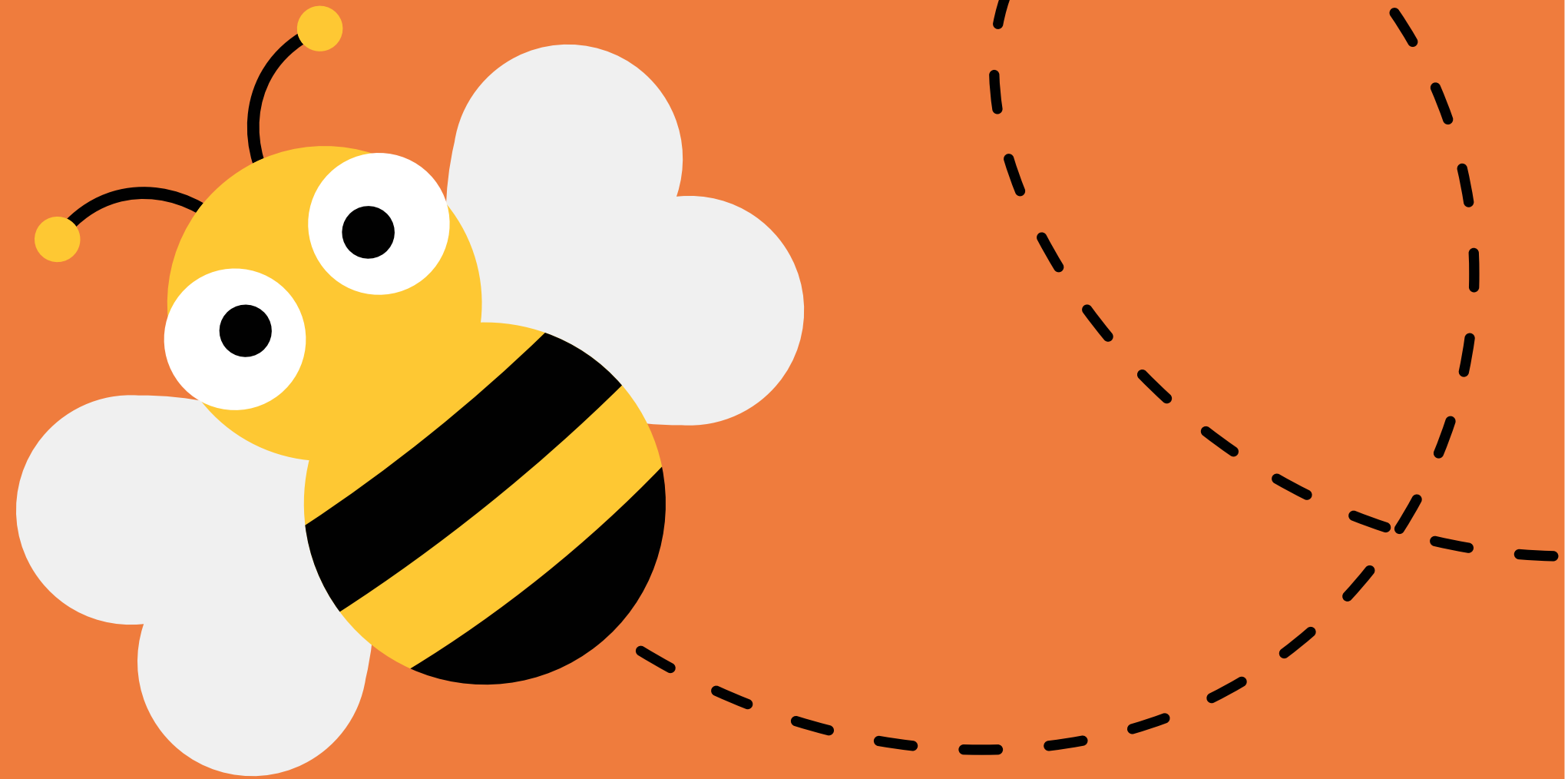


LONGLANDS PRIMARY SCHOOL AND NURSERY
part of the Marches Academy Trust

LGB ANNUAL REPORT

2023 - 2024



Trust vision and values

Our vision:

Achievement through caring

Mission statement:

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.

Our values:



SCHOOL PRIORITIES



School Priorities (SDP) 2023 - 2024

The Quality of Education:

- QFT is effective.
- Adaptive teaching will be seen in all classrooms and be effective.
- Improved systems of retrieval.
- Assessment systems agreed for all areas of the curriculum.
- Safeguarding is effectively taught through the curriculum in Personal Development and PSHE/RSE.
- Pupils to successfully be reintegrated into class after working on coping strategies/building resilience and confidence.
- Multiplication tables check attainment will improve. Effective systems of multiplication learning and teaching seen in lessons.

Behaviour and Attitudes:

- New behaviour systems commonly understood and consistently applied.
- All staff, students and parents can name our vision and values.
- Incidents of bullying, aggression, discrimination and derogatory language have decreased.
- Pupils feel safe.
- There is a reduction in the number of low-level and disruptive behaviour.
- Pupils understand what bullying is.

Personal Development:

- Children develop self-understanding and empathy to enjoy healthy and productive relationships.
- Staff will recognise, respect and celebrate our differences.
- Personal development and PSHE curriculum includes a robust plan of how BVs, safety, healthy lifestyle are taught
- Club offer is developed to include more non sport-based opportunities.
- Subject development plans are developing and feedback from staff/pupils shows that EDIB is part of the Longlands culture and the subjects we teach.

Leadership and Management:

- Build strong leadership structures.
- Subject review system will be fully implemented
- Learning for Life framework is fully understood by all staff
- Attendance continues to improve with reduced persistent absence.
- PPR systems ensure that targets further develop the SDP foci: they are effectively implemented and reviewed
- School council have an active role in the development and direction of the school.

Early Years

- The EYFS will provide an inspiring, experiential environment and curriculum which promotes high achievement.
- Continuous Provision will be effective in supporting children's development and skills across EYFS.
- An EYFS Curriculum which is stimulating and exciting will have been created and used effectively in supporting children's development
- The EYFS Curriculum will have a stimulating creative cross curricular approach, ensuring breadth and depth which shows progression to KS1
- The EYFS team have a strong support network with other EYFS teams across the Trust developing systems of sharing good practice and applying these to our setting.
- Improved Maths and writing EYFS outcomes at end of reception.

1. Reflections – a summary of the year

It has been a busy and successful year, with several notable achievements and developments.

- **Ofsted Visit and Grading:** We received a visit from Ofsted, and we were delighted that the school was graded as “Good” in all areas. This recognition is particularly pleasing considering the level of change we experienced over the previous academic year.
- **Strengths and Areas for Development:** We are glad that the strengths of Longlands were acknowledged in the report. Areas for development have been a priority this year, resulting in significant improvements in the provision for children & young people (CYP) with SEND and enhancements to the EYFS curriculum.
- **Community Engagement:** Throughout the year, Longlands has actively participated in a wide variety of community events. Our CYP represented the school both locally and beyond, fostering positive relationships and community spirit.
- **Personal Development Opportunities:** We continue to take pride in our commitment to personal development opportunities for our CYP. Our range of clubs, visits and events help to ensure that these experiences have a lasting impact on their growth and well-being
- **International Links:** This year, we established exciting links with Freehold Borough School in the USA. Our Year 2 CYP engaged in virtual events, fostering cross-cultural connections.
- **Transition Links with Grove School:** We have developed transition links with Grove School, including Longlands team members working at Grove in the exciting Shore for new Year 7 CYP. Collaboration between staff from both schools will further enhance these connections.

These are just a snapshot of what has been an exciting year.

Lisa Millington, Headteacher

longlandsprimaryschool.co.uk



2. Safeguarding children and young people (CYP) including attendance of CYP and staff

Safeguarding continues to be a strength of Longlands and this year has seen the creation of our School Guardians, Longlands' Children's Safeguarding Board.

The Guardians, made up of CYP from Y5 and 6, applied for their roles and have already been keen ambassadors for safeguarding across the school. Their role will include working alongside the Safeguarding team to help raise awareness and educate other CYP in how to be safe in school, outside school and online.

The Safeguarding Team, made up of the DSL and DDSLs, continue to work well to support our CYP and their families, ensuring that Early Help is provided, where possible, to minimise the impact that the families are facing.

Mrs. Bevan is completing the Senior Mental Health Lead training which, alongside our Emotional Literacy Support Assistants (ELSAs), will help school to continue to provide effective support for those CYP who need it.

Overall attendance remains in line with national attendance and was above for much of the year prior to outbreaks of Scarlet Fever and Slapped Cheek which have impacted on the overall attendance in recent months.

We continue to work with the families of CYP who are classed as persistently absent and have seen an improvement in the attendance of many of these CYP since last academic year and over the course of this year. This is an area which will continue to have a high focus.



2.1 Safeguarding – external and internal reviews

Internal and external reviews demonstrate that Longlands remains committed to high levels of safeguarding. Safeguarding incidents are monitored for any patterns allowing changes to be made, with support and education provided to address any common themes that arise, both in school and in the wider community.

Recent pupil voice activities have shown an improvement in CYP's feelings of safety this year. This was building on an already positive picture, and we are pleased that the changes that have been made, including more equipment for breaks, introduction of The Meadow support, as well as calming spaces, such as The Hive, have helped with this.

Staff remain well trained, and we use internal systems to ensure that reminders are given in a timely fashion and ensure that staffs' safeguarding knowledge remains up to date. Longlands also has strong links with other agencies helping us to ensure that our CYP, and their families, receive the right support at the right time.

2.2 Attendance report - staff

Our dedicated staff do everything they can to be in school, but absences cannot be avoided at times. Our insurance cover enables us to provide cover for absences, ensuring that our high standards can be maintained whilst our staff members recover. When staff return to work, we hold a meeting with staff to see if any further support can be offered related to any absence.



PEOPLE FIRST



3. People First

People are at the very heart of Longlands. We value our staff and are proud of our school family. This sense of belonging is crucial and starts from the point that staff join our school, through the robust induction. Belonging can then be seen in the everyday interactions, the support for colleagues, the laughter when things are going well and the hugs when someone needs support.

To feel valued, staff are provided with opportunities to develop their professional skills through access to quality CPD opportunities, including NPQs, NASENCo, ELSA, HLTA, Play Therapy, Mark Finnis Restorative Practice, Doug Lemov Teach Like a Champion and Drawing Club. Each of these opportunities have empowered staff to return to school and enhance our provision even further.

Our Governors are also a fundamental part of the Longlands family. Their termly Governor mornings help them to keep up to date with the development of school. During these mornings, our Link Governors meet with staff and review the provision in school, helping to maintain the high standards. Our Governors are also proactive in their support of the school, attending events and checking on the wellbeing of staff. An example of the positive impact that they have is the residentials and visits that Governors have attended, supporting with transport and ensuring that there is enough adult support for each visit.



3.1. Wellbeing

Wellbeing takes many different forms at Longlands.

Our curriculum teaches mental health strategies across all year groups with Active Breaks being built into everyday to ensure that CYP are able to take regular rests from their work, supporting improved focus. We have a number of staff who are trained to offer more bespoke support to CYP, and we have strong links with external agencies, where higher levels of support are required.

In order to support staff wellbeing, we have a comprehensive wellbeing package, which can be accessed at any time and supports staff to stay well and in school. We also hold wellbeing events which, this year, have included Winter Olympics, dodgeball and an art evening. These activities give staff the chance to relax and unwind together.

All members of the school family are given opportunities to share their ideas and thoughts through our comprehensive Pupil, Parent and Staff Voice activities which are used to make decisions and improve our provision.



3.2 We Thrive survey

One of our Staff Voice activities is the annual WeThrive survey which provides us with feedback from staff about the areas where they are thriving and the opportunities that we have for improvement.

This year's survey showed a significant improvement on last year.

Areas where we are thriving:

- **Skills** – 'I have the necessary skills to do my job.'
- **Meaning** – 'I feel that my work is meaningful.'
- **Personal Performance** – 'I am clear about the performance expected of me at work.'
- **Attention** – 'I am able to interact positively with others.'

Opportunities for development:

- **Free from worry** – 'I am able to work free from worry and anxiety.'
- **Headspace** – 'I have the necessary headspace to reflect and think clearly.'
- **Team co-operation** – 'I feel the whole team is co-operating efficiently.'
- **Control** – 'I feel in control at work.'

Our We Thrive actions are:

- Form a WeThrive working group
- Ensure that there is time in school for all staff to complete CPD and feedback to Trust about issues with CPD and meetings.
- Ensure that feedback from subject reviews is timely and includes individual feedback for teachers, rather than just general.
- Everyone to apply behaviour systems consistently and issues are discussed so that staff feel supported.



Engagement is 79%



Completion rate is 61%



3.3 Professional Learning – developing a culture of continuous learning

In addition to our ongoing Continuous Professional Development for staff, all our staff have also completed an ARP (Action Research Project) as part of their PPR (Professional Performance Review).

This year's focus has been Adaptive Teaching. This is to ensure that all CYP have the opportunity to achieve their full potential whilst still having access to a range of support. Staff have been exploring the different ways that this can be achieved whilst still promoting the children's growing independence.

We are developing a resource bank of ideas of how lessons can be adapted in all subjects. Examples include putting handwriting examples on the right hand of the page to support left-handed writers, using school-wide symbols for visual timetables, vocabulary mats, differentiated texts, signage and labelling, and communication boards, Talking Tins and reducing instructions etc.



3.5 Equality, diversity, inclusion and belonging (EDIB) impact

EDIB continues to be an important focus for our staff and children, ensuring fair treatment and opportunity for all.

Mr. Cross, our EDIB ambassador, has continued to lead staff meetings across the year. When talking about diversity, we have explored recognising, respecting and celebrating the differences that we all bring, from our backgrounds and our experiences, to understanding that everyone has a contribution to make.

When exploring inclusion, we have looked at the physical environment and the culture we create to ensure that everyone feels welcomed and valued in school.

We have also focused on our culture of belonging so that everyone who enters Longlands are valued and respected for who they are. We want to sense of belonging to start from the moment someone joins our school so we are developing our Soft Landings induction for new pupils and staff to ensure that we know as much as we can about each other, helping staff and pupils to settle in and feel welcome at Longlands.

Mr. Cross has been an excellent champion of EDIB, both at school and across the wider Trust and has ensured that we have a strong EDIB focus in our curriculum and that staff are confident when delivering this. He has also supported colleagues across the Trust in developing their role as EDIB ambassadors.

EQUALITY,
DIVERSITY,
INCLUSION AND
BELONGING



3.6 MAT networks and collaboration

Being Part of the Marches Academy Trust offers valuable links, skills and resources from our colleagues in other schools.

Members of the school have been active members of collaboration events including:

- Half-termly subject collaboration meetings -
- Cross-Trust primary writing moderation
- Termly headteacher conferences
- Annual teacher conferences
- Doug Lemov - Teach Like a Champion
- Mark Finnis - Restorative Practice
- Assessment Project



LEARNING FOR LIFE



4. Learning for Life, Wave system and the development of behaviour and SEND

At **Longlands**, we believe that every child & young person (CYP) should have the opportunity to thrive and be future-ready through an inspiring, diverse, and challenging curriculum. As a school, we put children & young people and learning at the heart of everything we do. Our 'no-limits' learning culture offers an inclusive and engaging curriculum encourages curiosity, exploration, and participation. We value outdoor learning experiences, and we have made further developments of the wooded area, eco allotment, eco orchard, and social farm this year, as well as other outdoor areas. Learning outdoors fosters creativity, confidence, and an appreciation for the natural environment where our children thrive.

Over this year, we have embedded the Wave system, which allows us to accurately identify the needs of CYP and the support that we can offer, at the earliest opportunity. Each CYP is discussed at our termly Pupil Progress Meetings. This discussion includes all aspects of the child from their learning to wellbeing and beyond.

This focus on the CYP, as a whole, has helped us to identify ways to improve the support we offer, including the development of The Meadow and Orchard intervention spaces, which provide additional support for CYP with their learning and social and emotional skills, including behaviour.



BELONGING



5. Belonging

Earlier this year, all teachers were lucky enough to hear Owen Eastwood speak about belonging. Aspects of Owen's unique approach include: finding your identity story; defining a shared purpose; visioning future success; sharing ownership with others; understanding the 'silent dance' that plays out in groups; setting the conditions to unleash talent; and converting our diversity into a competitive advantage. These messages resonated with us all as this is something that we strive for at Longlands.

This message of belonging is one that we have taken to heart for staff and for CYP. This feeling of belonging shapes a CYP's sense of self-worth and happiness. It also shapes how CYP make relationships with other people in their lives. When CYP have a sense of belonging, they know their family, friends, school, and community support them. They have a secure foundation to learn and grow.

Our work on Soft Landings is designed to support this sense of belonging from the moment a CYP or adult joins our school community, but it is also important throughout our journey together, especially when times are harder so that each of us knows that we have someone to turn to.

The work that has already been done on belonging is already showing a very positive impact with reductions in persistent absence and suspensions and these are successes that we intend to build on.



5.1 Connecting with our communities and community plans

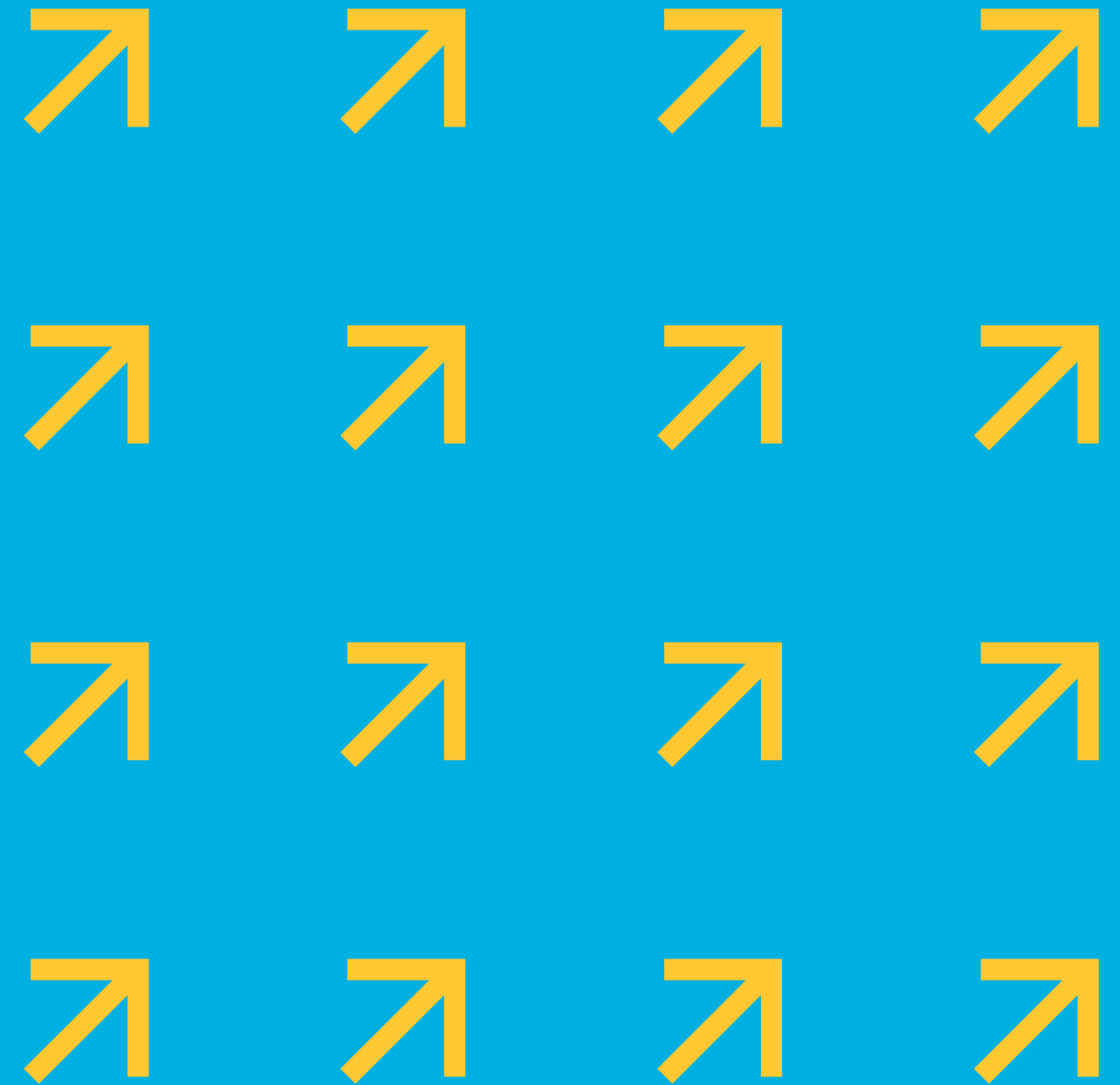
Longlands maintains strong community ties through various activities:

- Our activities with elderly and vulnerable residents from Hatton Court care home have enhanced social cohesion, reduced isolation, positive intergenerational experiences, improved well-being, shared knowledge, and empathy.
- The Social Farm and Eco Allotment has increased community engagement, environmental education, and the school profile by opening our outdoor area to local groups, improved access for all pupils, and hosting community events.
- Local school competitions have encouraged physical activity, school pride, positive relationships, skill development, representation in competitions, and community bonds.
- Providing holiday activities through the Holiday Activities and Food programme (HAF) have helped to reduce holiday hunger, engage CYP, and support families.
- Engagement with local community events, such as the Ginger and Spice Festival, strengthens ties, showcases contributions, and celebrates local culture.
- Utilizing The Zone Building and Funding has increased collaboration with local groups to maximise resources for community benefit, expanding services and educational opportunities.

Being part of these community events and exploring further funding opportunities for community activities during holidays and weekends is helping to promote inclusive access, community bonds, and enrich the lives of residents.



LGB AND GOVERNANCE



6. LGB and governance

Longlands Local Governing Body has excellent attendance at Governor Meetings and is a strong and committed Local Governing Body. The effect of the Impact Statements demonstrate that the Governors support, challenge and follow up any issues raised.

People First

- Governors have throughout the year sought assurances in respect of Staff and Student's wellbeing. There continues to be a strong focus on the social, emotional and mental health well-being of both staff and students at the school.
- Governors attend a Governors Morning each term and undertake a walk around the school meeting with the teachers and CYP. The walk arounds this year have been hosted by the Headteacher, CYP and teachers so ensuring that the Governors have a realistic view of what is happening within the school.

Sustainable Future

- Governors continue to support the eco activities within the school e.g. switching off lights when rooms are not in use, photocopying costs being driven down, monitoring of power costs, classroom workbooks etc.
- Concerns that the local community were not aware of the presence of Longlands Primary School and Nursery were raised. In order to increase the school's local visibility a new marketing initiative was undertaken resulting in a new sign being erected at Palethorpes, videos promoting the Nursery have been made and more effective use of social media has seen an increase in CYP numbers at both the Nursery and the School.

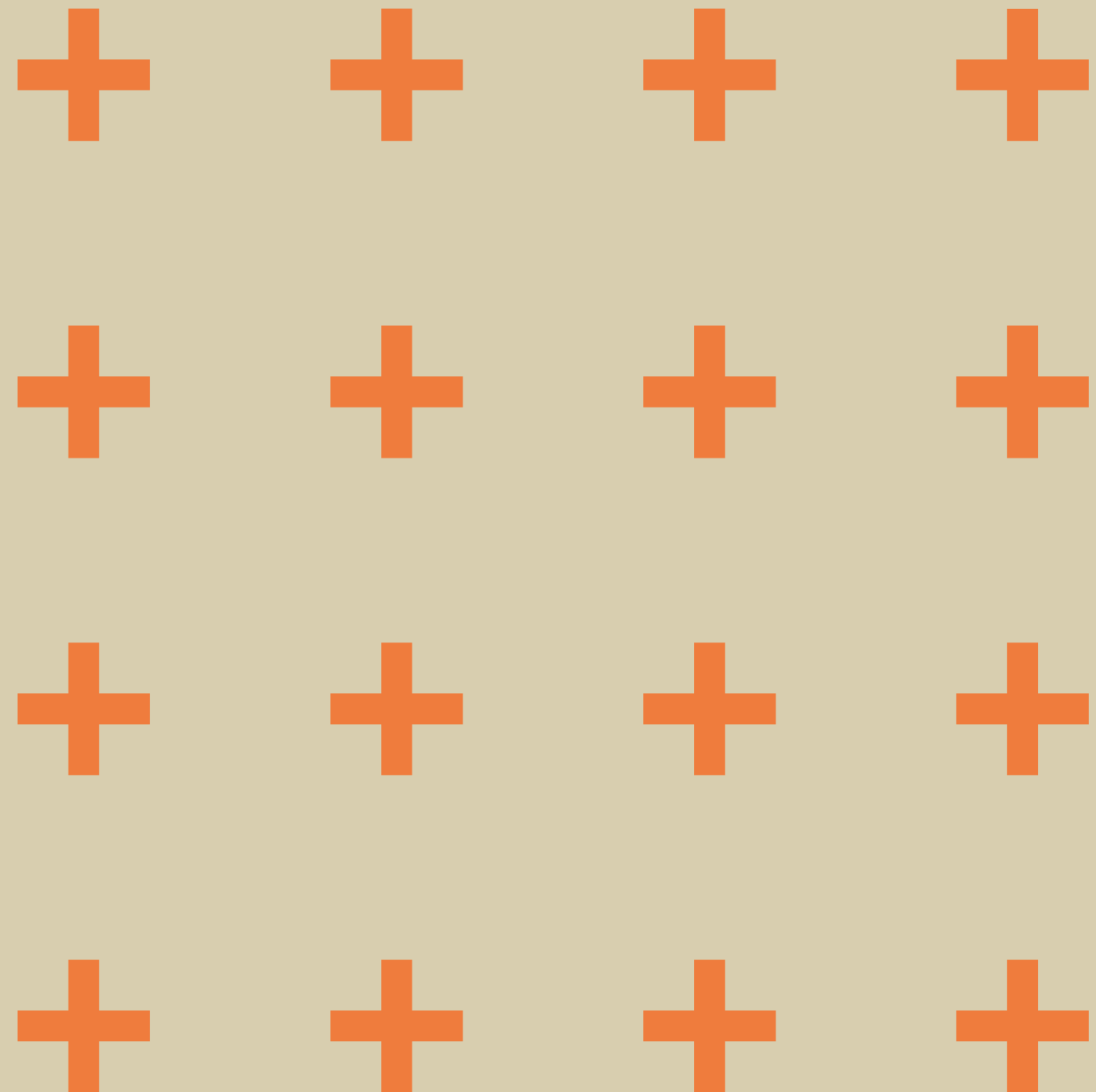
Belonging

- The Governors support the school and CYP by driving or walking students to extra-curricular activities. The costs of e.g. hiring a minibus to take CYP to events were unsustainable and with the use of the local church bus the CYP have been able to continue to participate in a number of competitions/activities they otherwise might not have been able to attend.
- The Governors continue to champion the EDIB strategy. They continue to undertake training to maintain their understanding and their statutory responsibilities.

Anytime, anywhere learning

- The Governors review data provided by Mrs Millington and regularly challenge and support all teaching staff so as to achieve the best outcomes for all the CYP e.g. Teach Like A Champion (TLAC), adaptive learning in all classrooms and class workbooks.
- Following on from a review in the last academic year, the Maths curriculum has been updated and embedded successfully within the curriculum, positively impacting CYP confidence. For example, progress in CYP's multiplication knowledge and skills.

SCHOOL HEALTH AND SAFETY - GDPR COMPLIANCE



7. Health and safety including GDPR compliance

Health & Safety

Accidents

- No RIDDOR reportable incidents during the academic year under review. Accident/first aid statistics reported to LGB meetings .
- More serious incidents recorded on "CARS" forms, investigated by the Headteacher and reported to Trust H&S for review.
- Details of all "CARS" recordable incidents reported to the LGB.

Audit

- Internal RAG rated audit conducted by the Trust. Outcomes shared with LGB. Recommendations to be implemented where achievable without significant capital spend.

Training

- National College training rolled out to all staff.

GDPR

- No reportable incidents.
- National College training rolled out to all staff.



Longlands Primary School

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