Langham Village School

A place for fun, creativity, friendship, ambition and discovery

School Improvement and Development Plan

2026 – 2027

INTRODUCTION

Welcome to Langham Village School's Improvement and Development Plan for the 2026–2027 academic year. This plan builds on the progress made during 2025–2026 and sets out our strategic priorities to ensure every child thrives academically, socially and emotionally within a broad, ambitious and inclusive curriculum.

Our priorities include building on the achievement of the Arts Mark Award through a strengthened focus on music and drama; raising attainment and confidence in mathematics; continuing to develop science; strengthening nurture, SEND and inclusive provision; and further embedding our Pupil Parliament so that pupil voice has a measurable impact on school life.

Governors will continue to provide rigorous strategic oversight, with a particular focus on SEND, inclusion and the school's readiness to respond to the Government's developing SEND reforms. We will also strengthen teaching and learning so that pupils know more, remember more and can apply their knowledge, while continuing to develop pupils' understanding of cultures, religions and the wider world.

Each priority is underpinned by a clear action plan, enabling us to sustain improvement and provide a vibrant, supportive and high-achieving learning environment for all.

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Improvement and Development Plan 2026–2027

1	**Priority 1:** Build on the Arts Mark Award through music and drama
2	**Priority 2:** Raise attainment and improve pupils' fluency, reasoning and problem-solving in mathematics
3	**Priority 3:** Continue to raise attainment and enhance experience of science in KS1 and 2
4	**Priority 4:** Strengthen teaching and learning so that pupils know more, remember more and apply their knowledge
5	**Priority 5:** Continue to develop pupils' understanding of cultures, religions and the diverse world in which they live
6	**Priority 6:** Strengthen governor monitoring of SEND, inclusion and curriculum impact
7	**Priority 7:** Develop and embed Pupil Parliament as a meaningful vehicle for pupil voice
8	**Priority 8:** Strengthen nurture, SEND and inclusive provision

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1	PRIORITY 1 **Langham Village School**

OBJECTIVE

To build on the achievement of the Arts Mark Award by further developing high-quality music and drama provision, ensuring all pupils have regular opportunities to perform, create, collaborate and develop confidence.

ACTION PLAN

- Review and strengthen progression in music and drama across the school, identifying key knowledge, skills and vocabulary for each year group.
- Increase opportunities for pupils to perform, including assemblies, productions, concerts and informal performance opportunities.
- Develop staff confidence through focused CPD, coaching, shared planning and access to high-quality resources and specialist support.
- Ensure pupils experience a broad range of musical and dramatic styles, traditions and practitioners, making meaningful links across the curriculum.
- Develop pupil leadership opportunities, including roles in performances, musical ensembles, drama activities and whole-school events.
- Maintain and develop links with local arts organisations and practitioners to enrich the curriculum.

IMPACT

- Sustained high-quality arts provision following achievement of the Arts Mark Award.
- Improved pupil confidence, creativity, communication and performance skills.
- Clearer progression in music and drama, with pupils able to describe and apply increasingly sophisticated knowledge and skills.
- Increased participation in performance and enrichment opportunities.

PERSON RESPONSIBLE	TIMESCALE
Person Responsible: PK, EC, SC, KW, BH, CS	Timescale: Sept 26 – July 27
MONITORED BY	**REVIEW**
Monitored by: Governors	Review: April 27

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2	PRIORITY 2 **Langham Village School**

OBJECTIVE

To improve mathematical outcomes across the school by strengthening fluency, mathematical reasoning and problem-solving, ensuring pupils develop secure knowledge and confidence to apply mathematics in a range of contexts.

ACTION PLAN

- Audit mathematics provision to identify strengths, gaps and priorities in progression, vocabulary, fluency, reasoning and problem-solving.
- Strengthen consistent use of high-quality questioning, representations and mathematical language to deepen understanding.
- Embed regular opportunities for retrieval and practice of key facts, including number facts and multiplication knowledge, alongside opportunities to explain mathematical

thinking.

- Use assessment information effectively to identify misconceptions early and provide timely support and appropriate challenge.
- Develop adaptive teaching approaches so that pupils with SEND and pupils who need additional support can access ambitious mathematical learning.
- Provide opportunities for pupils to apply mathematics to practical and real-life situations and to solve increasingly complex problems.
- Use staff CPD, moderation and collaborative planning to strengthen consistency and teacher confidence.

IMPACT

- Improved attainment and progress in mathematics across KS1 and KS2.
- Greater fluency and confidence with key mathematical knowledge.
- More pupils able to reason mathematically, explain their thinking and solve problems independently.
- Earlier identification and effective support for pupils at risk of underachievement.

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3	PRIORITY 3 **Langham Village School**

OBJECTIVE

To ensure all pupils benefit from high-quality scientific teaching and opportunities to develop knowledge, enquiry skills, curiosity and enthusiasm for science.

ACTION PLAN

- Review curriculum progression and resources to ensure secure development of scientific knowledge and working scientifically.
- Continue to provide enrichment through science weeks, visitors, visits, investigations and STEM opportunities.
- Use assessment to identify pupils requiring additional support and those who would benefit from further challenge.
- Develop staff confidence in practical science, enquiry-based learning and assessment of scientific skills.
- Strengthen opportunities for pupils to use scientific vocabulary and explain their thinking clearly.
- Continue to involve parents and the wider community through appropriate science activities and communication.

IMPACT

- Improved science outcomes in KS1 and KS2.
- Increased pupil engagement, curiosity and confidence in scientific enquiry.
- Greater consistency in high-quality science teaching and assessment.

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4	PRIORITY 4 **Langham Village School**

OBJECTIVE

To further develop an inclusive school culture in which pupils with SEND and additional needs are identified early, receive appropriate support and are enabled to participate fully in school life and achieve well.

ACTION PLAN

- Continue targeted nurture and Forest School provision, evaluating its impact on confidence, resilience, social skills, regulation and engagement.
- Strengthen early identification and assessment of additional needs, ensuring provision is matched to identified barriers to learning.
- Develop consistent use of reasonable adjustments, adaptive teaching and inclusive classroom strategies across the school.
- Ensure individual support and provision are clearly recorded, reviewed and discussed with parents and, where appropriate, pupils.
- Strengthen collaboration between class teachers, SENDCo, families and external professionals to secure timely and effective support.
- Provide staff CPD on SEND, neurodiversity, inclusive practice, adaptive teaching and the effective use of specialist advice.
- Review the accessibility of the school environment, resources and routines from the perspective of pupils with additional needs.

IMPACT

- Improved participation, engagement, confidence and outcomes for pupils with SEND and additional needs.
- Greater consistency in inclusive classroom practice and reasonable adjustments.
- Parents and pupils report that support is well matched to need and reviewed effectively.
- A strong whole-school culture in which inclusion is embedded rather than additional.

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5	PRIORITY 5 **Langham Village School**

OBJECTIVE

To build on the established Pupil Parliament so that pupils have an increasingly active role in shaping school life, contributing to school improvement and understanding democracy, leadership and responsibility.

ACTION PLAN

- Continue democratic elections and strengthen the roles and responsibilities of elected representatives.
- Ensure Pupil Parliament meetings are regular, purposeful and focused on issues identified by pupils and linked to school improvement priorities.
- Introduce a clear cycle of gathering views from all classes through class representatives, surveys, suggestion boxes and pupil forums.
- Give pupils responsibility for taking forward agreed projects, with clear actions, timescales and feedback to the wider school.
- Develop opportunities for Parliament members to meet local councillors, community groups and other organisations to deepen understanding of democracy and citizenship.
- Ensure pupils report back regularly through assemblies, newsletters or class meetings so that all pupils can see how their voice has influenced decisions.
- Evaluate the impact of Pupil Parliament annually through pupil voice and evidence of changes made as a result of pupil ideas.

IMPACT

- Pupils demonstrate increased confidence, leadership, communication and organisational skills.
- Pupils have a stronger sense of ownership and responsibility for school improvement.
- A wider range of pupils contribute to decision-making through effective feedback systems.
- Clear evidence that pupil suggestions lead to positive changes in school life.

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6	PRIORITY 6 **Langham Village School**

OBJECTIVE

To ensure governors provide effective strategic oversight of curriculum quality, SEND and inclusion, with monitoring aligned to current Government priorities and emerging SEND reforms.

ACTION PLAN

- Provide governors with appropriate training and updates on SEND, inclusion, safeguarding, attendance and the changing national SEND landscape.
- Develop a governor monitoring schedule with a clear focus on SEND, inclusion and the experiences and outcomes of pupils requiring additional support.
- Use school information, pupil progress data and qualitative evidence to evaluate whether pupils with SEND are achieving, participating and feeling included.
- Ensure governors understand how the school identifies need, plans provision, uses reasonable adjustments and evaluates the impact of support.
- Include pupil and parent voice in governor monitoring so that the lived experience of pupils with SEND informs strategic oversight.
- Monitor the school's readiness for relevant national SEND reforms, including developments around inclusive mainstream provision, support planning and emerging inclusion

expectations.

- Ensure governors challenge and support leaders appropriately where monitoring identifies barriers to participation, attendance, progress or wellbeing.

IMPACT

- Governors have a clear and current understanding of SEND and inclusion across the school.
- Governor challenge is better informed by evidence of pupil experience, provision and outcomes.
- Leaders are held to account for the effectiveness of inclusive practice and the impact of SEND provision.
- The school is well placed to respond to national SEND reforms as they develop.

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7	PRIORITY 7 **Langham Village School**

OBJECTIVE

To embed effective systems for checking understanding and securing long-term learning through retrieval practice, formative assessment, spaced learning and high-quality questioning.

ACTION PLAN

- Embed daily, weekly and termly retrieval opportunities across subjects.
- Develop consistent use of formative assessment strategies, including questioning, mini-whiteboards, exit tickets and responsive teaching.
- Ensure curriculum plans identify key knowledge and vocabulary and provide planned opportunities for revisiting and application.
- Strengthen adaptive teaching so that all pupils, including pupils with SEND, can access ambitious learning.
- Provide focused CPD and collaborative opportunities around effective questioning, assessment and retrieval.
- Use lesson observations, book looks and pupil voice to evaluate consistency and impact.

IMPACT

- Pupils know more, remember more and can apply knowledge in a range of contexts.
- Improved attainment and progress across core and foundation subjects.
- Greater consistency in teaching and assessment for learning.

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8	PRIORITY 8 **Langham Village School**

OBJECTIVE

To ensure children develop a secure understanding of different cultures and world religions and are prepared to participate respectfully in modern multicultural Britain and the wider world.

ACTION PLAN

- Continue to develop meaningful opportunities across the curriculum to learn about different cultures, beliefs, traditions and perspectives.
- Use assemblies, visitors, workshops and significant cultural or religious events to enrich pupils' understanding.
- Ensure books, displays and learning resources reflect the diversity of modern Britain and the wider world.
- Develop opportunities for pupils to identify similarities, differences and commonalities between communities and traditions.
- Strengthen links with local community and faith organisations where appropriate.

IMPACT

- Improved knowledge and understanding of different cultures and world religions.
- Pupils demonstrate respect, curiosity and confidence when discussing difference and diversity.
- A curriculum and school environment that reflects and celebrates the wider world.

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Conclusion

Langham Village School Improvement and Development Plan 2026–2027

This Improvement and Development Plan for Langham Village School reflects our commitment to providing a broad, ambitious and inclusive education for all pupils. Building on the achievements of 2025–2026, we will sustain high-quality provision in science, nurture and Forest School, teaching and learning and the wider curriculum, while placing a renewed emphasis on mathematics, music and drama, meaningful pupil voice, and strong strategic oversight of SEND and inclusion.

Our Pupil Parliament will move from establishing structures to demonstrating measurable impact, while governors will continue to provide informed challenge and support, particularly in relation to inclusion and the changing national SEND landscape.

Through high-quality teaching, targeted support, strong pupil voice and collaboration between staff, pupils, families and governors, we will continue to build a vibrant, supportive and high-achieving school culture in which every pupil can thrive.