

Lansbury Lawrence Primary School

Strategic Plan (2024-2027)





Table of Contents

Introduction	2
Our School Vision	3
Core Enablers	3
Our 3-Year Goals	3
Our Goals	6
Goal 1: To give our children the dispositions to be successful in their learning.	8
Goal 2: To nurture professionals in every part of the school who are always striving to do better for our children.....	11
Goal 3: To empower our children and community to reach for ambitious futures.	13
Appendix 1 – The Process	15



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.

As this new strategic three-year period begins, there are several new and distinct features about Lansbury Lawrence to take account of. Lansbury Lawrence's reputation for a rich and creative curriculum has developed further and beyond Tower Hamlets. We were recognised by Nottingham University as one schools nationally who provide an arts-rich education. We have hosted a research project with Akram Khan Company through Paul Hamlyn Foundation and remain the only Platinum Artsmark school in Tower Hamlets. Ofsted have also recognised our unique character alongside our achievements across the curriculum and consistently high standards compared with national benchmarks so awarded us with an Outstanding Judgement in February 2024. Lansbury Lawrence has worked with Phoenix Special School to open Yinka Class, a specialist KS1 Classroom for children with high needs and an autism diagnosis or pathway. The school reflects the national reality of rapidly rising need with 39 Educational Health Care Plans and children still waiting on assessment. We remain financially in good health although funds continue to reduce, particularly in the context of our rising SEND. The school has exceptionally strong partnerships with schools, arts and other school improvement and education facing organisations. We serve a community that is hugely affected by social and economic challenges during this period and our desire to lift our children beyond the status quo underpins 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 our 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
- A digital environment that gives digital access to every child, every day
- A culture of belonging and inclusion that permeates the whole school

Our 3-Year Goals

1. To give our children the dispositions to be successful in their learning.
2. To nurture professionals in every part of the school who are always striving to do better for our children.
3. To empower our children and community to reach for ambitious futures.



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



To give our children the dispositions to be successful in their learning.



To nurture professionals in every part of the school who are always striving to do better for our children.



To empower our children and community to reach for ambitious futures.



To give our children the dispositions to be successful in their learning.

- Children show high levels of self-regulation and metacognition.
- Children can define and understand their goals and can describe how to reach them.

To nurture professionals in every part of the school who are always striving to do better for our children.

- A culture where every adult is excited to develop expertise and grow.
- An organisation that prioritises professional learning and utilises the latest research and established best practice.

To empower our children and community to reach for ambitious futures.

- Giving our children the tools and aspirations to believe that anything is possible.
- A broad range of opportunities and experiences rooted in all that our global city has to offer.



Goal 1: To give our children the dispositions to be successful in their learning.

	Objectives	Evidence Base
2024-25	<ol style="list-style-type: none"> 1. Achieve Bronze level with the Tower Hamlets Oracy Hub, introducing the oracy progression and encouraging children to communicate their thoughts and ideas confidently in a range of situations. 2. Display learning dispositions in a visible, child-friendly way throughout the school. Begin linking these dispositions to home learning, introducing families to these skills outside the classroom. 3. Develop and pilot templates for children to begin reflecting on their learning. Adults guide children in using these structures. 4. Align Learning Dispositions with Early Years Characteristics of Effective Learning, ensuring young children and adults are using the established language. 5. Introduce stories and characters that exemplify learning dispositions, in English and across the curriculum. 6. Encourage teachers to provide safe challenges for children to attempt, making use of their learning dispositions as they navigate obstacles. 	<ul style="list-style-type: none"> • Staff and pupil focus groups • Work scrutiny • Physical environment • Pupil learning disposition survey • Early Years handbook • English and curriculum texts
2025-26	<ol style="list-style-type: none"> 1. Progress to Silver level with the Tower Hamlets Oracy Hub, where children build oracy skills with a greater emphasis on performance through school opportunities such as oracy assemblies and school presentations. 2. Strengthen connections between school and home by providing parents with resources and ideas to help reinforce learning dispositions in home activities. Publish webpage for family use. 3. Broaden the use of metacognitive templates across the school with additional guidance for both teachers and children. Learning Dispositions established as a formal element across curriculum design and lesson structures. Children spend time in lessons thinking deeply about their learning and are clear about their goals. 4. Sustain links between Early Years Characteristics of Effective Learning and the Learning Dispositions. 5. Expand the use of stories with characters that exemplify Learning Dispositions across the curriculum. Encourage children to relate these characters' struggles and successes to their own learning. 6. Children to embrace productive struggle through provision of regular opportunities for them to take on challenges and reflect on their strategies. Recognise and celebrate examples of their success and improvement. 	<ul style="list-style-type: none"> • Staff, parent and pupil focus groups • Work scrutiny • Physical environment • Pupil learning disposition survey • Early Years handbook • English and curriculum texts • Data outcomes
2026-27	<ol style="list-style-type: none"> 1. Achieve Gold status with the Tower Hamlets Oracy Hub, with children demonstrating advanced oracy skills, including debate, persuasive speaking, and self-confidence in articulating learning goals and strategies. 2. Encourage children to independently apply learning dispositions across school tasks and home learning. Introduce "Learning Ambassadors" to mentor younger children, promoting a culture of shared growth. 3. Embed and sustain metacognition practices, with children regularly setting, reviewing, and articulating learning goals and strategies. Foster a culture of self-reflection through the Learning Disposition framework across all classes. 	<ul style="list-style-type: none"> • Staff, parent and pupil focus groups • Work scrutiny • Physical environment • Pupil learning disposition survey • Early Years handbook



	<p>4. Use a range of stories and characters as case studies to help children in all phases recognise and discuss learning dispositions in action, using these as role models.</p> <p>5. The school-wide ethos shows that children view challenges as opportunities to apply learning dispositions. Children demonstrate self-regulation and independence in problem-solving, using strategies taught over the previous years.</p>	<ul style="list-style-type: none"> • English and curriculum texts • Data outcomes • Learning ambassadors
Key Enablers		
Resources	Professional visuals across the school Professional learning commitment	
Digital	Google Classroom and home learning Opportunities for publishing and celebrating Independent study software	
Enabling Partnerships	Research School Hubs Creative Network A New Direction	
Parental Partnership	Workshops developing independence and core skills Parent Children afternoon Bring parents on the journey with us through blogs and videos	
Support for children with SEND	Develop appropriate materials and stories to support these children A focus on how Learning dispositions can lead to greater independence and self-regulation	





Goal 2: To nurture professionals in every part of the school who are always striving to do better for our children.

	Objectives	Evidence Base
2024-25	<ol style="list-style-type: none"> 1. Launch a resource hub and blog where staff can access current research, articles, and case studies related to education. Staff training on understanding and interpreting educational research. 2. Identify and establish partnerships with other successful schools and educational organisations. Arrange initial visits for key staff to observe best practices in similar settings. 3. Design a professional development framework with structured programs at each level, including tailored sessions for new staff. Identify expert practitioners within the school to lead specific sessions and workshops. 4. Set up Teacher Research Groups as a starting point for developing Teacher Learning Communities (TLCs). 5. Focus appraisal systems on professional growth, with an emphasis on putting research into practice. 6. Professional development opportunities to develop staff sense of connection and belonging 	<ul style="list-style-type: none"> • Staff voice and survey • Work scrutiny • Appraisal process • Professional Learning Programme • Resource Hub
2025-26	<ol style="list-style-type: none"> 1. Hold regular “research review” sessions where staff discuss recent studies or relevant educational developments. Encourage educator-led research among staff with opportunities to present findings to colleagues. 2. Expand opportunities to additional schools and increase opportunities for staff to visit and learn from external expertise. 3. Launch a pilot coaching programme with a small group of staff to introduce coaching practices. Train key staff to serve as coaches, focusing on reflective practices and growth-oriented feedback. 4. Evaluate the impact of Teacher Research Groups and establish more structured Teacher Learning Communities. Ensure these groups meet regularly to discuss, test, and refine teaching methods based on research and collective insights. Establish structured peer-observation sessions to encourage collaborative learning. 5. Refine appraisal systems to prioritise professional learning outcomes and evidence-based practice. 	<ul style="list-style-type: none"> • Staff voice and survey • Work scrutiny • Appraisal process • Professional Learning Programme • Resource Hub • Pupil outcomes and achievements
2026-27	<ol style="list-style-type: none"> 1. Create a culture where engaging with research and best practice is a routine part of each staff member’s role. Ensure regular time for staff to engage in short research or reflection sessions to further professional knowledge. 2. Encourage staff-initiated reading, training, and research as a core element of professional development. Develop mini-grants or time allocations for staff to pursue unique professional learning opportunities. 3. Strengthen relationships with cutting-edge educational organisations and experts to keep learning fresh and innovative. Establish a regular exchange programme where staff can visit partner schools and bring back insights to the school. 4. Ensure coaching is fully embedded across the school, with regular feedback loops to assess effectiveness. Use insights gained from coaching sessions to continually inform and improve the professional development programme. 	<ul style="list-style-type: none"> • Staff voice and survey • Work scrutiny • Appraisal process • Professional Learning Programme • Resource Hub • Pupil outcomes and achievements



	<p>5. Normalise professional conversations that are rooted in teacher efficacy and evidence-based practice. Ensure that all team members, regardless of role, feel engaged in high-level discussions about pedagogy and policy.</p> <p>6. Appraisal processes fully reflect growth in expertise, professional knowledge, and application of best practices. Track and showcase the demonstrable impact of the collective efforts on both staff expertise and student outcomes.</p>	
Key Enablers:		
Resources	<p>Research Lead</p> <p>Resource Hub</p> <p>Staff training time</p> <p>Offsite staff and learning time</p>	
Digital	<p>Opportunity for collaborative working</p> <p>Evaluation of digital solutions</p>	
Enabling Partnerships	<p>Tower Hamlets Education Partnership</p> <p>Area Education Partnership Association</p> <p>LETTA</p> <p>Poplar Partnership</p> <p>EdTech Hub</p>	
Parental Partnership	<p>Parent workshops and newsletters to disseminate learning</p>	
Support for children with SEND	<p>All training to include a reflection on the needs of all children in a class</p> <p>Universal Design for Learning Project</p> <p>SEND specific research</p>	





Goal 3: To empower our children and community to reach for ambitious futures.

	Objectives	Evidence Base
2024-25	<ol style="list-style-type: none"> 1. Use partnerships with local secondary schools and sixth forms to bring student role models into classrooms. 2. Pilot an annual career fair, inviting a small group of professionals in a range of roles highlighting educational pathways. Use our network to build relationships for future events. 3. Develop parenting workshops on topics such as managing phone use and establishing healthy sleep routines. Develop a resource list of holiday programs, clubs, and opportunities to provide to families. 4. Start integrating stories of inspirational people into the curriculum, choosing stories that reflect success and diversity. Create an "Aspirations Board" within the school featuring stories of notable figures, including the local community. 5. Host "Inspiration Sessions", where passionate professionals speak to children about their career journeys – including within the arts. Begin enterprise projects in UKS2, such as setting up a simple stall or organising a school-wide charity event. 	<ul style="list-style-type: none"> • Staff and pupil voice and survey • School blogs • Curriculum mapping • Parent workshop programme
2025-26	<ol style="list-style-type: none"> 1. Strengthen partnerships with secondary schools, so that children can understand and embrace the opportunities that their next steps will offer them. Introduce children to the range of education paths that become available to them as they move through their education. 2. Establish an annual career fair with a wide variety of professionals, including STEM and the arts. 3. Invite more professionals for specialised sessions including STEM and the arts. Add new visits to the school visit program, such as trips to companies or cultural centres aligned with aspiration. 4. Sustain regular parenting workshops and create a community "Resource Hub" for ongoing support, including workshops. Establish links with holiday clubs and providers. 5. Ensure that there is a range of aspirational visitors, events and visits across the age range. 	<ul style="list-style-type: none"> • Staff and pupil voice and survey • School blogs • Curriculum mapping • Parent workshop programme • Educational visit programme
2026-27	<ol style="list-style-type: none"> 1. Establish a regular schedule of visits with secondary schools and sixth forms, to expose pathways for children as they move to higher education. Ensure a robust mapping of diverse key figures across all curriculum areas, celebrating the diversity of aspiration throughout the school. 2. Collaborate with our local partnerships, including the business and arts community to add value to the annual careers fair. 3. Expand partnerships with expert groups, creating ongoing programs in areas like drama, coding, and engineering. Finalise enhancements to the school visit program, ensuring it is diverse and high-impact. 4. Complete a display series around the school with profiles of inspirational individuals, including local people who have achieved success. Embed inspirational stories and local achievements as part of the children's curriculum and experience, highlighting these through assemblies and displays. Intentionally moving beyond the bias. 	<ul style="list-style-type: none"> • Staff and pupil voice and survey • School blogs • Curriculum mapping • Parent workshop programme • Educational visit programme • School environment



	<p>5. Continue hosting regular inspirational talks, showcasing diverse careers and encouraging meaningful conversations on aspirations. Expand enterprise projects to involve the local community, where children share their projects with families and local businesses.</p> <p>6. Begin summer school provision</p>	
Resources	<p>Career Fair</p> <p>Increase in cost of experiences and class visits</p>	
Digital	<p>Digital career opportunities</p> <p>Online learning and remote connection</p>	
Partnerships	<p>Poplar Partnership</p> <p>Canary Wharf Group</p> <p>Primary Engineers</p> <p>EdTech</p>	
Parental Partnership	<p>Parents as inspiration and role models</p>	
Support for children with SEND	<p>Clearly define next steps for children with EHCPs</p> <p>Strategies for independence beyond the school</p>	





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