



Nurturing happy, resilient and unique individuals

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Leadership Structure	<table border="1" style="width:100%; text-align:center;"> <tr> <td colspan="2">Headteacher Kathryn Priddey Bed Hons NPQH</td> </tr> <tr> <td colspan="2">Deputy Head and Curriculum Lead Shelley Meer NPQH</td> </tr> <tr> <td>Assistant Head Key Stage 1 and EYFS Maz Barratt</td> <td>Assistant Head Key Stage 2 Clare Johnston NPQ</td> </tr> <tr> <td colspan="2">SENCO TLR Kath Melody</td> </tr> <tr> <td colspan="2">Middle leadership team – Subject leaders - 8 TLR</td> </tr> <tr> <td colspan="2">English team x 2 Mark Woodhead, Alice Smith</td> </tr> <tr> <td colspan="2">Maths team x 2 Sam Frost, Natasha Moore</td> </tr> <tr> <td colspan="2">Creative lead Sally Nerney</td> </tr> <tr> <td colspan="2">Humanities lead Jasmin Dale</td> </tr> <tr> <td colspan="2">Science lead Kaitlin Pearson</td> </tr> <tr> <td colspan="2">PE lead Jamal Mukadam</td> </tr> </table>		Headteacher Kathryn Priddey Bed Hons NPQH		Deputy Head and Curriculum Lead Shelley Meer NPQH		Assistant Head Key Stage 1 and EYFS Maz Barratt	Assistant Head Key Stage 2 Clare Johnston NPQ	SENCO TLR Kath Melody		Middle leadership team – Subject leaders - 8 TLR		English team x 2 Mark Woodhead, Alice Smith		Maths team x 2 Sam Frost, Natasha Moore		Creative lead Sally Nerney		Humanities lead Jasmin Dale		Science lead Kaitlin Pearson		PE lead Jamal Mukadam					
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Current areas for whole school development: (Linked to the SDP)	<p>Core Subject focus: Strengthen the quality of education through reviewing and enhance the teaching of writing throughout the school to ensure good or better progress for pupils To strengthen our parents understanding of the importance of oracy and provide opportunities for them to learn with or beside their children in classrooms.</p> <p>Foundation Subjects focus: In line with our curriculum vision, to embed a strong pedagogical approach and develop understanding of cognitive science so that teaching and learning across the school is effective, with a particular focus on classroom environment, vocabulary development and retrieval practices.</p> <p>Vulnerable children focus: To further embed adaptive teaching approaches in lessons to ensure all pupils have the appropriate support to make good or better progress.</p> <p>Behaviour and Attitudes focus: To continue to embed family values within the school at all levels, including British values</p> <p>Personal development focus: Continue to embed the improvements within personal development and welfare including further strengthening high quality pastoral support, further embedding a trauma informed approach.</p> <p>Leadership and Management focus: Further improve leadership and management of middle leaders by developing a collaborative approach to drive school standards agenda, consolidating strengths, further developing outward looking approach and ensuring a consistent, fair and open approach to monitoring is in place.</p>																											
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Contextual Information	<p>We are as south Leicestershire school that is above average in size, based in an affluent area. We are an academy that converted in 2013 when we were asked to sponsor Glenfield Primary. New school added to the Trust in 2022. We were a teaching school. Previous Ofsted was graded as outstanding in 2011.</p> <table border="1" style="width:100%;"> <tr> <td>NOR</td> <td>633pupils</td> </tr> <tr> <td>Size of school</td> <td>3 form entry, PAN 90</td> </tr> <tr> <td>Breakfast and after school provision</td> <td>Before and after school club 8am – 8.45am 3.15pm - 5.45pm We use Pupil Premium funding to subsidize some PP pupils to attend Launde Care on an individual basis e.g. when a mum is in hospital, to support increased attendance.</td> </tr> <tr> <td>% Gender</td> <td>Girls 50% boys 50%</td> </tr> <tr> <td>% of children supported through PP funding</td> <td>8% 51 pupils</td> </tr> <tr> <td>No of EHE</td> <td>0</td> </tr> <tr> <td>No of pupils at AP</td> <td>1 Year 5 pupil who has significant anxiety and SEND needs. Inclusion, Attendance and Ed P involved.</td> </tr> <tr> <td>No of pupils on part time timetables</td> <td>0</td> </tr> <tr> <td>Pupils with EHCP</td> <td>6 1% of school, 5 pupils in Year 3 and 1 pupil in Year 6.</td> </tr> <tr> <td>Pupils receiving SEN support including 15hrs of school support</td> <td>28 4% of school</td> </tr> <tr> <td>Pupils identified as having SEND</td> <td>34 5.5% of school</td> </tr> <tr> <td>Pupils who are LAC</td> <td>3</td> </tr> <tr> <td>Potential of need in Foundation 23/24</td> <td>5 1 LAC, 4 SEND</td> </tr> </table>		NOR	633pupils	Size of school	3 form entry, PAN 90	Breakfast and after school provision	Before and after school club 8am – 8.45am 3.15pm - 5.45pm We use Pupil Premium funding to subsidize some PP pupils to attend Launde Care on an individual basis e.g. when a mum is in hospital, to support increased attendance.	% Gender	Girls 50% boys 50%	% of children supported through PP funding	8% 51 pupils	No of EHE	0	No of pupils at AP	1 Year 5 pupil who has significant anxiety and SEND needs. Inclusion, Attendance and Ed P involved.	No of pupils on part time timetables	0	Pupils with EHCP	6 1% of school, 5 pupils in Year 3 and 1 pupil in Year 6.	Pupils receiving SEN support including 15hrs of school support	28 4% of school	Pupils identified as having SEND	34 5.5% of school	Pupils who are LAC	3	Potential of need in Foundation 23/24	5 1 LAC, 4 SEND
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Basic Skills 10 years plus, International Schools Award, Science PSQM Outreach, Healthy Schools Enhanced, Equality Award, Routes to Resilience, Music Quality Mark Bronze, Gold level Games Mark.

23/24 Working on Equality award, Science PSQM, Healthy Schools, Music award Silver.

Implementation

Our highly engaging and ambitious curriculum has creativity and flexibility to meet the needs and interests of the children year on year; it is varied and exciting for the children, demonstrating continuity and carefully planned progression of skills and knowledge with a high importance placed on the teaching of oracy and vocabulary. It focuses on ensuring that a broad range of skills are built upon and teaching is not just about acquiring knowledge. Building confidence in our pupils underpins our teaching approach across the school. Regular opportunities to be on stage, to present within the classroom and share ideas with their peers through a consistent approach are incorporated into the curriculum across the school and is supported through theatre experiences both within and beyond the school. The school is forward thinking and looks for ways to address relevant key issues and introduce inspirational people from diverse backgrounds to the children. Our biannual aspirations event for Year 5 and 6 pupils gives children the opportunity to explore different future aspirations, find out about work ethic and character skills set needed to become the very best future citizens. As a consequence, children talk about a wider variety of jobs that they are aspiring to. British values underpin the everyday life at the school and through the curriculum. The academic skills and knowledge are very evident within the children's books which are excellent in presentation, with children taking great pride in their work which is reflected in their outcomes.

A **love of reading** is promoted through a carefully designed reading curriculum that incorporates a variety of engaging and consistent approach to develop pupils fluency, confidence and enjoyment of reading. Whole class books, shared and guided reading and home school reading are all effective in ensuring approved attainment and progress in reading across the school. Our phonics outcomes have consistently exceeded national results and highlights the effectiveness of our phonics teaching in the school. From the start of school, pupils have daily phonics sessions with carefully matched books to practice phonics skills at home. Parents are encouraged to be involved in their child's phonics learning through information workshops, watching lessons and individual support. Phonics is embedded across the curriculum and the children have a good start with effective teaching and outcomes of phonics which enables children to access reading and writing across the curriculum with ease. Gaps in phonics knowledge are addressed throughout key stage 2 as the school appreciates that developing reading skills is a fundamental skill that supports the child's understanding in all other curriculum areas.

The teaching of Maths ensures the children are prepared for the next stage of learning. The maths curriculum is consistent, sequenced and develops both fluency and greater depth skills to ensure deep understanding of concepts. Subject Leaders support staff to ensure consistency in teaching approaches through Maths Calculation Policy development, work on consistent methods and use of PowerMaths throughout the school. Facts sheets are used to involve parents in the learning.

Across the school, disadvantaged pupils and those who have special educational needs and/or disabilities are making similar progress to their classmates by the time they leave the school in Year 6. As in any school, gaps do appear, but these are quickly recognised and teachers and leaders ensure there is a strategy in place to close the gap. A variety of adapted teaching strategies are used to support children with differing needs. Action Plans, written by the teachers are based on careful analysis of formative and summative data, set out interventions to address any gaps in learning which are short and specific. Interventions are planned to plug any gaps, complete pre-teaching work, use practical visual resources and manipulatives, are specific and measurable and take place over a short, focussed period of time. Both teaching staff and teaching assistants have high quality training experiences to ensure that they deliver effective interventions based on quality research e.g. EEF and share good practise.

Pupils learn Spanish from Year 2 to Year 6. The school values the importance of language learning from a young age to develop the pupils' interest in speaking a foreign language and to nurture their curiosity of other cultures. Our language curriculum develops self-confidence and oracy skills through the approach we take. We employ a specialist trained language teacher who delivers this curriculum area. Skills in MfL are built upon using a spiral curriculum. This enables our children to continually revisit curriculum areas and build upon prior knowledge and understanding. Children are taught listening, speaking, reading and writing skills via a topic-based curriculum. Our children are encouraged to appreciate and respect other cultures in their role as global citizens. All this is further supported by maintaining partnerships with schools elsewhere in the world to illustrate the necessity of communication and the purpose of learning a foreign language. We have links with schools in Spain, Argentina and Kenya. Our International School Award renewed in 2023, demonstrates our continued commitment to ensuring our children are global citizens of the future.

Impact

The outstanding results as seen through end of key stage data in the core elements of reading, writing and maths confirm the effectiveness of the teaching. Teachers will identify pupils who require additional support or challenge to ensure work matches their needs. Children who require a boost in any area attend morning booster clubs to support learning in the classroom, this may be for any ability group.

Current data within the school illustrates that most pupils are meeting or exceeding the expected standards within their year groups. Progress and attainment are above the national outcomes at all stages. As a school, all year group outcomes are analysed termly, as well as looking at progress within books. Every half term there are progress meetings at individual class teacher level and with year groups to look at the progress of all children within the class and cohort. The outcomes of this result in an action plan at both class and year group level. This enables senior leaders to ensure that all children's needs are met so that good and outstanding progress is constantly sustained and teachers are held to account. Cohort trends are analysed and concerns addressed as part of the future plans. This is part of the relentless drive to ensure the quality and rigour of assessment is consistently applied within and across year groups to benefit all pupils. Over time pupils make considerable gains in their learning and often exceed national norms the evidence of which is within their books and data outcomes. This is carried out through careful monitoring of pupils' learning and both work and teaching is adapted to suit the needs of pupils as appropriate.



	<p>Reading A robust reading strategy is now embedded and closely tracked by leaders. Our phonics programme scheme is now embedded to ensure that early reading skills are fully developed with specific books tailored to the children's learning, a consistent approach to teaching and rigorous tracking system in place for all pupils in KS1. Leaders ensure that the catch up and keep up offer is staffed daily due to its importance. Children are making good and sometimes accelerated progress in this area. Reading is taught as a whole class, in small groups and individually using real books, computerised Reading eggs approach for homework and reading corners and a school library to foster the love of reading.</p> <p>Maths Children at Launde enjoy maths and often carry out additional work through the website resources to challenge themselves. Within school, whole class teaching takes place within KS1. In KS2, the children are set in order to achieve a higher level of differentiation to match children's needs. Key concepts are taught which are then applied to real life reasoning situations. In addition, maths can be seen to be utilized across the curriculum e.g. science and geography. This is carefully planned in our curriculum to ensure a broad range of skills are developed year on year as the children progress through the school. Our 100 club is a strength, fostering accessibility of x tables, involving the children in their small steps successes. An improvement in x tables knowledge is evident through improved x tables results in Year 4.</p> <p>Assessment practices have continued to strengthen. Teachers use both formative and summative assessment to embed learning, check understanding and inform teaching. Pupils' progress is tracked closely and practice surrounding pupil progress meetings has strengthened.</p>	
<p>EYFS</p>	<p>Teaching and learning outcomes in EYFS are in line with the rest of the school. Children make very good progress within Foundation and data is continuously high in terms of GLD in relation to national outcomes. Attainment on entry is usually average or slightly below average and children leave Foundation age above average expectations. Teachers have appropriate intervention programmes for children who were not age appropriate upon entry into FS.</p> <p>The foundation curriculum is well planned and managed to support the achievements of the children. Rigorous assessment processes ensure that children are accurately assessed so all learning matches their needs. This is further verified through the collaboration of moderation across the Trust schools.</p> <p>The quality and impact of phonics teaching prepares the children well for the Year 1 curriculum and pupils subsequently achieve high attainments in their national phonics screening. Phonics is well taught within FS by both teachers and support staff with children making very good progress which is evident within reading and writing.</p>	<ul style="list-style-type: none"> To embed foundation subjects long term planning To review and further enhance writing opportunities to support whole school writing review. To strengthen our parents understanding of the importance of oracy and provide opportunities for them to learn with or beside their children in classrooms.
<p>Behaviour and Attitudes</p>	<p>Strengths</p> <p>The SLT support all staff in managing behaviour. Both positive and negative behaviours are dealt with fairly and consistently through clear policy. There are few complaints from parents about pupils behaving inappropriately and when incidents arise they are dealt with very quickly and often are a one-off incident rather than on-going problems. In the isolated cases when a child is continually causing concern, programmes of support are put in place.</p> <p>The SLT along with school staff at all levels have continued to improve the climate for learning where low-level disruption and bullying incidents are not tolerated. Any incidents that do occur are dealt with swiftly and consistently. The reviewed curriculum along with improved pedagogy and high expectations from staff means learning is more engaging and low-level disruption is minimal.</p> <p>During playtimes, pupils know how to behave and can articulate this as well as demonstrating it to their teachers when learning or being out of lessons in and out of school. Through our Happy Lunchtime scheme, activities are in place to teach pupils teamwork skills to increase their self-esteem and learn to respect the point of view of others at lunchtimes. There is a structured reward and sanction approach in place.</p> <p>Teaching Our pupils are proud of their exemplary behaviour and they understand that their behaviour and attitude now will affect them in the future. Pupils are aware that name calling is not allowed because it is derogatory and hurtful should anyone use it then is dealt with immediately. Words such as 'stupid' hit that criteria. Assemblies are used regularly to address such matters alongside the PSHE and RSE programmes of work. As a result of this, monitoring has proved that pupils are aware of the impact of bullying, know they will be listened to and know who to turn to help them.</p> <p>Safety is a priority at all times. Pupils are taught about current safety concerns such as using social networking site and cyber bullying as part of the curriculum as well as specific lessons on it. Risk assessments are routinely carried out for all out of school visits and school areas are risk assessed and regularly reviewed. Visitors are checked for their suitability and regular visitors all have DBS. Staff are all trained on safeguarding and safer recruitment, the latter being senior managers only.</p> <p>Regular discussions take place on how to stay safe and when it is important to speak out, this is carried out with all pupils so that they understand the importance of staying safe. Pupils are taught not to follow the lead of others but to consider its importance to general wellbeing of all; this has raised awareness of not being forced into acting inappropriately as a result of influence from others. Agencies such as the police have been used to assist in delivering this to specific year groups.</p> <p>Attendance has consistently been above national figures at Launde and pupils want to come to school to learn. There are clear procedures in place to address any attendance concerns including persistent absenteeism is pursued. Our Attendance Lead, office staff and the Parent Officer check all records regularly and bring any issues to the Head's attention. If pupils are late for an unacceptable reason i.e. got up late, traffic etc. then the parents are contacted to remind them of their duty. Over time, attendance of children who are low in previous years have improved through positive communication between the school and parents.</p> <p>Punctuality overall is very good and often pupils are often brought to school because they wanted to come despite parents saying the child is too unwell to attend school. Punctuality has significantly improved recently due to increased rigor of our morning procedures including staff on duty, newsletter prompts and praise.</p> <p>SMSC Overall, pupils spiritual, moral, social and cultural development is very actively promoted and pupils have a strong understanding of British values. Our school works tirelessly to ensure pupils understand the importance of being healthy and will be well-adjusted British citizens in the future. Staff are dedicated to developing the whole child through an exciting curriculum ensuring resilience in their attitudes to learning which has steadily improved over the years e.g. Route to Resilience award achieved, involvement with Children's Mental Health week, character words embedded into assemblies.</p>	<p>Next steps</p> <ul style="list-style-type: none"> Continue to ensure that all staff apply the positive behaviour strategies consistently and effectively. Continue to develop accountability of all staff to ensure that significant reductions in low level disruption are maintained and further improved. Consolidate recent gains and improve pupils' attitudes towards their learning and education, further embedding family values within the school at all levels, including British values Continue to improve attendance for all groups through clear message to parents regarding fining for holidays taken during school time.



	<p>EYFS Launde's behaviour policy is adhered to by reception classes and children quickly learn to have high expectations of behaviour and through lesson observations it is evident that they are able to cooperate and share as well as respect each other. This is consistently supported through the curriculum content and class management. Sharing, turn taking, using words to share feelings and needs are built into the learning in Foundation stage.</p>	
<p>Personal development and welfare</p>	<p>Strengths</p>	<p>Next steps</p>
	<p>The school provides extremely high-quality pastoral support for children and their families. We employ a Parents Officer to work with parents to support individual family needs. They complete 1:1 sessions with pupils and deliver small group work on building self esteem, helping children understand their impact on others, workshops for parents on a range of issues.</p>	<ul style="list-style-type: none"> Continue to strengthen the high-quality pastoral support offered by school on a 1:1 and small group basis
	<p>The curriculum promotes personal development During lessons and at playtimes, a growth, positive mind set is taught so that children recognise the importance of respecting each other, being an advocate for equality and recognising each other's strengths. Much of our teaching within the classrooms is based on the principle that the children are the future decision makers and therefore need to be taught the skills and confidence to stand up for what is right. Character words are used during class discussion and teaching to promote individual responsibility and citizenship skills alongside the teaching of British values. Performances on stage through a carefully mapped out drama experience is outstanding and our children learn to project their voice, have the confidence to share ideas and values as well as complete art, dance and drama to a high standard.</p>	
	<p>The school offers a wide range of opportunities for children to engage in musical, artistic, sporting and performance-based activities throughout the year. Launde has a strong belief that education is about changing lives and therefore an essential component for social mobility. There is a strong recognition that their developing their role as citizens of Britain and a good education will enable them to have a good future and the curriculum we teach our pupils that they can be whatever they want to be in the future. This is also nurtured through our school ethos of 'nurturing happy, unique and resilient individuals' and underpinned with work in assemblies, lessons and the wider curriculum. Children are taught to be the best they can for themselves. Children are able to articulate this in discussions with staff and peers. They demonstrate this 'can do' attitude through presentation of work as well as when performing in front of the class or on stage to a larger audience.</p>	
	<p>The school continues to prioritise pupil voice. A well-established school council allows children to have a say in decisions at school. Pupils are listened to in School Council, in assemblies and within classes discussing as to how they can improve the school. Well Being Ambassadors, Road Safety Committee and library monitors are also part of the school's culture of teaching the children their responsibility as part of the wider school community. The expectation is set by the adults in the school who have excellent relationships with the pupils. They value each other's opinions and at times change their own minds through listening to others. They set up activities and events run by themselves for their peers, e.g. 'Launde Got Talent', COP26 Pledge and share key messages through assemblies and posters. Our nature club began as a concept developed by two children which resulted in a weekly club, involvement of local businesses and had a positive impact on the school environment.</p>	
	<p>Birthday cards are given to every child in the school on their birthday in order to promote the importance of every child.</p>	
	<p>Staff are aware of the children's talents and skills outside of school and how these contribute to the children's aspirations, character development and learning within school. These musical, gymnastics, arts, dance talents are celebrated within newsletters, class and assemblies.</p>	
	<p>Cultural aspects including current affairs support the development of the children's understanding of the world around them. Regular aspects are studied through assemblies and class discussions. We actively support fund raising or minutes silences for key events such as the Turkey earthquake appeal. Staff will ensure children understand the event at an appropriate depth. Different religious buildings are visited to help children appreciate the religions of others in their class and in the country. Theme weeks and class presentations are used to further promote an understanding of the world and respecting the views of others.</p>	
	<p>Before and After school club, after school clubs, trips, visitors to school and residential visits are all embedded in practice. There is a high take up of our extra-curricular activities at school which cover a wide range of sports and subjects such as fencing, multi- skills, science club. Uptake is monitored carefully. Pupil Premium children are paid for so all can access these opportunities. Sporting skills are encouraged through ensuring competitions are attended and encouraged. These are supported by different staff. Children are praised for participation and our school often wins 'the spirit of the games' awards.</p>	
	<p>Residentials take place in Year 4 and Year 6. These are well attended. The children take part in a range of skills development activities which include initiative exercises, team building as well as having the opportunity to spend time out of the classroom with their peers.</p> <p>Our before and after school provision, Launde Care, is very popular and is run with a mix of different year groups cooperating together and engaging with each other in a variety of activities. The school staff that run this are able to use their knowledge of the children to support their personal development skills through these play-based activities. Reading on a 1:1 basis takes place alongside team based activities where children are encouraged to cooperate with each other.</p>	
<p>There are opportunities for children who occasionally struggle with their personal skills to access support from external agencies such as Relate counselling, Big Moves and Foxes Friday run by Leicester City football club. The school fully embraces and takes part in these opportunities as we understand that these activities support the children with interpersonal skills and encourage the children's increased fitness and healthy lifestyles.</p>		
<p>EYFS The provision with FS works in conjunction with the whole school approach with excellent development of children's spiritual, social, moral and cultural development with children having a clear understanding of right and wrong along with tolerance of different cultural and groups within the school. Foundation children take part in whole school activities including assemblies and other activities.</p>		
<p>Strengths</p>		<p>Next Steps</p>



<p>E > E S</p>	<p>School leaders have a clear and ambitious vision for the school and have made many positive changes since being appointed. They have created an inclusive culture providing a safe and welcoming learning environment for all, where strong shared values are evident across the staff team.</p> <p>Overall leaders i.e. senior managers and governors are very focused on school improvement and ensuring that the best is available for all children. There is a clear drive for the pursuit of excellence in all areas of school life, this underpins all work undertaken. High achievement and a culture of high expectations of behaviour is the norm expected within all classrooms. Within the school, there are excellent relationships within staff and pupils with mutual respect for each other. School improvement underpins all activity at Launde and promotes achievement for all. Quality of learning is very good and better as result of good or often outstanding teaching for all groups of pupils.</p>	<ul style="list-style-type: none"> • Continue to provide high quality CPD for all staff leading to improved teaching, learning and outcomes. • Further strengthen and develop effective middle and subject leadership. • Continue the large amount of parent sessions, workshops and guidance sessions
	<p>Feedback from families is overwhelmingly positive. The school's reputation is very good. All school staff, led by example by the SLT, effectively communicate with children and all stakeholders including families, local schools and the wider community.</p> <p>The ambition for excellence is embedded in the daily interactions with parents, through newsletters and curriculum information. Parents fully support this ambition and it is evident that they choose Launde for their children because of this.</p> <p>Parents and pupils' overall rate the school highly and are very supportive of Launde in assisting their children in achieving success. Information about their children is given termly both verbally and in written form so that parents can monitor progress. Parents are given information on how to help their children termly through curriculum letters as well as through the homework regime adopted by each year group.</p>	
	<p>Governors understand their role and carry this out effectively. They ensure the school has a clear vision and strategy holding leaders to account for the quality of education. Governors acknowledge the positive changes that are evident since the appointment of the HoS and leadership team. They are well informed of changes in all aspects of school life including the reviewed curriculum.</p> <p>Governors are effective within Launde as they monitor and evaluate all aspects of the school both through the information provided by the school and through visits. They have clear understanding of their roles and contribute to the process of school evaluation and improvement. They know and understand the school data and ask school leaders constant questions about it as well as about the teaching that takes place at Launde., the latter has also been witnessed by them when visiting lessons with leaders or subject managers. Through their practice and discussions, the governors ensure equality of opportunity underpins the work at Launde. They are very informed about the school's finances and ensure all risk assessments and business matters are considered and acted upon.</p>	
	<p>Leaders engage well with the staff and are realistic and constructive in the way they manage them, including consideration of their workload</p> <p>CPD programmes are put in place for all staff and support programmes when required. This has maintained the high-quality teaching at Launde. Launde is the lead teaching school supporting colleagues within and across the schools in the areas of ITT, school to school support and professional development. This in turns assists Launde staff to continually re-evaluate its own practice in order to assist others.</p> <p>Performance management is integral to the continuous improvements at Launde with staff having targets that have clear links to pupils' achievement and school improvements. Governors are aware of the targets and link this to salaries when staff have achieved or exceeded targets. Underperformance is not tolerated. Launde has a number of ECT's over the years and they have clear programmes of support to ensure that they become good teachers which many have and are still employed at the school. ECTs receive good support from senior leaders and their mentor. The staff are committed to delivering high quality education for pupils which is demonstrated by the varied approaches used within curriculum delivery to ensure good outcomes. NPQ's are encouraged and currently 6 members of staff have achieved them for senior and curriculum leadership. The Deputy has completed her NPQH Summer 2023 and Senior Mental Health Award (April 2023)</p> <p>Management at all levels is developed and subject leaders ensure that standards are high in their area and support colleagues to constantly improve. They evaluate practice in the school and inform whole school development. Further evaluation of the schools, leadership is undertaken through peer to peer evaluations on an annual basis focus on specific areas of school improvement.</p>	
	<p>Sports Premium</p> <p>The sports curriculum is well planned giving breadth and balance in terms of knowledge and skills in order to encourage pupils to be active. Sports excellence is pursued, the latter has improved further since the advent of the sports funding. There is high level of engagement in sports both within and beyond school. Activities are set up to motivate pupils to pursue this as a lifestyle change. The school promotes healthy lifestyles and involve pupils in sport and family activities such as Active Month.</p> <p>We have achieved Sports Games Mark Gold standard for 4 years.</p>	
	<p>Pupil Premium</p> <p>Pupil premium children are well catered for and the gap is closing from their starting points. Teachers focus on ensuring all pupils reach their potential, regardless of background or ability. There is a detailed annual strategy written in order to ensure best value for funding and to best support pupils. A rigorous tracking system is used by senior leaders to monitor the children most vulnerable and to swiftly respond to need.</p>	
	<p>There is a positive and pro-active culture of safeguarding within the school.</p> <p>An external Safeguarding Audit confirmed that the school has a culture of safeguarding and that the arrangements for safeguarding are effective.</p> <p>Safeguarding is a priority for all staff, with all staff appropriately vetted for the single central register. Cases of abuse followed up and notes placed on CPOMS. Staff and governors are trained regularly on knowing what to do in cases of abuse, sexual exploitation, radicalisation and extremism. Pupils are informed as to how to stay safe including e-safety training for pupils. Safe practice in terms of health and safety is in place with regular reviews. The governor responsible for safeguarding ensures annual monitoring takes place to ensure practices and procedures are followed.</p> <p>There is a Safeguarding Lead appointed by the Trust to complete regular audits and provide feedback and uptodate information so that the school can quickly adhere to new guidance in order to best support the children in our care.</p>	
	Strengths	<ul style="list-style-type: none"> • Next Steps



	<p>Outcomes Teaching and learning outcomes in EYFS are strong and are in line with the rest of the school. Children make very good progress within Foundation and data is continuously high in terms of GLD in relation to national outcomes. Attainment on entry is usually average or slightly below average and children leave Foundation age above average expectations. Teachers within our Foundation Stage work hard to meet the needs of children and have appropriate intervention programmes for children who were not age appropriate upon entry into FS.</p> <p>The foundation curriculum is well planned and managed to support the achievements of the children. Rigorous assessment processes ensure that children are accurately assessed so all learning matches their needs. This is further verified through the collaboration of moderation across the Trust schools. The curriculum has been developed to support the child's learning throughout the rest of the school in each curriculum area, using Development Matters as a basis.</p> <p>Other areas of learning are well catered for within a caring nurturing environment which engages and motivates children to learn. There is a clear balance between child-initiated learning which reinforces the teaching as well as create new learning opportunities teacher directed learning both in and out the classroom. The children clearly enjoy their time at Launde and will share this experience with both peers and adults alike. Critical thinking is nurtured with children willingly making choices and decisions about activities.</p> <p>Personal Development The provision with FS works in conjunction with the whole school approach with excellent development of children's spiritual, social, moral and cultural development with children having a clear understanding of right and wrong along with tolerance of different cultural and groups within the school. Foundation children take part in whole school activities including assemblies and other activities.</p> <p>Behaviour Our children quickly learn to have high expectations of behaviour and through lesson observations it is evident that they are able to cooperate and share as well as respect each other. This is consistently supported through the curriculum content and class management.</p> <p>The quality and impact of phonics teaching prepares the children well for the Year 1 curriculum and pupils subsequently achieve high attainments in their national phonics screening. Phonics is well taught within FS by both teachers and support staff with children making very good progress which is evident within reading and writing.</p> <p>Parents are part of the learning process and play a key part in developing children's learning by coming into the classroom to experience teaching of phonics and maths alongside their children, they have regular access to the children's learning journeys and have opportunities to contribute. They have been invited in to take part in workshops throughout the year where they can see the teacher teaching their child.</p> <p>Keeping Safe Children within Foundation Stage are aware of the need to stay safe and are beginning to verbalise this as well as show it through their actions. Safeguarding procedures and protocols are in line with the rest of the school. This has been reviewed and ratified.</p> <p>The Foundation Stage leader provides excellent leadership and is able to identify the improvements that need to be made. This is reviewed constantly and necessary action taken to improve any areas that require it including gaps between pupils and their starting points. The team meet regularly to review and relentlessly work to address this as required.</p>	<ul style="list-style-type: none"> In line with our curriculum vision, to embed a strong pedagogical approach and develop understanding of cognitive science so that teaching and learning across the school is effective, with a particular focus on classroom environment, vocabulary development and retrieval practices. To continue to embed family values within EYFS at all levels, including British values Continue to ensure that all staff apply the curriculum teaching and learning approach and strategies consistently and effectively both within whole class, small group and continuous provision learning. (1 member of staff new to EYFS)
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Launde Primary School Strategic Improvement Plan 2023/24



Priority 1	Problem (Why?)	What's the problem you are trying to fix?
Quality of Education	Teachers	<ul style="list-style-type: none"> Through ongoing CPD, all teachers have implemented required aspects of reading and standards have increased. Writing needs to be reviewed to complement reading strategies that are now in place. Outcomes in writing are not consistently high across all year groups To further embed adaptive teaching approaches in lessons to ensure all pupils have the appropriate support to make good or better progress.
Core Subject:	Pupils	<ul style="list-style-type: none"> As a consequence to school closure due to covid in this subject has led to some basic skills not being fully grasped by children. Handwriting skills have not been consistently taught and practised by the children when learning at home which has led to weaker presentation. Pupil outcomes across Y1 to Y6 do not demonstrate the progression that has previously been the norm. Children can research correctly and present information, can story map, can use story starters and support to help with writing
To ensure writing curriculum throughout the school is high quality and children make good or better progress.	Attainment / Progress	<ul style="list-style-type: none"> Due to inconsistency in the quality of adaptive teaching of writing, evidence of attainment and progress is not consistent for all ability groups in all year groups in this subject.
	Leadership	<ul style="list-style-type: none"> Subject leaders have identified PD needs in some year groups through their monitoring last year and feel staff would benefit from a focus in this area.

Outcomes						
Milestones						
By: December 2023			By: April 2024		By: July 2024	
Implementation Outcomes (How the plan has been implemented?)	Actions	Who	Actions	Who	Actions	Who
	<ul style="list-style-type: none"> Progress meetings in July to identify strengths and weaknesses of cohorts so that staff can plan appropriately. Reading environment August INSET promoting excitement of reading and development of book areas within the 	SMT Class teachers Trust leads	<ul style="list-style-type: none"> Book monitoring to see if the quality of writing in books demonstrates rapid progression in skills and knowledge, translating to improved outcomes, brought about by effective teaching. 	SMT Class teachers	<ul style="list-style-type: none"> Analyse outcomes in all year groups/all areas is in line with or better than 22/23 NAT/FFT average. Subjects Leads to monitor whether Quality of work supports reported outcomes. 	SMT Subject Leads Subject Leads



<p>classroom</p> <ul style="list-style-type: none"> • Whole school to do First Chapter Friday/ Front Cover Friday in place (which was piloted last year) • Rigorous analysis of 22/23 data completed in order to identify appropriate priorities of intervention, for the autumn term, so that progress can be monitored and improvements can be evidenced. • Development foci agreed with individual staff members and initial enquiries and research undertaken as part of the appraisal process. • CPD delivered by subject Leaders on good writing practises – interesting and varied writing prompts, incorporating grammar activities, spelling activities to promote increased spelling retrieval, Introduce new words through reading and vocabulary games. Encourage students to use these words in their writing. • CPD delivered on best use of handwriting scheme • Quality of teaching/teaching monitored and clear feedback given where appropriate • EYFS to incorporate imaginative play and storytelling in classroom activities to encourage creativity. • Writing moderation in December to focus on less experienced staff • Progress data analysed in December and actions for the new term agreed 	All staff	<ul style="list-style-type: none"> • Observation of teaching assistants to see Quality of teaching support, consistently strong with no and increased exemplary practice (related to research areas). Feedback given where appropriate • Analysis of data to review whether it indicates rapid progress in writing • Monitoring of handwriting teaching and feedback to support • CPD to review practice and share good practice between staff, review peer review use in lessons that promotes constructive criticism and collaboration. • CPD on how to guide pupils to turn simple sentences into more complex ones by using conjunctions and descriptive words. • Writing book monitoring for staff to review progress within year group. • Introduce pupils to different authors and their styles through book fair and inviting an author into school. Analyze and discuss their writing techniques. 	SMT Subject Leads	<ul style="list-style-type: none"> • Peer reviews to help identify Quality of teaching/teaching support so that improvements can be made where appropriate • Connect writing to oral communication by having pupils present their written work to the class in poetry recital week, week before May half term. • Monitor impact of CPD sessions and provide feedback to enhance delivery 	Class teachers Subject Leads
	SMT		SMT Subject Leads		Subject Leads
	Subject Leads		SMT Subject Leads		Subject Leads
	Subject Leads		Subject Leads		Subject Leads
	Subject Leads SMT		Class teachers, Subject Leads		Subject Leads
	All staff, SMT		Subject Leads		Senior leaders, all staff
	EYFS team				
	Subject Leads, SMT				
Subject Leads, SMT					
Intended Impact		Intended Impact	Intended Impact		
<ul style="list-style-type: none"> • Staff have increased confidence to deliver writing lessons that are effective and support outstanding outcomes • Less experienced staff involved in writing moderation and understand what need to happen to improve • Training supports encouraging reading enthusiasm and staff feel confident to use their classroom environment to promote this with the children. 		<ul style="list-style-type: none"> • Writing lessons focus on children's ability levels and encourage basic grammar skills appropriately • Handwriting has improved and scheme is being used consistently • Staff are supported to identify next steps for pupils • Staff have professional dialogue to identify ways to further improve writing outcomes • Visiting authors promote different genres of reading 	<ul style="list-style-type: none"> • Writing outcomes have improved in all year groups and are in line with reading outcomes. • Children are able to write with a legible handwriting style • Children enjoy learning and reciting poems and can use the new vocabulary to enhance their written work 		

Priority 2	Problem (Why?)	What's the problem you are trying to fix?			
Quality of Education	<p>Teachers</p> <ul style="list-style-type: none"> • Some staff are new to school or year group so need additional support to fully understand the curriculum in their year group. • UpToDate CPD required to support teaching and learning development for all staff to ensure strategies to build in retrieval practise to lessons and ensure that this is fully embedded • CPD on adaptive teaching was delivered last year however lesson monitoring has shown this is not fully and consistently used in every lesson as well as it could be <p>Pupils</p> <ul style="list-style-type: none"> • Pupils currently have inconsistent opportunities to retrieve information in all subjects • Adaptive teaching to fully support pupils who require adaptations needs to be more fully embedded. • Recalling of prior taught content is proven to positively impact on student progress and learning. <p>Attainment / Progress</p> <ul style="list-style-type: none"> • Assessment for all subjects takes place annually, support needs to be in place to ensure accuracy of the data in all subjects <p>Leadership</p> <ul style="list-style-type: none"> • Subject Leaders to increase monitoring of staff through carefully planned monitoring schedule • Subject Leaders to lead CPD in their curricular area • Senior Leaders to work with subject leaders to support them to ensure subject curriculums are fully embedded into school life and staff feel confident to deliver subjects effectively. 	<p>Some staff are new to school or year group so need additional support to fully understand the curriculum in their year group.</p> <p>UpToDate CPD required to support teaching and learning development for all staff to ensure strategies to build in retrieval practise to lessons and ensure that this is fully embedded</p> <p>CPD on adaptive teaching was delivered last year however lesson monitoring has shown this is not fully and consistently used in every lesson as well as it could be</p> <p>Pupils currently have inconsistent opportunities to retrieve information in all subjects</p> <p>Adaptive teaching to fully support pupils who require adaptations needs to be more fully embedded.</p> <p>Recalling of prior taught content is proven to positively impact on student progress and learning.</p> <p>Assessment for all subjects takes place annually, support needs to be in place to ensure accuracy of the data in all subjects</p> <p>Subject Leaders to increase monitoring of staff through carefully planned monitoring schedule</p> <p>Subject Leaders to lead CPD in their curricular area</p> <p>Senior Leaders to work with subject leaders to support them to ensure subject curriculums are fully embedded into school life and staff feel confident to deliver subjects effectively.</p>			
Foundation Subjects:					
To strengthen the teaching and learning of foundation subjects through the use of retrieval practise and adaptive teaching techniques					
Outcomes					
Milestones					
By: December 2023		By: April 2024		By: July 2024	
Actions	Who	Actions	Who	Actions	Who



Implementation Outcomes <i>(How the plan has been implemented?)</i>	<ul style="list-style-type: none"> INSET day in August to focus on understanding effective strategies to respond to cognitive science information and consider ways to build in retrieval practise and adapting teaching approach using new understanding of cognitive overload Staff to review medium term plans to ensure best practise is incorporated into lessons Plan support for less experienced teachers through our appraisal system Teaching assistant training on adapting teaching for pupils Teachers to incorporate low stakes quizzes, pre assessment fact finding, chunking, spaced retrieval, Teachers to create flashcards or quiz questions based on important facts, terms and concepts. Using digital tools for quizzes 	<p>Head, Eng and Maths Leads, all staff</p> <p>All staff</p> <p>Deputyhead Head, staff</p> <p>Deputyhead, TA's</p>	<ul style="list-style-type: none"> Subject Leads to monitor teaching and learning of foundation subjects and provide feedback according to monitoring overview CPD medium term planning review Subject Leads to carry out research into effective assessment tracking statements TA's to be monitored to support their development of using retrieval strategies and feedback given 	<p>Subject Leads</p> <p>Subject Leads</p> <p>Subject Leads</p> <p>Deputyhead, senior leaders</p>	<ul style="list-style-type: none"> Subject Leads to review assessment criteria statements CPD to support staff in the use of statements to make accurate judgements Subject Leads to analyse end of year data collection and compare with previous year 	<p>Subject Leads</p> <p>Subject Leads</p> <p>Subject Leads</p>
	<p>Intended Impact</p> <ul style="list-style-type: none"> Staff to have a deeper understanding of cognitive science and how this knowledge impacts on their teaching approaches A variety of retrieval practises used to support working memory For staff to be more confident in delivering medium term planning for foundation subjects Less experienced teachers have accessed increased support by senior leaders Teaching assistants have received training on adapting teaching and retrieval practise 	<p>Intended Impact</p> <ul style="list-style-type: none"> Medium term plans reviewed and have retrieval practise and adapted teaching built into lessons All subjects have been monitored and improvements to delivery seen 	<p>Intended Impact</p> <ul style="list-style-type: none"> Assessment tracking statements used effectively by all staff to accurately track children's progress. Subject Leads have a clear understanding of their subject at school, how well it is taught and how well the children make progress. 			

Priority 3	Problem (Why?)	What's the problem you are trying to fix?
Personal Development To further develop extremely high-quality pastoral support for children and their families based on an understanding of 'developmental trauma'.	<p>Teachers</p> <ul style="list-style-type: none"> Teachers have had one staff meeting on development trauma however this approach is not fully embedded and Headteacher has attended external training at Trust level. A strategy was developed last year to support children however this needs to be communicated to a wider group of parents. At the moment, parents of children who have benefitted from 1:1 and small group support but not the wider community Growth mindset work has taken place in most classes Some teachers piloted the use of emotion board to support children in sharing their feelings, we would like to roll this out to all teachers. <p>Pupils</p> <ul style="list-style-type: none"> Pupils are feeling more vulnerable since covid 19 and parents and teachers report that more children than previously are worrying and/or feeling anxious. <p>Attainment / Progress</p> <ul style="list-style-type: none"> Pupils who worry and feeling anxious tend to perform lower than other pupils. 	

	Outcomes					
	Milestones					
	By: December 2023		By: April 2024		By: July 2024	
	Actions	Who	Actions	Who	Actions	Who
Implementation Outcomes <i>(How the plan has been implemented?)</i>	<ul style="list-style-type: none"> Emotion boards in each classroom. Worry boxes/monsters in each classroom Mental Health and Wellbeing assembly Bridge the gap sessions for parents in supporting their children's mental health x 3 yearly SEND parent coffee mornings x3 yearly 	<p>All staff</p> <p>All staff</p> <p>Deputyhead</p> <p>Parent Officer</p> <p>SENCo</p>	<ul style="list-style-type: none"> Anti-bullying week celebrated Online safety week celebrated Provide training on trauma informed practice, reminding staff about the effects of trauma on children and effective ways to respond Foster connections among children at the 	<p>All staff</p> <p>Computing Lead, Deputy Head</p> <p>Head, all staff</p> <p>All staff</p>	<ul style="list-style-type: none"> Review systems in school and amend accordingly Ensure latest research is reflected in school approach Use parental survey to review information available and respond accordingly Review ways we communicate with 	<p>All staff</p> <p>All staff</p> <p>Parent Officer, senior leaders</p> <p>Senior leaders</p>



	<p>(networking)</p> <ul style="list-style-type: none"> Continue to implement Mental Health First Aiders support strategy and share with parents in newsletter and on school website. Introduce age appropriate discussions about emotions, stress and coping strategies in the classroom Teach pupils about resilience in our school motto and the importance of seeking help when needed Review classroom environments to ensure they support all children, and work with children to complete safety maps and talk about common areas around the school to deepen physical and emotional safe places in school Workshops for parents about recognizing signs and how to support 	<p>Deputy Head, First Aiders</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>Parent Officer</p>	<p>school through collaborative activities and effective peer work</p> <ul style="list-style-type: none"> Parent Officer to make sure all external support agencies are known to the school and parents are aware of the support in the community. 	<p>Parent Officer</p>	<p>parents and consider other ways to open communication channels between school and our families</p>	
	Intended Impact		Intended Impact		Intended Impact	
	<ul style="list-style-type: none"> To continue to put in place classroom strategies to support children every day such as worry monsters, emotion boards, support to build resilience To have a classroom environments that support children's learning Parents to have increased understanding of support the school can give for pupils through website For parents of children with SEND to have increased contact and information on mental health support 		<ul style="list-style-type: none"> Parents to have increased understanding of support the school can give for pupils through workshop information To expand the contact we have with external agencies Whole school weeks on anti-bullying and mental health raise the profile of well being 		<ul style="list-style-type: none"> School has effective systems, protocols and ethos in school that supports children's mental health and encourages school values. School has understood latest research and ensures the practises reflect this. Parents feel listened to and understand how to support their child at home and what takes place in school to support their child. 	