



## Lyncrest Primary School

### School Development Plan 2023 - 2024

#### Context:

Lyncrest Primary School is a single form entry school, located within the central town area of Northampton. We have a large percentage (35%) of EAL children and as such, at their starting points, on entry, children's curriculum vocabulary is reduced. We have 9% pupil premium, slightly below the national average; however, we have a significant amount of working families who are just above the threshold for pupil premium. 16% of pupils have SEND and 3% of children have an EHCP. As such, from a socio economic viewpoint we have a large amount of vulnerable learners. Behaviour in the school is good, due to a consistent approach to developing positive behaviour through restorative language and practice. The school is continually developing its inclusivity and is an Inclusion Quality Mark Flagship School. Despite having small grounds, PE and sport is also fundamental to the development of the whole child at Lyncrest Primary school and the school has recently been awarded the Gold School Games Mark. We highly value extra-curricular activities as well as curriculum enhancement through clubs, trips, visitors and investment in music. Ofsted rated our school as Good in July 2022.

#### Areas for Improvement from last inspection (July 2022):

- Pupils are aware of fundamental British values but, not all are aware of the significance to themselves and the community. As a consequence, some pupils make inappropriate comments. Provision in school should place more importance on these values so they have greater prominence. This will help pupils recognise their importance and challenge others who do not respect these values.
- In some subjects, teachers are not checking rigorously what pupils know and remember. As a result, in these subjects pupils are not remembering their learning. Strategies that have proved successful in other subjects should be considered as a means to checking what pupils have remembered in all subjects. This will support pupils in recalling previous learning so that they are able to know and remember more of the intended curriculum.

**Most recent data – July 2023:**

% of pupils achieving GLD	Year 1 phonics % at EXS
62%	85%

**End of KS1:**

	% at EXS or above	National average EXS or above
Reading	50%	
Writing	40%	
Maths	43%	

**End of KS2:**

	% at EXS or above	National average EXS or above
Reading	56%	73%
Writing	48%	71%
Maths	68%	73%
Grammar	68%	72%
Combined R/W/M	48%	59%

## Key Priorities:

1. To further develop and embed the use of retrieval practice across the curriculum so that children know more and remember more over time and so that staff can rigorously check this is the case.
2. To continue to improve the quality of teaching and learning in writing to further raise standards.
3. To keep developing oracy and promote the use of tier 2 vocabulary across the curriculum to further enhance quality communication for all.
4. To ensure The British Values are embedded in the culture of Lyncrest Primary and enacted on a daily basis.
5. To develop staff expertise and provision to support pupils with Social, Emotional and Mental Health needs so that they are happy to come to school and can be successful.
6. To continue to develop leaders at all levels to ensure robust monitoring, self-evaluation and a continuous cycle of improvement which leads to impact across school.

*Evidence of progress towards these priorities will come from governor, SLT and subject leader monitoring. Evidence will be triangulated through talking to staff and pupils, visiting lessons, looking at work and cross-referencing with curriculum planning documents as well as subject leader action plans.*

## Key Actions and Milestones:

Priority	Key Actions	December Milestone	April Milestone	July Milestone
<p><b>To further develop and embed the use of retrieval practice across the curriculum so that children know more and remember more over time and so that staff can rigorously check this is the case.</b></p>	<p><u>CPD for staff with a number of foci</u>            What does this look like in practical subjects?            What does this look in skill based subjects?            Prioritising vocabulary and tier 2 vocabulary            How do we use the information gathered from retrieval tasks going forward?            Are the tasks focussed on the right thing?            What do we do for children who are repeatedly unsuccessful at retrieval?            Do books show a cycle of acting upon common gaps in knowledge and this then being revisited again?</p> <p>This will be delivered through a series of staff meeting and PD day sessions over the year, which will be regularly returned to.</p> <p>There will be sharing of good practice, examples and discussions about what this should look like.</p> <p>Consider a manageable and workload friendly method of recording information regarding gaps in learning or children who are not remembering more over time so that this information can be gathered, passed on and acted on.</p>	<p>Retrieval practice will be evident in practical and skill based subjects (such as PE, art and music).</p> <p>Children will be able to talk about their learning with regards knowledge and skills using subject specific technical vocabulary.</p>	<p>Retrieval practice is accessible to all.</p> <p>The vast majority of children (over 90%) are successful in retrieval based activities on a regular basis.</p> <p>Teachers are using retrieval practice to inform future planning, intervention and support when gaps are identified and this is evident in books.</p>	<p>Children are able to talk about and demonstrate knowledge learnt across the curriculum over their time at Lyncrest through successful completion of retrieval tasks.</p> <p>Teachers will use retrieval activities to check what pupils are remembering over time and address these gaps through their teaching as well as identify children/areas where more work is needed.</p>
<p><u>Evaluations</u></p>				

Priority	Key Actions	December Milestone	April Milestone	July Milestone
<p><b>To continue to improve the quality of teaching and learning in writing to further raise standards.</b></p>	<p>A greater focus in KS1 on handwriting and the basics such as capital letters, finger spaces, use of phonics etc rather than composition. Ensuring basics are automatic before progressing. Adjusting the balance of teaching time to allow for this.</p> <p>Focus on writing less and focusing on only the requirements of the current year group to ensure these are solid before moving on.</p> <p>Review the text choices in each unit to ensure the WAGOLL and the independent write allow the children to be more successful e.g. if using a stimulus which engages children, use this as the topic for the independent write not WAGOLL. This will ensure children have as many ideas as possible and this is not the barrier.</p> <p>Adapt writing tracking system so the focus is not on how many children are on track but who is not on track and why to better facilitate conversations at Pupil Progress Meetings.</p> <p>CPD for CB on how to close gaps in basics across school such as punctuation, spelling and grammar. This can then be disseminated to staff.</p> <p>A focus on modelled and shared writing to further develop staff expertise. CB to complete coaching work with individuals or in a group depending on need.</p>	<p>In KS1 a greater amount of curriculum time focussed on handwriting and rigorous commitment to the LetterJoin scheme will mean that books show good progress from September and children forming letters as modelled by teachers, even in sessions outside of handwriting.</p> <p>Following the CPD for CB, key actions, priorities and changes for school will be drawn up and shared with staff.</p> <p>Evidence of interventions or extra support for handwriting and basic sentence level skills will be seen in books.</p>	<p>Following CPD, the active ingredients of successful shared writing will have been agreed upon and these will be evident in shared writing sessions across school.</p> <p>Using the adapted writing tracking system and following PPM, planning and lessons will show that individual and whole class gaps are being addressed through quality first teaching to address these identified areas of need.</p>	<p>More children will be consistently applying all they have been taught to complete age related pieces of writing.</p> <p>Children, who are not yet applying all they have been taught, are making progress against their identified areas of need.</p>

Evaluations

Priority	Key Actions	December Milestone	April Milestone	July Milestone
<p><b>To keep developing oracy and promote the use of tier 2 vocabulary across the curriculum to further enhance quality communication for all.</b></p>	<p>CPD for staff to build on previous work and revisit.</p> <p>Sharing of good practice, prompts and resources to be used in the classroom.</p> <p>A focus on structured talk in the classroom – sharing and developing practice</p> <p>Subject leaders to monitor use of tier 2 vocabulary prescribed on the curriculum planning documents.</p> <p>Shared expectations for displaying of vocabulary in classrooms as well as on Dojo.</p>	<p>There will be opportunities and evidence of structured talk within lessons across school.</p> <p>Teachers will use, model and explain tier 2 vocabulary relevant to all areas of the curriculum.</p> <p>Children will be able to use and explain the vocabulary displayed in the classroom.</p>	<p>Retrieval activities will show a focus on tier 2 vocabulary across the curriculum.</p> <p>Tier 2 vocabulary, sentence starters or talk prompts will be on display and accessible in the classrooms.</p>	<p>Pupils will be able to effectively use tier 2 vocabulary detailed on curriculum planning in all subjects.</p> <p>Children will be able to use and transfer tier 2 vocabulary into other areas of the curriculum correctly.</p> <p>All children will actively participate in talk within the classroom.</p>

Evaluations

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<p><b>To ensure The British Values are embedded in the culture of Lyncrest Primary and enacted on a daily basis.</b></p>	<p>Continued focus in whole school assemblies, phase assemblies and PSHE lessons. Not only on what the values are but why they are important to our school, community and country as a whole.</p> <p>Links made within the National Curriculum and other celebrations and festivals to consolidate and exemplify e.g. black history month, anti-bullying week, PRIDE.</p> <p>Examples shared of when people have challenged others not showing British Values and how to do so appropriately.</p> <p>Explicit links made between British Values and Lyncrest Values.</p> <p>Sharing events/messages from assemblies with parents on Dojo.</p> <p>Visitors to talk in assemblies and inspire and motivate pupils as well as talk about overcoming adversity.</p> <p>School council to run an event/campaign linked to British Values.</p>	<p>Children will be able to talk about how the British Values overlap with our school values and why these are important in our school.</p> <p>There will be evidence of children enacting the school values through daily life in school. These will have been shared and celebrated.</p>	<p>Visitors to assemblies will have shared real life examples of British Values in action or what life without British Values is/was like.</p> <p>Children will be able to talk about events or stories where British Values have not been evident and the impact of this.</p>	<p>Children will not only enact school values but also feel confident to challenge those who do not demonstrate them.</p> <p>The School Council will have championed and promoted British Values through their work over the year.</p>
<p><u>Evaluations</u></p>				

Priority	Key Actions	December Milestone	April Milestone	July Milestone
<p><b>To develop staff expertise and provision to support pupils with Social, Emotional and Mental Health needs so that they are happy to come to school and can be successful.</b></p>	<p><u>Staff CPD to focus on a number of things:</u>            To raise awareness of SEMH needs, triggers and behaviours.            To focus on what we can all do to create an inclusive classroom and cater for these needs.            Focus on language, routines, actions, resources, body language and how all of these can have an impact.            How to de-escalate a situation.</p> <p>Staff voice on supporting pupils with SEMH, both at the beginning of the year and the end.</p> <p>To introduce support plans for specific children, which are shared with all so all are aware of needs, triggers, strategies that work etc.</p> <p>To continue to educate all children and families of Lyncrest regarding SEMH and how everyone is different and how we can all help.</p> <p>To offer alternative indoor lunchtime provision playing calm and quiet games for those who may find the playground overwhelming.</p>	<p>Individual support plans will be in place for specific children with SEMH needs.</p> <p>All staff will be aware from the individual support plans of specific needs of children in school and updated as necessary.</p> <p>Actions of staff will show these will have been taken on board alongside suggestions from training.</p>	<p>Staff will have a greater understanding surrounding individual SEMH needs and therefore adapt classroom provision to support individuals.</p>	<p>Pupils with SEMH needs, who often find school challenging, will be able to explain what helps them at school, have a safe space and a safe person.</p> <p>They will feel understood and their attendance will be good. They will be able to access learning in the classroom and be successful.</p> <p>Staff feedback will show increased confidence/knowledge in supporting pupils with SEMH.</p>
<p><u>Evaluations</u></p>				

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<p><b>To continue to develop leaders at all levels to ensure robust monitoring, self-evaluation and a continuous cycle of improvement which leads to impact across school.</b></p>	<p>Further CPD on monitoring, triangulating evidence and knowing what impact looks like and how to evidence this.</p> <p>A focus on the difference between substantive and disciplinary knowledge.</p> <p>Time for all subject leaders regularly throughout the year to plan, monitor, talk to children, review action plans and meet with governors.</p> <p>Subject Leaders to lead CPD for others where needed to share results of monitoring, what is going well, the impact that can be seen and to lead to next steps being acted upon.</p> <p>Subject leaders to support staff in classrooms if/as requested, to support practice and share ideas.</p> <p>Subject leads to engage with relevant professional bodies for their subject to keep up to date with developments/research etc.</p> <p>Subject leads to have time to engage with the Ofsted subject reviews to inform developments within their own subjects.</p> <p>Subject leads to network with other leaders across the cluster.</p>	<p>All subject leaders will have completed monitoring during dedicated subject leadership time. As a result, clear actions are set for the rest year.</p> <p>All subject leaders will have engaged with a relevant professional body/Ofsted subject review for their subject and considered the implications for their subject at Lyncrest.</p> <p>Subject leaders will have a clear understanding of how to evidence impact of children knowing more and remembering more over time.</p>	<p>All subject leaders will have begun to gather evidence of the impact of the curriculum and their leadership of the subject.</p> <p>Action plans will be up to date showing evidence of successes and next steps.</p> <p>Monitoring by subject leaders will have focussed on both substantive and disciplinary knowledge within their subject.</p>	<p>All subject leaders are able to evidence of impact of the curriculum on pupils' learning within their curriculum subject through pupil voice, looking at work, talking to staff and cross-referencing with curriculum plans.,</p> <p>All leaders will be able to summarise what is going well in their subject and what the next steps are.</p>

Evaluations

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