



Langstone Infant School – J2E 2021-22

Strength in leadership & ambition for all - *Be Excellent Everywhere*

Website copy

Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

Intent

Continue to further develop an ambitious curriculum, creating balance, depth and inspiration for all learners

Sustain the high expectations of behaviour for staff, pupils and parents post COVID

Learning that supports positive relationships mental health, well being, self regulation & resilience to develop pupils talents & interests

Secure, focused leadership with clear vision & ethos which is woven through all aspects of the school's culture.

Implementation

- *Embedding the mastery curriculum in Maths and English so that pupils make consistently strong progress
- * Further strengthen support and provision for all pupil groups, including SEND and Disadvantaged, so that they make rapid progress from their starting points.
- *Strengthening the writing journey across all subjects, to support pupils in communicating knowledge & skills
- *Ensure that the skills, knowledge & understanding that the pupils learn in foundation subjects build upon each other systematically and progressively
- *Clearly articulated curriculum offer, which is flexible in its offer to meet the needs of pupils and ensures a smooth transition to the Juniors.

- *Pupils' attitudes to their, peers, learning are positive & respectful.
- continued use of Golden rules, BLP, school vision ensures all behaviours are outstanding.
- *Attendance remains in line & above national expectations.
- *Further embed Zones of Regulation, as a school and home support system for parents, to manage positive behaviour and social emotional awareness.

- *Newly trained ELSA to provide additional emotional support to pupils
- *Curriculum supports a range of physical activities in formal lessons as well as signposts to extra curricular opportunities after school.
- *Further developing the curriculum delivery and framework of support the wellbeing of pupils and staff, leading to increased resilience in pupils.
- *Zones of regulation is effective for children within school and to support with home school working links.
- *Building on the excellent behaviour of pupils in the classroom, using shared whole school behaviour strategies.

- *Leadership throughout the school has a strong focus on pupil progress & outcomes in EYFS & KS1
- *Develop a culture of challenge through a 'confirm, question, reflect and support model'
- *Support staff to seek career development opportunities to widen their professional & subject knowledge & leadership competencies.
- *Induct new staff and develop effective safeguarding updates in a culture of shared responsibility.
- *Strengthen a proactive approach to staff workload, making reasonable adjustments to recognise & support well being.
- *Recruit Governors with time & appropriate skills
- *Ensure the positive practise from COVID lockdown is used to continued good effect eg remote learning
- *Continue to broaden wider curriculum link with Langstone Junior School

Impact

- *Curriculum Intent is clear & shared
- *Sequenced lessons build embed, expand & apply skills/knowledge
- *Quality of work is high, showing prior learning is retained by learners.
- *Ensure consistency, continuity & progression between year groups
- *Curriculum supports culture capital and establishes a Yr R - 6 offer.

- *Home school links further strengthened to support families who have behaviour concerns
- *Attendance is sustained
- *Vision and Values seen throughout all school activities.

- *All pupils have better strategies to deal with emotions - leading to improved behaviours for learning
- *Whole school approach to promotion of Personal Development & emotional resilience.

- *Safeguarding continues to be rigorous and robust
- *Ethos of whole school is professional solution focused challenge and support