



Lostock Hall Community Primary School

School Development Plan 2026-2027

Axia 2021 Ofsted GOOD 2024

VISION: Be the best that you can be!

MISSION STATEMENT: At Lostock Hall Community Primary School we endeavour to provide our children with life skills that they will use to shape their future. We will nurture talents and provide secure foundations for learning. Our inclusive curriculum has a clear purpose to enable a progressive learning journey of knowledge, skills and creativity.

SCHOOL RULES:

1. Be punctual and attend school regularly.
2. Show respect and use our manners.
3. Work hard in everything you do.
4. Respect our school environment and community.
5. Be friendly, co-operative and supportive.

Explore

- Revised National Curriculum Spring 2027
- Oracy Framework
- Further developing staff through CPD (School) and applying research principles (EEF)
- Lancashire RE scheme

Prepare

- Subject Leaders to monitor / review adaptations we expect to see within their curriculum area

Deliver

These aspects are our priorities for school improvement this year – see action plans

1. To ensure that pupil's foundational knowledge is age appropriate
2. To increase the number of children gaining EXS / GD in writing
3. To refine behaviour systems across school
4. To develop and implement the Inclusion Strategy

Sustain

Whilst implementing the priority action plans, we need to...

- Computing and Science – monitoring of the new planning. Pupil interviews to evaluate the impact of schemes
- Attendance – continue all strategies to in place to uphold the school's level of attendance (above National Average) with a focus on PPG and SEND
- Supporting children through the Pupil Premium Strategy
- To ensure all curriculum subjects have a clear pathway of inclusion

Further develop

- To embed new assessment system and complete analysis for all areas of the curriculum.

De-scale

- All foundation subjects to be planned as units using the trialled format

INTENTION:						
To ensure that pupil's foundational knowledge is age appropriate						
Current Situation/Analysis:						
✓ Rec GLD 2026 72.7=% increase from 2025 of 47% ✓ Review of curriculum ✓ Collaborative working through clusters (Axia / WRIST) ✓ Development of foundational skills						
Links to OFSTED descriptors:						
- Children make good progress from their starting points across all areas of learning, particularly in Communication and Language, Personal, Social and Emotional Development, Literacy and Mathematics. - The curriculum is ambitious, well-sequenced and implemented consistently to ensure children are ready for the next stage of education. - Practitioners have secure subject knowledge and use effective interactions, questioning and assessment to support learning and development. - Children demonstrate positive attitudes to learning, sustain concentration and engage confidently in independent and collaborative activities. - Leadership and management ensure that safeguarding is effective and that all statutory EYFS requirements are consistently met. - The learning environment promotes curiosity, independence, language development and high-quality interactions for all children, including disadvantaged pupils and those with SEND.						
Links to Pupil Premium Strategy:						
- Chn will have support for R / W / M - Forest School sessions / educational visits / enrichment opportunities - Key adult support						
Objectives	Strategies and Actions	Success Criteria	Resources and Budget	Responsibility	Timeline	Monitoring and Evaluation
Improve communication and language skills across EYFS	Implement daily storytelling, singing and vocabulary sessions. Provide targeted speech and language interventions. Develop high-quality adult-child interactions through staff training. Talk Boost / Early Talk Boost – assessment	Increased percentage of children achieving expected levels in Communication and Language. Improved pupil engagement and confidence in speaking.	Story books and language resources (£500) Staff CPD/training (£800) Use of new outdoor area (£24000)	EYFS Lead Class Teachers Teaching Assistants HN	Autumn– Summer Term	Half-termly assessments. Learning walks. Speech and language progress tracking.
Improve personal, social and emotional development (PSED)	Promote independence through structured routines and continuous provision. Strengthen transition arrangements with parents and feeder settings.	Improved behaviour, resilience and independence. Increased readiness for Year 1 transition.	Wellbeing resources (£300) Transition materials Use of new outdoor area	EYFS Team SENCO	Throughout academic year	Behaviour monitoring. Parent and pupil voice. EYFS profile outcomes.

Review foundational knowledge for Speaking / listening / reading / writing within the EY setting	Focus on baseline assessments: Lang & Comm Accuracy / fluency of reading Compositional skills Accurate spelling Legible and fluent handwriting Mathematical knowledge	Track data to show pupil's baseline to compare to end of year.	BromCom / Excel analysis	HT EYFS Lead Class Teachers	Throughout academic year	Data analysis Observations Book looks Complete tasks with Axia
To collectively identify & share good practice within Axia	Create a shared document to highlight foundational knowledge progression across Axia	HT will work collaboratively	Meeting time	HT	Throughout academic year	Document to be created
To ensure that all children have opportunities to support their foundational knowledge development	Staff CPD Axia collaborative working party Document to be created to identify the offer for all pupils	Clear vision for foundational knowledge	Meeting time	HT All teachers	Throughout academic year	Document to be created
To clarify/ identify the EY curriculum links for foundation subjects	Clarify / identify learning objectives / skills for foundation subjects to be KS1 ready	Chn will have the relevant skills to access the KS1 curriculum	EY team to meet with foundation subject leaders to develop the curriculum. £1000	EYFS Team Subject Leaders – Sci / Music / Humanities / RE	Throughout academic year	Curriculum meeting with DHT

INTENTION:

- To increase the number of children gaining EXS / GD in writing

Current Situation/Analysis:

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| ✓ IaCW approach | ✓ Units build then star write is completed |
| ✓ FREDs | ✓ 2026 Y6 EXS = 77% Y6 GD = 7% |

Links to OFSTED descriptors:

- Leaders understand strengths and areas for development and take appropriate action to improve outcomes.
- Subject leaders monitor implementation and impact effectively.
- Pupils develop secure knowledge, skills and understanding over time.
- The curriculum is coherently planned and sequenced so that pupils build learning cumulatively.
- Teachers check pupils' understanding effectively and address misconceptions.
- Assessment is used well to identify gaps and inform teaching.

Links to Pupil Premium Strategy:

- Chn will have support for R / W through precision teaching and group support

Objectives	Strategies and Actions	Success Criteria	Resources and Budget	Responsibility	Timeline	Monitoring and Evaluation
Increase the percentage of pupils achieving EXS and GD in writing across the school.	Establish a consistent whole-school writing approach with clear progression in skills and expectations. Identify chn that have the potential to gain GD – these chn must be identified and receive support to achieve this.	Increase EXS attainment by 8% and GD attainment by 10% by the end of the academic year.	Writing framework documents; staff meeting time. Budget: £500 for resources and exemplification materials.	Class Teachers & HT	Autumn Term – implementation; ongoing throughout year.	Termly writing assessments and data analysis; learning walks; book scrutinies.
Improve teacher subject knowledge and confidence in teaching writing.	Deliver CPD on effective writing and greater depth writing. Moderate writing internally and externally. Completed termly though staff updates meetings.	Staff demonstrate improved confidence and consistency in teaching and assessment.	CPD budget £1,000; release time for moderation.	English Leads	Termly CPD sessions. Aut / Spr / Sum Online CPD	Staff voice surveys; lesson observations; moderation outcomes.
Adapt and develop KS1 English units	IP to work with KS1 staff to develop English unit plans Incorporate immersion in the text, vocab work, handwriting lesson, editing skills Develop annual overview to reflect changes	Adapted plans using agreed planning format Books reflect new units/skills	Subject Leaders time (£100 x 3)	IP, KS1 teaching staff	Ongoing throughout the year – to be finished by Summer 2027	Monitoring of planning Lesson observations of new style English units Book looks/PBS
To monitor KS2 planning and outcomes	Review planning and provide staff with feedback	All planning should provide sufficient time for the skills to be embedded	Subject Leaders time (£100 x 3)	English Leads	Termly	Book looks Planning scrutiny
Raise standards of writing through high-quality modelling and explicit teaching.	Implement daily modelled/shared writing sessions. Use WAGOLLS (What A Good One Looks Like) and success criteria effectively.	Pupils independently apply taught skills in extended writing.	Exemplification materials provided by LCC, quality texts. Budget: £750.	Class Teachers	Daily practice from Autumn Term.	Book looks; pupil interviews; lesson observations.
Accelerate progress for pupils at risk of	Identify target pupils through assessment. Provide focused	At least 70% of targeted pupils	Intervention resources; TA	SENCo, English Lead,	Target groups reviewed termly.	Progress meetings; intervention

not achieving EXS in Year 3 & 4	interventions, conferencing and pre-/post-teaching opportunities.	make expected or better progress.	support. Budget: £2,000.	Teachers TAs		impact assessments.
Improve assessment accuracy and feedback.	Conduct regular Axia moderation meetings and use assessment information to inform planning. Provide timely feedback and editing opportunities. LW to work with LF (moderator) to validate judgements	Consistent assessment judgements across the school.	Release time for moderation. Budget: £500.	English Lead, HT	Half-termly.	Moderation records; assessment reviews; external validation where possible.

INTENTION:

- To develop behaviour systems across school

Current Situation/Analysis:

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| <ul style="list-style-type: none"> ✓ Playbook used ✓ Overall good behaviour ✓ Low level repetitive incidents monitored | <ul style="list-style-type: none"> ✓ Tokens given with rewards ✓ Certificates at Friday Celebration assembly |
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Links to OFSTED descriptors:

- Leaders and staff create a **calm, orderly, respectful, supportive and positive environment** in which pupils can thrive.
- The school has **clear behaviour policies** that are understood and applied effectively and proportionately.
- Staff apply **clearly defined consequences consistently and fairly**.
- There are **clear routines and expectations** for behaviour across all aspects of school life.
- The school fosters a **positive and respectful culture** in which pupils feel safe and supported.
- Pupils demonstrate **positive attitudes to learning**, self-regulation and engagement.
- Behaviour systems reduce disruption and maximise learning time for all pupils, including disadvantaged pupils and those with SEND.

Links to Pupil Premium Strategy:

- Key adult support
- Forest School sessions / educational visits / enrichment opportunities

Objectives	Strategies and Actions	Success Criteria	Resources and Budget	Responsibility	Timeline	Monitoring and Evaluation
Develop and embed a consistent whole-school behaviour system aligned with the school's values and expectations.	Review and relaunch the behaviour policy. Create clear behaviour pathways, routines, rewards and consequences. Ensure expectations are explicitly taught to pupils. Develop the existing Playbook Staff have shared their thoughts with DHT July 26	Behaviour expectations are consistently applied across all classes. Pupils understand and can articulate school expectations.	Staff meeting time; behaviour policy materials; signage. Budget: £500. LW and JA have written a new policy 8.7.26 SM 14.7.26	Headteacher, SLT, Class Teachers	Autumn Term 1	Learning walks, behaviour audits, pupil voice and staff feedback.

Create a calm, orderly, respectful and positive learning environment across the school.	Establish consistent classroom routines, entry/exit procedures, transitions and restorative approaches. Provide visual prompts and behaviour expectations in all classrooms.	Reduction in low-level disruption. Increased learning time and engagement.	Classroom resources and displays. Budget: £300.	SLT, Class Teachers	Autumn Term 1–2	Lesson observations, learning walks, behaviour incident analysis.
Improve staff confidence and consistency in behaviour management.	Deliver CPD on positive behaviour management, de-escalation strategies, trauma-informed practice and restorative conversations.	Staff implement behaviour systems confidently and consistently using the playbook	CPD budget £1,000.	HT, SENCo, SLT	Ongoing throughout year	Observations Online School CPD Induction for new staff
Strengthen pupils' self-regulation and positive attitudes to learning.	Introduce explicit teaching of behaviour expectations, emotional regulation strategies and character development opportunities through PSHE and assemblies.	Pupils demonstrate increased self-regulation, responsibility and resilience.	Access to the learning lounge. Intervention materials. Budget: £500.	HT, SLT, Class Teachers	Throughout year	Pupil voice, behaviour records, wellbeing surveys. Access to the learning lounge.
Reduce behaviour incidents.	Use behaviour tracking systems to identify patterns and provide targeted support for individuals and groups. Implement behaviour support plans where necessary.	Reduction in recorded incidents	Behaviour tracking software; intervention resources. Budget: £1,000.	All staff	Termly reviews	Analysis of behaviour data and support plan impact.
Improve communication and partnership with parents regarding behaviour expectations.	Share behaviour policy with families. Hold workshops and provide regular communication regarding expectations and support strategies.	Parents understand and support school behaviour expectations.	Communication materials. Budget: £200.	Headteacher, SLT	Autumn Term and ongoing	Parent surveys, attendance at workshops, feedback.
Ensure behaviour systems support inclusion and meet the needs of all pupils, including those with SEND.	Review behaviour procedures through an inclusive lens. Train staff in adaptive approaches and reasonable adjustments (with support of specialist teachers).	Behaviour systems are applied fairly and effectively for all pupils.	SEND training and resources.	SLT, SENCo, Class Teachers	Ongoing	SEND reviews, behaviour data analysis, case studies.

INTENTION:

- To lead the development and implementation of the school's revised Inclusion Strategy, ensuring that the Learning Lounge and wider provision strengthen the school's response to pupils with SEND and that consistently effective adaptation is evident across curriculum planning and teaching.

Yearly Overview:

<u>Lesson Observations/Drop ins</u> ✓ Autumn – Behaviour ✓ Spring – Writing ✓ Summer – Behaviour / Writing Dates: 12 th Oct 2026 18 th Jan 2027 19 th April 2027	<u>Pupil Book Study 2026-2027:</u> ✓ Autumn – English ✓ Spring – English ✓ Summer – EY Dates: 12 th Oct 2026 18 th Jan 2027 19 th April 2027	<u>Themed Weeks:</u> ▪ Autumn 2026 – Life skills 5 th Oct 2026 ▪ Summer 2027 – 24 th May 2027	<u>Pupil Feedback for areas to develop:</u> Increase the no. of shelters on the playground. Bigger school dinner portion sizes. Increased access to the field. New playground markings. Bike shelter. KS2 Golden Time.
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Health & Safety Action Plan:

<u>TARGET:</u> To ensure all staff have relevant training/information				
<u>Current Situation/Analysis:</u> ➤ Staff have all completed Safeguarding training, channel training and Asthma/Anaphylaxis sessions ✓ Relevant staff have attended Diabetes training			✓ Staff are First Aid trained ✓ Staff have had Positive Handling training ✓ Staff have epilepsy training	
Objectives/Actions:	Time scale/Funds:	Lead/Staff:	Source:	Self-Evaluation/RAG rating:
Asthma/Diabetes/Anaphylaxis/Epilepsy/First Aid/Legionella/Asbestos Training	£0	Those needing updates	NHS/ Sch Nurse/WRIST/Centaur	Arrange when needed
Weekly Safeguarding updates	£0	All staff	DfE/LSCB website/School Nurse	Each staff briefing
DSL training (HT/DHT/Chair of Gov)	N/A	HT/ DHT/ AJ	Lancashire Safeguarding Team	DSL / SG CPD accessed through WRIST
Inclusion Hub involvement/UEST	£0	SENCo	District 7/LCC	SLT attended meetings to support

Buildings Action Plan:

<u>TARGET:</u> Improvements to ensure the school building is safe and ensure that problems are addressed quickly to prevent further issues developing.				
<u>Current Situation/Analysis:</u> ✓ Each playground has toys to enhance playtimes – Welfare have had training to ensure playtimes are productive ✓ Meetings with PROP ✓ Outdoor classroom / MUGA / Trim Trail is timetabled ✓ EYFS and Y1 have specific areas accessible from their classroom				
Objectives/Actions:	Time scale/Funds:	Lead/Staff:	Source:	Self-Evaluation/RAG rating:
SLA with PROp	Sept 26 (annual)	LW/PL/CA	LCC	Contracts signed/money transferred
Install air conditioning units	Ongoing	LW/PL/CA	Revisit quotes from last year – contact companies to discuss	Installation to be a gradual approach – Rec, Pre-School

KS2 playground (area to be retarmacked)	Sept 2026	LW/PL/CA	LCC to complete works	Playground to be levelled
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Governor Action Plan:

INTENTION:

For our school to have an effective Governing Body who strive to be involved, guide, support and provide professional challenge to collaboratively improve our setting.

Current Situation/Analysis:

- ✓ Chair of Governors – Joanne Leach
- ✓ All Governors linked to a Year group
- ✓ Link Governors allocated to subject areas/projects/groups/staff

<u>Objectives/Actions:</u>	<u>Time scale/Funds:</u>	<u>Lead/Staff:</u>	<u>Success Criteria:</u>	<u>Self-Evaluation/RAG rating:</u>
All Governors to read the KCSiE document and understand their role in safeguarding.	October 2026	LW/Gov	Governors will sign to acknowledge they have read and understood sections of KCSiE. Gov to attend training provided through Axia.	Covered in 7 th Oct meeting Docs on Gov Hub
Gov to attend relevant training to ensure they have the skills required to fulfil their role	Ongoing	LW/AB/Axia	Gov will attend CPD through Axia/WRIST/LCC	15.9.26 Strategic SG for Gov (Virtual) 8.10.26 OFSTED (LPS) 21.1.27 IDSR (LHCPS)
Monitor staff well-being and workload LW to provide termly updates of all that school is doing to support staff in their role.	Ongoing	LW/JL	LW & JL will have regular communication. Well-being Governor appointed. LW to list the areas of support we provide for staff	
Link Governors to provide a report into Full Gov summarising subject updates.	Ongoing	Gov	Reports will be shared at summer meeting. Learning Walks to be completed	