



# Inclusion Quality Mark (UK) Ltd

2<sup>nd</sup> February 2017

Mrs Sally O'Neill  
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Lyncrest Avenue  
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**Flagship Review Date: 22<sup>nd</sup> February**

## Summary

Lyncrest Primary is an established Primary School in a settled community in the suburbs of Northampton. With 245 children on roll it is an average sized school, though smaller than many other settings in Northampton. Parents like the fact that this is a one form entry setting as they know that all personnel know their children and their particular needs.

The school's website is informative and provides useful information for current and prospective parents, highlighting the setting's key intentions. Downloads of key files including the SEN policy, Pupil Premium funding plans and safeguarding information are all easily accessible. There is a clear, published statement of inclusive intent which is enhanced by the mission statement 'Shine At Lyncrest' and which is underpinned by the six core values of compassion, courage, justice, perseverance, responsibility and respect.

Provision for children and families includes Breakfast and after school clubs as well as on site nursery provision for two groups of 25 children. On entering the school one gains a sense of order. The attractive and engaging displays draw the reader into pupil-centered information which shows how every child is valued and how they contribute to the life of the school. Systems and processes to support the needs of all are very well embedded and ensure that the needs of all are met.

Learning environments and resources within and around the school are of good quality. The school has wisely invested in a range of personnel who are trained in specific skills to ensure that children's needs are met and that they make good progress. Among the range of processes in place to support children's needs is the 'Marvellous Mealtimes Club' managed by senior leaders. This club supports a range of vulnerable learners who are guided and supported in setting out a table for lunch, demonstrating good table manners, holding conversations with each other and with the adult supporting them and then following up their lunch by participating in a range of positive activities such as arts or games. Mealtimes for all other children take place in the main hall, where simple actions like the use of plastic table cloths and plant pots for each group table create a more inviting place to eat.

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Provision is enriched through whole class brass tuition, the school's integrated curriculum approach and partnership with other settings which ranges from collaboration with a local special school to 'triangulated' leadership work where senior leaders quality assure their provision with and for each other. On the day of the assessment there was an engaging performance of Snow White and the Seven Dwarfs by pupils from Northgate Special School. Behaviour in and around the school was very positive and exemplified during a meeting of school council representatives with the assessor. These children explained how they were recruited, how they established their own leadership team, how these skills had been enhanced through a training session on leadership at Northampton Saints Rugby Club and how they had influenced change within the school. This was exemplified in a display by the main entrance to the school where the Chair of the School Council had written, in a very well presented cursive style, a letter to the Chair of the Parent Teachers and Friends Association to request additional funds to enhance playground resources.

The focus on learner progress is evidenced through a variety of means, among which is the effective marking and feedback policy. This provides praise, guidance for next steps in learning and has systems for parental engagement, as does the impressive home and learning log strategy, where children self-select the number and level of tasks with support from their parents. In addition, the recording of all intervention and support provided for the diverse needs of each class is recorded in class 'purple books'. Further information about the value of this system is referenced below in the action planning section of this report. Children are expected to attend parents' evenings, from reception upwards, and this is seen as a very positive means of ensuring that consistent messages are provided to aid pupil progress.

The integrated curriculum approach leads to engaging learning opportunities for all children. The focus on standards is supported through consistent use of Read, Write Inc., through the high-profile focus on spelling and through the drive to sustain and improve standards in core subjects. Classroom displays demonstrate a balance of celebration, information and working walls. They also support the wider ambitions of the school through high profile displays on the school's core values and to anti-bullying strategies.

Parents who met with the assessor were keen to express how much they valued the way in which teamwork was evidenced by all staff and the specific knowledge that all staff have of their children. They appreciated the fact that whilst there were plenty of visits for children, the school recognised what was affordable for parents. Indeed, the offer of a £50 grant for parents of children entitled to pupil premium funding enabled children to access a wide range of clubs and activities which may otherwise be out of reach. The PTFA is well supported, and offers a diverse range of activities for parents and families to enjoy. As one parent said, *"The school does so much for our children, so we are happy to give something back"*.

The Governing Body is fully quorate, led by an experienced chair and is effective in fulfilling their roles and responsibilities. The Governors, in conjunction with senior leaders and staff representatives, have developed bespoke systems to check how their strategic perspective is acted upon across the school. Governors have specific roles and remits, undertake



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learning walks related to the school's priorities and record both their findings and the dates of their visits. In class, they also place stickers in children's books to demonstrate that they have seen detail when visiting classes. Governors sit in on pupil progress meetings and gain a detailed insight into some of the pleasures and challenges of the school's work. The school is highly valued by the community and is outward facing. From the first port of call at the school entrance there are family notices, prompts related to healthy eating, PTFA news and information about the school-app communication system. Children have supported a range of charities such as the British Heart Foundation and British Legion and have been recognised by horticultural organisations for their work in planting baskets, tubs and raised borders within the grounds. The established partnership within the local cluster is now being enhanced through collaboration with Northgate Special School as well as with national partner schools through the Inclusion Quality Mark "connections of interest" scheme.

The school has been on its inclusion journey for some years and has progressed to Flagship status. The assessor recommends that this status be sustained following the successful assessment day.

### **Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

*J. McCann*

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



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### Letter to children

Dear Children

I visited Lyncrest Primary School on 22<sup>nd</sup> February 2017 on behalf of Inclusion Quality Mark. I came to see how you get on at school, how you help each other and how all the adults help you to do the best you can in your learning. I visited every class, spent some time on the playground and in the dining hall, joined the Marvellous Mealttime club and enjoyed the presentation of Snow White and the Seven Dwarfs by children at Northgate School.

Mrs O'Neill and Mrs Robinson looked after me well during the day and they even gave me a tin full of cakes and biscuits to enjoy!

I met some of your friends from the school council. They told me how you are voted in to become a school councillor and about some of the changes school council has made. I also met some of your parents and the Chair of the Governing Body.

I am pleased to tell you that I think your school should receive another award, called the Inclusion Quality Mark Flagship Award and I hope that later in the year you will be shown this in one of your assemblies.

Well done to you all. Keep working hard and looking after each other.

Yours sincerely,

Tim Ireson  
Assessor  
Inclusion Quality Mark