

# Our SEF and School Plan

## We are a Good school!

The quality of teaching, learning and assessment is strong. Groups are carefully tracked and provision put in place for those underachieving. Safeguarding is effective, with 4 members of the SLT being trained DSL's. We are a well led, happy and effective school with a loving 'family' ethos. Our children smile and speak confidently to adults around the school.

We are a welcoming school that has strong links to the community we live in and values everyone. Our strong ethos, PRIDE values and exciting curriculum results in good behaviour and SMSC, which is celebrated through celebration assemblies and learning ladders in the classrooms. We hold daily assemblies that celebrate our achievements, festivals around the world, as well as discussing things that the children are interested in. We have a great outside area allowing for outside learning and extensive sport activities. We are a school with a strong drive to embrace changes to enable improvement.

## Quality of Education is good!

- The curriculum at Lenham Primary is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.
- Our curriculum is mapped in such a way that it allows our pupils to build their knowledge and subsequently apply that knowledge as skills. The presentation of our curriculum ensures that key information is transferred to long-term memory.
- The curriculum is adapted to meet the needs of children with SEND and is aimed at being as inclusive as possible so that all children feel engaged and supported to access the learning in a way that meets their individual needs. The role of Subject Leadership is a focus and teachers are enthusiastic in their delivery of accessible lessons for all. Subject Leaders have ensured that their subject is SEND/Vulnerable learner ready and are available to support colleagues when necessary. All teachers provide and upload pupil evidence gained in each subject and there is a focus on SEND/Vulnerable learners in order to further highlight how these pupils are included and catered for in the learning journey. Last academic year we reviewed how best to adapt our subjects to allow access for all pupils by implementing IT based approaches.

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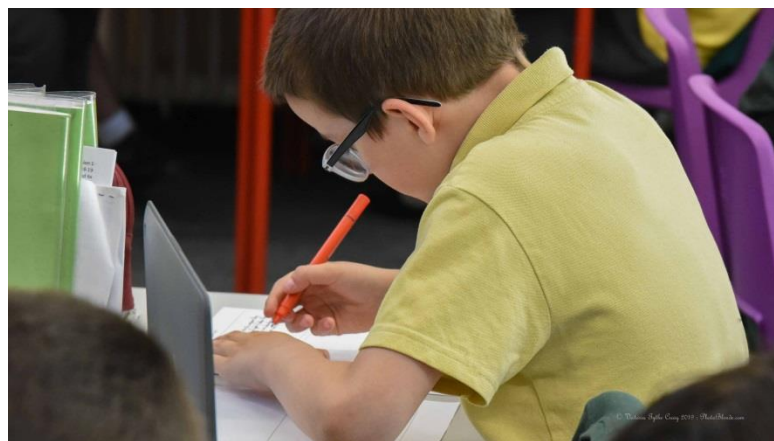




## Behaviour and Attitudes is good!

- The school has high expectations of pupil's behaviour; 86% of pupils agree behaviour is good in lessons. 100% of staff think behaviour is good or better. Behaviour is regularly praised by visitors. The behaviour policy is followed by staff and low-level disruption is not tolerated. To help the children plan for their day every classroom has a visual timetable. We use a universal hand signal for attention and voice numbers to help keep the classroom focused on learning. To support positive learning behaviours, we implement a learning ladder in every classroom. We celebrate learning behaviours through our WOW walls (showing good work), house points and class rewards. The learning ladder also helps children should they not have good learning behaviours. Engagement in class, as well as quality of teaching, is strong.
- To support transitions across the school we have a Move on Up Week which allows children to move to their new classes and become familiar with adults and their new classroom before summer break. This transition as well as additional visits helps Year R transition into Year 1. We have a transition plan for children from Year R to 1 so that the build-up to the Year 1 curriculum is developed responding to children's needs.
- Leaders, staff and pupils create a positive environment in which children are educated on what constitutes bullying and understand the school has a zero-tolerance approach towards it. If any unwanted behaviour occurs, it is dealt with quickly and effectively (95% of children say bullying isn't a problem). We provide additional resources outside as lunchtime provision for vulnerable children (as well as whole school) as a result there are very few incidents at lunchtime. Behaviour is logged on CPOMs in line with the Behaviour Policy. By logging incidents, we can monitor patterns emerging. The school has had no suspension or exclusions in the last academic year. When parents are contacted, whether positive or negative, they are incredibly supportive of the actions of the school.

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## Personal Development is good!

- British values are discussed with the children through collective worship, schools visits and trips. They are also covered in discrete PSHE and topic lessons. The PTA have supported the school in planting bulbs in memory of our late Queen.
- We use the Jigsaw programme to deliver our PSHE. This covers the RSE of the National Curriculum, as well as again discussing mental health. All the lessons build on from one another. We liaise with parents before RSE is taught explaining the content and what will be covered so parents are fully aware.
- The school promotes and celebrates diversity and religion, through our assemblies and RE. We have strong links with our local church. Our children appreciate and respect different cultures, communities and religions. Equality is one of our PRIDE awards, which we celebrate in our celebration assemblies. Equality is an important Olympic value with our behaviour policy is developed around. Our houses are named after both Olympic and Paralympic athletes.
- Our children are confident and have a strong sense of character. Our PRIDE values help shape our children's independence.
- Mental Health is spoken about openly with the children. Strategies are shared in class and assemblies on how to keep our minds healthy. Children know who they can speak to within the school. Our children feel safe (94%) and valued. Pupils know how to eat healthily; it is discussed in assemblies and through Science. We promote an active lifestyle through our PE lessons, sports clubs and daily Zumba. We have spoken to our children about Mental Health and use Zones of Regulation to help children express their feelings.
- To prepare children for transition we have a whole school 'Move on Up' week. This happens during July, allowing all children to meet their new teachers and be taught in the new classroom. We use the week as an opportunity to provide First Aid Training to our Year 5 children. Move On Up Week is a great opportunity to allow children, parents and teachers to get to know each other before September. For our leaving Year 6 we take part in the Local Authority transition materials designed to support a smooth transition from primary to secondary. We also take part in 'Safety in Action'.

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### Highlights from our School Plan this year

- To enhance and enrich the curriculum, building on the strong foundations in place, so that excellent curriculum coverage is maintained and developed
- To continue to adapt the curriculum content to ensure it is accessible to all children.
- To ensure the quality of writing is consistent throughout all curriculum subjects
- To continue to review, update and improve provision in lesson content (particularly in music and computing), implementing new resources as necessary.
- To enhance early reading using Little Wandle refining the focus on the lowest 20%.
- In conjunction with subject leaders, review the EY curriculum in line with EY framework.
- To further evolve the 'Reading for Pleasure' culture ensuring classes are exposed to a range of genres.
- To implement an additional fluency element to daily maths lesson content to secure good understanding of number and the four operations
- To re-establish anti-bullying ambassadors.
- To map enrichment opportunities across the school- school trips, memorable experience, other opportunities (picnic, curriculum days, overnight stays).

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