



Longlands
Primary School

Part of the **Marches** Academy Trust

LGB ANNUAL REPORT 2022/23

Our Vision & Values



Longlands
Primary School
Part of the Marches Academy Trust

Our vision:
Achievement
through caring



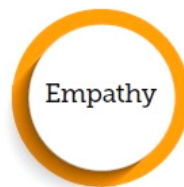
In an ever-changing world, we strive to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential for themselves and for their community.



Excellence: striving always for mastery and personal success



Integrity: consistently acting with honesty, compassion and respect



Empathy: embracing and supporting the uniqueness of every individual



Creativity: inspiring and challenging through invention, experimentation and exploration



Equality: ensuring fair opportunity for all

Try our best Be honest Be kind Be curious Respect

Working towards Trust Strategic Priorities

People First Strategy

Recognising and developing the skills of each of our staff has been a focus throughout this year. This has led to the chance for many of our staff to develop their role both in school and across our family of schools.

Learning for Life

Ensuring that children have independent learning skills and are able to 'know more and remember' more is our ongoing focus.



Connecting with our Community

The introduction of Parent Afternoons has been a great success this year, helping parents to feel part of the school and also to get a better understanding of their child at school and how their child learns. We have also strengthened our links with our community partners who have offered their time to volunteer on projects such as reading and the development of our allotment. Local businesses have also provided chances to learn about careers as well as offering resources to enrich our teaching and learning offer.

Sustainable Future

We aim to reduce our energy and paper use by 20%.

Reflections

This academic year has seen much change at Longlands and created many wonderful opportunities alongside the challenges faced in many schools, at this time. My first year as head has seen me welcomed into the warm and supportive community that is such a great strength of our school. It has been a time of review and deliberation as we have looked back at the excellent practice that we want to maintain as well as looking forward to how we can make our wonderful school even better.

Listening to the voice of our community has helped us to make ongoing improvements to the internal and external learning environment of the school to provide spaces which minimise distractions, while ensuring students feel safe, encouraged, valued and supported.

Alongside the opportunities, there have been ongoing challenges in education and it is important that we continue to offer an open and supportive environment where these difficulties can be shared and discussed. Working in schools can bring great joy and finding ways to manage the workload and wellbeing of staff will ensure that we are able to preserve our dedicated team.

Working together will ensure that we are able to achieve our plans and vision to provide our young people with the knowledge and skills to become independent learners who are good citizens, willing and able to give back to their community and the wider world.



Lisa Millington

Headteacher



Attendance

Attendance and the related systems have been an area of development over this academic year. The impact of this has been very positive with school attendance being in-line with, or above, national attendance across the year *, with the exception of one week in the autumn term.



The development of the Attendance Lead role has been crucial in the improvements that we have seen and has been achieved by working closely with families to support any attendance concerns, to explore the challenges that our families and young people are facing and to find ways to remove these barriers. This has been successful for many of our children and will be a continuing focus.

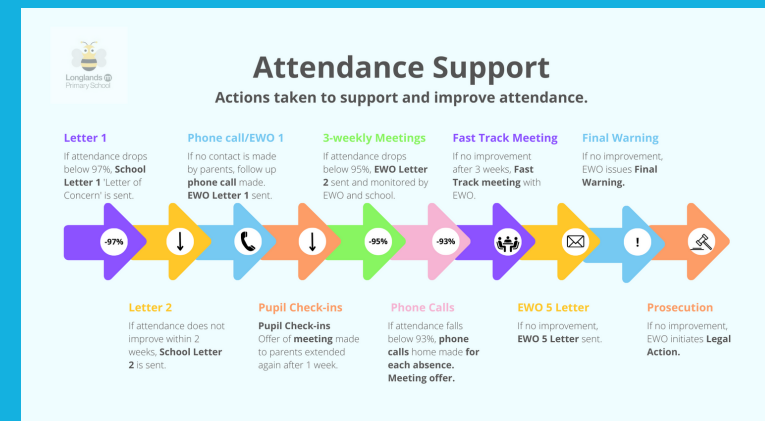


Persistent absence at the end of last academic year was over 30%. This has reduced significantly over the course of this year to just above 17%.

The attendance of pupils with a Special Educational Need or Disability is in line with national attendance for all SEND pupil. The attendance of pupils with an Education Health Care Plan is 4.2% above the national data for pupils in this group which indicates that these pupils receive effective support in school and have a strong sense of belonging.

As we move towards the next academic year, we plan to make further developments to our attendance support ensuring that this begins with the earliest intervention in the classrooms through our meet and greet welcomes in the morning to our track check ins after any absence.

- based on data from FFT



School Development Plan

	Key Priorities	Progress and Impact	Next Steps
Quality of Education	<ul style="list-style-type: none">• To ensure QFT in writing is implemented to enable all pupils to understand key concepts, check pupil understanding effectively, identify and correct misunderstandings, embed key concepts into long term memory and apply fluency.• To ensure that there is a secure Maths curriculum model which is designed to enable children to understand key concepts and make connections within mathematics.• To improve the teaching of, and provision for, SEND pupils. Teachers use information effectively to ensure consistency in support and adaptations in the classroom so that each child makes the progress that they are capable of.• To provide consistently challenging activities for the more-able pupils in order that they demonstrate independence, resilience and fluency across the curriculum.	<ul style="list-style-type: none">• The new spelling curriculum is now embedded.• The Maths curriculum has been fully reviewed and restructured with CPD completed for all staff.• CPD on Quality First Teaching and adaptations to support the needs of all pupils including SEND and higher attainers and those with higher learning potential.• Further embedding of retrieval opportunities for all pupils through sticky quizzes, assessments and spaced retrieval.• New systems for subject leadership embedded with a clear process of monitoring, subject reviews and CPD for all teachers.• CPD for all subject leaders.• After consultation with all school stakeholders, School and Curriculum Vision implemented.	<ul style="list-style-type: none">• Pupils to transfer spelling skills into independent writing.• Further development of multiplication skills across the school.• Implementation of restructured mathematics curriculum.• Further CPD on Science of learning, retrieval methods, adaptations and skills for independent learning.• Further embed subject leadership development plan, subject reviews and CPD.

School Development Plan

	Key Priorities	Progress and Impact	Next Steps
Behaviour and Attitudes	<ul style="list-style-type: none">• To ensure that all staff manage pupils' behaviour consistently and utilise the Zones of Regulation programme strategies to enable pupils to self-regulate.• To embed a behaviour curriculum which is based on high expectations, clarity, consistency and respect from adults and which teaches children the expectations and how to achieve this.• Active breaks and mindfulness activities are used consistently across school to help regulate pupils' behaviour in order to provide optimum conditions for learning.	<ul style="list-style-type: none">• Full review of behaviour systems completed and Zones of Regulation.• School specific behaviour appendices rewritten to reflect relationship and trauma informed approaches to behaviour support.• Pupil voice completed and reflected upon with pupils. Changes made in response to this.• Active breaks are fully embedded and pupil voice shows that this has a positive impact on pupils' behaviour and learning.• Development of regulation room to support pupil behaviour and needs.• Attendance systems reviewed and significant improvement in Persistent Absence.	<ul style="list-style-type: none">• Emotion coaching CPD to be delivered by Virtual school.• Following review of school values, embed new values across the school.• Development of SEMH provision and SEMH curriculum for pupils with additional needs.• Continue to review behaviour systems and consistency of approach across the school.• Reinforce the school expectations of Ready, Respectful and Safe.

School Development Plan

	Key Priorities	Progress and Impact	Next Steps
Personal Development	<ul style="list-style-type: none">• To ensure the school's/Trust's values are evident in the character and behaviour of the pupils.• To ensure the curriculum includes opportunities to prepare pupils for life in modern Britain through British values, Cultural Capital and the promotion of equal opportunities for all, mutual respect and tolerance.• To ensure that we provide all pupils, including those with SEND, with high quality pastoral support to promote a safe and healthy mental and physical lifestyle.• To ensure that the principles of Equality, Diversity, Inclusion and Belonging (EDIB) are embedded within all aspects of school, curriculum and parental engagement.	<ul style="list-style-type: none">• No Outsiders Here has been embedded effectively and is increasingly demonstrated in their interactions and behaviours.• Pupil voice activities have been completed more regularly which have informed curriculum development and the learning environment.• The work of the Child and Family Liaison worker has had a very positive impact on reducing the numbers of families needing to be escalated beyond Early Help.• Pastoral and SEMH support now include Commando Joes and Cool Kids.• All staff have accessed EDIB CPD and begun to review how this should inform the curriculum in each subject.	<ul style="list-style-type: none">• Following the review of school values, embed new values across the school.• Continue to develop the implementation of EDIB and British Values so that they are embedded through all aspects of the curriculum and school life.

School Development Plan

	Key Priorities	Progress and Impact	Next Steps
Leadership and Management	<ul style="list-style-type: none">• To provide a whole school approach to creating confident communicators with a focus on developing dialogic approaches, vocabulary and presenting skills.• To ensure there is sharp focus on feedback, retrieval activities and ongoing assessment in order for transference and embedding of knowledge and skills.• Upskill and improve the knowledge of subject leads particularly in the foundation subjects in order that they provide suitable support through CPD and monitoring in order to enhance the teaching of their particular subject across the school.	<ul style="list-style-type: none">• Discussion charters in place in all classes.• Stem sentences being modelled effectively by teachers.• Most pupils are confident communicators and able to use age and subject appropriate vocabulary• Subject Reviews and pupil voice activities show that children are increasingly skilled at being able to discuss their learning and progress over time.• Subject leadership systems have been implemented with a robust system of subject review, pupil outcomes and CPD .	<ul style="list-style-type: none">• Further development of pupil-led learning dialogue and interactions.• Further CPD on the science of learning and retrieval.• Continue to develop subject leadership in order to enhance the teaching and assessment of all subjects.

School Development Plan

	Key Priorities	Progress and Impact	Next Steps
EYFS	<ul style="list-style-type: none">• To ensure that parents are in partnership with the school to ensure high quality start to their education through parent workshops, websites and school webinars.• To embed the use of tapestry to support ongoing assessment and good communication with parents about how their child is doing.• To develop use of the outdoor and local physical learning environment to ensure that children have opportunities to develop an awe and wonder of the world. To ensure that they have experiences through trips and visits to develop their understanding of the world.	<ul style="list-style-type: none">• Tapestry purchased and fully implemented.• Tapestry CPD completed with all relevant staff.• Parent voice shows that Tapestry is being used effectively.• Stay and Play sessions implemented and further developed to increase capacity.• Home visits have been reintroduced.	<ul style="list-style-type: none">• Development of EYFS environment.• Continuous provision to reflect the current learning theme/focus.• Resources moved and changed to promote curiosity, interaction and speech development.• CPD to promote and inform high-quality interactions.

Improvements to Infrastructure & Processes

This academic year has seen a focus on improving the physical environment of the school, both internally and externally.

We have used funding from the PE and sport premium to install an outdoor gym which has been a big hit with all of our children who have had great fun using the equipment whilst keeping fit and healthy.



With the support of the community, we have been able to add to our allotment area and each class now has an area where they have been able to plant and grow their own fruit, vegetables and flowers. This area is crucial for our pupils' learning opportunities and personal development and has a very positive impact on the wellbeing of the children and adults across the school.

We have also begun to develop a low-arousal environment so that each learning space is a calming and helps our children and young people to engage in, and focus on, their learning.





LGB & Governance

The LGB at Longlands is very involved in school life and plays a crucial role in the development of our educational environment. The governors bring a wide range of skills and experiences which help to shape the policies, systems and strategic direction of the school and ensure the school's overall success.

This year, we have introduced Governor mornings which have highlighted the impact that the LGB have on school. These visits have allowed governors to see firsthand teaching and learning processes, speak to staff and pupils, and gain a clear view of the day-to-day operations of the school. By spending this time in the school environment, governors have been better able to understand the strengths and areas for improvement,

helping them to make informed decisions and provide valuable support.

This year has seen the governors also focusing on establishing a strong presence within the school community. The governor mornings have been part of a much wider picture where they have attended parent afternoons, charity events, volunteered to read with pupils, attended educational visits and driven a minibus so that our pupils are able to attend a wide range of sporting and other enrichment events. They have also been active champions of staff and pupil wellbeing.

By actively taking part in meetings, attending training sessions, engaging and supporting staff, students and parents, governors show their tireless dedication to the school's improvement.





People First Strategy

At Longlands, placing "people first" remains our most important aim.

The needs and growth of our staff members are vital to the success of the school. We have prioritised Continuous Professional Development (CPD) opportunities to ensure that teachers and support staff receive regular training and updates to enhance their skills and knowledge.

Our teachers and associate staff, including teaching assistants, administrators, and site staff are the backbone of the school, guiding and inspiring the pupils on a daily basis. They create a positive learning environment and promote academic and personal growth in our pupils.

In order to do this, we have to be mindful of the challenges that are faced by schools and

prioritise staff wellbeing.

This year, we have completed a number of staff voice activities to ensure that staff are able to share how they are feeling, what is working well for them and areas that we can further develop. As the new headteacher of the school, I have also met with each member of the team individually, to help form strong relationships and to know about each other and our lives beyond the school.

We have also invested in a confidential whole school wellbeing service to ensure that, as well as being able to talk to someone in school, each member of staff can access resources for stress management, promoting work-life balance, and offering professional support and counselling services, when needed.

Our first steps towards our new SEMH support provision also means that we are able to provide bespoke support for any pupils who may also need additional support, from a quick daily check-in through to longer term structured support.



Learning for Life

At Longlands Primary, we are committed to supporting learning for life and fostering an inclusive environment that puts the wellbeing and safeguarding of all our students first.

Our approach to Learning for Life begins with the child and their family. This year, the development of the role of our Child and Family Liaison Worker has meant that we have been able to support our pupils and their families both at school and at home.

Sometimes this is a quick check-in on the phone or a talk over a cup of tea. This support can also be more involved - helping families to contact other agencies such as the school nurse or Targeted Early Help as well as making phone calls and filling in forms.

We believe that education goes beyond academics and should give students the skills and knowledge needed for lifelong learning. Our curriculum is designed to provide a well-rounded education, focusing not only on academic achievement but also on personal development, critical thinking, and social skills.

We strive to create a nurturing environment that enables students to form strong relationships, giving them the confidence to reach their full potential. Our pupils are able to take on various leadership roles such as school council, sport council and Playground Leaders, all of which support the development of relationships between all members of the school and school community. In turn, these relationships then help the children to further develop their language skills and to become Confident Communicators.



Inclusivity is at the heart of our school ethos. We value and celebrate diversity, ensuring that all students feel safe, respected, and included. This year, we have been developing our EDIB strategy and, as part of this, all of the children have been completing work on No Outsiders Here. They have shared stories which promote thought and discussion around understanding and respecting everyone, including themselves, no matter what their similarities or differences are.

This year we have also continued to develop our resources to support active learning and healthy lifestyles. We have installed an outdoor gym which has been very popular with both our pupils and their parents and siblings before and after school. Once again, we have achieved the Platinum Games award and the Gold Quality Mark for PE. Many of our children take part in additional sporting activities both at break and lunchtimes as well as after-school clubs. We also ensure that places are made available to pupils who may find it harder to access these activities, due to financial difficulties or SEND needs.

Connecting with our Communities

There have been a great number opportunities to connect with our community this year which have brought people together and are to be celebrated for the positive impact on both the children and the local community.

A highlight of this year have been the care home visits, where residents and children participated in sporting activities at the school. Initially, this was to be a one off visit but it was such a positive experience that this is now a regular with some wonderful relationships being developed. It has been wonderful to see the joy and laughter of everyone involved.

The social farm and eco allotment area are a wonderful asset of the school and work is ongoing to develop this even further. We have been delighted to welcome the support of our local Eco group who have prepared planting beds for the children and have also run some of their own club sessions at school. Local community groups, such as a tots group, have also visited our outdoor learning space.



These partnerships have provided valuable support and resources for community initiatives. Also, engaging key members of the community, such as the police, British Legion, and the Market Drayton fire safety campaign, has further strengthened community bonds.

The school choir has performed at many events like the Ginger and Spice festival and the Market Drayton Christmas Lights turn on and they always bring joy and celebration to the community.

Other events include Lapland at Longlands, the harvest festival food bank collection, community bulb planting, the Palethorpes KS1 careers program and whole school art exhibition

Overall, our community engagement continues to reflect the strong connections being built within our local area. These events not only benefit the children but also foster a sense of unity, well-being, and positive relationships.

School Improvement

There has been a strong focus on the curriculum, this year, making sure that what we are teaching the children gives them the chances to practice their learning again and again so that they can remember this in the future.

As part of the curriculum work, we have also spent time developing our subject leaders and the systems that we use to review each subject. This has been done with staff in school as well as with staff from the wider trust.

We now have a strong system of subject review which allows us to look at all areas of teaching including talking to the children about their learning so that we can make teaching and learning even better.

Some of our Subject Leads have also had the chance to work with Subject Leads from other schools as part of the Curious Curriculum training provided by Marches Academy Trust. These sessions have been excellent and we look forward to the rest of our subject leaders being able to take part in these sessions next year.

Throughout the year, our staff have taken part in further learning about Equality, Diversity, Inclusion and Belonging, behaviour approaches that support the children but also maintain high expectations, the impact of trauma of the lives of our young people and how we can offer help to both the children and their families.



Sustainable Future

With the energy price rises that we have seen during this year, as well as being aware of how we can be kinder to the planet, we have seen many topics and discussions in classes about how we can be more sustainable in our every day life.

As adults, we have been very aware of making sure that lights are turned off when not needed and trying to adapt our heating times, during the colder weather, so that we all stayed warm but the heating did not have to be on for every hour of the day.

The children have also been wonderful champions of sustainability. Year 6 set 'green' challenges which saw them making sure that blinds were opened and lights were turned off, wherever this was possible as well as keeping doors closed during the winter to keep the heat in. Our reception class found out about plastics in the ocean and how we can help to use less plastic.

Our new planting beds in the allotment have also helped the children to have a much better understanding of how we can grow our own food easily, so that we are using less 'miles' to transport food and be able to make healthy choices for less money.

We have also started our next big project to reduce the amount of paper that we use.





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