



Professionalism - Inclusion - Pedagogy - Curriculum

SCHOOL IMPROVEMENT PLAN

2020-21



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Vision

Langdon Park School will be widely respected as a community school that offers students a life changing education. Our purpose is to inspire, ignite and unlock the creativity and imagination of every child and adult in our community. Pedagogy and professionalism are the driving forces in our School. Adults and Students value excellence, tolerance, understanding, collaboration and self-improvement. From a relentless focus on learning will emerge a sense of confidence, curiosity, resilience and determination to meet the challenges of the Modern World. Everyone will reflect upon and articulate their personal learning journey. We will have a shared purpose, a shared language and a relentless formative culture that challenges everyone to grow, improve, support and raise standards.

Outcomes

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

Our Learning Culture is underpinned by four principles:

Professionalism: Our relentless pursuit of high standards and expectations.

Inclusion: Our commitment to ensure equality of opportunity and celebrate diversity.

Pedagogy: Our commitment to reflect and develop our craft so students succeed.

Curriculum: Our desire for students to acquire powerful knowledge so they become independent critical thinkers able to make informed choices and secure a bright future.



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WHOLE SCHOOL TARGETS 2021

KS4

- ALL: 9-4 English and maths 70%
- ALL: 9-5 English and maths 40%
- ALL: Foundation subjects 70% 9-4
- EBACC: 35% secure all subjects at 9-4 and 25% at 9-5
- ALL: 5 grades at 9-4 including English and maths 65%
- ALL: 2 science grades at 9-4 65%
- P8 +0.1

KS5

- A*- B 50%
- A*-D 100%
- VA +0.5
- Average Point Score 40+ (Grade B) (*currently on 31 (Grade C)*)

Priorities

A. Community well-being post Covid-19 and return to systems (**The LPS Way**) ethos and expectations (**The 4BEs**)

B. GCSE and A Level outcomes

C. Key stage 3 curriculum intent and implementation

D. Curriculum impact

E. Developing the Staff CPD Programme (Assessment and G Suite: Google Classroom, Google Drive, Google Forms, Google Meets)



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Summary statement July 2021: What we want to see in our SEF.

All internal data and external moderation confidently show that the school will improve results at GCSE and A Level again this August.

Students take real pride in their work books and can articulate and understand their learning journey across the academic year.

Regular knowledge recall assessments help students to remember and draw upon prior learning. Students respond well to and act upon feedback provided.

The Key Stage 3 curriculum is well-planned and sequenced and lessons / work scrutiny and student voice show a real focus on planning for SEND and HPA students.

Curriculum leaders hold rigorous and productive moderation meetings.

Staff are more confident and skilled in using Google Classroom and more teachers can deliver live lessons and are using visualisers in lessons to support engaging lessons.

The 4BEs are displayed across the school and are understood by all. Students feel they are rewarded for hard work and effort.

Staff feel well-supported by their line managers and well-being is always considered. Staff feel they have access to quality CPD.

Staff are confident in the school's risk assessment and procedures in response to guidance around Covid-19.

A. Priority: Community **well-being** post Covid-19 and return to systems (**The LPS Way**) ethos and expectations (**The 4BEs**)

Examples of evidence: Student Voice, Learning Walks and Lesson Visits, Sims data, Risk Assessment Checks, Attendance Data, Line Management Meetings, Sims data / rewards

	Key actions	When (Term)	Lead(s)	Evidence
1	Implement Covid-19 systems (LPS Way) and review	Term 1	NL	Systems in place and understood
2.	4BEs displayed/reset systems to support high expectations	Term 1 – 2	KMK / HOYs	Displays / Sims data
4.	Set up group Working Party focus on Black Live Matter and BAME report	Term 1 – 2	NLa	Working group established with clear objectives
5.	Staff well-being survey and action plan	Term 1 onwards	NRO	Action plan responds to survey
6.	LPS Way: implement learning walks/work scrutiny and follow up CPD	Term 2 – 3	AAHTs	Total clarity and consistency supported with CPD
7.	Audit and review Covid-19 systems	Term 2 onwards	NL	Relevant adjustments made to systems
8.	Safeguarding audit: student well being and response update	Term 2 – 3	MOB	Revised systems embeded to support student well-being
9.	LPS Way: assemblies	Term 2 – 3	HOYs	A consistent approach to all assemblies
10.	LPS Way: developing the LPS lesson	Term 3 – 4	AAHTs	Clear and consistent features evident (whole-school)
11.	Set calendar 2021-22 (meeting and assessment)	Term 5	KMK	Staff able to plan ahead for 2021-22

B. Priority: Improve GCSE and A Level outcomes (Raising Attainment Plan)

Examples of evidence: P8 score, attainment data / specific groups, KS3 data, RAP reviews, work sampling, Goggle Classroom data, TIG meetings, Student Voice.

	Key actions	When (Term)	Lead(s)	Evidence
1	Line management meetings to review 3 year trend and identify clear actions	Term 1	SLT/line manager	LM minutes and RAP addressing three year trend
2.	Audit home learning access and learning environment; respond to findings	On-going	HOY 11 and 13	YR 11 team aware of gaps in provision which are addressed
3.	Year 11 and 13 RAP circulated to staff, governors, TIG and reviewed termly	On-going	SP / MF	All stakeholders clear on the actions required to improve attainment
4.	Assessment points (2020-21) shared and PPE/data review Year 11 and 13	Term 1 onwards	KMK	Action plan responds to data and addresses attainment gaps
5.	Lens group set up to provide on-going student voice	Term 1	KMK and SP	Lens group provides insight into Year 11 experience and follow up actions taken
6.	Pupil Premium review 2020 and action plan 2020-2021: focus on home learning and catch up	Term 2	SP	Governors aware of the actions to close PP gap and data shows gap is closing
7.	Student voice survey focus on IAG	Term 3	HOY 11 and 13	Clear system of actions in place to ensure ALL students secure suitable post 16 and 18 courses
8.	Final PPEs and revision programme starts	Term 3 onwards	KMK	Students clear on their revision action plans and have full access to all resources needed
9.	Yr 11 SEND Progress review report and actions	Term 3 onwards	MOB / MK	SEND students are making good progress; supported and challenged
10.	Post 16 and 18 destination review and follow up actions	Term 5	HOY 11 and 13	All students on track to secure appropriate post 16 and 18 places

C. Key Stage 3 curriculum intent and implementation Professionalism - Inclusion - Pedagogy - Curriculum

Examples of evidence: Curriculum Plans and Unit Overviews, Lesson Visits, Student Voice, quality of home learning, SEND Provision, classroom displays (student achievement and diversity).

	Key actions	When (Term)	Lead(s)	Evidence/Outcome
1	Line Managers review KS3 intent and sequencing of learning; why this and why now?	Termly	SLT/leaders	Minutes of meetings / LPS deep dive and external audit
2.	Ensure all students have signed up to GC	Term 1	MOB / HOYs	Audit to ensure all have signed up and joined GCs
3.	SEND (Lens Group) set up for work scrutiny and reports (termly) shared with CLs and Governors	Term 2 onwards	MOB/MK	Reports circulated with clear areas of strength in teacher's planning and areas to address (CPD)
4.	HPA (Lens Group) set up for work scrutiny and reports (termly) shared with CLs and Governors	Term 3 onwards	AHT	Reports circulated with clear areas of strength in teacher's planning and areas to address (CPD)
5.	Year 7 Catch-up plan launched	Term 3	AHT (tbc)	Action plan completed and monitored through Governors Committee
6.	KS3 leads (core) to present end of Yr9 end of KS assessment and moderation plans.	Term 3	AHT / KS3 leads	KS3 leads implement clear approach to EOY 9 assessment and moderation
7.	Student voice surveys on understanding curriculum and learning experiences	Term 4	AHT	Student voice surveys triangulate with curriculum lead evaluation of the KS3 curriculum
8.	Start plans on revising and updating curriculum plans and unit overviews	Term 5 – 6	SLT / Leaders	Curriculum leads are able to explain where possible changes are needed or not
9.	KS3 leads (core) to present Year 7 and 8 EOY assessment and moderation plans.	Term 5 on-going	AHT /KS3 leads	KS3 leads implement clear approach to EOY 7 & 8 assessment and moderation
10.	New RSE curriculum launch	Term 6	AHT and SP	RSE curriculum launched in line with statutory guidance

D. Curriculum impact

Examples of evidence: Student books, quality of presentation in books, lesson visits / discussions with students, internal data (PPE, tracking), SEND progress, EOY 9 data.

	Key actions	When (Term)	Lead(s)	Evidence /Outcome
1	The LPS book launched clarity on expectations for presentation of work	Term 1	KMK	Departments have introduced the LPS book.
2.	LPS book audit: presentation/layout	Termly	KMK	Significant improvement in presentation of work in books.
3.	Start to audit the impact of Formative Assessment CPD on quality of teaching and learning	Term 2 onwards	AJ/TLCs	Audit shows where CPD is improving pedagogy across the school
4.	Review use of Google assessment: knowledge testing	Term 2 onwards	MOB / Line managers	Using regular knowledge test embedded
5.	The LPS Way: learning walks and work scrutiny shared (reviewed term 6)	Term 2 onwards	AAHTs	Implement clear system for learning walks and work scrutiny
6.	KS3 SEND progress (attainment) review and gap analysis report	Term 3 - 4	MOB	Report provides actions for departments and celebrates practice
7.	LPS Guarantee review (Year 11) have we delivered the guarantee?	Term 4	SP	Report provides analysis of impact of actions to address
8.	Year 9 data moderation and end of KS3 reports to parents	Term 5	AHT/CLs	Robust end KS3 data
9.	Whole-school work scrutiny starts: KS3 through Leaders Forum	Term 5-6	Leaders Forum	Leaders and staff sharing curriculum impact and practice, professional dialogue.
10.	Year 7 and 8 progress (attainment) review and gap analysis report for PP	Term 6	AHT / SP	Able to review rigourously the progress.

E. Developing the Staff CPD Programme (Assessment and G Suite: Google Classroom, Google Drive, Google Forms, Google Meets)

Examples of evidence: Student books, Appraisals, Staff Survey on quality of CPD and use of G Suite, Student Voice, Student engagement with Google Classroom

	Key actions	When (Term)	Lead(s)	Evidence /Outcome
1	Appraisal meetings and CPD needs.	Term 1 – 2	Line Managers	Clear objectives set to support whole school priorities.
2.	TLCs start	Term 1 onwards	AAHTs	Improving pedagogy across the school and evaluate impact.
3.	CPD Programme: Google suite	Term 1 onwards	MOB	Staff more confident and skilled in Google Suite.
4.	NQT/RQT reviews	On-going	NR/PR/EM	NQTs and RQTs have clear progression and support. Clear CPD.
5.	Leaders CPD programme starts	Term 2 onward	NL/THEP	Leaders forum used for sharing practice and CPD
6.	CPD focus on using visualisers	Term 4	AAHTs	More teachers using visualisers in class and for live lessons.
7.	CPD review impact report	Term 5	AAHTs	Report and identify areas of strength and improvement targets.
8.	CPD programme 2021 – 22 shared and staff input	Term 6	AAHTs	Staff have input into the CPD programme which builds builds upon 2020-21
9.	Student voice surveys on staff CPD	Term 5	AAHTs	Students to have input into staff CPD – what they want to see more of in class
10.	Broaden use of P4C practice across the school	Term 6	AHT/AAHTs	More staff are trained and are familiar with P4C approach.
10.	Student voice surveys on staff CPD	Term 6	AAHTs	Students to have input into staff CPD – what they want to see more of in class

F. Operations: Covid-19 Risk Assessments and systems, budget planning, Works on the Site / G4S

Examples of evidence: Governor meetings, LA budget monitoring, health and safety checks and risk assessments. Meetings with G4S.

	Key actions	When (Term)	Lead(s)	Evidence / Outcome
1	Covid-19 risk assessments/reviewed each term	Term 2 onwards	KM	Changes to risk assessment made and updated.
2.	Budget monitoring report to Governors and LA	Termly	KM	Budget and deficit recovery plan followed.
3.	Health and Safety report to Governors (link Governor)	Term 3 and 5	KM	Reports completed and shared with stakeholders
4.	Budget 2021-22 planning starts	Term 3	KM/NL	DRP targets achieved and 3 – 5 year plan updated.
5.	Deficit recovery updates and plan shared	Term 4	NL/KM	All stakeholders aware and clear on current picture.
6.	Summer works plans confirmed with G4S and LA	Term 4 – 5	NL/KM	Works create additional classrooms for post 16.
7.	Staff attendance reviews	Term 3 and 6	KM	Meetings take place staff have updated attendance records.
8.	Appraisal reviews (mid-year)	Term 3	NL	Any concerns raised and actions agreed.
9.	Appraisal Policy review for 2021-22	Term 5	NL	Consultation on appraisal policy takes place.
10.	Budget 2021-22 finalised and agreed by Governors	Term 5	KM/NL	Budget set and DRP remains on track.