



Assessor's Evaluation for the IQM Flagship Project



School Lyncrest Primary School
Lyncrest Avenue
Northampton
Northamptonshire
NN5 5PE

Head/Principal Ms Jemma Gillespie

IQM Lead Ms Sally Munley

Date of Review 20th March 2024

Assessor Ms Hannah Bowden

IQM Cluster Programme

Cluster Group Schools in Search of Excellence

Ambassador Mr Roger Leeke

Next Meeting 10th July 2024, Northampton Academy

Meeting Focus To be confirmed

Cluster Attendance

Term	Date	Attendance
Spring 2023	8th February 2023	Yes
Summer 2023	8th June 2023	Yes
Autumn 2023	27th November 2022	Yes
Spring 2024	27th February 2024	Yes

The Impact of the Cluster Group

27th February 2024 - Birmingham IQM Conference

The Deputy Headteacher attended the IQM Conference and this has impacted heavily on the school's development of pupil self-regulation. The Zones of Regulation programme has subsequently been introduced to the school and this is having a positive impact on pupil behaviour. Years 3 and 6 have been trialling using colour-coded emotion boards and have found this to be very helpful in identifying children who are not regulated. Staff also complete emotion 'check-ins' and an ethos that all emotions are 'normal' and healthy is being developed. School leaders spoke about the benefit of working collaboratively with other schools and the sharing of practice which has come from this.



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Evidence

Tour of the school by Year 6 pupils and meetings with:

- Headteacher
- Deputy Headteacher
- Governor
- Parents
- Sports Coach
- Sports Ambassadors (pupils)
- School Council
- Reading Ambassadors
- Pastoral Support Worker (PSW)

School Context

Lyncrest Primary School is a single-form entry school with a Nursery provision and 232 children currently on roll. There are seven children in the school with an Education, Health and Care Plan (EHCP). The school serves a diverse community and there is a high percentage of pupils who have English as an Additional Language (EAL).



Evaluation of Annual Progress towards the Flagship Project

To develop whole school resilience and acceptance with pupils who are confident to articulate their ideas.

The school identified resilience as a key area of development. Staff noticed that children were unable to resolve conflict, and when faced with challenges or obstacles would comment, "I cannot do this". Since beginning the project, school leaders have seen a development in pupils' ability to manage these challenges and this, in turn, has impacted positively on their Social, Emotional and Mental Health (SEMH).

The project has five key areas of focus:

1. Development of the role of the Pastoral Support Worker (PSW), 'Calming Corner' and SEMH needs support.
2. Development of Curriculum Ambassadors and School Council.
3. Development of oracy in the curriculum.
4. Development of pupils' retrieval skills to ensure children acquire the necessary knowledge in their learning.
5. Development of parental engagement and collaboration.

Social, Emotional and Mental Health (SEMH).

The school PSW has been a driving factor in the development of support for children with SEMH needs. Staff, children and parents all spoke about the positive impact this role has had on pupil wellbeing. The school has recognised the importance of building relationships and the children can identify adults who support them in school.

The PSW provides lunch time support and also interventions. Staff recognise the need to work flexibly to meet the evolving and changing needs of the children. Some children benefit from regular 'check-ins' whilst others require structured intervention.

To develop and promote resilience, activities are planned where there is no 'right or wrong' answer. This is further embedded in the Forest School and nurture provision where risk-taking is managed and supported.

Staff recognise the importance of developing pupil self-esteem and self-regulation. The whole school staff have undertaken extensive training in this area through the 'Light Bulb' project which delivers bespoke training. Seven hours of Continuing Professional Development (CPD) were delivered focussing on mental health, SEMH and anxiety. Staff explained the impact this has had on their practice and their enthusiasm to try strategies and explore new ways of working was palpable. Office staff, including the school's business manager, attended the training and this has created a whole school ethos and understanding around pupil wellbeing and behaviour.



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'The Calming Corner' has continued to work effectively as a safe and accessible space in school where children can go when they need space and time. Staff reported that children were taught explicitly how to use this area and that it works effectively.

Staff have worked collaboratively with pupils, parents and leaders to create individual 'Pupil on the Page' documents. These ensure the needs of learners are understood and that all staff know how to support children when they are accessing the 'Calming Corner' space. Relationships in the school are prioritised and the school's inclusive way of working runs through all areas of the curriculum.

The school has developed 'shared language' to ensure consistency of approach when supporting pupils when they are dysregulated. Children are supported in the choices they make, and staff reassure them every step of the way. Leaders recognise that not all children can self-regulate and that, for some, co-regulation is the most appropriate strategy.

Zones of Regulation were introduced in Years 3 and 6 and children in these year groups were able to speak confidently about the different 'zones' and they recognised which feeling belonged to which colour. Children also explained that if they do not know how they feel, or do not want everyone to know, they can discretely put their name on the teacher's desk to indicate that they would like to talk.

School Council and Curriculum Ambassadors.

School leaders recognise the importance of pupil voice and have worked to ensure this is heard across the curriculum. The School Council spoke confidently about their role in school and have taken part in projects such as Mental Health Week where they delivered a whole school assembly, electrical savings week, a school-wide recycling hunt and also their role in 'good to be green' reward days.

Reading Ambassadors have worked to develop a range of reading initiatives and this year celebrated World Book Day by having a year group focussing on a different writing genre, i.e. fantasy, comedy and fairy tales. These opportunities have created a 'buzz' around the pupil learning experience. The recent 'book swap' which pupils organised also sought to improve equal learning opportunities for all and children spoke enthusiastically about the books they like to read.

Following the success of Reading Ambassadors, the school has looked to further broaden opportunities for children to shape the content of their learning. Science Ambassadors helped to plan events for Science Week and children across the school designed time machines. As part of the focus on 'time', each year group in the school planned experiments. The children recognise the importance of working together in Science and enjoy the opportunities to also collaborate with different year groups across the school.

Develop the whole school curriculum to ensure opportunities for oracy.

School leaders have prioritised the development of oracy to deepen pupil knowledge and understanding. Key vocabulary has been identified in all areas of the curriculum



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and staff have received training to develop their understanding of Tier 1, 2 and 3 language. The focus on having a language-rich curriculum is at the forefront of the lesson planning and subject design.

Staff explained the impact of a language-rich curriculum across all areas of learning. For example, following a recent Science lesson in which children learnt the words 'transparent' and 'opaque', children began to use these words in their creative writing.

The focus on oracy and vocabulary has fed into the development of the school's approach to emotional literacy. Naming and understanding language associated with feelings has been taught explicitly. The use of stories and picture books has been used to explore this vocabulary and it is further embedded through the Zones of Regulation 'check-ins'.

The introduction of the school's 'Practical Ideas for Structuring Talk' document outlines clear and effective strategies for developing oracy; these include providing ABC feedback opportunities - Agree with, Build upon or Challenge and a focus on developing 'build and reflect' responses.

Key subject vocabulary is sent home to parents, and this is shared and explored before learning starts in school. This approach has impacted pupil confidence and has developed a positive approach to learning. Parents commented on how useful it is to have vocabulary shared, and how they enjoyed taking time to find out and research new words together with their children.

Development of pupils' retrieval skills to ensure children acquire the necessary knowledge in their learning.

The school has taken clear steps to improve pupils' retrieval skills. Recognising the impact of retrieval on pupil learning, effective strategies have been identified and put in place. Pupils spoke about 'Flashback 4's', this revisiting of prior learning in maths proved effective and so subject leaders have looked to incorporate this approach in other subject areas.

Working walls have been implemented as visual aids for prior learning and pupils use these independently. Teachers spoke about starting lessons by revisiting prior learning to anchor the new. Pre- and post-teaching have been effective strategies for some learners and provide additional retrieval opportunities. Interventions such as 'Nessy' have also been implemented to provide children with regular opportunities to 'overlearn' key knowledge and spellings.

Leaders are working to develop 'retrieval ladders' which will outline a progression of knowledge and information which pupils need to know. Recognising that writing can be a barrier to learning for some, the school has sought to find ways to retrieve knowledge via alternative methods. Approaches such as 'true or false', the use of pictures/photos and matching activities have proven effective and ensure success for all.



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Parental Engagement.

Each class shares regular termly overviews with parents and Class Dojo is used as a tool to communicate with parents regularly. In addition to this, leaders have planned opportunities for families to be welcomed into school to share learning with their children. Feedback from parental questionnaires identified that parents wanted support with understanding calculation strategies and, as a result, four sessions were planned to demonstrate mathematical strategies. These sessions were well received, and parents explained how useful they found these opportunities. Following this feedback, further sessions were planned and there have been subsequent engagement opportunities, i.e. a Digital Technology (DT) lesson where parents were invited to school.

The school has also provided families with crib sheets to support calculation methods at home and key subject vocabulary is also shared. The school recognises the importance of involving parents in all areas of school life, and as a result, parents feel welcomed and valued in the school community.



Agreed Actions for the Next Steps in the Flagship Project

Project Title:

To continue to develop a whole school approach of resilience and acceptance with pupils who are confident to articulate their ideas, know more and can remember more.

- **Develop a whole school approach to SEMH/Special Educational Needs and Disabilities (SEND) by working with 'The Light Bulb' Project and the introduction of Zones of Regulation.**

This could include:

Use of baseline measure to track and monitor pupil progress of emotional literacy, regulation and wellbeing, i.e. The Stirling Wellbeing Scale or Strengths and Difficulties Questionnaire.

Introducing 'tool kits' of learnt regulation strategies which pupils can refer to.

Continued use of assemblies to reinforce messaging around shared language for regulation.

Extend the introduction of Zones of Regulation across the school.

- **Continue to support pupils with personalised behaviour plans through restorative approaches.**

This could include:

Development of individualised 'token economy' systems for children who struggle to achieve 'good to be green'.

Continued use of 'pupil on the page' ensuring they become 'working documents' and are reviewed frequently.

Introducing ABC charts to track and monitor pupils' SEMH needs by recording Antecedents, Behaviours and Consequences.

- **Further develop young leaders who champion good physical and mental health, equity, equality, tolerance and acceptance so that children further understand why some children need a different approach and how they can support wellbeing.**

This could include:

Extending the role of Subject Ambassadors.

Continuing to develop the role of the School Council.



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- **Providing opportunities for pupils to revisit prior learning in all areas of the curriculum and retrieve learnt knowledge so that they know more and can remember more.**

This could include:

Use of 'knowledge notes' in pupils' books to outline key knowledge and vocabulary.

Continued use of Flashback 4's and working walls.

- **To continue to improve parental engagement so that parents have a clearer understanding of how they can further support their child's development.**

This could include:

Continuing to encourage parents to attend open learning sessions.

Gathering parent's views regularly.



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Overview

Lyncrest Primary School continues to be a happy and inclusive learning environment which seeks to innovate and continuously adapt to meet the needs of its learners. The relationships on which the school community is built are strong and children, parents and staff all spoke enthusiastically about the care and kindness they are treated with; as one parent remarked, "they accommodate all children every step of the way" and another remarked, "Lyncrest really is amazing".

School leaders have worked tirelessly to promote positive attitudes and behaviours for learning and classrooms are consistently places of calm and purposeful learning. Staff share a collective sense of pride and this care is also apparent in the physical environment of the school. Learning spaces are bright, cared for and inviting. Following recent Autism Spectrum Disorder (ASD) training, some classes have incorporated workstations and the use of photos/symbols to develop visual structure in the classroom.

School leaders and staff are highly visible in and around the school and parents remarked on how quickly the school responds to professional advice and input. Inclusion is fundamental to all that Lyncrest does, and the culture of equity in education is embedded. The Headteacher and Deputy Headteacher have created a culture where staff and children alike are encouraged to try new things and 'lean in' to change. The Deputy Headteacher recognised that inclusion at Lyncrest is always evolving and that their ongoing commitment is steadfast.

Wellbeing is highly valued at Lyncrest and significant steps have been taken to support pupils and staff alike. Staff benefit from protected Planning, Preparation and Assessment (PPA) time, subject leadership time and also wellbeing days. The time allocated to developing the curriculum has strengthened awareness around pupils' oracy and retrieval skills. These have been mapped succinctly on the school's 'Teaching and Learning at Lyncrest' document. This outlines in a visual way the ten elements of successful teaching which staff should consider when planning. Key to this is the recognition that children learn in different ways, and equity means that all pupils should receive what they need to be successful and that this may be different for different learners. The Deputy Headteacher explained that part of the school's vision is that children can confidently articulate their ideas. Staff model high-quality language and talk is structured to ensure it is purposeful. Key vocabulary is mapped on both lesson and medium-term plans.

Staff have worked collaboratively to identify barriers to learning and have considered ways that these barriers can be removed or reduced; in doing so there have been increased opportunities to develop retrieval skills in learning. A focus on pupils sharing their knowledge rather than on writing has enabled pupils to experience success in their learning.

Staff recognise that different children have different skills, and these are celebrated in lots of different ways. The school's Sports Leader plans regular sports tournaments and intra-school opportunities. The school commits to recognising and celebrating pupil achievements and takes advantage of opportunities to showcase talent. The school



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seeks to make these as inclusive as possible by introducing new sports such as curling and archery. The school’s Sports Council helps to plan events and also referee, and score matches and games. They commented that, “everyone has the opportunity to be part of a team” and that pupils learn to take turns as there is a rota in place for using equipment.

Leaders work collaboratively with all stakeholders and the recent introduction of ‘pupil on the page’ documents are an example of effective co-production. The school’s Inclusion Governor is kept abreast of new initiatives in school and demonstrates a strong knowledge of school priorities. Regular monitoring visits create an effective working partnership, and the Governor recognises the school’s strength in having individual knowledge of the pupils and the “intimacy and personalisation of approach”. The Inclusion Governor meets regularly with the Special Educational Needs Co-ordinator (SENCo) who also teaches in the Nursery and is therefore able to identify additional needs as early as possible.

Lyncrest is at the heart of the local community and regular coffee mornings, the ‘Stay and Play’ toddler group and open learning sessions ensure a school that is welcoming to all. There are robust transition arrangements to ensure that children who join the school in the year, and that those who leave to move on to secondary school, have the best start possible. Parents commented that they feel welcomed and that staff will ‘think outside the box’ to resolve problems. Similarly, the staff remarked, “I love that we are always ready to try new things and change”.

Lyncrest Primary School is a friendly, welcoming and inclusive school. The wellbeing of its pupils is at the heart of all that it does, and the professional care and support the children receive is exemplary.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark’s Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Hannah Bowden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd