



Professionalism - Inclusion - Pedagogy - Curriculum

School Improvement Plan

2024-25

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: Understanding that outcomes is everything we do, everyone contributes and should understand how and why this is so important.

How: A relentless focus on demanding exemplary practice, conduct and quality of work through implementation of policy.

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

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'.



Targets: Improving outcomes for all

Attendance: 96%

KS4

- ALL: 9-4 English and maths 80%
- ALL: 9-5 English and maths 60%
- ALL: Foundation subjects 80% 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 +0.3 (there will be no P8 for headline measures however we can still assess this for guidance)
- Attainment 8 (the average grade achieved for 8 subjects) 52 this would mean the average grade achieved would be a 5

KS5

- A*-B 50%
- A*-D 100%
- VA +0.5
- APS 40+ (Grade B)
- ALPs score 4

Purpose

The purpose of the SIP is to provide clarity on key strategic and operational actions each term that will raise standards. In 2023-24 the focus has been implementation of key policies; Safeguarding, Staff Code of Conduct, QET, Appraisal, Behaviour for Learning, Feedback and Assessment.

In 2024-25 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.

SIP process

The SIP process started with a review of 2023-24 by SLT to identify areas of clear progress and areas for development and forward thinking to what we wanted to achieve as a school by 2026. Once this task had been completed we held an away day with leaders across the school to repeat the task and identify common areas for improvement.

Several key themes emerged:

- Outcomes – this is our overarching priority and outcomes is everything that students will work towards i.e. exams, attendance and personal development
- Safeguarding – our collective responsibility to ensure students are happy, safe and making positive and healthy choices
- Standards and high expectations – implementing rigorous systems and expectations that support teaching and learning
- A clear assessment policy that is understood by ALL
- A CPD programme that is bespoke and develops teacher subject knowledge
- Developing the Student Development Curriculum
- Robust HR processes, efficient resource management and marketing

Following the planning days, we held a whole-staff CPD day on 28th June to discuss the themes and explain why these are important and a focus before looking at the how. Each team was then tasked with looking at their own improvement plan focussed on the themes and considering the why and how.

Evidence based research we encourage leaders to be familiar with for 2024-25

- 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
- National Professional Qualifications Frameworks
- Developing Professional Development for Teacher Change – Harry Fletcher Wood
- Practice with Purpose – Deans for Impact

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 training needs. 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.

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 4 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.

Leadership Checklist for Term 1 and 2

‘Setting an example is not the main means of influencing others; it is the only means.’

Strategic tasks	Complete Y / N	Date checked	Comment / actions
Leaders have completed outcomes analysis and pre mortem 2025 DIP / YIP shared with teams and displayed in offices Outcomes displayed in department with targets for 2025 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 The Langdon Park Exercise book (books in classrooms to standard) Student voice surveys are on-going			
Checklist	Complete Y / N	Date checked	Comment / actions
Appraisals complete All understand fire evacuation procedures Seating plans in place for all classes LM Ready for key events: Open Mornings and Evening / BHM Teachers are checking layout and presentation of work in books Students are clear on home learning for the term and recommended reading			
Displays	Complete Y / N	Date checked	Comment / actions
4Bes LPS lesson expectations and RSHE Outcomes and student success stories Welcome to the department Exemplar work Curriculum maps			

Safeguarding is effective

Why

We know that a happy, safe and healthy childhood is the foundation for a positive future and we must ensure that we uphold our professional responsibilities as outlined in Keeping Children Safe in Education.

‘Safeguarding is effective’
 ‘Leaders and staff are well trained’
 ‘Leaders have ensured this is an inclusive school’
 (Ofsted 2023)

Safeguarding Objectives	Actions	RAG		
		NOV	MARCH	JUNE
1. Improve school attendance to 96% and punctuality to school – EMO				
1.1 Improve school attendance to 96%	<ul style="list-style-type: none"> • Attendance policy updated and in place. • Raise the profile of attendance and punctuality through methods such as posters, bulletins, letters, rewards, report logs, meetings and form group discussions. • Tutors to follow up reasons for absences – improved use of parent/tutor communication through the Planner. • Tutors to inform HOY/Attendance officer of any concerns with student absences. • Pastoral to analyse attendance data and create actions (support/sanction) • Clear guidance provided on who staff that are leading on attendance at each stage (tutor/HOY/Attendance Officer and AWA) • SLT monitoring the actions of HoYs (appraisal processes – include pastoral target) 			
1.2 Improve punctuality to school	<ul style="list-style-type: none"> • Explore setting up text messages/emails for late arrival to school • Celebration assemblies – 100% punctuality certificates • Use WSD for punctuality reasons. • Punctuality and attendance report sent termly to parents 			
1.3 Ensure pupils are in the right place at the right time.	<ul style="list-style-type: none"> • Registers are taken promptly within 10 minutes of the start of a lesson. • Any missing students are reported immediately. • Students in sessions other than lessons are registered and emailed to attendance team within 15 minutes (with a note on SiMs). 			

2. Design marketing strategy for online safety and STANDUP Campaign so it is fully understood by all stakeholders - EMO				
2.1 Online social media incidents will decrease over time	<p>2.1</p> <ul style="list-style-type: none"> • Training to be provided for all stakeholders including parents using National online. • Topical information and advice on the school website. • Pupil Advisory Group (PAG) to be developed. • Impero monitoring by DSL/DDSL • Online audit completed • Mobile phone policy and online safety policy to be reviewed. • Have an awareness and understanding of the benefits of platforms students are using • All staff promote online safety is an important part of safeguarding • Know our filtering and monitoring processes, roles and responsibilities • All staff know their roles and responsibility • Posters in classrooms • Work closely with the SLT, HOYs and all other staff to ensure an understanding of the issues, approaches and messaging within RSHE. • Meet termly with RSHE lead, HOD computing, School business manager, IT technician and AHT in charge of SDC 			
2.2 Bullying incidents will reduce over time	<p>2.2</p> <ul style="list-style-type: none"> • Re-launch STANDUP campaign in assemblies and student bulletin • Put on screens in school • HOYs to deliver whole school google meet assembly in mental health week • Parent and student surveys • Anti-bullying ambassador • Parent ambassador group • Posters in classrooms • Staff on duty wear high vis jackets to be visible to students • LPS safeguard routines (meet and greet at doors, staff visible around school and corridors) • Use the anti-bullying records to shape RSHE sessions and assemblies • 			
3. Implement changes to Keeping Children Safe in Education 2024 - EMO				
3.1 Ensure safeguarding is the priority of every staff member in the school	<p>3.1</p> <ul style="list-style-type: none"> • Share all new policies with staff and send to governors 			

<p>3.2 Ensure the implementation of safeguarding policies</p> <p>3.3 Students feel safe and can report incidents confidently</p> <p>3.4 Establish effective partnership with parents and carers</p>	<ul style="list-style-type: none"> • New changes to KCSIE shared with staff as well as reminders of safeguarding expectations • Safeguarding training for the academic year shared with staff • Safeguarding posters displayed in classrooms and key areas of school • LPS safeguard routine (meet and greet at doors, register routines, staff visible around school and corridors) • Staff are aware of both internal and external support available and can sign post students • Posters in classrooms and around school • Training for governors on National online • Chair highlighting meetings with HOY <p>3.2</p> <ul style="list-style-type: none"> • Check that staff have completed required training on safeguard (LB/EMO) • Check register completion and routines are being followed (EMO/Attendance team) • Ensure LM follow up in meetings <p>3.3</p> <ul style="list-style-type: none"> • Reminders in assembly, google classroom • Poster around the school • Sign posting in student bulletin • Launch Imabi Inspire app <p>3.4</p> <ul style="list-style-type: none"> • Parent event calendar for the year • Sign post practical advice and support available to parents and carers on website, emails, newsletters and on family hubs sites • Ensure communication is a two-way dialogue and that parents feel listened to by running open mornings • Organise parent workshops and events that are more informal that help to build relationships and trust. • Establish effective communication with partners and provide updates to partners such as family hub, poplar HARCA to promote the reputation of the school. • Ensure smooth transition of year 7s and any student new to school. Meet with DSL's 			
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We have clear standards and high expectations

Why

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

'Leaders have high expectation of all pupils, particularly those from disadvantaged backgrounds and those with special educational needs and /or disabilities (SEND)'. Ofsted 2023

Standards Objective(s)	Actions	RAG		
		NOV	MARCH	JUNE
1.Students, staff and parents uphold the 4BEs - AMI				
1.1 The number of behaviour points will reduce over time.	1.1 <ul style="list-style-type: none"> • There will be increased completion of homework. This will be evidenced through the QET cycle. • There will be improved levels of classwork evidenced in books. This will be addressed by subject teachers and evidenced through the QET work scrutiny cycle (BWA). • Punctuality to school and to lessons will improve over time. Poor punctuality will be addressed and escalated through the agreed structure (Pastoral/ AWA). EMO. • Increased expectations on students to follow instructions and not walk away 			
1.2 There will be increased attendance at WSD which will improve standards and expectations.	1.2 <ul style="list-style-type: none"> • Staff Code of Conduct – expect for staff to walk students over to detentions • Staff time budget – incorporate time after school to walk over to WSD. • Any students who walk away from staff to be referred to Pastoral Leaders. • Continue to collect for SLT detention • SLT detention to be on Thursday instead of Friday. • Data analysis on WSD attendance by year group and student. • Pastoral Leaders to take more responsibility for WSD attendance – build into appraisal? 			

<p>1.3 RESET and Home Suspension data will reduce over time Online social media incidents will decrease over time</p>	<p>1.3</p> <ul style="list-style-type: none"> • RESET data analysis and follow-up • Tutorial programme and workshops to address conflict resolution methods. • Mobile phone policy to be reviewed and recirculated to all stakeholders • Promote the culture of no SMART phones – posters, bulletins, letters, CPD • Raise greater awareness of the use of social media through the anti-bullying and tutorial programme • Parental engagement and training to address use of SMART phones and social media. 			
<p>1.4 All departments implement rigorous corridor lesson and assembly routines</p>	<p>1.4</p> <ul style="list-style-type: none"> • Department monitoring daily using routines checklists • Quality time spent in teams practicing and planning routines for learning • Corridor and staircase expectations shared with students and staff – bulletin/assembly. • Sanction in SiMs for disorderly conduct in school environment. • Clear sign-posting of routines and expectations. • Guidance provided for all staff • Termly monitoring scheduled • Guidance provided for all staff and students • Calendared practice fire drills x3 per year 			
<p>1.5 Implement system of line ups for Year 7 and 8 at the start of the day and for all students at the start of lessons</p>	<p>1.5</p> <ul style="list-style-type: none"> • HOYs 7 and 8 practice morning lines ups before tutor time in the basketball area • SLT and midday supervisors are clear on lesson changeover and start of lesson duty points 			
<p>1.6 Broaden lunchtime activities to provide structured activities</p>	<p>1.6</p> <ul style="list-style-type: none"> • Staff leading organised playground activities for KS3 activities • Timetable of clubs and activities for students at lunchtime • Review queue system now more students are having lunch 			

<p>1.7 Create QET for monitoring standards and expectations across the school</p> <p>1.8 Parents understand and support the school's expectations and standards</p>	<p>1.7</p> <ul style="list-style-type: none"> • Daily, weekly and termly monitoring of standards and expectations including routines and standards of work and presentation in books, uniform and ALT <p>1.8</p> <ul style="list-style-type: none"> • Termly marketing and communication activities with parents • Parental copies of standards and expectations 			
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A clear assessment policy that is understood by ALL

Why

Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. **Education Endowment Foundation**

‘Leaders and governors routinely consider how they can improve outcomes for pupils. They ensure subjects are well led and resourced. They adapt the curriculum to meet the pupils’ needs.’ Ofsted 2023

AfL Objective(s)	Actions	RAG		
1. Have an assessment policy which is consistent across departments - BWA		NOV	MARCH	JUNE
1.1 To have a planned and sequenced assessment overview, with consistent expectations across the school, producing reliable data and positive outcomes.	1.1 <u>KS3 Focus</u> <ul style="list-style-type: none"> • AG points twice a year for KS3 – term 2 and term 4. These AG points should be informed by a formal assessment in all written subjects. In practical subjects, classwork or project work may be more appropriate. • AG for term 2 and term 4 to cover previous terms’ work e.g. AG2 to cover materials from Term 1-3 including materials that would have been incorporated for the end of unit test in term 4. A separate end of unit test required for term 2 and term 4. • KS3 AG should be completed in exam conditions. In silence. • Departments should ensure that there is sufficient challenge within the papers for all students. The papers should take at least 45 minutes to complete to help build students’ resilience. • KS3 assessments should test students on specific exam skills and knowledge that will be relevant throughout KS3 and KS4. The AG2 assessments should demonstrate progression and development from AG1. • Use of standardised grade boundaries based on percentages for LPA, MPA and HPA across all year groups (BWA and THA to share new KS3 grade boundaries with rationale with all staff and parents in Term). 			

	<p><u>Year 10 Focus</u></p> <ul style="list-style-type: none"> • AG points twice a year for Year 10 – term 2 and term 4. These AG points should be informed by a formal assessment in all subjects. • As with KS3, Year 10 assessments should be completed in exam conditions. They should also follow the GCSE format and style for each subject so that students are being adequately prepared for the end of Year 11. • Year 10 to sit PPE1 in term 5. This will be a full GCSE paper for each subject, adapted where necessary to cover content learnt in year 10. Each paper should cover key exam skills such as analysis, knowledge application and evaluation. <p><u>Year 11 Focus</u></p> <ul style="list-style-type: none"> • Two PPEs, one in term 2 and one in term 4. • As with Year 10 PPE1, students will sit full GCSE exam papers for each subject, adapted where necessary to take into account topics that have not been taught yet. • PPE 2 and PPE 3 should cover all content taught so far throughout the GCSE course to prepare students for the real exam. <p><u>Year 12 Focus</u></p> <ul style="list-style-type: none"> • Same process and timeline as for Year 10 (two AG points in term 2 and 4, plus PPE 1 in term 5). These AG points should be informed by a formal assessment in all subjects. • As with year 10, students to complete full papers to mirror the exams they will sit at the end of Year 13. <p><u>Year 13 Focus</u></p> <ul style="list-style-type: none"> • Same process and timeline as for Year 11 (two PPES in term 2 and term 4) • As with year 11, students to complete full papers to mirror the exams they will sit at the end of Year 13. • 			
<p>2. To use data for securing positive outcomes for pupils - THA</p>		<p>NOV</p>	<p>MARCH</p>	<p>JUNE</p>
<p>2.1 Ensure that assessment data is reliable and fit for purpose</p>	<p>2.1 <u>Standardisation</u></p> <ul style="list-style-type: none"> • All staff should have an input on the materials to be covered for End of unit tests, AG's and PPE's. • All AG's, PPE's and End of unit assessments to be standardised by HOF to ensure that it is fit for purpose. 			

	<p><u>Moderation</u></p> <ul style="list-style-type: none"> • HOF's to ensure that their team is familiar with the contents of the all assessments, exams and PPEs. • HOF's to ensure that the marking process is agreed with all members of the team. • HOF's to sample marking to ensure its accuracy before data is populated on Sims. 			
<p>3. Check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these - BWA and RIS</p>	<p>NOV</p>	<p>MARCH</p>	<p>JUNE</p>	
<p>3.1 To make use of assessment to secure pupils' progress</p> <p>3.2 To use relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>3.3 To provide pupils with regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<p>3.1</p> <ul style="list-style-type: none"> • Teachers use clear and consistent criteria for grading and evaluating all assessments (BWA and THA to share new KS3 grade boundaries with rationale with all staff and parents in Term 1). • Teachers ensure these criteria are communicated to students beforehand. • Teachers and students keep a tracker of a student's progress through assessments to track their development over time. <p>3.2</p> <ul style="list-style-type: none"> • Staff to create a QLA after AG's and PPE1 to identify gaps in students' learning. • HOF's use subsequent assessment data along with AtL to identify RAP and Lens groups to target to promote positive outcomes. <p>3.3</p> <ul style="list-style-type: none"> • Staff to provide assessment feedback to students within a two-week window to ensure that feedback remains relevant and can be quickly acted upon. • Staff to use whole class feedback sheets to support progression for end of unit tests. • Staff to use the method 'two stars and a wish' feedback strategy for all AG's and PPE's. • Staff to use retrieval activities post assessments to cover gaps in students' learning identified through QLA. 			

A CPD programme that is bespoke and has impact

Why

Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. Education Endowment Foundation

‘Staff are proud to work at the school. They appreciate leaders’ support for their well-being, and the provision of professional development opportunities’ Ofsted 2023

CPD Objective(s)	Actions	RAG		
1. To foster a culture of growth and development through high-quality CPD - BWA and RIS		NOV	MARCH	JUNE
<p>1.1 Raise the profile of CPD for all staff (teaching/non-teaching/all career stages)</p> <p>1.2 To strengthen middle leadership- Heads of Faculty and TLR holders understand their role in Curriculum Leadership and Quality Assurance.</p>	<p>1.1</p> <ul style="list-style-type: none"> • Produce an LPS CPD Handbook so all staff are familiar with the CPD offer. This will include internal and external opportunities (ie ELTSH, THEP) • CPD programme in whole-school calendar. • Look for accreditation opportunities/provide certification of completion of CPD. • Line Managers use the CPD budget and signpost appropriate training for their teams. • Evaluation of CPD- template for all staff attending CPD to complete, indicating impact on pupil outcomes. • CPD Audit to identify: existing expertise, CPD needs and potential facilitators • Dedicated section in the library for recommended books for developing teacher practice (ECT, MLs, and SLT). <p>1.2</p> <ul style="list-style-type: none"> • Regular updates and information shared via ELT/HOF ‘Updates and Reminders’ email. • ‘Buddy’ system for Middle leaders- pair up HoFs based on strengths/areas for development. • Launch 6-week Middle Leader Development Programme (built into meeting cycle) in Autumn Term 1/2. • Sign-post NPQ training to MLs. 			

<p>1.3 Developing Pedagogical Knowledge as a tool to improve teacher practice and student outcomes.</p> <p>1.4 Developing Subject Knowledge- Teachers keep up to date and continuously improve Subject Knowledge so that student outcomes improve.</p> <p>1.5 Non-teaching staff (TAs/SSOs/Other Support Staff) recognise their role as leaders of learning and demonstrate a strong commitment to their ongoing professional development.</p> <p>1.6 Adopt an <i>Instructional Coaching</i> approach to CPD, to build capacity in faculties and across the school.</p>	<p>1.3</p> <ul style="list-style-type: none"> • Autumn Term 1- CPD- focus on Pedagogical Knowledge as a tool to improve teacher practice • Consistency in lesson beginnings, endings, corridor behaviour. • CPD linked to QET: 4-part lesson planning linked to key elements of LPS lesson expectations (Connection, Activation, Demonstration, Consolidation) <p>1.4</p> <ul style="list-style-type: none"> • Line managers/HoFs use feedback from the QET Cycles (learning walks, lesson observations, work sampling, PPE QLAs and book looks) to: • Identify Subject Knowledge CPD. Tuesday Faculty meetings to include T&L/SK CPD as a standing item. • Increase networking opportunities with other Tower Hamlets schools. LPS to host Subject Network meetings. <p>1.5</p> <ul style="list-style-type: none"> • CPD for TAs/SSOs/Other Support staff • Launch TA/SSO training (some built into meeting cycle, others during INSET/PRD days) • Provide a range of voluntary CPD opportunities (including Excel training, CV writing) • LPS to host Science Technician Network meetings for Tower Hamlets schools. <p>1.6</p> <ul style="list-style-type: none"> • Rolling coaching programme (half-termly)- offer to all staff • Offer a 6-week Coaching programme for nominated and enthusiastic staff from each faculty- focusing on improving teaching and learning underpinned by the LPS pedagogical model. These trained staff will then coach the next cohort of teachers- To be offered from Autumn 1 			
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Developing the Student Development Curriculum

Why

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.

‘The student development curriculum is designed to ensure that pupils are well prepared for life in modern Britain. Consequently, pupils are tolerant of others and feel it is self to be themselves’ Ofsted 2023

Objective(s)	Actions	RAG		
		NOV	MARCH	JUNE
1.Enhance what is in place and ensure breadth of participation - LOH				
1.1 Tutorial Time – Assemblies	1.1 <ul style="list-style-type: none"> • Currently tutorial time is well established with the timetable successfully embedded, resources created and teacher familiarity is good. • Two RSHE slots will remain, the Student Bulletin will remain with set bulletins supporting the SIP and allow tutors to do more ‘tutoring’. • The Big Read will remain with the potential for this to increase to x2 slots every other week. This is to support our reading initiative at school. • The assemblies will be planned and link heavily to the 4Be’s and continue to support whole school initiatives or raise awareness of national events. 			
1.2 Ensure all aspects of RSHE are covered	1.2 <ul style="list-style-type: none"> • Will be delivered primarily through tutorial time • There will be no workshops for KS4 and Yr13 – these will be moved into our character development days that will take place at the end of each full term. <i>(more to follow)</i> • Heads of Year have the planning created and will be utilised in quality assuring the delivery of RSHE lesson through the QET • Booklets for academic year 24-25 will remain – tutors will be given a full terms booklet to minimise the disruption that may occur with the collection of resources. • RSHE books to be implemented by 2027. 			

1.3 Broaden student leadership opportunities	<p>1.3</p> <ul style="list-style-type: none"> • Model of student leadership to remain • Greater presence across the school with students – this will be done through the delivery of assemblies, the running of PV meetings and introduction to academic mentoring for year 7 students. • Students will be linked to primary schools with the aim of having student leader visits • Poplar partnership to remain with the possibility of increasing the number of these throughout the academic year. • Year reps to be reintroduced • Green Flag award to be explored 			
1.4 Marketing and participation in enrichment activities	<p>1.4</p> <ul style="list-style-type: none"> • Greater publicity of enrichment activities across the school – to have an enrichment fair x3 throughout the academic year, with student being able to sign up to a club at the start of each term. (student bulletin and school website will be used) • Enrichment Tuesdays for Year 7's. The possibility of utilising the meeting cycle to make a P4 style enrichment club mandatory for all year 7 students to attend. • Enrichment passports that centre on leadership, physical, culture and community. Termly students complete their enrichment passport on Google Classroom as HW updating what they have done each term. This will then qualify them for certificates and rewards to be celebrated in assemblies. (<i>Links with DofE</i>) • Lunchtime provision to be reviewed with the goal being organised and structured activities for each year group ran by members of staff or student leaders. 			
1.5 Other opportunities	<p>1.5</p> <ul style="list-style-type: none"> • Duke of Edinburgh to be delivered for year 9's (Bronze) and year 12's (silver) • Explore the possibility of moving to just bronze, silver and gold 4Be badges to simplify the logistics of badge giving. • Careers advice and guidance to be given to both KS4 and KS5 students – MBG to run this as she will be qualified in 08/24. • Raising and Giving – LPS to support 1 local and 1 national charity to help simplify the donations we raise as a school. (GG support Unicef) 			

Robust HR processes, efficient resource management and marketing

Why

Accountability and safeguarding systems aligns resources to the improvement plans

Objective(s)	Actions	RAG		
1. Robust and consistent HR Processes - TPA		NOV	MARCH	JUNE
1.1 Improve recruitment process	1.1 <ul style="list-style-type: none"> • Standardise documents <ul style="list-style-type: none"> ○ Adverts ○ Job Descriptions ○ Interview pack • On boarding • Induction • Create leavers checklist to ensure all LPS property returned 			
1.2 Improve staff absence process	1.2 <ul style="list-style-type: none"> • Review staff absence systems including absence reviews • Ensure all staff are clear on the policy and procedures • Report triggers and absence trends to HoF and SLT 			
2. Improve operation of school site - TPA		NOV	MARCH	JUNE
2.1 Ensure seamless staffing	2.1 <ul style="list-style-type: none"> • Review of cover policy 			
2.2 Safeguard staff and students	2.2 <ul style="list-style-type: none"> • Review of Inventory policy • Ensure staff record entry and exit of site • Review Evacuation and Lockdown policy and ensure all know the procedures • Ensure regular Fire drills to imbed process with staff and students 			
2.3 Improve process for reporting of repair and maintenance	2.3 <ul style="list-style-type: none"> • Repair reporting process 			

2.4 Prepare for G4S exit	<ul style="list-style-type: none"> • Regular reporting by G4S and LPS staff of maintenance trends and outstanding works • Escalation of unresolved issues via LPS management to TH and G4S <p>2.4</p> <ul style="list-style-type: none"> • Create G4S Pfl exit strategy • Ensure Lifecycle works complete • Ensure end of contract works specified and carried out • Ensure all remaining works still on helpdesk completed before end of contract • Scoping of future contractor requirements • Tendering process • Ensure ready to take on all premises management at end of contract 			
3.Improve internal and external marketing - NLA		NOV	MARCH	JUNE
<p>3.1 Build upon partnerships with local primary schools through the Poplar partnership</p> <p>3.2. Implement a clear internal and external marketing strategy</p> <p>3.3 Clear and consistent communication</p>	<p>3.1</p> <ul style="list-style-type: none"> • NLA visits to and work with Primary Schools. • Cross partnership working on Yr 7 Transition. <p>3.2</p> <ul style="list-style-type: none"> • Marketing strategy • Creation of LPS 'house style' • Consistency of posters/newsletters/publications • Social media presence • Appoint to new roles to support above <p>3.3</p> <ul style="list-style-type: none"> • Communication review • Standardised letters • Templates for parent communication • Central point of communication 			