

Langham CE Primary School



Our Mission Statement

"To achieve the highest educational standards where everyone grows, learns and works together in an atmosphere of trust, mutual respect and harmony within the context of the Christian Faith as practiced in the Church of England."

Leadership Report to Local Governing Body
Spring Term March 2017

Outcomes for pupils

Spring Term Evaluation

Quality of teaching and learning, curriculum and use of assessment

Good	Outstanding
<ul style="list-style-type: none"> Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. Pupils use feedback well and they know what they need to do to improve. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. 	<ul style="list-style-type: none"> Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. Teachers check pupils' understanding systematically and effectively in lessons. Teachers provide pupils with incisive feedback. Pupils are eager to know how to improve their learning. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. Teachers have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Spring Term Evaluation

The quality of teaching and learning, curriculum and use of assessment is almost always good. There are some outstanding aspects across each Key Stage. Teachers are quickly adapting and improving their practice. This is happening more rapidly in some parts of the school than others. When teaching falls below the expected standard, a full support package has been introduced. There is an example of this being currently implemented in school. Performance is currently being managed via the appraisal process, which could lead to Capability Procedures if specific targets and success criteria are not achieved.

To ensure we maintain securely good teaching and learning and work towards becoming outstanding we have been working on:

*Fine-tuning practice and pedagogy to ensure consistency of provision across the school
Stretching and challenging our high attaining and disadvantaged pupils – increase
teacher/teaching assistant subject knowledge to fully develop their understanding of
Mastery and Depth across all subjects.*

Strengthen our pupils' ability to reason, explain and solve complex problems.

*Ensure practice, consolidation and variation plays a central role in developing fluency,
reasoning and problem solving.*

Key Actions taken place

- ➔ Mastery and Depth staff meetings.
- ➔ Agreed collective definition of mastery and greater depth for teacher assessment, moderation and tracking and clarity for planning.
- ➔ Joint CPD across the trust – specific to KS1 and KS2
- ➔ CPD – Reasoning and problem solving
- ➔ Senior and middle leader attendance at maths conference with follow up staff meetings planned to agree next steps in pedagogy.
- ➔ Individual support and feedback, following monitoring activities, led by maths, literacy and curriculum teams.
- ➔ Maths Hub training – CP(year 3 teacher) and ES (Year 1)– Deepening mathematical thinking.
- ➔ Mathematical masterminds club after school – targeted year 5 and 6 pupils
- ➔ Grammar Training – Key stage 1 and 2 TAs and teachers
- ➔ Maths Boosters – Year 6 pupils

Provide time for our pupils to respond to feedback (carefully crafted teaching sequences and use of early bird activities).

Continue to have high expectation in terms of productivity and presentation.

Key Actions taken place

- ➔ Peer book looks to establish consistency of approach and agreed expectations
- ➔ Staff Meeting – Handwriting and Presentation policy

Check pupils' understanding more systematically and effectively before, during and after lessons.

*Use teaching sequences to introduce subject content more progressively and provide dedicated time to embed knowledge, understanding and skills securely – working
independently and collaboratively across the curriculum*

Ensure teacher modelling and demonstration continues to carefully scaffold and layer learning in these teaching sequences.

- ➔ Individual support and feedback, following monitoring activities, led by maths, literacy and curriculum teams.
- ➔ Staff CPD- Planning for curriculum skills led by curriculum team
- ➔ Staff CPD – lesson culture and structure – Learning Objectives and Success Criteria.
- ➔ Teaching Resources purchased to further develop mastery in maths and understanding of lesson culture and practice to compliment the materials from the Maths Hub, White Rose, NCTEM and NRich.
- ➔ Exceptional TA training for LG (year 1 TA)
- ➔ NQT visits to great practice in RLT schools.
- ➔ ETOL (Effective teaching, Outstanding Learning programme) SC (Deputy Head)

Develop more reflective practice through lesson study and coaching.

- ➔ Lesson study trialed by senior teachers, staff meetings to introduce and plan across the school led by lead practitioner and lesson study coach. Lesson study implemented.
- ➔ Research and development in application to Maths Hub.

Monitoring shows the impact is:

- A greater consistency of provision throughout the school. Maths teaching sequences are planned progressively with more time being spent on teaching key ideas and concepts to allow for the development of depth and sufficient practice to embed learning. In the best lessons, learning starts with the big picture, idea or problem to be solved. This contextualised learning, energises the children and motivates them. Lesson design, across all classes, does not yet always provide a step-by-step, conceptual journey through the mathematics, engaging pupils in reasoning and the development of mathematical thinking. Consideration must be given to improving lesson design that plans for success for all with the role of the teacher changing throughout lessons from explaining, questioning, coaching, guiding, facilitating and challenging. This will in turn strengthen our pupils' ability to reason, explain and solve complex problems. In almost all literacy lessons, pupils are engaged and enthusiastic about their learning. Modelling and scaffolding in lessons is rapidly improving. Deeper, more thought provoking questions are being used by teachers and TAs.
- Teachers are planning opportunities to use modelling to demonstrate expectations to children as part of a journey, planning for all phases of the planning cycle, though more emphasis/time still needs to be spent on the Phase 1 (reading) element of the planning structure to immerse children in the genre.
- Greater clarity and focus on the learning objectives has given teachers the confidence to listen to children's responses more carefully taking the learning in different directions – responding to misconceptions or understanding. Teachers are then able to guide, facilitate or challenge thinking more effectively. Talk for maths is a strong and embedded feature in most classes. More consistent use of 'Writing Tool Kits' and success criteria is evident, to help the children achieve the LO.
- Across most lessons, higher order questioning is enabling children to provide deeper and more thoughtful responses.
- Use of assessment for learning and progress continues to improve. In the best lessons this informs more finely tuned differentiation, teaching strategies, pupil grouping and use of teaching assistants. Pre-learning assessment tasks are consistently used across the school to help establish starting points for learning.
- The quality of maths teaching is at good overall with some examples of very effective practice across the school. In a relatively short space of time the staff are developing a growing understanding of what mastery and what greater depth looks like in maths lessons.
- Staff understand that the essential idea behind 'mastery in mathematics' is that all pupils need a deep understanding of the mathematics they are learning so that future mathematical learning is built on solid foundations, which does not need to be retaught. There is a growing understanding that mastery comes from deep knowledge and variation. 'Rapid graspers' are not yet routinely challenged enough through more demanding problems which deepen their knowledge of the same content. Some of the 'Deeper Learners or Rapid Graspers' have intimated that they find the reasoning, explaining and justifying challenging.
- Teacher modelling and feedback are securely good features in almost all classes.

- Pupils' difficulties and misconceptions are identified through high quality feedback (within and between lessons) and are often addressed with rapid (responsive and same day) intervention. The impressive feature of this intervention strategy is that it is bespoke to the individual child and concept – at the point of learning!
- Teachers are beginning to use variation when designing lessons and activities – however this is not a consistent feature of practice and staff require further training, coaching and support to embed this into routine or regular practice.
- A detailed curriculum is mapped out across all stages to support transition and ensure pupils acquire and demonstrate a sufficient grasp of the mathematics relevant to their year group.
- All children spoke highly of their maths lessons and said that learning was fun. Some children mentioned that they loved the fact that sometimes they wouldn't get to solve a problem straight away and implied they embraced the 'learning struggle' as the reward of solving them gave great satisfaction.
- Children could talk about how maths is used in many other exciting ways apart from in lessons. For example as part of Early Bird activities, the chance for their class to have 'Bolt' join them for a week, the opportunities to take part in TT Rockstars (every child made reference to just how much progress they had made with their times tables knowledge thanks to this).
- Pupils are expected to respond to marking and feedback and this is evident in books, demonstrating progress. Self and peer evaluations take place through talk more frequently than in written form in books or within the lesson to enable the teacher to respond at the point of learning. Parent comment from Chance to Share day: ***"I had a lovely time sitting with J and discussing all of his hard work. Great to see improvement and fantastic feedback from his teachers."***
- Pupils demonstrate good fluency of skills but are not always given enough opportunities to use and apply. The best examples of practice show the pupils developing fluency through reasoning and problem solving tasks rather than being taught as a discrete skill.
- Pupils are using learning journals to record their own reflections on their learning and progress, in KS1 this takes the form of a whole class display which is added to as children build their skills and knowledge. Year 6 pupils are also using these journals to support their learning at home.
- In most classes, there has been strong progress with the presentation of work.
- Data dashboards show that at the end of the Autumn Term Maths performance in Year 6 was strong.
Using APS almost all pupils are on track to achieve their end of year expected standards – Attainment and Progress Measures (83% at expected and 17% at Greater Depth). Further analysis and moderation of Spring data will need to be undertaken to secure this judgement. Currently Year 2 pupils are not on track to achieve their end of year targets based on APS, Teacher Assessment or Tests. The new teaching team in Class 2 have been asked to use the Interim Assessment Framework to inform teacher assessments and guide planning given the continued absence of the class teacher.
- Teachers proactively promote a 'can do' growth mind-set attitude to mathematics for all pupils. In the lessons observed, most classes stayed together on the same key point, whilst at the same time beginning to challenge or support pupils to gain depth of understanding and proficiency. The 6 Rs are an integral feature of lessons and are becoming more embedded in routine practice across the school. Children can confidently talk about...Growth Mind-set; mistakes are valued; making connections and why application is important; collaboration and independence.

The trust review days have been a valuable opportunity to benchmark ourselves, learn from colleagues and share our expertise. Some aspects of our teaching are now worthy of dissemination. Following our trust review days, colleagues across the trust have visited Langham to study and scrutinize our practice. We have more planned visits this term. Both our SENCO and SLE have been supporting staff at Exton.

The key features of effective practice outlined in the previous leadership report remain and have strengthened.

SPRING TERM UPDATE

To ensure we maintain securely good teaching and work towards becoming outstanding we need to.....

- * Fine-tune practice and pedagogy to ensure consistency of provision across the school*
- * Improve lesson design in maths that plans for success for all with the role of the teacher changing throughout lessons from explaining, questioning, coaching, guiding, facilitating and challenging.*
- *Plan sequences that enable fluency through reasoning and problem solving tasks in maths rather than being taught as a discrete skill and dedicate more time in Phase 1 (reading) element of the literacy planning structure to immerse children in the genre.*
- *Stretch and challenge our high attaining and disadvantaged pupils – In maths, ensure ‘quick graspers’ are routinely challenged through more demanding problems which deepen their knowledge of the same content.*
- *Increase teacher/teaching assistant subject knowledge to fully develop their understanding of Mastery and Depth across all subjects.*
- * Provide time for our pupils to respond to feedback (carefully crafted teaching sequences and use of early bird activities).*
- * Check pupils’ understanding more systematically and effectively before, during and after lessons.*
- * Strengthen our pupils’ ability to reason, explain and solve complex problems.*
- * Ensure practice, consolidation and variation plays a central role in developing fluency, reasoning and problem solving. Provide staff with further training, coaching and support to embed variation into routine or regular practice.*
- *Use teaching sequences to introduce subject content more progressively and provide dedicated time to embed knowledge, understanding and skills securely – working independently and collaboratively across the curriculum.*
- *Ensure teacher modelling and demonstration continues to carefully scaffold and layer learning in these teaching sequences.*
- * Continue to have high expectation in terms of productivity and presentation.*
- * We will continue to develop more reflective practice through lesson study and coaching.*

The lead practitioner from across the Trust is supporting this work.

Personal development, behavior and welfare

Good	Outstanding
<ul style="list-style-type: none"> Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. Pupils show respect for others' ideas and views. In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training. Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. Pupils conduct themselves well throughout the day, including at lunchtimes. The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. 	<ul style="list-style-type: none"> Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

All monitoring activities show that pupils' attitudes towards work and the school remain consistently positive. Teachers have high expectations of pupils' behavior in lessons and pupils are eager to meet these expectations. Pupils demonstrate a good understanding of responsibility, resilience, resourcefulness and a readiness for learning. They make efforts to ensure that others learn and thrive in an atmosphere of respect and dignity.

Nature and Gardening Clubs have substantially engaged some of our more vulnerable pupils resulting in a sustained improvement of this group's behavior and attitude. Our new play leader, Dan Caver has promoted physical activity, engagement and enjoyment for all.

Dare Club has deepened our commitment to our EPIC promise. Preparing all pupils for their futures is underpinned by teaching and learning the attributes of a great learner. The members of DARE club are becoming more confident, reflective, responsible and resilient members of our school and the work of Ann Dowling who organizes, plans and runs the club, alongside Ian Fraser is praiseworthy.

Recent Keep Safe workshops run by Leicestershire police and classroom lessons based around personal safety have been received positively by our pupils. Year 5 pupils have also been keen to engage in discussions about ADHD and how to manage situations and behavior which pupils/peers with ADHD may present. Involving these pupils in how to improve relationships and behavior in school through understanding, tolerance, empathy and forgiveness underpins our desire to ensure actions and behavior are influenced by Christian values.

Children have opportunities to work independently and largely unsupervised in learning spaces around the school. Our Year 6 musicians, disappointed with the loss of our music teacher have started their very own jam sessions on Monday lunchtimes supported and encouraged by the teaching staff.

Pupils continue to have good, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Disruptive incidents seldom occur. Records show that there are very few incidents of in-appropriate behavior and where they occur this is short-lived. We have no records of prejudice-based bullying.

Parent Comments from Chance to Share: ***"A lovely opportunity for A to show off his lovely work" "Lovely to come in and share with B. Such a nice atmosphere in school!" "It was very enjoyable to be able to share the children's work in school, in a relaxed environment. They were very proud to show off their amazing work too!" " Thank you for sharing!"***

Term 4 began with a reflection day. The rationale for the whole school activity was to work together to create our very own reflection area with a tree of life as a focal point. The tree is filled with thoughts and prayers which thank God for all we have. It is a place we can pause and think more deeply about what is important to us. It is a place we can sit and feel peaceful, where we can all go and think about our feelings. We may want to read or say a prayer. We may want to think about someone we love. It is a place within our busy days where we can take a moment!

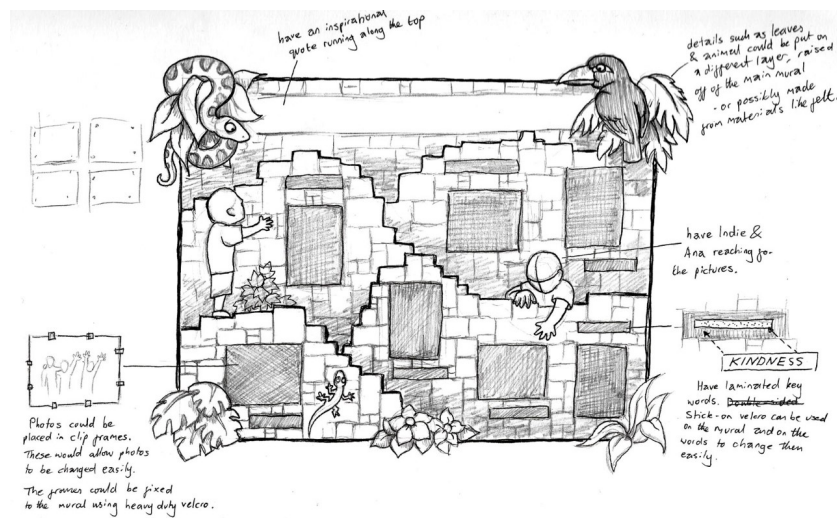
Parent Comment: "Lovely to see the Tree of Life comments– What a range!"

The leadership team recognizes the need to develop cultural development of our pupils and looks forward to engaging in a bespoke project led by the diocese.

Following our section 48 inspection 2015, we plan to evaluate the impact of the school's distinctive Christian character and values on its effectiveness. Allyson Ford will be leading staff meetings to review our RE curriculum in term 5 following attendance at Understanding Christianity Training. To further support teaching and learning through our Christian values, a local artist has been commissioned to create a bespoke piece of art work which will encapsulate our Christian values and our school Ethos. The artwork will include Indie and

Anna on their EPIC adventure meeting friends along the way. Our Christian values will be represented in words and with interchangeable photographs of our pupils demonstrating these values or indeed images and artwork of bible stories. Work should commence early in term 5.

This quote from Aristotle will head the artwork ***"An education of the mind without an education of the heart is no education at all."***



It is all very exciting!

Our EPIC promise is now displayed in our entrance hall.



Spring Term Evaluation

Effectiveness of Leadership and Management

Good	Outstanding
<ul style="list-style-type: none"> • Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. • Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. • Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. • Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. • Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly. • Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. • The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. • Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. • Leaders promote equality of opportunity and diversity, resulting in a positive school culture. • Safeguarding is effective. 	<ul style="list-style-type: none"> • Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. • Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. • The school's actions have secured substantial improvement in progress for disadvantaged pupils. • Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. • Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. • Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. • Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. • The broad and balanced curriculum inspires pupils to learn. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. • Leaders, staff and pupils do not tolerate prejudiced behaviour. • Safeguarding is highly effective.

The maths coordinators have provided strong leadership to the team with notable improvements recorded since the previous review day. The way they have distributed leadership is impressive with almost all teachers committed to addressing under-achievement and improving performance across KS1 and KS2. The new maths policy and approaches to planning/training/assessment are impacting positively on pupil progress and the quality of teaching across each Key Stage – as evidenced through pupil interviews, work scrutiny, data analysis and lesson observations.

The Maths Team are passionate about the subject, read widely and use this research and training to inform the staff CPD sessions that they have lead. They lead by example and are now able to more confidently and comfortably hold colleagues to account for the outcomes for all pupils because of the learning ethos and culture created by the school and collective maths leadership.

The literacy coordinator leads well, supported by SLT to evaluate provision and consider next steps. He too, leads by example, now more opportunity needs to be made for colleagues to observe his practice. The new Curriculum Team has been actively involved in lesson observations, data analysis, work / planning scrutiny and pupil interviews – facilitating a greater understanding of standards across the school. The involvement of new and inexperienced teachers has raised their understanding of the monitoring and evaluation process across the school. The EYFS leader feels her involvement with leading curriculum monitoring has up-skilled her and in turn impacted upon her leadership skills within EYFS.

The 2 NQT mentors continue to monitor and support exceptionally well, providing a robust programme of induction and mentoring to improve practice and encourage the new teachers to become extremely reflective practitioners. Lesson observations remain good with some outstanding elements.

Leaders have strengthened links with parents. The parents as partners forums have enabled the senior leadership team to work with parents to sustain and improve communication systems and the 'Chance to Share Days' remain a wonderful opportunity for pupils to share their work with parents and for parents to feel welcome and invited into the school.

Governor Monitoring visits

Safeguarding

Learning Walk and Year 2 Provision

Nursery Registration

Pre School Review Day and Feedback

Parents as Partners

Review Day / pupil interviews

Sharing action plans and policies with governors:

EYFS Action planning

Christian Character and Collective Worship

Our application to join the Rutland Learning Trust

It is anticipated that Langham will join the Rutland Learning Trust on the 1st April 2017. This is dependent upon the EFA, the diocese and DFE coordinating their efforts!

Parents as Partners:

Parents would like a clear protocol of how to deal with issues – a simple flow chart will be created and included on the new class booklets.

It has been decided that governor minutes are available upon request from the school office.

Best fit judgement: Good.

Strong Leadership is growing. Middle leaders are cultivating a culture of reflective practice and high ambition to develop and improve existing practice. This is evident in staff meetings, monitoring activities, lesson observation feedback and day to day conversations and emails regarding current research and best and next practice.

Middle Leaders can now make more informed judgements of the school's performance – standards, understanding better how well pupils attain and achieve.

Continued cpd is necessary for them to fully understand the data as presented in RAISE on Line.

Action plans will be reviewed after data capture and analysis early next term.

Spring Term Evaluation Early Year Foundation Stage

Good	Outstanding
<ul style="list-style-type: none"> Children make at least typical progress and most children make good progress from their starting points. This includes disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, who make good progress relative to their starting points. They develop the key skills needed to make a good start in the next stage of their education. Children who join the school at a level below what is typical for their age, but not significantly so, catch up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding, and all children nationally are closing. The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and demanding experiences that meet the needs of all children. The quality of teaching is consistently good. All teachers and other adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Learning opportunities are well planned and based on regular and accurate assessments of children's achievement so that every child is suitably challenged. Parents and carers contribute to initial assessments of children's starting points when they join the school and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. Children are motivated and interested in a broad range of activities and are keen learners who regularly display the characteristics of effective learning. They listen carefully to adults and each other. Children's good behaviour shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience. Safeguarding and child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. Leaders and managers have an accurate understanding of the strengths and weaknesses of the provision through effective self-evaluation. They take concerted action to improve provision and can demonstrate the impact of such action, including the training and development of staff, on children's achievement over time. Monitoring ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external 	<ul style="list-style-type: none"> Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all pupils in the early years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to outstanding achievement. Gaps between the attainment of groups of children and all children nationally, including those for whom the school receives additional funding, have closed or are closing rapidly. Any gaps between areas of learning are closing. A highly stimulating environment and exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. The quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs. Accurate assessment, including through high quality observations is rigorous, sharply focused and includes all those involved in the child's learning and development. Provision across all areas of learning is well planned and based on regular and precise assessments of children's achievement so that every child undertakes highly challenging activities. Children are highly motivated, very eager to join in and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration. They listen intently and are highly responsive to adults and each other. They do not distract others or become distracted themselves. All children are developing a very good understanding of how to keep themselves safe and manage risks and challenges. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. Children's health, safety and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice. Highly successful strategies engage parents and carers, including those from different groups, in their children's learning in school and at home. The pursuit of excellence by leaders and managers is demonstrated by an uncompromising, highly successful and well-documented drive to improve achievement, or maintain the highest levels of achievement, for all children over a sustained period of time. The training and development of staff is highly focused and has a significant impact on improving outcomes for children.

Strengths/Areas to celebrate:

LA EYFS, "The observation in the EYFS Learning environment confirmed that it meets the developmental needs of the children in the EYFS who were focused, excited and challenged in their play and learning. It was clear to see children progress throughout the session, particularly in solving their own problems and applying their phonetical knowledge initially with support but later independently."

"Leaders have an accurate picture of the strengths and weaknesses of the provision, the great improvements to the learning environment both inside and outdoors are now having a significant impact on children's learning and development."

Actions undertaken and impact**Moderation:**

Reliability and validity of results. Consistency of judgements – routine discussions on vulnerable pupils, groups and pupils capable of exceeding the ELG in maths.

Intervention:

Targeted interventions planned to support all children in making at least nationally expected levels of progress. Data to follow to measure progress – following moderation.

New timetable:

All members of the EYFS team have a clear understanding and awareness of the children's needs and are beginning to use the planning to stretch, challenge and support targeted individuals and groups. RWI Groupings are differentiated and fluid based on weekly/daily/termly assessments. Our next step is to develop the same approach with Maths

Boys writing:

Magical moments are regularly planned to engage, energize and provide a real audience and purpose for writing. Boys are writing with more confidence and 'gusto'. Boys are reading and responding enthusiastically to morning challenges. Data to follow to measure progress – following moderation.

Maths planning:

Approaches to maths planning and provision is now aligned to the rest of the school supporting transition and mathematical fluency, reasoning and problem solving skills. Daily direct teaching of maths – main teach, small group and independent learning. Data to follow to measure progress – following moderation

Maths resources:

Continue to review maths resources to support children's child initiated learning. Investment is still required for children to access resources independently. Data to follow to measure progress – following moderation.

Use of Ipads:

Ipads are now used more regularly to facilitate the children achieving the technology ELG. However, emerging technologies are now developing rapidly and make certain aspects of the EYFS curriculum and assessment framework redundant.

Learning environment:

A physically and cognitively rich outdoor environment enables all children to make good progress in PSED and Physical development. Decisions must be made about whether the tyre park is for EYFS learning or whole school playtime.

EPIC writing books:

New format EPIC Writing Books have been recently introduced and are now enabling children to become more reflective learners and understand how and when they have made progress. In the moment – verbal feedback (and marking) at the point of learning is starting to impact on pupil progress (RWI – adult led sessions). Children are being encouraged to look back at earlier work and notice how they are making progress.

Staffing:

Strong EYFS leadership.

Good induction.

Weekly team meetings to ensure appropriate pitch and expectations – consistency of EYFS provision and pedagogy.

Class Dojo:

Positive relationships with parents ensure support with children's progress. Immediate home school communication - through messages and challenges that link to class topics and learning opportunities that have arisen through children's interests and day. Learning logs are reinforcing our home school learning partnership.

EYFS areas of strength:

- Leadership of EYFS – mentoring and coaching new staff (induction).
- High rates of pupil progress.
- "In the moment" planning – pupil initiated, depth and breadth of learning experiences and memorable moments.
- Learning environment – inside and out.
- Use of data and assessment to develop an accurate understanding of strengths and weaknesses of the cohort.
- Networks – sharing and disseminating great practice.
- Use of Class Dojo to aid home school communication.

Areas to be developed:

- Continue to plan for challenge – depth of learning.
- Continue to target intervention so that all pupils keep up.
- PSED and PD.
- Special EPIC Writing Books.

Challenges/Risk:

- New staff – still embedding EYFS practice.
- Staffing – members being removed to support learning and pupils in other areas of the school.
- Tyre Park: Learning environment v play space for the rest of school.
- Frustrations over the use of technology: Early Essence can be time consuming and 'glitchy'.

Support – next steps:

- EYFS Moderation – LA and Rutland Learning Trust.
- EYFS Review Day.

Update EYFS Action Plan and SEF following moderation of data.

Nursery and Wrap Around Care

Pre Inspection Report Visit

A thorough review of the Nursery Provision took place during the visit, covering both the 'Safeguarding and Welfare' requirements and the 'Learning and Development' requirements of the EYFS.

The Nursery provision has moved forward from their last inspection addressing the areas identified in the last inspection report.

Recommendations to support the Nursery in moving forward:

To inform Ofsted of the changes as the School joins the Rutland Learning Multi Academy Trust

To review the Safeguarding policy to ensure the Safeguarding and Welfare requirements of the EYFS are met in the policy proposed by the MAT.

To review and upload the Nursery SEF onto the Ofsted site

To further develop the learning environment, particularly outside, as discussed.

Best Fit Judgement- 'Good'

School updates by Suzanne Coughlan, Deputy Head teacher

In this Deputy Headteacher's report I hope to be able to share many of the key achievements both the staff and children have made over the last two EPIC Spring terms.

E- enjoyment:

- Playtimes have become an even more enjoyable experience for the children since Dan Cavner joined the school team. He has led many sports' activities and clubs during the children's lunch break. A few Yr6 pupils have also become playground leaders. They've organised games and activities for both key stages with great success!
- A variety of after school clubs have provided many amazing opportunities for children to develop their skills further, or equally just to enjoy being part of a group and taking part in activities with their friends. Clubs have included hockey, cookery, tennis, nature, bench-ball, cake decorating, knitting, futsal, drama, Friends and Heroes films to name but a few.
- Sport continues to be a strong focus at Langham. Recently children in KS2 took part in an individual swimming competition. We gained 8 gold, 5 silver and 8 bronze places and as a school came second overall. Langham children have also represented our school in a KS2 gymnastics competition, KS1 enjoyed competing in an inter-school bench ball tournament. All classes have had a chance to take part in tennis taster sessions and as we speak a group of children are busy rehearsing a dance to perform at the forthcoming Spotlight Dance competition. Austin Healy has kindly led coaching sessions for our tag rugby club children which certainly inspired them and helped to further improve their techniques.
- We really promoted our love of reading and literature by fully immersing ourselves in book week. It was so lovely to see our BIG Book Swap be such a success with many children have opportunities to read with their peers from other classes. Our book fair took over £1000 which means we'll be able to involve the children in choosing about £600 of new books for our library.
- There's much excitement as children in Yr3&4 as they've written a play based on Roald Dahl. They are now busy rehearsing songs and dances to perform an extravaganza to parents at the end of term. Yr5 are busy thinking about how to tell the Easter story through song and drama at the end of term Service at church.

P – progress:

- Maths: A group of Yr5&6 children have taken part in a Primary Mathematical Challenge which led to many children achieving a range of gold, silver and bronze awards. Later on this term, a few of these children are taking part in an inter-school competition hosted at Langham School. The BOLT challenge has continued to get the competitive spirit out of our pupils and it has certainly motivated them to learn a specific times table against the clock. More recently the maths team have signed all pupils up to TT Rockstars which has had an immediate impact on raising the children's knowledge of times tables up to 12x12, and improved their speed of processing too. Maths has had a strong focus for everyone over the last couple of months and the maths team have carried out monitoring which shows we are making improvements with our delivery of maths to incorporate mastery and depth, therefore making mathematical knowledge stick and be recalled better over time. Teachers have attended several training courses e.g. Guided Reasoning, Depth and Mastery. This has enhanced their teaching further by encouraging deeper thinking with their pupils, promoting reasoning further and providing further problem solving activities for the pupils to investigate. Mrs Rowland and Mrs Ainslie have attended a maths conference and disseminated new ideas for teachers to trial in their teaching sequences.
- CPD focused on English in Term 3 with focused monitoring by the subject coordinator – learning walks, pupil interviews, book looks, planning scrutiny and coaching.
- Year 5's have had many opportunities to make progress with their learning outside the classroom as well as within. They gained so much from a visit to The Space Centre to complement their science work and learnt more about the stories within the Bible at a visit to a Bible exhibition. Alongside Year 6 they've also taken part in a road safety quiz, and a police talk reinforcing the message of how to keep safe.

I- inclusion:

- DARE club – What an incredible opportunity this has been for our pupil premium children! They have benefitted from dedicated time, help and 1:1 support to complete homework tasks at school. They have taken part in a variety of team games and activities to build upon their self confidence and self esteem. There's been a real buzz in school during these sessions - den building, bird box making, code breaking activities, pancake tossing competitions and so much more!
- Parents have been such a great asset to us by helping to come in regularly to read with children, accompany classes on school trips and to support us in some of our enrichment sessions.
- Our Chance to Share day before Parents' evening was another resounding success. Countless positive comments were made by parents and children as they relished the opportunity to share their school work and to talk about their learning.
- Children have continued to support charities such as Children in Need and Red Nose Day. They are always so keen to help others who may not be as fortunate as themselves.

- Our Parents' forum has met again this term to help the school prioritise ideas of how we could improve communication from school to home. Now we have action points planned in order to continue to improve the ways by which we communicate to parents.

C – creativity

- Young Voices was an incredible opportunity for many children to perform different genres of music with hundreds of other children from other schools. It boosted their confidence in music and provided them with lifetime memories.

Personnel update(s):

- Allyson Ford part time hours re-timetabled to allow her to support Exton – teaching and SENDCo.
- Trust decision to postpone appointment of music teacher.
- Dynamics cleaning will be finishing at Langham on Friday the 5th of May and Hands Cleaning will be starting the following Monday.
- A pre-start meeting has taken place and we envisage a smooth transition.
- Mrs Thomas remains poorly and has a sick note until March 31st.
- Karen Muir and Michelle Greening are employed on a temporary basis to cover Mrs Thomas's absence. (Karen works for the trust for x2 days therefore we are utilising her time at Langham. Michelle Greening works the other 3 days).
- TA support in year 2 is weak therefore we are employing Claire Honorez also on a Friday to support in Year 2 and we are redeploying TA's across the school to ensure the year 2 pupils and teachers are well supported.
- Ann Dowling now employed as Pupil Premium Champion across the school
- Cherys Window working additional hours to support in Year 3 due to Ann's new commitment/timetable.

Premises H&S update(s):

The school has recently had the following surveys completed:

- Trees
- Glazing
- Outdoor PE and play equipment
- Indoor PE and gym equipment

The reports from these inspections are being reviewed, and the property maintenance budget considered, in order to identify priorities for improvement this financial year and to plan for the next two years.

In addition to the above improvements, the Foundation and Year 1 toilet area, the KS2 playground gate and the fencing around the staff car park are being considered in the development of a property maintenance and improvement plan for the next few years.

The school has signed up to the Health, Safety & Wellbeing Service from Leicestershire Traded Services who provide additional support and guidance on Health and Safety matters. Our designated adviser is visiting the school on 23rd March to carry out a full health and safety audit.

The outdoor lighting above the main entrance now fixed so that visitors have a clear, well lit entrance to school.

Significant progress has been made with developing the outdoor learning environment and the nature area. The fencing to the nature area has been removed, trees and shrubs removed or tended to, willow planted, areas tidied and safety checks completed. The area

will be open to pupils in term 5. Trim trail area. Bark now installed up to correct depth for compliance of safety standards.

In addition to the above regular monitoring of water quality, fire safety provisions, security and emergency lighting continue.

Financial management – report will be sent separately.

Policies reviewed:

Supporting pupils with medical conditions – Trust Policy Template

Special leave of absence – Trust Policy Template

Equality – Trust Policy Template

Risk Management and Strategy – Trust Policy Template

Whole School Risk Assessments

H&S Policy

Inclusion

Charging Policy to be updated before next meeting.