of the year and re-do in January. • Year 4 teacher to focus on boosting the confidence of identified pupils in maths. Explore the use of pre teaching • Teachers to plan in same day ‘Grab and Go’/Rapid intervention to address gaps/misconceptions. • Deliver workshops/produce leaflets for parents to support with homework and address their own anxiety/fear of maths. • Participate in Numeracy Day (May) to highlight the importance of maths in the world/everyday life. 		
Review Comments			
Autumn 2023			
Spring 2024			
Summer 2024			

School Priorities 2021 - 2024

	2022-2023	2023-2024
Quality of Education	65+% combined in KS2 (Trust target 70%) R, W, M % in KS2 and KS1 to be in line with national. Phonics to be in line with National GLD to be in line with National	65+% combined in KS2 (Trust target 70%) R, W, M % in KS2 and KS1 to be in line with national. Phonics to be in line with National GLD to be in line with National
Behaviour and Attitudes	Review Behaviour policy Further develop values work	Review Behaviour policy in line with using only 6 Values across the school
Personal Development	Review of Daily Boost Quality Mark renewal – possible Science Quality Mark accreditation Silver Food for Life renewal	Review of Daily Boost Quality Mark renewal – possible Science Silver Food for Life renewal as appropriate
Leadership and Management		Opportunity for NPQ's for any staff

