# Langham Village School

# School Improvement and

# Development Plan

# 2025– 2026

## Introduction

Welcome to Langham Village School's Improvement and Development Plan for the 2025–2026 academic year. This plan sets out our strategic priorities to ensure every child thrives academically, socially, and emotionally within a broad and inclusive curriculum. Our key objectives for this year include raising attainment and enthusiasm for science across Key Stages 1 and 2, enhancing nurture and SEND provision through weekly Forest School sessions, strengthening teaching so that pupils know more and remember more, and developing a Pupil Parliament rooted in democracy and pupil voice. We will also enhance our curriculum and school culture by achieving the Arts Mark Award, ensuring all pupils access diverse, high-quality arts education; provide comprehensive support for a student teacher in KS1 and an ECT in KS2, supporting their professional growth; and ensure pupils learn about different cultures and world religions to develop their understanding of modern multi-cultural Britain and the wider world. In addition, governors will continue to rigorously monitor the impact of the curriculum, providing strategic oversight and support for continuous improvement. Each priority is underpinned by a detailed action plan, enabling us to deliver a vibrant, ambitious, and high-achieving learning environment for all.

**Priority 1 : To enhance our curriculum and school culture by achieving the Arts Mark Award, ensuring all students have access to diverse, high-quality arts education.**

**Priority 2: Raise attainment and enhance experience of science in KS1 and 2, ensuring all pupils benefit from high quality scientific teaching and opportunities to develop interest and enthusiasm for the subject.**

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

**Priority 3: Enhance Nurture and SEND provision through weekly Forest School sessions that build confidence, resilience, social skills, and well-being for targeted pupils.**

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**Priority 7: Strengthen teaching and learning by embedding effective systems to check pupils' understanding, using strategies such as retrieval practice, formative assessment, and spaced learning, to ensure children know more, remember more, and can apply their knowledge across the curriculum.**

**Priority 4: Develop a system of Pupil Parliament rooted in the ethos of democracy, giving pupils a voice.**

**Priority 6: To provide comprehensive support for a student teacher in KS1 and an ECT in KS2, ensuring their successful development and integration into the teaching profession.**

**Priority 5: Continue to ensure that governors are effectively monitoring the impact of the curriculum, providing strategic oversight and support for continuous improvement.**

## Priority 1: Achieve the Arts Mark Award

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

**Action Plan:**

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

**Impact:**

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

**Person Responsible:** Arts Coordinator, Headteacher **Timescale:** September 2025 – July 2026 **Monitored by:** Headteacher, Governors **Review:** Termly progress reviews towards achieving the Arts Mark Award.

**Priority 2: Raise attainment and enhance experience of science in KS1 and 2, ensuring all pupils benefit from high quality scientific teaching and opportunities to develop interest and enthusiasm for the subject.**

**Action Plan:**

- **Curriculum Audit and Development:** Conduct a full audit of the current science curriculum and resources to ensure progression of knowledge and skills, alignment with the National Curriculum, and coverage of working scientifically.
- **Enrichment and Opportunities:** Introduce a programme of enrichment activities such as science weeks, visits, visitors, and STEM projects to inspire interest and deepen understanding.
- **Targeted Support and Challenge:** Provide interventions and tailored support for pupils at risk of underachieving, alongside opportunities to extend learning for higher-attaining pupils.
- **Staff CPD in Science:** Deliver professional development focused on effective practical science, enquiry-based learning, and assessment of scientific skills.
- **Parental and Community Engagement:** Offer workshops, home–school challenges, and communication strategies to involve parents and the wider community in supporting science learning.
- **Use of Data and Assessment:** Regularly analyse assessment data to track attainment and progress, inform planning, and identify areas for targeted intervention.

**Impact:**

- **Improved science outcomes in KS1 and KS2, with a greater proportion of pupils meeting or exceeding age-related expectations.**
- **Increased pupil engagement, enjoyment, and enthusiasm for science, with more pupils demonstrating curiosity and investigative skills.**
- **Greater teacher confidence and consistency in delivering high-quality science teaching.**

**Person Responsible:** Science Coordinator, Teaching Team **Timescale:** September 2025 – July 2026 **Monitored by:** Headteacher, Governors
**Review:** Half-termly assessments, book looks, lesson observations, and pupil voice surveys to evaluate progress and impact.

**Priority 3. Enhance Nurture and SEND provision through weekly Forest School sessions that build confidence, resilience, social skills, and well-being for targeted pupils.**

**Action Plan:**

- **Weekly Nurture Forest School Sessions:** Implement structured weekly sessions for identified pupils, focusing on emotional regulation, teamwork, and confidence-building activities in a natural environment.
- **Therapeutic Interventions:** Integrate approaches such as Therapeutic Story Writing and reflective outdoor activities to support pupils with additional social, emotional, and mental health needs.
- **Whole-School Nurture Approach:** Embed nurture principles across the school, ensuring consistency in supporting pupils' emotional and social development, complemented by the Forest School ethos.
- **Staff CPD in Nurture and SEND:** Provide professional development for staff on nurture strategies, SEND support, and effective use of outdoor learning to meet pupils' individual needs.
- **Partnerships and External Support:** Strengthen collaboration with parents, carers, and external agencies to ensure holistic support for pupils accessing the provision.

**Impact:**

- Improved outcomes for targeted pupils in social, emotional, and mental health development, evidenced by greater engagement, reduced anxiety, and increased confidence.
- Enhanced staff expertise and capacity to support pupils with SEND and nurture needs.
- A stronger culture of inclusion and well-being across the school.

**Person Responsible:** SENDCo, Nurture Lead, Forest School Leader

**Timescale:** September 2025 – July 2026

**Monitored by:** Headteacher, Governors

**Review:** Half-termly evaluation of Forest School provision, pupil progress tracking, staff feedback, and pupil voice to measure impact and inform next steps.

## Priority 4: Develop a system of Pupil Parliament rooted in the ethos of democracy, giving pupils a voice

**Objective:** To establish a Pupil Parliament that promotes democratic values, empowers pupils to contribute to school decision-making, and strengthens pupil voice across all aspects of school life.

**Action Plan:**

- **Structure and Roles:** Design and implement a clear structure for the Pupil Parliament, including elections, roles (e.g. Prime Minister, Ministers, Class Representatives), and responsibilities.
- **Democratic Elections:** Hold regular class and whole-school elections to ensure representation is fair and democratic, promoting pupil engagement and understanding of the democratic process.
- **Pupil Parliament Meetings:** Schedule regular meetings, chaired by elected pupil leaders, with agendas focused on school improvement, pupil well-being, and enrichment opportunities.
- **Staff Support and Mentoring:** Allocate a staff member to guide and mentor the Pupil Parliament, ensuring pupils are supported in developing leadership, communication, and organisational skills.
- **School-wide Engagement:** Establish systems for all pupils to contribute ideas (e.g. class suggestion boxes, surveys, pupil forums) so that the Parliament reflects the views of the wider student body.
- **Community and Wider Links:** Encourage the Pupil Parliament to connect with local councillors, charities, and organisations to broaden pupils' understanding of democracy and citizenship.

**Impact:**

- Pupils develop leadership, communication, and organisational skills.
- Greater sense of pupil ownership and responsibility for school improvement.
- Stronger culture of democracy, inclusion, and respect within the school.
- Increased pupil engagement and satisfaction, evidenced through pupil voice surveys.

**Person Responsible:** Pupil Parliament Lead, Headteacher, Class Teachers **Timescale:** September 2025 – July 2026 **Monitored by:** Headteacher, Governors **Review:** Termly evaluations of Pupil Parliament initiatives, meeting records, pupil voice feedback, and impact on school improvement priorities.

**Priority 5: To ensure that governors are effectively monitoring the impact of the curriculum, providing strategic oversight and support for continuous improvement.**

**Action Plan:**

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

- Strengthened governance, with governors actively contributing to curriculum development and holding the school accountable for student outcomes.
- Improved curriculum delivery, with a clear understanding of its impact on student learning and progress.

**Person Responsible:** Headteacher, Chair of Governors

**Timescale:** September 2025 – July 2026

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

**Priority 6: To provide comprehensive support for a student teacher in KS1 and an ECT in KS2, ensuring their successful development and integration into the teaching profession.**

**Action Plan:**

- **Mentorship Program:** Assign an experienced KS1 teacher as a mentor to the student teacher, offering regular guidance, feedback, and support throughout their placement. Assign an experienced KS2 teacher to mentor ECT in Jet Class.
- **Structured Induction:** Develop a detailed induction program covering key areas such as school policies, classroom management, and curriculum planning, tailored to the needs of the student teacher.
- **Observation and Feedback:** Schedule regular classroom observations followed by constructive feedback sessions, focusing on strengths and areas for improvement.
- **Professional Development Opportunities:** Include the student teacher in staff CPD sessions and provide opportunities to attend external training relevant to their professional development.
- **Gradual Responsibility Increase:** Gradually increase the student teacher's classroom responsibilities, allowing them to build confidence and competence at their own pace.

**Impact:**

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

**Person Responsible:** KS1 and KS2 Mentors, Headteacher

**Timescale:** September 2025 – July 2026

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

**Priority 7: Strengthen teaching and learning by embedding effective systems to check pupils' understanding, using strategies such as retrieval practice, formative assessment, and spaced learning, to ensure children know more, remember more, and can apply their knowledge across the curriculum.**

**Action Plan:**

- **Retrieval Practice Routines:** Embed daily, weekly, and termly retrieval activities (e.g. quizzes, low-stakes tests, quick-fire questioning) in all classes to strengthen long-term memory.
- **Formative Assessment Strategies:** Develop consistent use of strategies such as mini-whiteboards, questioning, exit tickets, and peer/self-assessment to check understanding and adapt teaching.
- **Spaced and Interleaved Learning:** Introduce approaches that revisit and connect prior learning over time, ensuring knowledge is reinforced and transferred to long-term memory.
- **Curriculum Mapping:** Ensure curriculum plans highlight key knowledge and vocabulary, with clear opportunities for revisiting and application across subjects.
- **Staff CPD:** Provide training on memory science, effective retrieval strategies, and high-quality questioning to strengthen classroom practice.
- **Pupil Engagement:** Teach pupils metacognitive strategies to support independent recall and application of knowledge.
- **Monitoring and Evaluation:** Use lesson observations, book looks, and pupil voice to evaluate the impact of retrieval and assessment strategies on learning.

**Impact:**

- Pupils know more, remember more, and can apply knowledge across a range of contexts.
- Improved attainment and progress outcomes across core and foundation subjects.
- Greater consistency in teaching and assessment for learning across the school.
- Pupils demonstrate increased confidence and independence in recalling and applying prior knowledge.

**Person Responsible:** Teaching & Learning Lead, Curriculum Leaders, Class Teachers **Timescale:** September 2025 – July 2026 **Monitored by:** Headteacher, Governors **Review:** Half-termly monitoring of teaching and learning, assessment outcomes, and pupil progress data, with findings reported to Governors.

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

**Action Plan:**

- **Incorporate Multicultural Themes Across the Curriculum**

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

- **Celebrate Cultural and Religious Festivals**

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

- **Invite Guest Speakers and Workshops**

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

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

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

- **Develop Partnerships with Local Communities**

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

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

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

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

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

## Conclusion

This Improvement and Development Plan for Langham Primary School reflects our commitment to providing a broad, inclusive, and ambitious education for all pupils. By raising attainment and enthusiasm in science, enhancing nurture and SEND provision through weekly Forest School sessions, strengthening teaching so pupils know more and remember more, and developing a Pupil Parliament rooted in democracy and pupil voice, we aim to empower every child to thrive academically, socially, and emotionally. Through high-quality teaching, targeted support, and strong collaboration between staff, pupils, and families, we will continue to build a vibrant, supportive, and high-achieving school culture that prepares our pupils for future success and lifelong learning.