



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

School Development Plan

2024 – 2027

(2025 - 2026 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>Mr Mark Browne</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. 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.

	2022/2023	2023/2024	2024/2025	2025/2026
September	210	210	210	199

- The majority of our pupils come from our catchment area – 50.4%
- Our school deprivation indication is 0.12 – the national is 0.21
- Our school is ranked 97th out of 275 in Leicestershire in terms of socio-economic background.
- The number of pupils eligible for free school meals is 16.4%.
- 10.9% of pupils have a 1st language that is not English – 23 different languages are spoken by the children. The national average is 20% of pupils with a first language other than English.
- The percentage of children from BAME backgrounds is 24.4% compared to 33.1% nationally.
- 13% of children are identified as having SEND support needs which includes 7 EHCP's.
- Attendance to date for the Academic year 2024-2025 is 95.5%.

Review of 2024 – 2025 Priorities

Green-target covered

Yellow-partially covered

Red-not covered

Priority 1

To ensure subject leaders have a clear focus and understanding of their subject

- Training on Subject Leader Handbook (HB/RU)
 - Coaching with Senior Leaders around observations and book scrutiny (RU/EP/KMG)
 - Regular time out of class each half term (at least one morning/afternoon) (HB)
 - Clear monitoring schedule with priorities identified for each term (HB/RU)
 - Any monitoring to be fed back to HT and any actions identified will be discussed at the next staff meeting
 - Attendance at Trust Leader Meetings
 - Use of National College to inform of updates/training
 - Subject Leads (other than English and Maths) to run staff meetings termly to provide updates
 - Staff to be proactive in updating subject folders on Sharepoint to ensure all staff have the most up to date curriculum
 - Staff to use Subject Leader handbook to identify their priorities for the coming year
 - Staff to ensure that these are monitored throughout the year
 - Any new developments are noted throughout the year and added to the priorities
- Any resources need to be identified by the Subject Lead and are ordered to ensure that staff have everything they need to be able to teach effectively
- Staff to have time to monitor their subject (see 1.1)
 - Staff to have coaching with Senior Leaders including sight of possible questions around Deep Dives.
 - SLT to carry out deep dives in certain subjects (Peer Review November 2024) To be done in conjunction with SIL

Priority 2

To develop the assessment of writing including the skills and knowledge of all staff

- Share Year 6 SPAG paper at staff meeting and ask staff to complete – make assessment from this and ensure training bespoke to needs
- Staff to have up in the classroom the Grammar definitions to ensure all children and staff can refer to them
- Staff have sight of the ITAF's and have training to ensure that they understand the meanings of the parts of grammar
- Staff build up a bank of exemplars for each level of each year group to assist when assessing
- Staff are able to pinpoint what accurate use of grammar in children's writing looks like and therefore can assess accurately.
- Staff judgements are validated both in school and within the Trust (EYFS, Y2 and Y6 Moderation)
- All staff to receive training on Writing Intervention ready for the Autumn Term
- Teaching staff can assess who needs the intervention through accurate assessment of writing
- Interventions are run regularly to ensure that they have the correct impact
- Interventions are timetabled to ensure that they happen
- All staff keep accurate records of the interventions to aide Teaching staff to make accurate assessments

- Children in interventions are reviewed regularly to ensure that they correct children are accessing them and they are accessing accurate teaching
- Interventions will be monitored by SLT/SENDCo
- Regular moderation of writing will take place across the school at least termly. This will NOT include the Trust moderation – this will be on top of our requirements. *Not done because of Trust targets*
- Staff will be involved in not only moderating their own Year group writing, but that of the year group above and below
- Monitoring of writing lessons will be completed by HT and Lit Lead. (HB/KMG)
- Staff must adhere to the Talk 4 Writing Framework in order for progression to be shown
- The Talk 4 Writing framework will be reviewed at least once a year to ensure coverage, progression and to allow for new texts if appropriate

Priority 3

To embed the new curriculum and ensure the progression of learning is closely monitored

- All staff ensure that they have copies of the most up to date curriculum for their year group from Sharepoint
- Staff have the correct resources to ensure that the curriculum can be taught correctly
- Staff ensure that they are teaching the correct lesson from the correct unit
- Vocabulary is explicitly taught within each lesson

Staff have timetabled their lessons appropriately ensuring enough time is given to each subject

- KRG are accurate as they look at the learning from last year, last term, last topic and last lesson. These should be taken directly from the scheme
- Foundation subjects to have an age appropriate Knowledge Organiser in books for each topic. Ensure that all required headings are used.

Ensure that children use KO in order to ask questions of their learning and to facilitate further discussion where appropriate

- Subject Leads have a clear understanding of where the children are in their subject through their monitoring (See 1.1)
- Progression is clear within books and through talking to children
- Staff have a clear understanding of what comes before and after each lesson and each unit in each subject.
- Staff have clear understanding of their new curriculum, taking advantage of any training offered via the websites and subject leads
- Staff are clear on how to assess the children against the new curriculum and use the correct assessment grids.
- Staff ensure that they adhere to the scheme and teach the correct lessons accurately
- Staff give themselves time to understand the lessons BEFORE teaching to ensure that there are no inaccuracies when teaching

Priority 4

To ensure precise knowledge is identified and taught, particularly in EYFS

- EYFS Lead to work with all subject leads to build curriculum from National Curriculum through Early Learning Goals to knowledge learnt
 - Curriculum is well sequenced in each of the 7 areas
 - Precise End points are identified in line with 'Year 1 readiness'
 - Phonics teaching identified week by week for EYFS, Year 1 and where necessary Year 2
 - Workbooks used in all year groups to ensure consistency across the scheme
 - Scheme to start second week of Autumn term to ensure accurate coverage
- All staff to receive further training on Phonics as need arises
- Audit resources already in place
 - Purchase new resources if necessary

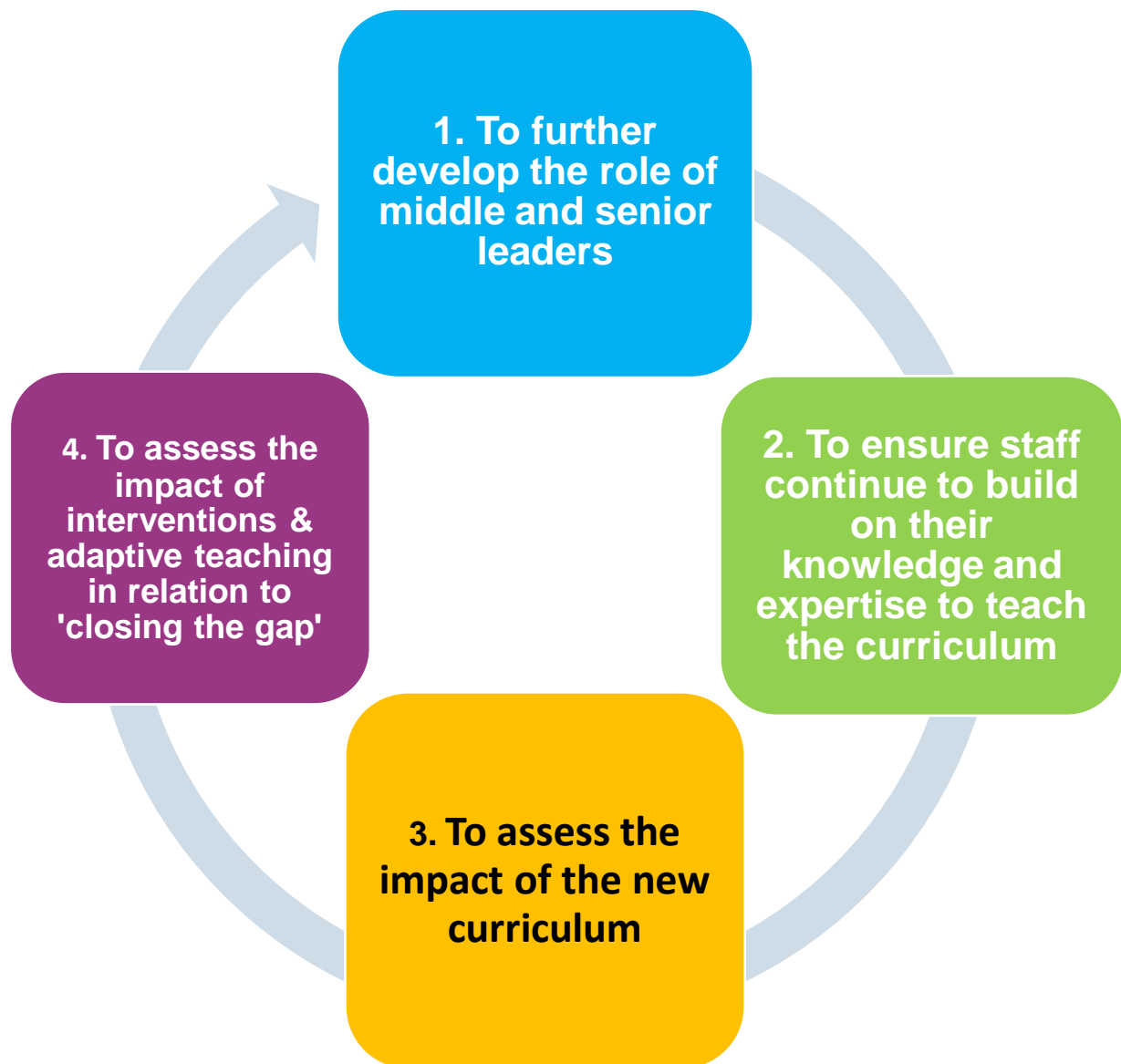
- Move shed and utilise free standing base for mud kitchen if necessary
- Designate particular learning areas in the classroom
- Ensure activities are clearly labelled and have sufficient challenge in them
- Make sure that themes are woven in the CP such as Christmas, Festivals and children's interests

2024-25 Key Performance Indicators

<u>Year Group</u>	<u>Indicator</u>	<u>National 2023</u>	Langmoor Primary 2022-23	<u>National 2024</u>	Langmoor Primary 2023-2024	<u>National 2025</u>	Langmoor Primary 2024 - 2025
Foundati on Stage	GLD	65%	77%	67.7%	76%	68%	75%
Year 1	Phonics	75%	79%	80%	90%	80%	82%
Year 2 (TA)	KS1 Reading at expected standard +	67%	63%		70%		79%
	KS1 Writing at expected standard +	58%	73%		67%		69%
	KS1 Maths at expected standard +	68%	70%		80%		79%
	KS1 Science at expected standard +	75%	79%		70%		69%
	KS1 Reading, Writing and Maths combined at expected standard +	54%	60%		67%		66%
	KS1 Reading at greater depth	18%	16%		17%		13%
	KS1 Writing at greater depth	8%	7%		10%		7%
	KS1 Maths at greater depth	15%	17%		13%		13%
	KS1 Reading, Writing and Maths combined at greater depth	6%	0%		10%		7%
73%	KS2 Reading at expected standard +	75%	87%	74%	83%	75%	87%

Year 6 (SATS)	KS2 Writing at expected standard +	69%	90%	72%	83%	72%	73%
	KS2 Maths at expected standard +	71%	93%	73%	83%	74%	87%
	KS2 Reading, Writing and Maths combined at expected standard +	59%	80%	61%	80%	62%	73%
	KS2 Reading at greater depth	28%	33%	29%	40%		33%
	KS2 Writing at greater depth	13%	13%	13%	17%		7%
	KS2 Maths at greater depth	22%	50%	24%	53%		43%
	KS2 Reading, Writing and Maths combined at greater depth	7%	10%		13%		7%

Main priorities for school development in 2025-2026



HEADTEACHER	Helen Bonser	DATE	2025/26
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KEY PRIORITIES	PRIORITY	Why identified as a priority	LEAD PERSON
PRIORITY 1.	<ul style="list-style-type: none"> To further develop the role of middle and senior leaders 	Senior leaders need to have a more strategic approach to their subject, and middle leaders need to be confident when monitoring and talking about their subject	HB – all staff
PRIORITY 2.	<ul style="list-style-type: none"> To ensure staff continue to build on their knowledge and expertise to teach the curriculum 	Staff need to be confident in their teaching and have excellent subject knowledge in order to make sure that children have good lessons and learn more	All staff overseen by SLT
PRIORITY 3.	<ul style="list-style-type: none"> To assess the impact of the new curriculum 	The new curriculum has been in place for over a year and we need to ensure that it is having the desired impact on the children's knowledge	All staff overseen by SLT
PRIORITY 4.	<ul style="list-style-type: none"> To assess the impact of interventions and adaptive teaching in relation to 'closing the gap' 	Interventions run continually but are they having the desired impact and doing what they should be doing?	SENDCO – Support staff (Overseen by HB)

KEY PRIORITY 1

To further develop the role of middle and senior leaders

Success Criteria	Actions	Monitoring/Responsibility	Timescales
1.1 Staff have a more strategic overview of the curriculum in school	<ul style="list-style-type: none"> English, Phonics and Maths leads work with SENDCo to look at adaptations to teaching to support all learners Subject leaders analyse data and interpret results to look at what this means for their subject Monitoring time is given half termly with clear expectations set out as to what to do Leaders are given time to work with EYFS lead to understand how EYFS teaches their subject 	Senior Leadership Team – Helen Bonser, Ryan Upfield, Kim Mayer-Gibb, Emma Payne and Megan Ferns	Autumn Term – and ongoing
1.2 Staff develop their subject knowledge and confidence in relation to their specific area	<ul style="list-style-type: none"> Attendance at Trust Leader Meetings Attendance at Gateway Alliance CPD Staff are given training on how to carry out a lesson observation and how to give constructive feedback Less experienced staff are matched with more experience staff to shadow during LO Staff regularly lead staff meeting discussions about their findings of monitoring Leaders are able to feedback to Governors (whether written or verbal) about their subject 	All staff	Termly
1.3 Staff have a clear understanding of what they need to do in order to move their subject forward	<ul style="list-style-type: none"> Deep dives are carried out in conjunction with SLT/SIL Leadership training is sourced as appropriate Staff understand what they are seeing during monitoring time and how this is used to move the subject forward 	SLT	Termly

Review Comments.

Autumn 2025

Spring 2026

Summer 2026

KEY PRIORITY 2

To ensure staff continue to build on their knowledge and expertise to teach the curriculum

Success Criteria	Actions	Monitoring/Responsibility	Timescales
2.1 Staff have excellent subject knowledge and feel confident to teach the curriculum	<ul style="list-style-type: none"> • CPD from Gateway Alliance and attendance at Trust meetings to support Subject Leaders • Use of National College and EEF for regular updates on subjects • Regular Staff meeting updates from Curriculum Leads to any changes to schemes. • Evidence of creativity seen in lessons so pupils are engaged in their learning – not just a ‘lifting’ of the lesson from the scheme 	All staff	Autumn term and ongoing
2.2 Shared good practice results in better subject knowledge and better teaching	<ul style="list-style-type: none"> • Sharing of good practice at meetings from various sources (Gateway Alliance, Trust Meetings, National College, EEF, SIL) • Start with staff audit on confidence of teaching subjects 	All staff	Termly
2.3 Teaching shows consistent alignment with the school’s curriculum intent and progression	<ul style="list-style-type: none"> • All lessons observations are good or better • All lesson observations show strong pedagogy • Pupils are able to make stronger connections within and across subjects so that they know more and remember more 	All staff	Termly

Review Comments

Autumn 2025

Spring 2026

Summer 2026

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KEY PRIORITY 3 To assess the impact of the new curriculum			
Success Criteria	Actions	Monitoring/Responsibility	Timescales
3.1 Clear impact is beginning to be shown including in the EYFS curriculum	<ul style="list-style-type: none"> • Analysis of 2024 results carried out and compared to previous years • Deep dive into EYFS carried out to ensure that precise knowledge is identified • Review and refine EYFS curriculum intent and implementation 	EP, KMG, MF overseen by HB/RU	Termly
3.2 Subject Leaders have clear, accurate picture of curriculum and its impact so far	<ul style="list-style-type: none"> • Broader curriculum data is analysed by Subject Leads in conjunction with SLT • Do children know more, learn more and remember more? • Pupil voice, lesson observations, book monitoring and learning walks are carried out termly to establish the impact and look at what this tells us about our curriculum • Strengthen assessment and evidence of impact • Strengthen staff CPD and practice 	All Subject Leads	Termly
3.3 Planning is clear within each subject	<ul style="list-style-type: none"> • Progression is clear in each subject • Curriculum supports all learners and there is evidence of adaptive teaching • Planning shows that staff have the knowledge and expertise to teach the curriculum well 	All class teachers	Termly
3.4 Any actions from Peer Review 2024 have been actioned with success	<ul style="list-style-type: none"> • ALL pupils enjoy a good quality of education and benefit from effective teaching ALL of the time • Foundation subjects are well led (3.2) and leaders check that staff have the correct subject knowledge (3.2) 		

Review Comments.

Autumn 2025

Spring 2026

Summer 2026

KEY PRIORITY 4

To assess the impact of interventions & adaptive teaching in relation to 'closing the gap'

Success Criteria	Actions	Monitoring/Responsibility	Timescales
4.1 Clear evidence of children working on IEP targets in seen – SEND children make good progress	<ul style="list-style-type: none"> • Schedule of SEND monitoring in place and communicated to all staff. • Evidence seen that children are making progress against their IEP targets and this informs planning and future target setting • Teachers and TA's are responsible for the paperwork around IEP's 	MF overseen by HB	Throughout the academic year
4.2 Any trends identified and interventions put in place to support	<ul style="list-style-type: none"> • Maths, English and SEND leads analyse groups of children to see if there are any trends. • Using Evidence based research, ensure that any interventions are identified and put into place • The impact of any such interventions is closely monitored. 	EP, KMG, MF overseen by HB/RU	Autumn term and ongoing
4.3	<ul style="list-style-type: none"> • Interventions are observed by Maths, English Leads and SENDCO to ensure they are being taught correctly 	EP, KMG, MF overseen by HB/RU	Autumn term initially

<p>Interventions are effective at closing the gap (such as Grab and go maths, Rapid Reading and any one to one support given)</p>	<ul style="list-style-type: none"> • Where mis teaching occurs, a plan is put in place to upskill that colleague • Staff Skills Audit completed to see what training needs there are in each Key Stage. • Staff training is completed on Interventions, curriculum and new writing ITAFs. 		
<p>Review Comments</p>			
<p>Autumn 2025</p>			
<p>Spring 2026</p>			
<p>Summer 2026</p>			

School Priorities 2024 - 2027

	2025-2026	2026-2027
Quality of Education	<p>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</p> <p>Judged as 'Good'</p>	<p>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</p> <p>Judged as 'Good'</p>
Behaviour and Attitudes	Fully embed Values	
Personal Development	Embed those further opportunities	
Leadership and Management	<p>Impact of monitoring leads to full embedding of subject leader knowledge which leads to greater impact on the curriculum</p> <p>Judged as 'Good'</p>	<p>Impact of monitoring leads to full embedding of subject leader knowledge which leads to greater impact on the curriculum</p> <p>Judged as 'Good'</p>

