



Professionalism - Inclusion - Pedagogy - Curriculum

School Improvement Plan 2023-24

Vision: 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.

Priority: Improving outcomes in all areas and understanding the significance of our role and contribution.

How: Demanding exemplary practice of each other, conduct and quality of work through implementation of policy.

QET focus: Creating bespoke CPD so standards and practice continually improves across the school.



Targets: Improving outcomes for all

Attendance: 96%

KS4

- ALL: 9-4 English and maths 70%
- ALL: 9-5 English and maths 50%
- ALL: Foundation subjects 70% 9-4
- EBACC: 65% secure all subjects at 9-4 and 55% at 9-5
- ALL: 5 grades at 9-4 including English and maths 70%
- P8 +0.2

KS5

- A*-B 50%
- A*-D 100%
- VA +0.5
- APS 40+ (Grade B)

Purpose

The purpose of the SIP is to provide clarity on key strategic and operational actions each term that will raise standards. In 2023-23 the focus has been implementation of key policies; Safeguarding, Staff Code of Conduct, QET, Appraisal, Behaviour for Learning, Feedback and Assessment. We were of course mindful of our graded inspection and whilst this was not the priority for our SIP it was something we had to be prepared for.

In 2023-24 leaders must remain rigorous in policy implementation and developing a strategic response to QET findings and a bespoke CPD programme. The essential policies still underpin the SIP and we will continue to embed best practice throughout the school and provide a challenging and exciting curriculum for every student.

We do not want the SIP as a list of initiatives that never embed but clear set of actions that build upon and enhance areas of improvement from previous years to raise standards and improve outcomes.

How to use the SIP

Each term there are clear actions for leaders which can be adapted to the specific areas for development identified through QET. However, by in large the whole-school SIP should not need significant adaptation across the school. The SIP should must be a working document (annotated) and referred to in line management and team meetings. Leaders should evaluate at mid-point and then at the end of each term and complete a commentary with line managers. Governors will monitor the whole-school improvement plan through the School Improvement Committee and at full Governing Body Meetings. The SIP will also be shared and reviewed with the Student Leadership Team.

The importance of the QET policy and Calendar

Following feedback it is clear that adjustments need to be made to the QET policy to ensure it is not form filling but truly developmental and improves practice and outcomes. Therefore in 2023-24 the paperwork will be streamlined and not repetitive in order to have impact. We have worked hard to create a calendar that considers well-being, workload but is also sequenced to support the SIP. Of course some matters can never be anticipated and changes are needed to the calendar but it again like the SIP is an active document to support planning, leadership and managing workload.

Review of 2022-23

Vision: 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.

Priority: To embed best practice throughout the school and in doing so provide a challenging and exciting curriculum for every student.

How: A relentless termly focus on fundamentals and the implementation of policy, routines and expectations that demonstrates the values and vision of Langdon Park School.

QET focus: Quantity and quality of work in books, student response to feedback, gap analysis and action to guarantee the progress of SEND, PP and HPA.

Our priority for last academic year was the implementation of key policies across the school to raise standards and improve curriculum implementation. Through QET and both internal and external scrutiny we made good progress in the academic year which was also validated by our Ofsted inspection in April 2023 which confirmed that Langdon Park remains a 'good' school.

Whilst substantial improvements have been achieved our outcomes and internal data highlight that all the good work on policy and curriculum implementation is not yet reflected in GCSE and A-level results across the school. Our focus has been upon KS3 curriculum development as the basis for improved KS4 and 5 outcomes. At KS4 attainment has improved but the 2023 predicted P8 figure remains negative and Year 10 PPE data predict this will be the case in 2024 also. Moving forward we want more students to achieve the best qualifications at GCSE leaving them better equipped for A-level courses. By 2025 our aim is for a positive P8 whole-school and for individual subjects.

Our philosophy is that outcomes are not ring-fenced just to GSCE and A-level results but include; destinations, attendance, suspensions, bullying data, student and parent voice, our local reputation and partnerships. This means that every member of staff has a key role and contribution towards overall standards and GSCE and A-level results. In teams and through line management communicating clarity of roles, demanding a high level of professionalism and quality of work must be evident so, colleagues feel motivated, valued and recognise their role in impacting positively on our students' life chances. Equally where expectations are not being met – held to account – as not giving or doing our best is detrimental to our students.

Areas for improvement 2023-24

At ELT time has been taken to review the implementation of key policies and identify areas for improvement. The CPD programme (2023-24) will support areas for improvement which should be evident through DIPs/YIPs and team meetings.

Policy	Areas for development 2023-24
Appraisal	Implementing a policy and approach for all support staff Ensuring all staff actively engage in developing their subject expertise and skill set More in-class coaching and support to improve practice and be-spoke CPD for staff including developing middle leadership Leaders using the leadership framework to reflect and identify areas for development
Safeguarding (everyone's responsibility)	Still remain focussed on the day to day basics of recording concerns and routines for registers and corridors Keeping up to date with KCSIE 2023 Improving attendance across all year groups
Staff code of conduct	Updates to be made in line with KCSIE All line managers must ensure that the professional expectations are met in particular with return to work meetings, attendance and punctuality to meetings and staff briefing If concerns are identified they should be raised in line management and if on-going in appraisals
Assessment and feedback	At KS3 there is some uncertainty and further clarity needed The marking and checking of basics is inconsistent and in some cases not happening e.g. spelling of key words, use of ruler and presentation expectations much of this should happen within the 100 minute lesson and during independent learning time The policy needs further review and consultation to produce a clear loop of feedback and response in books which leads to redrafting and quantity in books Develop a clearer assessment cycle with clear expectations Continually ensure that policy is not creating unnecessary workload tasks
Behaviour for learning	Need to see an increase in reward points and the use of praise within lessons to motivate students including the use of 4BEs Through assemblies 4BEs badges awarded regularly More aspirational language used in lessons for example students are called historians, scientists, poets, theologians, designers and so on Key leaders are using and responding to Sims data to help reduce by 10% suspensions, on-calls, WSD Improve the operational systems to support WSD and ensure the Repair and Rebuild meetings happen
QET	The need for QET to be clearer with tangible impact and accountability and reduce the form filling aspects and focus on response Must all maintain a desire and sense to improve and not feel judged or critiqued Focus must remain on the quantity of work in books and use of independent learning within lessons a minimum of 20 mins at KS3 and 30 mins at KS4 this should be more for Year 11 and 13 lessons
Line management	All staff should be clear on line management expectations as this is an entitlement to support CPD and also the well-being of colleagues.
Home Learning	Need to co-create a clear home learning policy which covers setting, checking, marking and expectations Home learning tasks to be planned and sequenced clearly within the curriculum and summarised on visual document Implement a whole-school approach and follow up for students who are not consistently completing tasks set Clearer preparation and guidance for revision techniques within the taught curriculum

Langdon Park 2028

In 2028 the school will come out of the PFI contract and much work needs to be done between now and then to ensure a smooth transition and that key works are completed before the contract ends. Within the budget the reduction in PFI costs is significant as projections are that by 2028 the annual cost will be near or above £1.5million. Much has been done in recent years to make the school financial viable and reserve funds have been committed to investment in the facilities and quality provision for students. The prospect of unfunded salary increases will have a significant impact on budget planning and restrict the plans for investment and quality provision.

However, there is and remains clear purpose, ambition and excitement for the next phase of school development. Over the next 5 years we want Langdon Park to remain a community school which becomes the first choice for local families. We want our outcomes for ALL and particularly SEND students to be above national and that our school is recognised for CPD and well-being which support recruitment and retention.

We fully recognise the importance of partnerships to enhance the curriculum, provide opportunities for students and to act as critical friends. So, over the coming years we want to build upon existing partnerships but also establish close working relationships with a network of primary and secondary schools to support self-evaluation and curriculum development. Given the growth of our 6th form and the potential of local schools expanding their offer, we want to ensure that by 2028 we have a 6th form of 250 plus and established university and employer partnerships that will help guide students successfully onto degree courses and apprenticeships.

Given the significant local regeneration the coming years provide the possibility of development of Langdon Park School, the continued growth of the 6th form would require improved and new facilities which is something we want to explore with the Local Authority and Poplar HARCA.

It is central to what we do that Langdon Park School sits as a pillar within the local community and broadens the offer both educationally and in terms of local services. Post PFI we are aiming for Langdon Park School to be open to our local community 365 days with a range of opportunities and activities led by existing and former students and in doing so enabling a greater sense of community involvement, voice and ownership of the school. The services will range from tutoring, places to study, careers advice and a range of sports and performing arts both of which we want to see a growth in participation.

This does not divert but only enhances our core vision which is that 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.

Term one: Setting the culture and standards			
'Setting an example is not the main means of influencing others; it is the only means.' Enquiry question: Is every staff member clear and understand their role in improving outcomes.			
Strategic tasks	Complete Y / N	Date checked	Comment / actions for term 2
Leaders have completed outcomes analysis and pre mortem 2024 DIP / YIP shared with teams and displayed in offices Outcomes displayed in department with targets for 2024 Corridor routines and duty rota / expectations shared with teams Line management schedule shared along with the LM policy Appraisals complete Term 1 and 2 schemes of learning / unit overviews / curriculum maps updated where needed QET schedule including assessments shared with teams Student medical info and EHCP shared and understood by teams Year 11 and 13 students have revision schedule for PPE2 Review assessment and feedback policy: focus KS3			
Checklist	Complete Y / N	Date checked	
Appraisals complete All understand fire evacuation procedures Seating plans LM schedule Ready for key events: Open Mornings and Evening / BHM HOY lens groups shared (lens group 10-20 students to monitor progress across all subjects) SEND lens group shared Inclusion lens group shared			
Displays	Complete Y / N	Date checked	
4Bes LPS lesson expectations and RSHE Outcomes and student success stories Welcome to the department Exemplar work Curriculum maps			

Term two: Deep dive

'The secret to change is to focus all of your energy not on fighting the olds, but building the new'.

Enquiry questions: Can everyone show me what they are doing to improve outcomes?

Strategic tasks (audit)	Complete Y / N	By who and dates	Comment / actions for term 3
Work sampling: departments / lens groups / ELT Observe corridor routines/ assemblies / tutor time dismissal Learning walks Website – check curriculum / pastoral info Year 11 and 13 progress on RAP groups Staff feedback on CPD / LM / Wellbeing charter Staff view / understanding of feedback and assessment at KS3 Sample LM minutes Sample planners – students recording H/W Analysis of Sims rewards and sanction points Student voice surveys			
Student voice questions (random groups selected) examples below along with subject specific questions	Year groups	By who and dates	Comment / actions for term 3
Are you making progress? How do you know and show me Are you clear on what you need to do to improve? Do you find the tasks too easy or challenging? Do you enjoy lessons / feel happy and safe in lessons? Do teachers help you to develop your vocabulary? Are you rewarded consistently for good effort and work? Is homework set?			
SEF summary comment (clear strengths identified from audit and areas for immediate follow-up actions in term 3)			

Term three: Responsive leadership			
'Insanity is doing the same thing over and over and expecting different results'. Enquiry questions: What are we doing differently to change and influence the narrative and outcome?			
Strategic tasks identified from terms 1 and 2. Max 6 key tasks that are shared with team members and the rationale	Complete Y / N	By who and dates	Comment on the desired outcome from tasks selected
The tasks should be impact upon; year 11 and 13 outcomes / QET / staff subject knowledge and practice / quality and quantity of work in books			
Checklist (add or delete where required)	Complete Y / N	By who and dates	Comment / follow up actions for term 4 – 6 identified
PPE analysis shared and understood Key marginal gains identified and owned by all LM schedule followed Staff preparing for mid-year appraisals Plans for LGBTQ+ month Follow up work sampling Corridor routines – observations and follow-up Rewards data			
SEF: reflect on what had improved as a result of actions taken by team members			

Term four: Everything still to play for			
'Keep running hard until you are several steps beyond the finish line' Enquiry questions: Is every student well-prepared for their exams?			
Checklist focus on Yr 11 and 13	Complete Y / N	By who and dates	Comment
All students have personalised revision plans / resources and clear on next steps Students are completing mind maps and understand how to revise All department members are clear on actions Key information shared with team members and ready for PRD Tutoring / intervention classes planned with specific topics and shared Student success is celebrated and every student receives a positive and personalised postcard / note / comment from their teachers / form tutors and SLT Student voice surveys on exam readiness Updated predictions for Year 11 and 13 Other tasks: Yr 9 and 10 PPE revision topics shared / revision taking place			
Student voice surveys focus on Year 11 and 13	Complete Y / N	By who and dates	Summarise student view / actions for 2024-25
Do you feel well-prepared for your exam in? Do you have the revision materials? Show me Talk me through how you are revising? What do you need to do to improve your grade? Where do you study at home? Do you need a place at school to study?			
Parent surveys focus on Year 11 and 13	Complete Y / N	By who and dates	Summarise parent view / actions for 2024-25
Are you clear on what your child needs to do in terms of revision? Do you need any further support or guidance from the teacher / department / school? Where and what do you want your child to be studying next year?			

Term five: Leave no stone unturned and sustain focus on Year 11 and 13			
<p>'We are always striving for improvement, for those 1% gains, in absolutely every single thing we do'.</p> <p>Enquiry question: From our SEF what actions are we taking to improve outcomes for year 10 and 12?</p>			
Strategic tasks identified. Max 6 key tasks and desired impact in terms 5 and 6. Add to below	Complete Y / N	By who and dates	Comment on the desired outcome from tasks selected
Sustain actions from term four re Yr 11 and 13 Year 9 and 10 data analysis			
Checklist (add to this)	Complete Y / N	By who and dates	Comment / follow up actions for term 6 identified
SEF:			

Term six: Review and forward planning			
'Review is essential to evaluation which is essential to progress'			
Enquiry questions: Can every team member reflect, understand and articulate their impact on improving outcomes			
Strategic tasks identified (focus on KS3 progression)	Complete Y / N	By who and dates	Comment on the desired outcome from tasks selected
Checklist (add to this)	Complete Y / N	By who and dates	Comment / follow up actions for term 6 identified
SEF:			

Headteacher (NLA)						
Deputy Headteacher (KMK)			Deputy Headteacher (AMI)			
Outcomes and infrastructure Yr 11 RSL			Pastoral Care and Personal Development			
LM: English / Maths / Science			LM: Learning Support / EMO and LOH			
LM: JOO (HOY 11) LM: Maoping			LM: GRI (HOY 8)			
Sacha Gillin AHT RSL years 12 and 13 and working with THA monitoring standards through QET Oversight of the operation of the 6 th form on daily basis Marketing and recruitment LM: YOZ (6 th form Pastoral Lead) LM: Performing Arts	Tariq-UI Haque Acting AHT KS5 QET and data LM: ECO (Data Manager) LM: Business / Economics and IT / Computing	Tom Woudhuysen AHT KS4 pathways / assessment, QET KS4 Year 10 RSL LM: JPE (HOY 10) LM: Daily Cover LM: Humanities and Social Studies	Byrony Warren AHT QET KS3, reading strategy, assessment at KS3 Attached to Yr 7 focus on transition and curriculum LM: MFL and Art and Design LM: ECT programme and Reading Recovery	Evelyn Morrison Acting AHT DSL / Inclusion and Learning Support LM: MRE (HOY 7) LM: Lify Begum (DDSL) / Sam Salim (AWO) Kelly Everingham (Attendance Officer)	Liam O'Hara Acting AHT Student Development Curriculum LM: GBU (HOY 9) LM: AAHT RSHE and careers LM: Jack Petchy and Dof E Lead LM: PE	Michelle Bennett AAHT RSHE and Careers LM: Careers advisor LM: 2 ic RSHE (TBC)