



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

School Development Plan

2021 – 2024

<u>Head Teacher:</u> <u>Mrs Helen Bonser</u>	<u>Chair of Governors</u> <u>Ms Sam Hardy</u>
<u>Deputy Head Teacher</u> <u>Mrs Jane Smith</u>	<u>Vice Chair</u> <u>Mr Sundip Mapara</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.

	2019/2020	2020/2021	2021/2022	2022/2023
September	210	210	199	210

- The majority of our pupils come from our catchment area – 52%
- Our school deprivation indication is 0.14 – the national is 0.21
- Our school is ranked 84th out of 272 in Leicestershire in terms of socio-economic background. This is below the national average
- The number of pupils eligible for free school meals is 18.7%, higher than the national average of 15.4%
- 23.5% of pupils have a 1st language that is not English – 21 different languages are spoken by the children. This is above the national average of 21.2%
- The percentage of children from BAME backgrounds is 51.4% compared to 33.1% nationally.
- 4.9% of children are identified as having SEND support needs with 1.5% having an EHCP.
- Attendance to date for this Academic year is 96.3%.

Review of 2020 – 2021 Priorities

All priorities were affected by Covid 19 closure.

Green-target covered

Yellow-partially covered

Red-not covered/Covid 19

Priority 1

- To raise standards in reading and writing particularly in Reading at KS2, and Greater Depth writing (Based on Teacher Assessments in the absence of Formalised testing due to the Pandemic) particularly those who are more able
- To maintain standards in Numeracy (Based on Teacher Assessments in the absence of Formalised testing due to the Pandemic)

- To continue to provide effective curriculum leadership – Trust meetings, CPD, Monitoring time available
- To raise the profile of reading and its enjoyment, and children's attitudes towards this – CPD, Termly Lit Staff meetings, Survey regarding children's attitudes, Trust meetings
- To continue to raise standards by implementing effective teaching and learning strategies – Author book for best piece of writing, Mastery curriculum followed by EYFS to Y6 in Num, Opportunities to share best practise and observe others, Evaluation of marking policy
- To raise standards by effective use of assessment procedures and target setting – Writing and Numeracy moderation done across the Trust termly, Moderation inset organised through OLP to ensure consistency in the family of schools, Data discussed to identify target groups, Standards files set up for Literacy and Numeracy for each year group, Support staff timetable to target the children most in need, Teachers in EYFS, Y2 and Y6 to attend the training for moderation, look at outcomes for Peer Assessment
- Continue to monitor attainment of pupils to identify any trends or gaps – Analysis of data by SLT to identify any gaps, Support staff informed of who specifically to support, Provision map to be completed to identify those working below ARE, SLT to identify those who are HPL
- Reinforce Spelling, Punctuation and Grammar across all subjects – Direct teaching of SPaG skills across the school, All staff are familiar with grammatical terms
- Review of Year 6 curriculum in light of SATS results – not completed in 2020 or 2021

Priority 2

- To ensure that children have a positive attitude towards learning, develop independent learning skills, are clear as to how they will achieve their next steps and are able to target set efficiently.

- Use data to find out which pupils groups have met, not met or exceeded their targets – Analysis of data by SLT, Setting out of provision map, Staff informed of who to support and in which areas
- Monitor target setting following on from last year's inset – review how targets are set, review usefulness of targets, how often they are set and what they relate to, discuss how the children target set
- Build upon good marking structures to allow pupils to understand their individual progress, moving them forward effectively, ensuring that this does not impact on teacher workload – revisit marking policy, scrutiny of books, pupil questionnaires
- Identify professional development needs and plan support for teachers – staff skills audit, Lesson observations for staff in area of need, Analysis of previous lesson observations to identify any professional development areas
- All children can foster their independence and love of learning – ensure resilience is embedded in all areas of the curriculum, ensure the curriculum fosters independence for all students regardless of need, Timetable for Forest School to ensure all classes can access outdoor learning
- Implementation of Behaviour Policy which includes Route to Resilience and Growth Mindset

Priority 3

- To ensure that time is given for the Recovery Curriculum following the Covid 19 pandemic

- To ensure that all staff build into their curriculum a 'recovery curriculum' – Including mindfulness, well being activities, nurture time, cosmic yoga, time should be set aside for recovery sessions which may be year group dependant, therapeutic time in class
- To ensure that staff well being is also considered – staff meeting guidelines are not exceeded, once per term a staff well being staff meeting is held which all staff are invited to (cakes, tea, chat and Forest School), Staff are aware of the counselling and well being service at County Hall
- Clear structure for referral to ELSA/Mentoring scheme being used
- Continuation of Mental Health/Well being agenda within school

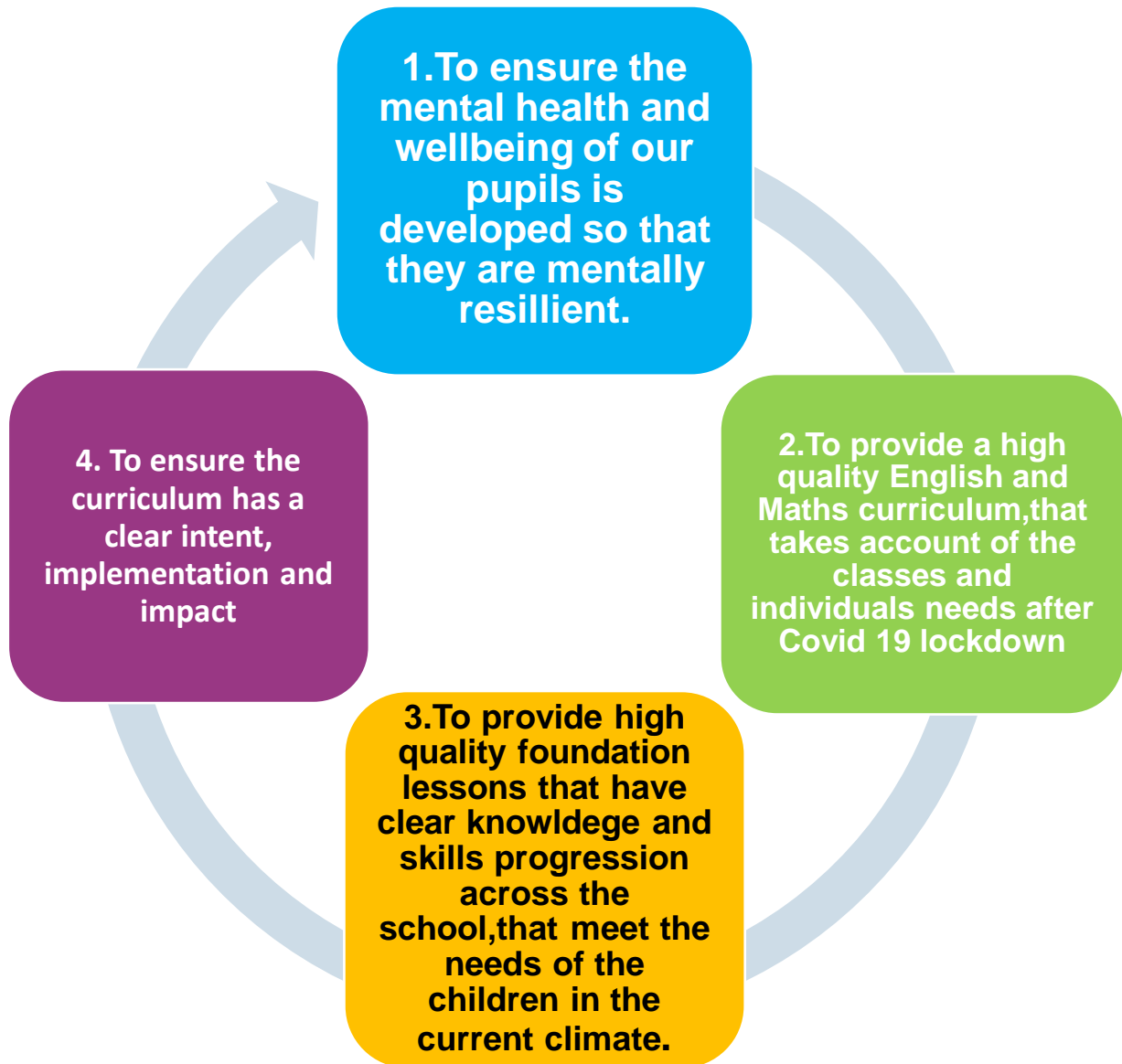
2020-21 Key Performance Indicators

No formalised testing took place during the academic year 2020-2021. This information is based on Teacher Assessments.

<u>Year Group</u>	<u>Indicator</u>	Langmoor Primary School 2017/18	Langmoor Primary School 2018/19	Langmoor Primary 2019/20 Based on TA	<u>National 2019</u>	Langmoor Primary 2020/21 Based on TA
Foundation Stage	GLD	64%	72%	77%	71.8%	
Year 1	Phonics	80%	77%	73%	81.9%	
Year 2	KS1 Reading at expected standard +	84%	80%	70%	75%	
	KS1 Writing at expected standard +	87%	73%	66%	69.0%	
	KS1 Maths at expected standard +	87%	77%	73%	76%	
	KS1 Science at expected standard +	84%	87%	86%	82.4%	
	KS1 Reading, Writing and Maths combined at expected standard +	74%	70%	66%	65%	
	KS1 Reading at greater depth	16%	13%	20%	25%	
	KS1 Writing at greater depth	7%	7%	10%	14.7%	
	KS1 Maths at greater depth	13%	20%	20%	21.8%	
	KS1 Reading, Writing and Maths combined at greater depth	3%	6%	3%	10%	
Year 6	KS2 Reading at expected standard +	68%	76%	87%	73%	
	KS2 Writing at expected standard +	74%	88%	87%	78%	
	KS2 Maths at expected standard +	71%	82%	87%	79%	

	KS2 Reading, Writing and Maths combined at expected standard +	61%	72%	83%	65%	
	KS2 Reading at greater depth	19%	42%	20%	27.8	
	KS2 Writing at greater depth	12%	21%	27%	20%	
	KS2 Maths at greater depth	19%	49%	30%	23.3	
	KS2 Reading, Writing and Maths combined at greater depth	6%	15%	10%	9.7	

Main priorities for school development in 2021-2022



HEADTEACHER	Helen Bonser	DATE	2021/22
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KEY PRIORITIES	PRIORITY	Why identified as a priority	LEAD PERSON
PRIORITY 1.	<ul style="list-style-type: none"> To ensure the mental health and wellbeing of our pupils is developed so that they are mentally resilient. 	Since Covid – 19 the children’s health and wellbeing (and that of the staff) has become a massive priority. We were part of the Route to Resilience programme prior to the pandemic and feel that we need to re-establish those learning behaviours as well as move the school forward	HB
PRIORITY 2.	<ul style="list-style-type: none"> To provide a high-quality English and Maths curriculum, that takes account of the classes and individuals needs after Covid 19 lockdown. 	Despite successful home learning, it is clear upon the return to school that many children have missed out on the basics for various reasons. As a school we need to ensure that all children have equal chances.	HB, KMG, EP
PRIORITY 3.	<ul style="list-style-type: none"> To provide high quality foundation lessons that have clear knowledge and skills progression across the school, that meet the needs of the children in the current climate. Any topics that may have been missed out on due to Covid need to be caught up on 	We continually review our curriculum, and need to ensure that Post Covid, all aspects link together and progression is shown	HB – All Teaching Staff
PRIORITY 4.	<ul style="list-style-type: none"> To ensure the curriculum has a clear intent, implementation and impact, so that children know more, remember more and do more. 	As well as reviewing our curriculum we need to ensure that the teaching remains with the children and that skills are embedded into long term memory	HB – All Teaching Staff

KEY PRIORITY 1

To ensure the mental health and wellbeing of our pupils is developed so that they are mentally resilient.

Success Criteria	Actions	Monitoring/Responsibility	Timescales
1.1 Revisit the Behaviour Policy and implement from Aug 2021	<ul style="list-style-type: none"> Review Behaviour Policy and remove certain elements – particularly Golden Time Replace with an alternative ‘mindfulness’ session that children can choose which one to attend. Ensure all staff are on board with behaviour policy and are trained with the use of the pom poms for collecting rewards for the whole class at both lunchtime and playtime Ensure consistency when dealing with all children and that all staff are aware of any particular needs whether SEND or behavioural 	<p>HB/SLT to review policy HB to lead training on Inset Day in August All staff to implement the new policy from Aug 2021</p>	<p>Aug 2021 Reviewed Dec 2021 or sooner if not working</p>
1.2 Re-establish the Route to Resilience Learning Behaviours	<ul style="list-style-type: none"> Revisit all the character muscles for each class and ensure all staff are familiar with them Ensure staff remind children of them during teaching – observed in lessons Values/Resilience training to be held on Teacher Day in conjunction with updated Behaviour Policy 	<p>HB to introduce All Staff to include character muscles in planning DH – HT at Hinckley Parks to support HB with Values training</p>	<p>Autumn term 2021</p>
1.3 Develop Active learning in all subjects including the Daily Boost	<ul style="list-style-type: none"> Introduce Daily Boost and which activities can count towards this Ensure staff are monitoring this Continue with afternoon playtime across the school Encourage active learning – discussions between KS1 and KS2 to share ideas on active learning Purchase any equipment needed to facilitate Daily Boost and keep boxes in classrooms 	<p>Staff to work out timetable for afternoon playtime Staff to monitor Daily Boost activities Staff meeting time – HB</p>	<p>Monitor termly</p>
1.4 Ensure Forest School is timetabled for all classes	<ul style="list-style-type: none"> Ensure that all classes have access to Forest School Put classes as a priority that were scheduled for Forest School during March 2021 Invite parents and staff for sessions based around well being 	<p>EP to liaise with staff on best times for Forest School EP to organise staff and parent sessions</p>	<p>Each term</p>

<p>1.5 Implement RSE curriculum across the school.</p>	<ul style="list-style-type: none"> • RSE scheme to be followed across the school. • RSE policy in place and shared with governors. • Schemes of work for RSE shared with staff 	<p>Ensure all staff are familiar with the curriculum</p>	
<p>1.6 Develop the use of Emotion Coaching across the school</p>	<ul style="list-style-type: none"> • Training to be given on Teacher day • All staff to have same consistent approach to children with their behaviour and how this is dealt with • SLT further trained in use of Emotion Coaching • SLT monitor impact 	<p>HB/JS training in Summer 2021 Monitor during Autumn term 2021</p>	<p>Termly monitoring</p>
<p>Review Comments.</p>			
<p>Autumn 2021</p>			
<p>Spring 2022</p>			
<p>Summer 2022</p>			

KEY PRIORITY 2

- To provide a high quality English and Maths curriculum, that takes account of the classes and individuals needs after Covid 19 lockdown.

Success Criteria	Actions	Monitoring/Responsibility	Timescales
2.1 To have a clear understanding of any gaps that the children may have	<ul style="list-style-type: none"> Good transition conversations to be had between class teachers Staff to ensure that they have clear records and these are updated regularly and passed onto the next teacher Plans take into account children's needs and support staff are best placed to deal with intervention groups All staff are clear on assessing without a formal testing benchmark 	HB – all staff	Summer term
2.2 To use the provision map as a starting point for intervention groups	<ul style="list-style-type: none"> Classes to be supported with a TA where possible which also takes into account any EHCP children Staff use provision map to plan clear programmes of study for intervention Support staff are deployed to support children in intervention groups and those with individual needs 	JS – all staff	Termly – reviewed after data collection
2.3 To ensure knowledge is embedded within lessons	<ul style="list-style-type: none"> Ensure quality first teaching in all classes Hooks used to capture the children's imagination so that they know more, learn more, remember more Good AFL techniques used – may need recap during SM time. Lessons take into account prior knowledge Rethink approach to WILF grids – ensure that children have some way to self and peer assess with emphasis on children remembering key facts and skills 	All staff	Termly
2.4 Ensuring disadvantaged/EAL pupils are given further support as needed	<ul style="list-style-type: none"> Extra phonics sessions for those with EAL – particularly where no English is spoken at home Vocabulary support through key word walls, mats and the knowledge organisers Dual language KO for those who are at the very beginnings of fluency 	HB/JS – support staff	Termly

<p>2.5 Higher Potential learners are challenged</p>	<ul style="list-style-type: none"> • STEM opportunities across the curriculum • Reasoning and problem solving opportunities are given in Maths • Greater Depth Writing in KS2 groups – clear links with reading • Co-ordinators are aware of those children in their subjects and also those who are not achieving their potential 	<p>KMG – all staff</p>	<p>Termly</p>
<p>Review Comments</p>			
<p>Autumn 2021</p>			
<p>Spring 2022</p>			
<p>Summer 2022</p>			

KEY PRIORITY 3

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

Success Criteria	Actions	Monitoring/Responsibility	Timescales
3.1 Further develop subject co-ordinators role	<ul style="list-style-type: none"> Ensure that staff who are new to the school attend the OLP subject leader training Ensure all staff attend Trust meetings for subject co-ordinators More experienced co-ordinators support those with less experience Ensure audits are completed for each subject Clear timetable for monitoring developed alongside expectations of what should be done during that time HT support with LO for less experienced co-ordinators Ensure subject leader handbook is up to date and relevant Allow time at SM for dissemination of information Time planned in for Deep Dive questions to be answered 	HB – all subject co-ordinators	Termly
3.2 To develop a clear sequence of knowledge and skills.	<ul style="list-style-type: none"> Review of curriculum map to ensure skills progression in ALL subjects Ensure curriculum builds on knowledge and that children can easily retrieve it Ensure writing across the curriculum takes place and show case some of these pieces of work Ensure that assessment for each subject is progressive 	All staff	Every Summer term for reviews Termly for other objectives
3.3 To ensure the curriculum is cohesive, meaningful and relevant to Langmoor children	<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 Plan in local areas links especially with Victorian and WW2 History Review curriculum yearly across Key Stages to ensure progression; discussion should be held in light of any changes from Govt. 	SLT – all staff	Termly

Review Comments.
Autumn 2021
Spring 2022
Summer 2022

KEY PRIORITY 4

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

Success Criteria	Actions	Monitoring/Responsibility	Timescales
4.1 Review curriculum regularly and the impact that it has on pupil progress	<ul style="list-style-type: none"> • 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 	SLT – all staff	Termly
4.2 Meaningful links are established between subjects and topics	<ul style="list-style-type: none"> • Where possible local links are made • Children can apply their skills and knowledge across the curriculum • Links are established and meaningful to give purpose 	All staff	Termly
4.3 The curriculum is relatable to the current climate and is adaptable (links with cultural capital)	<ul style="list-style-type: none"> • 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 	All staff	As appropriate

Review Comments

Autumn 2021

Spring 2022

Summer 2022

School Priorities 2021 - 2023

	2021-2022	2022-2023
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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 Review curriculum Develop training for parents???</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>
Behaviour and Attitudes	<p>Implementation of new behaviour policy Re introduction of Resilience/Values work</p>	<p>Review Behaviour policy Further develop values work</p>
Personal Development	<p>Development of Daily Boost Class Gardens to be developed Development of KS1/Y3 outdoor areas Sports Mark Silver to be maintained Wide range of clubs to be offered</p>	<p>Review of Daily Boost Quality Mark renewal – possible Science Quality Mark accreditation Silver Food for Life renewal</p>
Leadership and Management	<p>CPD available 3rd member of SLT to be trained as DSL NPQSL to be explored for any staff as relevant</p>	

