



Lostock Hall Community Primary School



School Development Plan 2024-2025

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.

INTENTION:						
<ul style="list-style-type: none"> To further develop speaking, listening and communication opportunities across all subject areas 						
Current Situation/Analysis:						
<ul style="list-style-type: none"> ✓ Phonics scheme – Bug Club used ✓ Role play areas in every year group ✓ Debating opportunities in lessons ✓ Talk partners 						
Links to OFSTED descriptors:						
<ul style="list-style-type: none"> Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. 						
Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
Improve speaking skills across all subjects.	Implement daily 'Talk Time' sessions to encourage structured conversation. Regular opportunities for Role play linked to subjects, e.g. hot seating.	All pupils participate in daily speaking activities. Resource to be used in EY / KS1 / KS2 chn as an intervention – ‘The First Thousand Words in English’	Observation reports from class visits. Lesson drop ins w/c 30.9.24	Class Teachers	Termly	Minimal; incorporated into daily routine. Book (see server for scanned resources)
Enhance listening skills in students.	Introduce active listening strategies and model correct behaviours during lessons.	Students demonstrate improved active listening and answer questions in full sentences.	Termly informal assessments of listening skills. Any concerns – raise with parents/SENCo	Class Teachers	Termly	Training costs for staff. Book Tara Kenyon for CPD in Spring Term 30.4.25
Foster better communication across the curriculum.	Embed a cross-curricular approach to language development with a Spoken Language policy.	Language expectation to be included in each subject policy. Refer to Approaches to S&L in the policy.	Policy review meetings with subject leads. Completed Sept 2024	SLT & Subject Leads	Annually	Policy
Develop staff expertise in language support.	Provide CPD on speech, language, and communication needs (SLCN) and effective strategies.	Staff report increased confidence in SLCN support.	CPD feedback forms and follow-up evaluations.	SLT & SENCO	Autumn term	CPD training costs and cover expenses. Tara Kenyon to deliver CPD and FD session in EY 14.10.24

Engage parents in language development.	Create workshops for parents on supporting language skills at home.	Increased parent attendance at language workshops.	Parental feedback forms and workshop attendance data.	Parental Engagement Lead	Spring – 28 th Jan 2025	Workshop materials and refreshment costs.
Monitor progress and adapt strategies.	Regularly assess pupils' speaking, listening and communication skills and adjust plans as needed.	Measurable improvement in language skills.	Analysis of assessment data and termly strategy reviews.	SLT & Class Teachers	Termly	Assessment tools and time allocation for analysis.

INTENTION:						
<ul style="list-style-type: none"> To embed equality and diversity within the curriculum – gain 2 badges – Socio-Economic & Disability 						
Current Situation/Analysis:						
<ul style="list-style-type: none"> ✓ No Outsiders books for resources ✓ LCC Equality and Diversity Mark being completed ✓ Strong PSHE curriculum (SCARF) ✓ Strong RE curriculum (Jigsaw) 						
Links to OFSTED descriptors:						
<ul style="list-style-type: none"> The school consistently promotes the extensive personal development of pupils. The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. 						
Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
To fully embed equality and diversity across all subjects in the curriculum. Focus on Socio-economic and disability.	<ol style="list-style-type: none"> Conduct an audit of the current curriculum to identify areas for improvement in terms of equality and diversity. Engage with external equality and diversity experts to provide staff training. Revise schemes of work to include diverse perspectives, materials, and resources. Promote inclusive classroom discussions that value every pupil's background and 	<p>All subjects will display an increased representation of diverse communities.</p> <p>All staff will complete equality and diversity training.</p> <p>Pupil engagement in lessons around equality and diversity will improve.</p>	<p>Half-termly curriculum reviews by the Senior Leadership Team (SLT).</p> <p>Staff feedback at staff meetings when updating Eq Mark action Plan.</p> <p>Pupil voice surveys to gauge the impact of curriculum changes.</p>	Deputy Headteacher (Curriculum) Equality and Diversity Team	September 2024 through July 2025	<p>Training materials: £1,000</p> <p>Expert consultancy fees LCC Eq Mark: £1,000</p> <p>New curriculum resources: £2,000</p> <p>£1000 for Creative Arts week</p>

	experiences. 5. Deliver diversity assemblies (whole school and in class).					
Improve the understanding and respect for diversity among pupils.	1. Incorporate age-appropriate equality and diversity subjects into PSHE lessons. 2. Introduce an inclusivity culture focused on diversity. 3. Provide access to books and materials that reflect a range of cultures in the school library.	Pupils will demonstrate a better understanding of and respect for diversity. Reduction in discriminatory incidents reported.	Observations of PSHE lessons. Analysis of behaviour incident reports. Pupil and parent questionnaires.	PSHE Coordinator SENCO Eq Mark Team	September 2024 through July 2025	PSHE curriculum resources: £700 Inclusivity campaign materials: £300 Library books and resources: £1,500
Enhance staff ability to deal with equality and diversity issues.	1. Provide regular CPD sessions focused on managing diversity in the classroom. 2. Share best practice through staff meetings. 3. Foster a culture of peer support and reflection amongst staff/pupils.	Staff will be able to manage diversity issues competently and confidently. Existence of a clearly understood policy for handling discrimination.	Staff training attendance and feedback. Number of reported discrimination issues and outcomes.	SLT	Continuous throughout the year	CPD sessions and materials: £1,500 Policy development: £200
Foster community involvement and understanding of the school's commitment to equality and diversity.	1. Organise community events that celebrate diversity. 2. Communicate the school's commitment through the website and social media. 3. Develop partnerships with local community groups and organisations.	Increased community engagement in diversity events. Positive feedback from the school community on equality and diversity initiatives.	Feedback from community engagement surveys. LW attended Eq Mark CPD session 3.10.24	Eq Mark Team	September 2024 through July 2025	Event costs: £1,500 Communications budget: £500
See additional audit/plan – to be devised in Autumn 2024 (with LCC support)						

INTENTION:	<ul style="list-style-type: none"> To clarify the intent, clearly implement and review the impact of the new History and Geography curriculum
Current Situation/Analysis:	<ul style="list-style-type: none"> ✓ Subject Co-ordinators exploring new schemes ✓ New Subject Leaders in role ✓ Identified that a new scheme of work is needed – Grammarsaurus selected ✓ Funds available to buy new resources ✓ Subject Leader time given

Links to OFSTED descriptors:						
<ul style="list-style-type: none"> The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. 						
Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
Clarify the intent of the History and Geography curriculum	<ol style="list-style-type: none"> Conduct curriculum review meetings with History and Geography departments. Align curriculum goals with national curriculum standards and school's vision. Define key knowledge and skills students need at each year group. Update curriculum documents. 	Updated curriculum documents with clear objectives for each year group.	Audit of planning Clear progression Vocab bank for each unit Both His & Geog to have Subject Leader time together to ensure cohesion between the coverage.	DHT & Sub Leaders	Staff meeting with DHT & SB – 26.6.24 September 2024 Finalised Policy – Oct '24	Scheme cost - £500 Resources - £1000
Implement the revised History and Geography curriculum - Grammarsaurus	<ol style="list-style-type: none"> Organise professional development for teachers on new curriculum changes. Roll-out new curriculum maps and resources to teachers. Monitor teaching through regular observations and feedback sessions. Support staff with ongoing coaching and resources. 	Teachers are confidently using the new curriculum, observable in lessons and feedback is positive from students and staff.	Lesson drop ins Subject Leader monitoring: PBS, Pupil interviews, Staff audit, report comments, resource audit	DHT & Sub Leaders	September 2024 through July 2025 SL attended CPD – Mr T – Oct '24	Library books - £200
Review and evaluate the impact of the new History and Geography curriculum	<ol style="list-style-type: none"> Gather feedback from teachers, students, and parents through surveys and focus groups. Analyse student achievement data and progress in assessments. Adjust curriculum as required based on feedback and data. Report findings to governors and SLT. 	Enhanced student outcomes shown in assessment data, positive feedback from school community.	Data Pupil interviews Book scrutiny Peer Review – 16 th Jan 2025	DHT & Sub Leaders	September 2024 through July 2025 – ongoing into next academic year.	Subject leader cover = £1000

INTENTION:						
<ul style="list-style-type: none"> To clarify key knowledge & vocabulary in each subject area. 						
Current Situation/Analysis:						
<ul style="list-style-type: none"> ✓ Subject Co-ordinators exploring new schemes ✓ New Subject Leaders in role 			<ul style="list-style-type: none"> ✓ Funds available to buy new resources ✓ Subject Leader time given 			
Links to OFSTED descriptors:						
<ul style="list-style-type: none"> The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. 						
Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
Review matrix	Look at subject coverage for each year group and adapt if needed.	Updated matrix	Clear coverage	Sub Lead	Sept 24	Time to be covered
Develop a lesson structure which reduces cognitive load for chn	Follow the Maths lesson structure: recap, new info learning, vocab, paired activity, independent.	All lessons will follow the same structure	Lesson drop ins, PBS, planning	Class teachers	Ongoing	/
Clarify approx. 5 pieces of key knowledge for each topic for each year group	Explicitly state approx. 5 key pieces of knowledge that each child should learn as part of the unit of work.	Teachers are clear on what they are teaching/covering in each unit of work.	Clear progression	Sub Lead	Autumn 24	Time to be covered
Clarify the skills needed for each unit	Substantive and disciplinary knowledge (Substantive knowledge is the facts and concepts that need to be remembered, while disciplinary knowledge is the methods used to learn those facts)	Chn will be able to progress with the skills they require	Pupil interviews / PBS	Sub Lead	Autumn 24	/
Clarify approx. 5 key words for the children to learn	Explicitly state approx. 5 key words that each child should learn as part of the unit of work.	Teachers are clear which words must be taught to support a topic.	Pupils can discuss the meanings of key vocab confidently.	Sub Lead	Autumn 24	Time to be covered
Monitor the subject area through a variety of ways	Lesson drop ins, pupil book study, pupil interviews, book looks, planning audit.	Positive feedback from pupils. Strong evidence in books.	Lesson drop ins will demonstrate clear intent.	Sub Lead	Spring 25	Time to be covered

		Attend termly meetings with DHT to be reported to HT.	Evidence through discussion/work will be strong.			
Evaluate impact	Pupil interviews, book looks.	Pupil knowledge will be secure when discussing work/units/topics	Improved data scores	Sub Lead	Summer 25	Time to be covered

Yearly Overview:

<p>Lesson Observations/Drop ins:</p> <ul style="list-style-type: none"> ✓ Autumn – S&L ✓ Spring – Each Sub area ✓ Summer – Humanities <p>Pupil Book Study:</p> <ul style="list-style-type: none"> ✓ Autumn – Maths ✓ Spring – Writing ✓ Summer – Humanities 	<p>Themed Weeks:</p> <ul style="list-style-type: none"> ▪ Autumn – Life skills ▪ Spring – Creative Arts 	<p>Pupil Feedback for areas to develop:</p> <ul style="list-style-type: none"> • More educational visits • Wet break activities – pupils can access Reading plus/eggs and TT Rockstars • More playtime equipment • More outdoor shelters
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Health & Safety Action Plan:

TARGET:				
<ul style="list-style-type: none"> • To ensure all staff have relevant training/information 				
Current Situation/Analysis:				
<ul style="list-style-type: none"> ➤ Staff have all completed Safeguarding training, channel training and Asthma/Anaphylaxis sessions ✓ Relevant staff have attended Diabetes training 			<ul style="list-style-type: none"> ✓ 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	11.10.24 – LAB (WRIST @ TCP) LW – Jan '24
Inclusion Hub involvement/IEST	£0	SENCo	District 7/LCC	SLT attended meetings to support

Buildings Action Plan:

TARGET:				
<ul style="list-style-type: none"> Improvements to ensure the school building is safe and ensure that problems are addressed quickly to prevent further issues developing. 				
Current Situation/Analysis:				
<ul style="list-style-type: none"> ✓ Each playground has toys to enhance playtimes – Welfare have had training to ensure playtimes are productive ✓ Meetings with PROP ✓ Outdoor classroom is timetabled ✓ EYFS and Y1 have specific areas accessible from their classroom ✓ Singing playgrounds (as part of creativity bid) 				
Objectives/Actions:	Time scale/Funds:	Lead/Staff:	Source:	Self-Evaluation/RAG rating:
SLA with PROp	Sept 24 (annual)	LD/PL/CA	LCC	Contracts signed/money transferred
Install MUGA pitch on field	Autumn 2024-Summer 2025	LD/JL/IJ	Out to tender – planning permission needed	Ground testing began Jan 24. Completed August 2024
Install air conditioning units	Spring 24	LD/PL/CA	Revisit quotes from last year – contact companies to discuss	Installation to be a gradual approach – Y2, Y4, Rec, Pre-School

Governor Action Plan:

INTENTION:				
For our school to have an effective Governing Body who strive to be involved, guide, support and question our school development.				
Current Situation/Analysis:				
<ul style="list-style-type: none"> ✓ Chair of Governors – Joanne Leach ✓ All Governors linked to a Year group ✓ Link Governors allocated to subject areas/projects/groups/staff 				
Objectives/Actions:	Time scale/Funds:	Lead/Staff:	Success Criteria:	Self-Evaluation/RAG rating:
All Governors to read the KCSiE document and understand their role in safeguarding.	September 2023	LD/Gov	Governors will sign to acknowledge they have read and understood Part 1 of KCSiE. Gov to attend training provided through Axia.	CPD to be attended on 26.9.24
Gov to attend relevant training to ensure they have the skills required to fulfil their role	Ongoing	LD/AB/Axia	Gov will attend CPD through Axia/WRIST/LCC	LCC CPD available School visits to support curriculum knowledge
Monitor staff well-being and workload LW to provide termly updates of all that school is doing to support staff in their role.	Ongoing	LD/JL	LW & JL will have regular communication. Well-being Governor appointed. LW to list the areas of support we provide for staff	Regular communication between JL & LW
Link Governors to provide a report into Full Gov summarising subject updates.	Ongoing	Gov	Reports will be shared at summer meeting.	Ongoing

