



Langham Village School School Improvement and Development Plan

2024 – 2025



Introduction

Welcome to Langham Village School's Improvement and Development Plan for the 2024–2025 academic year. This plan outlines our strategic priorities designed to enhance our educational offerings, support the well-being and leadership development of our students, and strengthen governance and teaching practices.

Our key objectives for this year include achieving the Arts Mark Award, improving maths results in Key Stages 1 and 2, enhancing mental health support, building on student leadership experiences, enabling effective governor monitoring of the curriculum, and supporting the professional growth of a student teacher in KS2. Each priority is supported by a detailed action plan to ensure we meet our goals and continue to provide a high-quality learning environment for all.

To raise attainment in maths across Key Stages 1 and 2, ensuring that all students make at least expected progress and develop strong mathematical skills.

Continue to improve mental health and well-being support for all children, creating a nurturing and supportive environment that promotes emotional resilience.

To enhance our curriculum and school culture by achieving the Arts Mark Award, ensuring all students have access to diverse, high-quality arts education.



Langham Village School

Improvement and Development Plan

2024 - 2025

Ensure systems in place to check children's understanding and show the impact of the school curriculum through retrieval processes.

To provide comprehensive support for a student teacher in KS2, ensuring their successful development and integration into the teaching profession.

To further develop and expand opportunities for student leadership, ensuring that all students can contribute meaningfully to school life through roles such as Eco Council, School Council, and other leadership positions.

Continue to ensure that governors are effectively monitoring the impact of the curriculum, providing strategic oversight and support for continuous improvement.

To ensure children have opportunities to learn about different cultures and world religions so that they develop their understanding of modern multi-cultural Britain and the world.

Priority 1: Achieve the Arts Mark Award

Objective:

To enhance our curriculum and school culture by achieving the Arts Mark Award, ensuring all students have access to diverse, high-quality arts education.

Action Plan:

- **Audit and Enhance Arts Provision:** Review current arts curriculum and extracurricular activities, identifying strengths and areas for improvement. Implement changes to ensure a comprehensive and balanced arts curriculum.
- **Arts Mark Application:** Begin and complete the application process for the Arts Mark Award, aligning school activities with the Arts Mark criteria.
- **Staff CPD in the Arts:** Provide professional development opportunities for staff in music, drama, visual arts, and dance to improve their teaching skills and confidence in delivering arts education.
- **Integrate Arts Across the Curriculum:** Develop cross-curricular links that incorporate arts education into subjects such as English, history, and science, fostering creativity and critical thinking.
- **Partnerships with Arts Organizations:** Establish partnerships with local arts organizations to provide workshops, performances, and exhibitions, enriching the student experience.

Impact:

- Broadened arts opportunities for all students, leading to increased creativity, engagement, and cultural awareness.
- Achievement of the Arts Mark Award, highlighting the school's commitment to arts education.

Person Responsible:

Arts Coordinator, Headteacher

Timescale:

September 2024 – July 2025

Monitored by:

Headteacher, Governors

Review:

Termly progress reviews towards achieving the Arts Mark Award.

Priority 2: Improve Maths Results in KS1 and KS2

Objective:

To raise attainment in maths across Key Stages 1 and 2, ensuring that all students make at least expected progress and develop strong mathematical skills.

Action Plan:

- **Curriculum Audit and Improvement:** Conduct a thorough audit of the current maths curriculum and resources to identify areas for improvement and ensure alignment with national standards.
- **Targeted Interventions:** Implement focused interventions for students at risk of underachieving, including small group tutoring, daily maths sessions, and tailored support programs like "Fluent in Five."
- **Staff CPD in Maths:** Provide ongoing professional development for teachers, emphasizing strategies for improving problem-solving, reasoning, and fluency in maths.
- **Parental Engagement in Maths:** Organize workshops and provide resources for parents to support their children's maths learning at home.
- **Use of Data to Inform Teaching:** Regularly analyze assessment data to inform teaching strategies and intervention programs, ensuring that all students are on track to meet their targets.

Impact:

- Improved maths results in KS1 and KS2, with a higher percentage of students achieving or exceeding expected progress.
- Enhanced student confidence and engagement in maths, leading to a stronger foundation in numeracy.

Person Responsible:

Maths Coordinator, Teaching Team

Timescale:

September 2024 – July 2025

Monitored by:

Headteacher, Governors

Review:

Half-termly assessments and pupil progress meetings to track improvement.

Priority 3: Enhance Provision for Mental Health Support

Objective:

To improve mental health and well-being support for all students, creating a nurturing and supportive environment that promotes emotional resilience.

Action Plan:

- **Designated Mental Health Lead:** Train a staff member to become the designated Mental Health Lead, responsible for overseeing and implementing mental health initiatives across the school.
- **Therapeutic Programs:** Introduce and evaluate therapeutic interventions such as Therapeutic Story Writing and "Time for Me" sessions for students requiring additional support.
- **Whole-School Mental Health Approach:** Develop a school-wide approach to mental health, including regular well-being activities, mindfulness practices, and check-ins with students.
- **Staff CPD on Mental Health:** Provide training for all staff on identifying and supporting students with mental health needs, ensuring a consistent approach across the school.
- **Collaboration with External Agencies:** Strengthen links with local mental health services to provide additional resources and support for students and families.

Impact:

- Improved mental health and emotional well-being for students, evidenced by higher levels of engagement and reduced incidences of anxiety and stress.
- Increased capacity of staff to support students' mental health needs effectively.

Person Responsible:

Mental Health Lead, Headteacher

Timescale:

September 2024 – July 2025

Monitored by:

Headteacher, Governors

Review: Termly evaluations of mental health initiatives and their impact on student well-being.

Priority 4: Build on Good Pupil Leadership Experiences

Objective:

To further develop and expand opportunities for student leadership, ensuring that all students can contribute meaningfully to school life through roles such as Eco Council, School Council, and other leadership positions.

Action Plan:

- **Review and Expand Leadership Roles:** Evaluate the current student leadership roles (e.g., Eco Council, School Council) and identify opportunities to expand or enhance these roles, including new positions such as Digital Leaders and Playground Buddies.
- **Leadership Training for Students:** Provide leadership training for students involved in these roles, focusing on skills such as communication, decision-making, and teamwork.
- **Project-Based Leadership Opportunities:** Encourage student-led projects that address school or community needs, fostering a sense of responsibility and achievement.
- **Involvement in School Decisions:** Ensure that student leaders are actively involved in school decision-making processes, providing input on issues that affect the student body.
- **Recognition and Celebration:** Regularly celebrate and recognize the contributions of student leaders through assemblies, awards, and school communications.

Impact:

- Increased student engagement and ownership of school initiatives, leading to a stronger sense of community and responsibility.
- Development of leadership skills in students, preparing them for future roles within and beyond the school environment.

Person Responsible:

Leadership Coordinator, Headteacher

Timescale:

September 2024 – July 2025

Monitored by:

Headteacher, Governors **Review:** Ongoing monitoring and termly reviews of the impact of student leadership roles.

Priority 5: Enable Governors to Monitor Curriculum Impact

Objective:

To ensure that governors are effectively monitoring the impact of the curriculum, providing strategic oversight and support for continuous improvement.

Action Plan:

- **Governor Training:** Provide training for governors on curriculum monitoring, focusing on understanding key performance indicators, curriculum intent, implementation, and impact.
- **Curriculum Monitoring Schedule:** Develop and implement a monitoring schedule that aligns with the school's assessment cycle, ensuring that governors have regular opportunities to review curriculum effectiveness.
- **Use of Data:** Equip governors with the skills to interpret pupil performance data and other relevant metrics, enabling informed discussions and decision-making.
- **Subject Leader Presentations:** Organize regular presentations from subject leaders during governor meetings, allowing governors to gain insights into specific areas of the curriculum and ask questions.
- **Reporting and Feedback Mechanism:** Establish a clear process for governors to report their findings and provide feedback to school leaders, ensuring that actions are taken to address any identified issues.
- **Impact:**
 - Strengthened governance, with governors actively contributing to curriculum development and holding the school accountable for student outcomes.
 - Improved curriculum delivery, with a clear understanding of its impact on student learning and progress.

Person Responsible:

Headteacher, Chair of Governors

Timescale:

September 2024 – July 2025

Monitored by:

Headteacher, Governors **Review:** Termly reviews and feedback sessions with governors.

Priority 6: Support a Student Teacher in KS2

Objective:

To provide comprehensive support for a student teacher in KS2, ensuring their successful development and integration into the teaching profession.

Action Plan:

- **Mentorship Program:** Assign an experienced KS2 teacher as a mentor to the student teacher, offering regular guidance, feedback, and support throughout their placement.
- **Structured Induction:** Develop a detailed induction program covering key areas such as school policies, classroom management, and curriculum planning, tailored to the needs of the student teacher.
- **Observation and Feedback:** Schedule regular classroom observations followed by constructive feedback sessions, focusing on strengths and areas for improvement.
- **Professional Development Opportunities:** Include the student teacher in staff CPD sessions and provide opportunities to attend external training relevant to their professional development.
- **Gradual Responsibility Increase:** Gradually increase the student teacher's classroom responsibilities, allowing them to build confidence and competence at their own pace.

Impact:

- Successful integration of the student teacher into the KS2 teaching team, leading to their professional growth and readiness for a full-time teaching role.
- Positive impact on student learning and engagement through innovative practices introduced by the student teacher.

Person Responsible:

KS2 Mentor Teacher, Headteacher

Timescale:

September 2024 – July 2025 **Monitored by:** Headteacher, KS2 Mentor Teacher **Review:** Ongoing review and feedback sessions, with a final assessment at the end of the placement.

Priority 7: Objective: Ensure systems in place to check children’s understanding and show the impact of the school curriculum through retrieval processes.

Action Plan:

- **Strengthen Systems for Monitoring Student Understanding:** Implement robust systems to assess student understanding and track the impact of the curriculum using effective retrieval practices. Conduct regular formative assessments and ensure results inform future teaching strategies.
- **Ongoing Curriculum Review and Refinement:** Dedicate time during weekly staff meetings to review the curriculum, discuss progress, and identify areas for adjustment. Ensure that staff have input in curriculum updates, allowing for responsive changes based on feedback and student outcomes.
- **Facilitate Book Studies:** Continue engaging children in Book Studies to foster a deeper understanding and retention of core material. Use insights from Book Studies to refine teaching approaches and identify areas for curriculum improvement.
- **Professional Development for Staff:** Ensure all staff have access to high-quality Continuing Professional Development (CPD), particularly in assessment and retrieval practices. Provide additional CPD focused on effective teaching strategies, subject-specific content, and innovative assessment methods.
- **Allocate Extra PPA (Planning, Preparation, and Assessment) Time for Subject Leaders:** Provide subject leaders with additional time to lead curriculum planning, monitor progress, and support their peers in delivering consistent, high-quality instruction.
- **Prompt Identification and Implementation of Adjustments:** Ensure any necessary adjustments to the curriculum or teaching practices are identified swiftly and implemented efficiently, based on student progress and assessment outcomes.

Impact

- **Improved Retention and Cross-Subject Links:**
Children will develop stronger memory retention, allowing them to make meaningful connections between subjects and build on prior knowledge.

Timescale: September 2024 – July 2025 **Person Responsible:** Class Teachers, Headteacher. **Monitored by:** Headteacher, Governors

Priority 8: Objective: Ensure children have opportunities to learn about different cultures and world religions so that they develop their understanding of modern multi-cultural Britain and the world.

Action Plan:

- **Incorporate Multicultural Themes Across the Curriculum**

Integrate lessons about different cultures and world religions into subjects such as history, geography, art, and literacy to create cross-curricular learning opportunities.

- **Celebrate Cultural and Religious Festivals**

Organise school-wide celebrations and assemblies around significant cultural and religious festivals such as Diwali, Eid, Hanukkah, and Chinese New Year to expose children to diverse traditions.

- **Invite Guest Speakers and Workshops**

Arrange visits from community leaders, religious representatives, or individuals from diverse backgrounds to share their experiences, cultural traditions, and religious practices with students.

- **Create a Diverse and Inclusive Library Collection**

Ensure the school library has a range of books that reflect various cultures, religions, and ethnicities, encouraging children to explore and learn through reading.

- **Develop Partnerships with Local Communities**

Establish links with local cultural and religious organisations or groups to provide opportunities for students to visit places of worship and participate in cultural events.

- **Promote Inclusivity in School Displays and Learning Materials**

Ensure classroom displays, resources, and materials reflect the diversity of modern multicultural Britain, celebrating different cultures, religions, and heritages throughout the school environment.

Impact: Improved knowledge of multi-cultural Britain and world religions and their commonalities. **Timescale:** September 2024 – July 2025

Person Responsible: Class Teachers, Headteacher. **Monitored by:** Headteacher, Governors

Conclusion

This Improvement and Development Plan for Langham Primary School reflects our dedication to creating a well-rounded and supportive educational environment. By prioritising arts education, enhancing maths attainment, supporting student mental health, fostering leadership opportunities, and ensuring strong governance, we aim to empower both students and staff to achieve their fullest potential. Through collaborative efforts, targeted interventions, and continuous monitoring, we will create a vibrant, inclusive, and high-achieving school culture that prepares our students for future success, both academically and personally.

With the involvement of staff, governors, parents, and external partners, we are confident that the actions outlined in this plan will lead to sustained improvements and lasting impact, ensuring Langham Primary School continues to be a place where every child thrives.