

Lansbury Lawrence Primary School

Strategic Plan (2021-2024)





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Introduction

One of the key functions of the Governing Board is to set the strategic direction for Lansbury Lawrence Primary School and to undertake long-term development planning for the future. To this end, we have developed this 3-year strategy. We are very proud of our children's achievements across the core curriculum and beyond, which is enabled by our continued dedication to a rich and creative curriculum; a commitment to the arts; our place in local partnerships; and the community of learners and families that we facilitate. We have a fantastic staff team at Lansbury Lawrence who continually work to improve the lives of our children.

In the background throughout this plan, is the impact of covid-19 and the school lockdowns. Covid has had a significant impact on our children's academic outcomes, social skills, and physical development. But this impact has been hugely varied with some children making excellent progress through this period. This also applies to our children and their families' mental health and well-being. This has led to a widening of gaps and pupil achievements within each class, often quite pronounced, as well as many children and their families needing increased support beyond their academic learning. There were also positive outcomes from the different ways of working. We learned a lot about how parents can work with the school to accelerate progress. We also learned about how technology can make a more meaningful contribution to a child's learning across the curriculum; and we benefited from increased resource and donations that gave us the hardware to do this. Our need to narrow the gaps as well as our desire to learn from our experiences underpin much of this strategy.

Our School Vision

Our vision underpins our long-term mission for the children and families of Lansbury Lawrence:

- We give all members of our school community the values, self- confidence and critical thinking skills to positively influence their lives and the lives of those around them
- We give everyone the opportunity to try new things and enjoy rich learning experiences so as to discover and nurture talents and interests; fostering creativity and broadening our horizons for the future
- We are inspired to be ambitious and determined in our learning; challenging ourselves and exceeding expectation



Core Enablers

There are core enablers already in place at Lansbury Lawrence, giving us the platform to build and develop further:

- A rich and creative approach to the National Curriculum
- Our local history and community being key drivers of our curriculum
- Exceptional Local and National Partnerships that add value to every part of the school
- Committed, expert and curious classroom practitioners whose commitment is second to none.
- Secure finances that give us operational choices in how we support our children
- Established and effective leadership team and governance

Our 3-Year Goals

1. For every child to have access to the highest quality teaching and learning that meets their needs
2. Give our children the dispositions to be successful learners and positive members of the community
3. To engage all parents and carers as partners in their children's learning and development

These goals, which frame our 3-year strategic plan, have been developed in consultation with staff, children and parents and are the result of our high expectation and commitment to building on our strengths so that the school continues to develop and move forward; to better serve our children and the wider community.



Our Goals



For every child to have access to the highest quality teaching and learning that meets their needs



Give our children the dispositions to be successful learners and positive members of the community



To engage all parents and carers as partners in their children's learning and development



For every child to have access to the highest quality teaching and learning that meets their needs

- Teachers have the subject knowledge, skill and confidence to adapt the curriculum and their teaching to the needs of all children.
- The team around every child has high ambitions for that child's progress and has the skill and understanding to get them there.

Give our children the dispositions to be successful learners and positive members of the community

- Children and staff have a shared set of dispositions and behaviours that they use to describe and improve themselves as learners.
- Our shared dispositions and behaviours build Lansbury Lawrence as a supportive and successful learning community.

To engage all parents and carers as partners in their children's learning and development

- Embed the partnership between the school and parents and carers through our programme of parental engagement and support.
- Parents and carers are using the support given to them by the school to have a demonstrable impact on their child's progress.



Goal 1: For every child to have access to the highest quality teaching and learning that meets their needs

Objectives		KPIs
2021-22	<ol style="list-style-type: none"> 1. Provision for every child on an existing or pending EHCP is mapped out and auditable. 2. New SEND team established with roles defined and structure for support in place. 3. Teachers understand that quality of teaching is the main driver for pupil progress 4. All school interventions mapped with early impact assessment available. 5. All children below in their reading have regular and effective intervention. 	<ul style="list-style-type: none"> • SEND audits demonstrate that every child with an existing or pending EHCP receives their entitlement • Clear and evidence-based provision map with evaluation • Reading progress and attainment measures show significant impact across all cohorts • All classroom staff understand the Code of practice and what this means in practice at Lansbury Lawrence
2022-23	<ol style="list-style-type: none"> 6. EHCP children are assessed clearly against their individual goals and their curriculum. 7. All chosen school interventions have proven impact in our context. 8. Any child on an intervention is regularly assessed and clear next steps given. 9. Teachers have a range of strategies to draw on that support all learners in their classrooms. 	<ul style="list-style-type: none"> • Observations demonstrate that all teachers evidence TS5 and adherence to the Code of Practice • Progress of every child with an EHCP is clearly set out and evaluated. • SEND strategies and interventions show impact on progress and attainment across all core curriculum areas
2023-24	<ol style="list-style-type: none"> 10. Every child's needs are assessed, planned for, delivered and evaluated. (<i>assess, plan, do, review</i>) 11. Teachers skilfully adapt quality first teaching to the needs of their class and the individual 12. All interventions are high impact and carefully selected, based on quality research and proven impact in our context. 13. A partnership between home and school that supports and grows our children and their families' aspirations for life beyond Lansbury Lawrence 	<ul style="list-style-type: none"> • All children on SEND register and at the cusp making demonstrable progress across the curriculum • Numbers of children requiring intervention are reduced across the school • Achieve inclusion quality mark
Key Enablers		
Professional Development	Link to appraisal Teacher Research Groups: 'What works' Whole school training on strategies for quality first teaching and appropriate intervention	
Resources	Provision Mapping software Consultant Intervention resources, training and quality assurance, e.g. SALT	
Digital	Judicious use of software for intervention and whole class teaching	



Goal 2: Give our children the dispositions to be successful learners and positive members of the community

Objectives		KPIs
2021-22	1. Explore current best practice and define learning dispositions that are best suited to our children and the community: e.g. Habits of mind; Claxton's 4 Rs; or Lucas' Creative Thinking.	<ul style="list-style-type: none"> Clearly defined and presented set of Learning Dispositions introduced to the whole school community.
2022-23	2. Undertake a baseline assessment, through audit of pupil dispositions against those we have defined. 3. Identify our current best practice and ensure that this is consistent and sustained. 4. Have a clear oracy strategy that links with our learning dispositions 5. Understand how our learning dispositions support and are supported by whole school initiatives. E.g. P4C and Rights Respecting Schools.	<ul style="list-style-type: none"> Staff and pupil attitude surveys created to measure progress in key dispositions Oracy strategy created; published; adhered to and evaluated against pupil outcomes. Whole school initiatives have an impact statement related to dispositions
2023-24	6. Pedagogy around learning dispositions established and consistently applied across all year groups and are an embedded part of classroom practice. 7. Model of our practice published and shared beyond LLPS 8. Children are confident and articulate individuals who can describe their dispositions in the context of their learning and are able to make positive change.	<ul style="list-style-type: none"> Outcomes across the curriculum demonstrate improved achievement through internal and external data; including against National Benchmarks such as KS2 SATs Attitude surveys demonstrate progress in children as viewed by all key stakeholders Model of our practice published for use beyond Lansbury Lawrence
Key Enablers:		
Professional Development	Staff, children and family Workshops on dispositions Whole staff sessions understanding and sharing on pedagogy and best practice. Creative Network design and celebration	
Resources	Curriculum AHT – 0.2 of timetable Publishing costs and materials Research lead	
Digital	We have the capacity to complete attitude surveys very quickly and efficiently – collect soft data Digital record & celebration of our journey The self-efficacy will lead to more effective use of digital resource in the classroom; particularly adaptive software.	
Enabling Partnerships	Creative Network (Led by Lansbury and supported by THAMES) for exploring current best practice in our Tower Hamlets' context Research lead Wider national network of schools to learn from those schools at different points on this journey	



Goal 3: To engage all parents and carers as partners in their children's learning and development

	Objectives	KPIs
2021-22	<ol style="list-style-type: none"> 1. Identify and share best classroom practice on our digital platforms (Google Classroom, for example) 2. Comprehensive suite of reading workshops in EY and KS1 3. Adaptive software available and encouraged for home use – e.g. Reading Eggs and Lexia 4. Up to date understanding of our family needs in learning and parenting 5. Specific priority interventions in language development and reading established so as to provide parents with practical strategies to support reading at home 6. Work with parents to provide the external support that they need, Early Help, for example. 7. All Parents engaged with Weduc and the school website for communication and celebration 8. A range of learning opportunities representative of our parents – ESOL, sewing club & coffee mornings 	<ul style="list-style-type: none"> • Surveys demonstrate that overwhelmingly parents have a positive relationship with the school • Family intervention and support is monitored and tracked • Increased range of curriculum workshops delivered: e.g. early reading; early words together; online safety; and number sense. • Parent classes such as sewing and ESOL are well-attended with positive evaluations
2022-23	<ol style="list-style-type: none"> 9. Set consistent expectations of GC & class webpage. 10. The school delivers a comprehensive range of workshops to support learning at home 11. Family learning interventions are evidence led and monitored for impact 12. Regular events that celebrate family contributions to their child's learning 13. Progress information communication, including through parents evenings, are shared with parents in a timely and clear way 	<ul style="list-style-type: none"> • Attendance is above TH averages • Family intervention and support has a demonstrable impact on children's outcomes including attendance • Comprehensive range of curriculum workshops delivered and evaluated • Usage statistics in digital home demonstrate high levels of parent engagement • Difficult to reach families are supported in their digital use and learning beyond the school day.
2023-24	<ol style="list-style-type: none"> 14. Google classroom and other digital platforms play a pivotal role in giving all parents the tools that they need to support their child's learning 15. Pre-nursery families are identified and supported, <i>link with local Children centre</i> 16. Families engage with a range of other services to support their child development and learning. 17. Parents support and lead workshops and events to support other families in learning and with parenting 	<ul style="list-style-type: none"> • Data for target children demonstrates improved outcomes across the curriculum; and including attendance • Gap between 'all children' and 'disadvantaged children' narrows • Parent surveys demonstrate that overwhelmingly, parents feel supported to help their child

	<p>18. Creative solutions have been found that meet the needs of those families who face the greatest challenge</p> <p>19. Parents actively engage with the curriculum, offering feedback and supporting delivery</p>	<ul style="list-style-type: none"> Usage statistics in digital home use demonstrate high levels of parent engagement amongst most difficult to reach families
Professional Development	Workshop for Parents and carers Staff development	
Resources	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Weduc Home school liaison Parent Survey	
Digital	Weduc Google Classroom Adaptive software eg Reading Eggs	
Partnerships	Developing partnership with external providers and organisations: LGfL; THEP; Tower Hamlets Parent groups; WEA Upskill parenting skills through a range of workshops eg ESOL, sewing club etc	



Appendix 1 – The Process

Parent Attitudes survey - What do you value and how do we embody that?

Staff Focus Group - interpreting parent responses and represent staff views

Governor Strategy Day - using parent and staff input to draw up draft strategy

Staff consultation - draft strategy document and what it means in practice

Final Governor Approval

School Council - interpret and publish their strategy

Final Document made available to all stakeholders