



Professionalism - Inclusion - Pedagogy - Curriculum

School Improvement Plan 2026-27



SIP 2026-27

Since the pandemic we have seen a continued upward improvement trend in terms of outcomes and attendance albeit still below pre-Covid levels and sixth form recruitment. We have through review and feedback evolved the QET policy and have started a clear plan to improve standards in foundational knowledge. Our early and unexpected Ofsted inspection highlighted the key strengths of the school especially support for SEND and vulnerable students and school ethos. This has also been achieved against a dramatic increase locally for SEND and more challenging behaviour from some students and parents. Preparations for the Pfl exit are on track. So, for the academic year ahead maintaining levels of performance are key along with further improvements to the quality of teaching, curriculum plans to meet all needs and clear routines detailed in the LPS Playbook. Given the level of need for some students and considering the DfE 2026 white paper we do need to extend and explore our provision for those at risk of exclusion and preventing any student becoming NEET.

The SIP will be reviewed against whole school targets and KPIs through QET, governors, external partners and peer reviews. On a daily basis school leaders will and must observe line ups, movement around the building and check the learning environment and climate within their areas of responsibility and work with colleagues across the school. Line management and faculty time offer colleagues the opportunity to hold professional and curious conversations, staff should discuss any concerns and matters regarding workload and wellbeing when required. The QET is clear in each lesson teachers must be checking in on students starting with those with SEND needs and low reading ages. Pastoral leaders will check in on students at the gate in tutor time and assemblies which must focus on celebration and reward. We will continue to work with external partners such as THEP, Orion and Lynn Jago (safeguarding) to offer a fresh set of eyes on standards and practice. Where subjects are below national and expected standard further additional support will be utilised. The attendance team monitor attendance on a daily basis and students of concern are discussed at highlighting meetings, the DfE send weekly and termly reports on attendance for the school to action.

CPD

Langdon Park School is fully committed to the professional development of all staff at each stage of their career. We encourage our staff to regularly reflect upon and work collaboratively to improve their practice or further develop their role within the school community. All staff are encouraged to set personal targets and identify CPD needs during appraisal and line management meeting, both of which are central to monitoring and supporting staff well-being. We support our staff in the pursuit of meeting these targets with a whole school commitment to maintaining and developing pedagogy and subject knowledge, for the benefit of the young people in our care. We believe that all students should be given the opportunity to reach their full academic potential and we have a commitment to providing our staff with the tools and training to make this possible. Our investment in Step Lab and training staff of coaches will now be a key feature of our CPD. The school now benefits from a good number of expert and experienced classroom practitioners meaning we can now employ new teachers on the Teach First programme. We also have middle leaders now in whole school roles with clear succession plans for SLT appointments.

Evidence based research we encourage leaders to be familiar with for 2026-27

- Simon Sinek – The Golden Circle, The Infinite Game
- Putting Staff First – John Tomsett and Jonny Uttley
- Checklist – Atul Gwande
- Middle Leadership Mastery – Adam Robbins
- Great Expectations – David Bartram
- Putting evidence to work: a school's guide to implementation (Evidence for Learning and Education Endowment Foundation)
- Professional Development Guidance Report – EEF
- Principles of Instruction – Tom Sherrington

Headteacher Nick Langham		
School Business Manager Jess Hughes	Deputy Headteacher Behaviour and Attendance Sacha Gillin	Deputy Headteacher Achievement, Curriculum and Teaching Ken Mackenzie
Pfl exit Central Support Finance Team IT	Attendance Team Alternative Provision Lead Highlighting Team / AP refs Operational Management and events LPS Playbook (routines and expectations for learning) Behaviour and Rewards Policy Reset Mobile Phone Policy	RAP Team QET Curriculum Maps Year 11 and 13 destinations ELT Staff Code of Conduct including Directed Time

Assistant Headteachers					
CPD and QET Bryony Warren	Safeguarding Evelyn Morrison	6 th Form Liam O'Hara	CPD and QET Rabeya Islam	SDC	Data and Timetable / Yr 11 RSL Tariq Haque

Associate Assistant Headteachers (retain existing role and gain SLT experience)		
STEM Danial Deen	Reading Culture and Intervention Jess Keavney	Student Leadership Team and Celebration Madeha Shamsuddin

Whole School Project Leads		
SEND outreach support Jennifer Dupuy	Developing oracy and public speaking Megan Reed	Operations Trips and visits Bulletin / Cover Jane Bosworth

Heads of Faculty				
Danial Deen – Maths	Jennifer Astley (Acting) - English	Libby Simpson – Science	Memory Kampiyawo – Learning Support	Wesley Fleure – Humanities and Social Studies

Pastoral Leaders											
Head of Year 7 Jo Omo-Olaye		Head of Year 8 Abdul Malik		Head of Year 9 Sabia Begum		Head of Year 10 Megan Reed		Head of Year 11 James Pearce		6 th Form Pastoral Yasmin Ozcan	
Heads of Department											
Art and Design Natalie Gray	Business and Economics Madeha Shamsuddin	Computing and IT Muhammed Rahman	EAL Angela Ross	Geography Aideen Ryan	History Raihan Ahmed	MFL Perla Ranali	PE Darielle Henderson	Performing Arts Ambra Zichi	2 i/c Hums and Social Studies Nasima Akther		

Subject Leads			
Music Jon Tarbard	Food Technology Julia Subhan	RSHE Daniel Dyson	French Jennifer Dupuy

Core							
Second in charge of English and KS4 lead M Rahman (matt leave)	Key Stage lead in English Jen Horsforth	Second in charge of maths Syed Hoque	Key stage lead in maths Faiek Ahmed	Key stage lead in maths Mahir Ahmed	Subject lead for Biology with KS3 lead Samiul Hussein	Subject lead for Chemistry with KS4 lead Jeeshan Juman	Physics lead Nassar Hazari

Key Stage Leads in Humanities and Social Studies				
KS3 History Hamida Saddiqua	KS3 Geography Ayah Abbas	KS3 RE Swaberah Sulaiman	KS5 Sociology Tahsin Anjum	KS5 Psychology Salwa Zaman



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School Improvement Plan Summary

What we want: Every student will graduate with the **best qualifications**, purpose, self-confidence and a readiness to play a positive role within their local and the global community.

Why: Improving outcomes is everything we do, because it allows our students to fulfil their dreams and live a happy and successful life.

How: A relentless focus on demanding exemplary practice, conduct and quality of work every day.

Targets	Key areas for improvement 2026-27
Attendance: 96% UFSM: 70% uptake No student will start KS4 with a reading age 6 months plus below All students gain their preferred university and post 16 destination KS4 • ALL: 9-4 English and maths 80% • ALL: 9-5 English and maths 70% • ALL: Foundation subjects 80% 9-4 • ALL: 9-4 double science 80% • ALL: 5 grades at 9-4 including English and maths 80% • Attainment 8: 52 • P8: +0.6 KS5 • A*-B 50% • A*-D 100% • APS 40+ (Grade B) • ALPs score 4	• QET • Progression for EVERY student • The LPS Playbook • Foundational knowledge • Student leadership and celebration • Pfl exit • Character Development Days • In-house alternative provision KPIs for improvement and monitoring • Student Voice • A8 and P8 • A*-B at A Level and D*-M for BTEC courses. No U grades! • Attendance and punctuality • Year 6 choices • Suspension and WSD trends • Achievement Points and Behaviour Points

Our Mantras

Every day, every member of staff must ask themselves the following; is this good enough for my own child?

Every member of staff must be reminded of the quote 'The standard you walk past is the standard you accept'.

Achievement and Assessment – KMK and THA				
Objective(s)	Actions	RAG		
KS4 and KS5 outcomes in line with targets Progress / outcomes for SEND / PP v national		NOV	MARCH	JUNE
	- Half-termly analysis of KS4 and KS5 outcomes by subject and student group (SEND, PP, EAL, gender and prior attainment). - RAP meetings following each assessment point with clear intervention plans. - Department leaders held accountable for the progress of SEND and PP students through Line management and appraisal meetings.			
80% of students meet End of KS3 target				
	- Termly data drops and identify students below target. This should be communicated with all key stakeholders. - Departments to hold Raising Attainment Programme (RAP) meetings after each assessment point to agree interventions for students who are not meeting their targets. - Quality assure and moderate all assessments to ensure consistency and accuracy			
80% of students in each year group have and average AtL score of 3/4.				
	- Establish clear whole-school expectations for learning behaviours and ensure consistency across departments. - Monitor AtL every half term and identify students requiring support - Recognise and celebrate excellent AtL through assemblies, rewards and parental communication			
Student academic and personal achievement has a high profile across the school and locally (AAHT)				
	- Celebrate achievement through assemblies, displays and awards evenings. - Strengthen links with local employers, universities and community organisations to provide enrichment opportunities. - Monitor participation rates to ensure equitable access for disadvantaged and SEND students.			
Destinations and no NEET				
	- Identify students at risk of becoming NEET and implement targeted mentoring and family engagement. - Ensure every student receives impartial careers guidance and at least one personal guidance interview.			

	• Work closely with colleges, universities, apprenticeship providers and employers to secure progression routes.			
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SDC (Enrichment / Careers / Student Leadership / RSHE)
SGI / LOH / EMO/ THA / MSH

Objective(s)	Actions	RAG		
Establish a Student Leadership Group for the LPS Stand Up to		NOV	MARCH	JUNE
	• Student Leadership Group established and meeting regularly. • Student leaders deliver at least one anti-bullying initiative each term. • Increased student awareness of reporting systems and support available. • Reduction in reported incidents of bullying and discriminatory behaviour. • Student surveys demonstrate that at least 90% of students feel safe in school.			
Gatsby Benchmark / IAG including options and destinations (tracked)				
	• Achievement of all Gatsby Benchmarks maintained or improved. • 100% of students receive independent careers guidance at key transition points. • Careers encounters, and employer engagements increase across all year groups. • Destinations data tracked and analysed for all leavers. • Increased student understanding of education, apprenticeship and employment pathways.			
RSHE programme				
	• RSHE programme quality assured termly through learning walks, student voice and curriculum review. • Staff receive ongoing CPD to ensure effective delivery of RSHE content. • Curriculum remains compliant with statutory guidance and reflects emerging needs. • Student surveys demonstrate improved understanding of key RSHE themes. • Increased confidence among staff and students in discussing sensitive topics.			
IAG and Cultural Capital for 'at risk and vulnerable students'				
	• Vulnerable students identified and tracked for participation. • 100% of identified students receive targeted Information, Advice and Guidance. • Increased participation of vulnerable students in educational visits, workshops, higher education and employer engagement activities.			

	• Reduction in participation gaps between vulnerable and non-vulnerable groups. • Individual destination plans in place for all identified students.			
Enrichment offer and monitor and report participation				
	• A broad and inclusive enrichment programme is available to all students. • Participation rates monitored and reported termly. • Year-on-year increase in student participation in enrichment activities. • Increased uptake and completion rates of the Duke of Edinburgh Award. • Targeted recruitment strategies implemented for disadvantaged and underrepresented groups. • Student voice demonstrates positive impact on confidence, resilience and wellbeing.			

6th Form Provision – LOH / KMK / YOZ

Objective(s)	Actions	RAG		
UCAS and enrichment programme ensures students secure destination of choice		NOV	MARCH	JUNE
	• 100% of Year 13 students complete UCAS, apprenticeship or employment applications by agreed deadlines. • At least 90% of students secure their first-choice progression pathway. • All sixth form students participate in a minimum of one enrichment activity each term. • Student attendance at enrichment activities exceeds 70%. • Student voice surveys indicate at least 85% satisfaction with enrichment opportunities. • Continue to deliver the EPQ qualification and provide dedicated enrichment opportunities that broaden students' experiences, develop key transferable skills, and support progression beyond Sixth Form.			
Ensure KS5 schemes of learning and curriculum guidance provided for students is clear and progressive				
	• 100% of KS5 schemes of learning audited and updated by the end of the academic year. • Clear curriculum maps and student guidance available in every subject. • All KS5 students receive curriculum roadmaps outlining key knowledge, assessment points and progression routes. • Student surveys show increased confidence in understanding course expectations and assessment requirements. • Ensure a coherent and progressive sequence within the RSHE, RE, and Citizenship curriculum that prepares students for adulthood and positively shapes the culture and values of the Sixth Form community.			
The Raising Attainment Action Plan moves the school towards ALPs score 4				
	• Reduction in the number of students underperforming against target grades each assessment cycle. • CPD and coaching is used to support teacher subject delivery • Disadvantaged and vulnerable students make progress in line with, or above, their peers.			

	• Intervention attendance exceeds 90%. • Sixth form attendance improves to >90% • Build upon the successful implementation of super-curricular provision and use RAP intervention groups strategically to deliver timely, targeted interventions that address individual student needs and raise attainment.			
Enhance the A*-A Academy so the number of top grades improves				
	• Increase in A*-A grades across KS5 subjects. • All identified students participate in the A*-A Academy programme. • Increased applications to Russell Group, Oxbridge and other highly competitive pathways. • Students complete academic super-curricular activities, wider reading and extension projects.			
The Student Leadership Group have a clear action plan and series of campaigns				
Year 7 Buddy Scheme / Academic Mentors / Reading Buddies / Women in Leadership / Campaign Group (YOZ and SSOs)				
	• All leadership strands (Year 7 Buddy Scheme, Academic Mentors, Reading Buddies, Women in Leadership and Campaign Group) operate with identified student leaders. • At least 25% of sixth form students undertake a leadership role. • Student leaders complete leadership training and reflection activities. • Positive impact evidenced through pupil feedback and participation rates. • Improved sense of belonging and engagement across KS3 and KS5.			

LPS Playbook and Pastoral Care – SGI / HOYs

The standard you walk past is the standard you accept. If that does not suit you then get out'
 'Everyone of us is responsible or the culture and reputation of our school and the environment in which we work' General Morrison

Objective(s)	Actions	RAG		
Highlighting is robust, and tracks provides and supports key groups		NOV	MARCH	JUNE
	- Establish a monthly Vulnerable Learners Panel (Behaviour, SENCO, DSL, Attendance, EAL, Inclusion) to review key groups, evaluate interventions and agree actions. - Implement a robust whole-school highlighting system with clear referral processes, regular quality assurance and a central staff dashboard to improve communication and early identification. - Embed fortnightly SENCO/DSL attendance at Head of Year meetings and use weekly HOY meetings to review vulnerable learners, share best practice and monitor intervention impact.			
School routines and expectations are understood by ALL and followed by ALL				
	360 campaign on routines—focus on 1 key area/term. Term 1—perfect starts - Include in all QET drop ins - Link to meeting cycle—celebrate at every opportunity. Briefing/bulletin - Use Steplab and instructional coaching to support staff in deployment - Supportive and clear follow up with staff			
Develop a multi layered and tiered alternative provision programme (in-house)				
	- Launch a six-week personalised Alternative Provision for up to 10 students with SEND, literacy, attendance, behaviour or anxiety needs, including baseline assessments and individual support plans. - Deliver a bespoke curriculum focused on literacy, numeracy, wellbeing, emotional regulation, behaviour, careers and preparation for successful reintegration into mainstream learning. - Provide every student with a key worker, mentoring, daily check-ins, weekly parent communication and access to targeted external interventions (e.g. West Ham Foundation, CAMHS, Early Help, Educational Psychology and literacy support).			

	• Monitor attendance, behaviour, literacy, wellbeing and reintegration outcomes, with half-termly reviews to evaluate impact and inform future provision.			
Establish and clear daily, weekly and termly analysis of behaviour with follow-up actions				
	• Daily data is used by pastoral leaders for follow up actions • Analysis of data for example BPs / WSD / Reset is discussed at Highlighting and HOY meetings • SSOs create personalised improvement plans for students based upon data as prequel to PSP • Curriculum leaders look and BP trends and implement support for teachers where required including SLT on-call and CPD			
Across the school a culture of celebration and reward exists -MSH				
	• Analysis of APs is used to celebrate success and achievement • Student voice meetings to explore how success can be celebrated • HOY assemblies focus on celebration • Gaps in APs is discussed with curriculum leaders • A clear focus on celebrating SEND progression • Raise the profile of success through displays, newsletters and contact with home			

Inclusive Curriculum and Teaching – BWA / RIS
MKA (SENCO) JKE (AAHT)
The Langdon Park Lesson

Objective(s)	Actions	RAG		
Staff CPD including Step Lab and coaching to address checking for understanding and structured dialogue (RAG cards in lessons)		NOV	MARCH	JUNE
	• CPD on revised LPS lesson framework; Update QET Policy to reflect changes; produce a pupil version of the framework • Register with Step Lab and launch with all staff • Train first cohort of coaches • Checking for understanding: This is part of the whole-school coaching focus. RIS/BWA to			
Well-sequenced curriculum plans develop foundational knowledge (reading, numeracy and handwriting)				
	• Support the implementation of well-sequenced literacy strategies by promoting reading, vocabulary development and oracy across the curriculum. Work with staff to identify opportunities to embed high-quality literacy practices that develop students' foundational knowledge. • Develop an oracy framework to work with the QET cycle. • Create a successful intervention program for 7,8,9 - fluency, comprehension and expression. • Continue with Phonics intervention 7/8 and check the progress with reading tests. • Liaise with the librarian to develop and implement library lessons focusing on non-fiction reading, inference and independent reading.			
Implementing Knowledge Organisers and LPS revision				
	• Knowledge Organisers (Global and Termly) to be produced by faculties and shared with students • Knowledge Organisers and LPS Revision Strategies to be shared with students and parents- via assemblies, workshops, Tutor Time.			
CPD to support SEND provision and non-negotiables				
	• New LPS lesson framework incorporates the non-negotiables (QFT) • External specialists invited to deliver training during the Tuesday meeting cycles and whole-school INSET day in September.			

	• Developing foundational knowledge through effective literacy, numeracy and oracy practices across the curriculum. CPD for staff on reciprocal reading roles and FASE reading. • Effective use of reading assessments and data to identify barriers to learning and plan appropriate support. • Use the QET cycle to praise literacy teaching and use as a tool to inform next CPD.			
Implementing behaviour toolkit (Achievement and Behaviour Points)				
	• Behaviour for Learning aspects: -whole school focus on START of lessons, Countdown (using Playbook scripts) -Use 30 mins in Tuesday meeting Cycle to rehearse			

Safeguarding and Well-Being / P4C – EMO / Inclusion Team / SSOs / RSHE lead

Objective(s)	Actions	RAG		
Langdon Park STANDs up to Knife Crime, Hate Crime, On-line abuse, Bullying, Vaping and Violence Against Women and Girls		NOV	MARCH	JUNE
	- Meet with SSO and RSHE lead to discuss roles and themes for the year - Deliver assemblies to launch theme - Meet with Fazi for poetry and writing competition - Termly Tannoy message - Newsletter Feature	Theme 1 done and reviewed to see what worked and any adjustments needed, Theme 2 introduced.	Theme 3 done and reviewed to see what worked and any adjustments needed, Theme 4 introduced.	Theme 5 done and reviewed to see what worked and any adjustments needed, Theme 6 introduced.
Student Voice Surveys and Sample Groups				
	- Meet with AAHT for student leadership - Google form survey for all - Select sample group for focus discussions by SSO	Launch autumn student voice survey on bullying identify sample groups for focus discussions.	Analyse survey data and run spring sample group discussions to check impact of actions.	Run end-of-year survey and compare against and report impact to SLT.
Staff CPD on KCSIE and STAND Up Campaigns				
	- Deliver staff INSET on KCSIE 2026 - Share STAND Up Campaign themes with staff - Create google form for staff to complete - Set task on National college for staff to complete - Put relevant information in bulletin - Renew policy	All staff have read and understood KCSIE 2026, policies and completed google form. Plan end of term quiz for staff.	Staff CPD on national college completed. Analyse data on CPOMS to check for CPD needs	Staff CPD based on data from CPOM Analyse data on CPOM and share with staff.
Revise and monitor Staff Well-Being Charter and Programme				

	• Ask HOF to nominate one representative from each faculty • Calendar termly meetings • Share wellbeing charter with representees and make revision • Set programme for the year. •	Wellbeing charter revised Christmas event planned	Spring event planned. Issues arising from term before discussed and resolved	Summer event planned. Wellbeing issues arising from term before discussed
All staff understand the SEND and needs of students				
	• Meet with SENCO and AAHT for SEND to discuss how information will be shared • Meet with Medical officer to discuss how information will be shared for medical needs • Arrange CPD for allergy • DDSL and DSL to meet to discuss hoe information about key students will be shared	Student passport with SEND needs shared with all staff Medical needs information shared with all staff Allergy training completed by staff and policy ratified by Governors	Staff CPD on understanding and supporting young people with neuro-developmental conditions and learning difficulties	Review CPD needs for staff and plan for next academic year.

Pfl, Premises and Finances – JHU / NLA

Pfl, Premises and Finances – JHU / NLA				
Objective(s)	Actions	RAG		
Pfl exit		NOV	MARCH	JUNE
	- Develop a TUPE timeline to support the Pfl exit process. - Tender the cleaning contract. - Research and review the Site Portal.			
Complete internal works and learning environment / Kittle				
	- Install wall art within the English and Humanities departments to enhance the learning environment. - Review the athletics track and develop an ongoing maintenance plan.			
Continue to review staffing structure and HR practice				
	- Review the current staff support structure. - Continue to monitor staff absence and how to improve it. - Staff wellbeing charter			
On-going budget monitoring and cost projection post Pfl				
	- Review current budget allocation in line with school priorities . - Train key staff on financial accountability and budget monitoring.			
Complete key site works including B Block air con and additional teaching spaces				
	- Air conditioning has been assessed and will be addressed following the PFI exit. - Review the provision of additional classroom space. - Contact the Local Authority to obtain permission for the installation of portable classrooms (portacabins).			