

# *Lunsford Primary School*



## *Self-Evaluation Summary*

2024-2025

Revised September 2024

SCHOOL NAME	Lunsford Primary School
SCHOOL TYPE	Community Primary School
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DFE NUMBER	DFE: 886 / 2562
URN	URN: 118516
NUMBER ON ROLL	203 (Septmeber 2024)
HEADTEACHER	Gary Anscombe
CHAIRS OF GOVERNORS	Jacky Sharpe Gary Hodnett
LOCAL AUTHORITY	Kent
LAST INSPECTION	June 2023 – Good <a href="https://www.ofsted.gov.uk/inspections/50224550">50224550 (ofsted.gov.uk)</a>

## Context of the School

Lunsford Primary is a community school located 5 miles from Maidstone Town centre where pupils thrive in a positive atmosphere that contributes well to their personal, social and emotional development and enables them to achieve significantly high outcomes, thereby preparing them exceptionally well for the next stage of their education.

Lunsford Primary is an average-sized primary school with approximately 203 pupils on roll.

The percentage of pupils from minority ethnic backgrounds and with English as an additional language is below average but has risen in the past academic year. As of September 2024 there were 29 (14.3%) Non White British pupils and 13 EAL pupils (6.4%) where English is not their first language.

The number of pupils with SEND learning difficulties and/or disabilities has increased over the past 2 years as has the percentage of Disadvantaged Pupils. As of September 2024 the number of pupils on the SEND register is 18 (8.9%) including one pupil with an EHCP and the number of Disadvantaged Pupils is 49 (24.1%).

## The Distinctive Features of the School

***“This school prepares pupils well for the future.” – Ofsted June 2023***

Lunsford is a school where high expectations and high challenge enable its pupils to make good progress from their starting points on entry to attainment that is above national expectations at the end of Year 6.

The school has received recognition for its achievements on numerous occasions.

There have been no significant changes since the last inspection. However, recruitment of some new staff has further strengthened the school.

The school has regularly received visits from other schools to observe elements of successful practice and is part of an informal collaboration of local schools called The Malling Partnership. The school is consistently oversubscribed for new entrants to EYFS. Places are highly sought after amongst local families. The school building has undergone extensive development and refurbishment over the past 18 months with the children going back to the refurbished school in November 2022. The grounds are currently undergoing extensive development and improvement by the Local Authority as a result of the move to temporary school accommodation for a year.

The school has an exemplary programme of trips, visits and visitors to the school to ensure that the curriculum is rich and exciting. This ensures that pupils develop a love of learning and thirst for knowledge supporting its cultural capital and ensuring children’s continued progress in education when they leave Lunsford.

The school is proud of its broad and balanced curriculum, which makes a positive impact on children’s knowledge, understanding and skills and which contributes significantly to their spiritual, moral, social and cultural development.

During the lockdowns of 2020 and 2021, Lunsford Primary School placed great importance on high quality remote learning opportunities. Formal and statutory assessments took place in 2019 and 2022, and the school has collated comprehensive data to inform future priorities as children catch up on missed schooling during lockdowns.

Basic Characteristics

Number of pupils	Boys/ Girls	% of Disadvantaged pupils	% of SEN pupils	% of ECHP pupils	% of EAL pupils	% of non white British	% of White British
203	107 pupils (52.7%)/ 96 pupils (47.3%)	24.1% 49 pupils	8.9% 18 pupils	0.5% 1 pupil	6.4% 13 pupils	14.3% 29 pupils	84.8% 172 pupils

Barriers to success include:

- Increased deprivation as evidenced by a higher proportion of Pupil Premium pupils post COVID – 24.1% in September 2024 (13.8% September 2019)
- Lower attainment on entry. Few pupils are new to English but their range of vocabulary can limit their competency in english and across the curriculum.
- Some sections of our community are harder to engage than others.

Overall effectiveness

Lunsford Primary School is good in all areas, as summarised in the following points:

- Our broad and balanced curriculum is constantly reviewed and refined to ensure the following: it provides children with every opportunity to succeed and excel and a love of learning which they can develop for the rest of their lives. It provides exciting and challenging opportunities for all learners. At Lunsford

we aim to create a nurturing, creative and inspiring environment which enables us to have valued, happy and independent learners.

- Our wider curriculum is bespoke to the needs of our school community and provides children with the skills and knowledge needed for life in modern Britain. Equally, our curriculum reflects and celebrates our local community.
- Our children's engagement in our curriculum is celebrated and promoted throughout school – as is evidenced in our Class Floorbooks and Subject Leader Floorbooks.
- Children with SEND have full access to our curriculum and thrive with relevant, challenging learning opportunities. There is an aspiration for all learners to achieve and a drive that no learners are left behind.
- Leaders and governors have very high expectations; they have worked well together to create an open culture and shared ethos which enables pupils and staff to excel in all areas of their development. Leaders regularly work with a range of partners and external agencies to sustain and improve provision and outcomes for our pupils and those across the system as a whole (e.g. The Malling Partnership to support moderation of assessment and support best practice for subject leaders).
- Pupils and their parents express high levels of satisfaction with the provision and ethos of the school and the impact this has on the children's personal development, behaviour and welfare as well as their academic success (see evidence from latest surveys). Our pupils are excellent ambassadors for our school and as young citizens of the future; they are articulate, confident self-assured learners.
- The high quality of teaching and use of assessment enables pupils to make substantial and sustained progress from their different starting points. In consequence, pupils from a range of different groups consistently, and over time achieve high standards by the time they leave the school at the end of KS2.

“Mathematics teaching is impressive across the school. Recall activities are used daily to help pupils rehearse and embed their number skills. Pupils with special educational needs and/or disabilities (SEND) use resources such as bespoke abacus equipment and visual aids to help them. By the end of Year 6, work in books is of a high standard. For example, pupils achieve well with algebra, fraction calculations and investigation work.” – Ofsted June 2023

“Well-being is embedded into experiences such as outdoor learning and mindfulness clubs. Pupils' sporting skills are nurtured through local competitions involving archery, swimming and athletics. Pupils' musical talents flourish through piano, violin and guitar lessons. Pupils proudly share a summer concert at school and a choir performance in a large arena.” – Ofsted June 2023

## Quality of Education

### Self-evaluation grade: Good (2)

“The whole curriculum is planned precisely with well-chosen vocabulary and required knowledge carefully sequenced” – Ofsted 2023

Evidence that supports this judgement

- Teaching over time is delivering significantly high outcomes for pupils across all groups by the end of Key Stage 2 (see internal analysis of data).
- Reading and phonics are well established in school, and further enhanced using Little Wandle Phonics Scheme, as the tools to access all aspects of our curriculum: great emphasis is placed on reading fluency as a means to independent learning in all aspects of the curriculum.

“Pupils love the diverse range of books which celebrate all genres, backgrounds and cultures. Reading newsletters and workshops help parents and carers to support reading at home. All staff are trained in the new phonics scheme, which has been implemented successfully since September 2022. Children break down words and practise sounds well from early years onwards. Teachers match books precisely to the sounds being taught. Staff identify gaps quickly with frequent assessments. One-to-one catch-up helps pupils to self-correct with plenty of well-supported practice.” Ofsted June 2023

The newly refurbished library was “developed as the beating heart of the school.”

- Teachers and governors have a shared consensus of the knowledge and skills which the children will develop over time. Likewise, Pupil Voice informs the development of our curriculum and is a well-established tool to guarantee that our learning opportunities are relevant and challenging.
- Our curriculum has been designed to enable regular opportunities to revisit skills and knowledge, thus enabling children to commit learning to memory. The curriculum is planned and sequenced from year to year to build on prior learning. We aim to develop understanding, not simple memory recall of facts.
- Mapping of the curriculum by all teachers enable challenging and exciting learning opportunities to be developed – this process also guarantees that all aspects of the curriculum are under constant review.
- The school is working collaboratively with other schools to support moderation and standardisation of assessment judgements. Years 2 and 6 take part in internal moderation for maths and writing with local schools.
- Leaders have robust and rigorous systems for monitoring the quality of teaching and learning. A culture of shared learning from the best practitioners has been instilled through Staff CPD and sharing of best practice in school and across **The Malling Partnership**.
- There are well-organised programmes for training and development via a variety of means, including the NPQs, as well as rigorous performance

management which continues to support staff in rising to the challenges of implementing our School Curriculum.

- There is a positive drive and established track record of 'growing' our own leaders of teaching and learning and supporting ECTs and less experienced staff. This distributive leadership model and practical monitoring and evaluation of teaching and learning is supported by input from our School Improvement Partner who works alongside leaders in the classroom to develop a shared understanding and commitment to excellence.
- Teachers give generously of their time to run a wide range of extra-curricular activities that extend the children's learning opportunities.
- **Pupils are resilient and take ownership of their learning. Engagement in many extra-curricular activities is high.** Additional provision activities include more able writer workshops, maths challenges linked to local primary and secondary schools, as well as whole class musical instrument tuition.
- Our specialist PE teacher has enabled us to provide a comprehensive programme of PE and sporting excellence.
- Participation in local authority and collaboration sporting competitions has seen success for our pupils pre COVID. This has resulted in children who are keen to learn and to improve their skills and who are enthusiastic to try new things and find their talents. We currently hold the Gold Sports Mark. PE participation was high pre covid, during covid and post covid.
- **Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. Thorough provision maps are regularly reviewed and adjusted according to need in line with our Monitoring and Assessment cycle that includes three Pupil Progress Meetings per academic year.**
- Parents value and support the school's Feedback policy, well-being initiatives and provision for after and before school clubs to develop the children's fitness and self-esteem.

Our monitoring and scrutiny of pupils' work informs us that teaching has the following strengths:

- Highly knowledgeable staff, with strong subject knowledge: they use good quality resources, including new technologies, to deliver interesting and relevant lessons.
- High standards and expectations in core subjects are applied exceptionally well across the curriculum.
- Teachers use their assessment information to provide incisive feedback which supports pupils' in improving their knowledge, understanding and skills.

The impact of this high-quality teaching on pupils' learning is demonstrated by:

- Confident, self-assured learners who use and apply their knowledge, understanding and skills across the curriculum.
- Good attendance year on year because pupils enjoy their lessons and social time in school.
- Pupils who are proud of their school and work. Staff from other schools frequently visit to look at the quality of work and presentation in the children's books. Pupils, parents and visitors from other schools enjoy looking at our Year Group and Subject Leader Floorbooks.

## Context for staffing in September 2024

- We have an established staffing structure across school, with two new PT teachers to the school starting in September 2024.

## Priorities for development in 2024/25 include:

- Embed ongoing review of the whole curriculum to ensure quality and breadth, in terms of skills and knowledge with a focus on pupil voice.
- Continue to review and embed assessment procedures with a focus on individual progress and attainment in all subjects.
- Parent workshops to upskill parents on Little Wandle.
- Ongoing CPD Little Wandle training
- Ensuring training, development and performance management processes continue to be sharply focused on individual need and SIP priorities so that the quality of teaching remains consistently high.

## Behaviour and Attitudes

### Self-evaluation grade: Good (2)

“Staff expectations of pupils are high and met. Relationships are kind and caring. Pupils feel safe, happy and proud of their school. At playtimes, everyone stays active and happy. Younger children are thrilled to enjoy games led by older pupils. Pupils treat each other with kindness and respect.” – Ofsted June 2023

Evidence that supports this judgement

- Visitors to school comment that our pupils are confident, eloquent and very well-mannered.
- Orderly start times guarantee that children immediately get down to task in the morning and a calm, purposeful atmosphere greets all the children as soon as they enter class.
- Daily and on-going updates on CPOMS guarantee that any potential behaviour concerns are noted, dealt with and recorded accurately.
- School has invested in a two ELSA Mentors and 3 members of staff are trained in Drawing and Talking.
- Excellent behaviour and attitude is directly linked to the challenging and interesting curriculum offered to all our children. The curriculum has in-built opportunities to develop responsible and respectful citizens. Good behaviour is celebrated in assemblies in line with our School Rules: **Be Safe, Be Ready, Be Respectful**.

“Behaviour is positive. Pupils listen, concentrate and collaborate well. Learning is not disrupted, because staff manage minor distractions swiftly and effectively. Everyone understands and follows the well-established rules of ‘be safe, be ready, be respectful’.” – Ofsted 2023

- Evidence from monitoring shows that lessons are not disrupted by inappropriate behaviour: pupils invariably demonstrate exemplary attitudes to learning.
- High expectations and consistent management of behaviour by all staff are having a very positive impact e.g. the incidence of racist, homophobic and other discriminatory name-calling is rare and dealt with immediately according to clear procedures.
- Schedules for play and lunchtimes mean outdoor space is maximised and as a result excellent behaviour is expected as the norm.

## **Priorities for development in 2024/25 include:**

- Ensuring whole school vigilance towards behaviour is at the heart of school life [includes training for new staff and updating training as required].
- Nurture UK programme
- Zones of Regulation continue to be embedded throughout the school.
- Behaviour analysis – trends and next steps
- Further instilling our Behaviour Policy and updated School Values.

## **Personal Development**

### **Self-evaluation grade: Good (2)**

Evidence that supports this judgement

- Difference is respected in all its forms, it is celebrated and adds to the school's ethos of inclusion.
- Our extended curriculum includes a wide range of clubs, including football, benchball, cricket, TT Rockstars, Film Club, Board Games, Bird Watching, Craft Club and gardening to name a few. The curriculum and after-school clubs and activities contribute significantly to pupils' health and well-being and actively teach the children how to make informed choices about healthy life-styles. Initiatives include the school garden in which pupils grow their own fruit and vegetables. The school also holds Inspiration Days once a term where children mix with other classes and their peers in different activities. These have included: Baking, Photography, Tie Dye, Soap making, Persicopes, Geocaching, Around the world – culture art traditions and music, Northern Lights

**“Pupils enjoy regular ‘inspiration days’, offering enrichment opportunities across the school. Highlights include orienteering, designing board games, Batik printing workshops and geocaching.” – Ofsted 2023**

- Due to robust safeguarding procedures (see under leadership section) pupils have an excellent understanding of how to keep themselves and others safe, including when they are using new technology (see survey evidence). This had a positive impact on the outcomes of the children.

**“The curriculum is designed to prepare pupils for life in modern Britain. Pupils develop a strong understanding of digital safety and healthy relationships.” – Ofsted June 2023**

- The ethos and curriculum of the school make a substantial contribution to ensuring that pupils develop the full range of positive values that distinguish British culture. Our 6 School Values are celebrated and explored throughout each school year and tightly interwoven within our curriculum. We follow the Jigsaw Programme for PSHE which supports pupil development. Pupils from a wide range of different backgrounds work and play together happily and harmoniously. This has a positive impact on the outcomes of the children.

“Teachers help pupils to develop morally and spiritually. In religious education, pupils immerse themselves in rich discussions. Nobody shies away from challenging questions. Pupils’ understanding of faiths is enhanced by visits from Islamic and Christian leaders. Pupils care about equality and diversity.” – Ofsted 2023

- Forest School supports the personal development of our pupils. They learn team building skills, resilience and perseverance.
- The range of extra-curricular activities enables further opportunities to develop character and a desire to achieve – clubs are open to all children.

**Priorities for development in 2024/25 include:**

- Maintaining high attendance through ongoing vigilance and positive rewards.
- Zones of Regulation
- Nurture UK programme
- Starting Emotional Wellbeing Teams in September
- In light of children with complex emotional, behavioural and special needs, ensure pastoral systems and the overall ethos of the school continues to support exemplary attitudes to learning. Our ELSA mentors, Drawing and Talking practitioners and FLO provide lots of opportunities for pupils to explore ways to feel calm, safe, valued and to thrive.

## Leadership and Management

### Self-evaluation grade: Good (2)

The leadership of teaching and learning is highly effective and this is evidenced in pupil outcomes.

“Leaders demonstrate tireless commitment to improving challenging situations for vulnerable pupils. They support pupils with emotional literacy and seek specialist help whenever needed.” - Ofsted June 2023

Evidence that supports this judgement is summarised below:

Key Stage 2 (end of primary school) results 2023:

Reading, writing and mathematics – attainment	School	National
Reading: % of pupils achieving the expected + standard	83%	73%
Writing: % of pupils achieving the expected + standard	77%	71%
Mathematics: % of pupils achieving the expected + standard	80%	73%
Combined Reading Writing and Maths: % of pupils achieving the expected + standard	70%	59%
Grammar, Spelling & Punctuation: % of pupils achieving the expected + standard	80%	72%

**Key Stage 2 (end of primary school) results 2024:**

Reading, writing and mathematics – attainment	School	National
Reading: % of pupils achieving the expected + standard	71%	74%
Reading: % of pupils achieving a High Score (110+)	26%	
Writing: % of pupils achieving the expected + standard	71%	72%
Writing: % of pupils achieving Greater Depth	9.6%	
Mathematics: % of pupils achieving the expected + standard	84%	73%
Mathematics: % of pupils achieving a High Score (110+)	26%	
Combined Reading Writing and Maths: % of pupils achieving the expected + standard	64.5%	61%
Combined Reading Writing and Maths: % of pupils achieving the Higher Standard	6%	
Grammar, Spelling & Punctuation: % of pupils achieving the expected + standard	68%	
Grammar, Spelling & Punctuation: % of pupils achieving a High Score (110+)	23%	

**Key Stage 1 results 2023 & 2024**

<b>Reading, writing and mathematics – attainment 2024</b>	<b>School 2024</b>	<b>School 2023</b>
Reading: % of pupils achieving the expected standard	72.4%	67%
Reading: % Greater Depth	24.1%	
Writing: % of pupils achieving the expected standard	72.4%	67%
Writing: % Greater Depth	13.8%	
Mathematics: % of pupils achieving the expected standard	82.8%	70%
Mathematics: % Greater Depth	10.3%	

**Phonics Screen 2023 and 2024**

Year 1 Phonics Screen 2023	School 2023	School 2024
Reading: % of pupils achieving the expected standard	77% 23/30	70%
Year 2 Phonics Screen: Reading: % of pupils achieving the expected standard	93% 28/30	87%

EYFS (Early Years Foundation Stage)	School 2023	School 2024
% of pupils achieving GLD (Good Level of Development)	73%	69%

**Wider aspects of school leadership include:**

- NPQ programmes have been accessed by staff (2x NPQH and 1 x NPQSL and support for Masters Programme) to support their CPD. Maths Leader training as part of local Maths Hub and research project has been successful.
- Maths leader enrolled on NPQ for Maths
- SENCO qualification being obtained by SENCO
- Leadership is distributed. Subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects/phases that link with whole school aims and ensure that a high quality of teaching across the curriculum is sustained.
- The Headteacher was Chair of The Malling Partnership. The partnership is part of the Schools Partnership Programme which is part of a research project by EEF looking into the effect of Peer Reviews on supporting better outcomes for KS2 pupils. The school leadership team is actively involved in sharing expertise, developing and leading training with primary and secondary schools in our partnership.
- Governors have the range of skills and competencies to effectively challenge leaders and hold them to account for the performance of the school. They have high expectations that all pupils – including those who are disadvantaged - will achieve their best.

**“Staff are dedicated and proud. Leaders manage workload and well-being with care. Governors use expertise and dedication to provide effective support and challenge. There is shared ambition across governors and leaders to give every pupil the best chances in life.” – Ofsted June 2023**

- Governors have a clear understanding of the school's strengths and weaknesses: they ensure there are well-focused plans and priorities for continuous school improvement and have dedicated much time and effort to refining their strategy document.
- Safeguarding is at the heart of the school's provision and we are fully compliant with statutory regulations. Leaders have created a culture than ensures all stakeholders are vigilant in keeping pupils safe and secure.

**“Training is frequently updated to ensure that everybody knows how to identify and follow up concerns about pupils. Leaders and staff show diligence and care. Leaders keep detailed notes of their communication with staff and external agencies.” – Ofsted June 2023**  
**“Recruitment processes and staff records are managed expertly. Governors stay well informed and hold the school to account for safeguarding.” – Ofsted June 2023**

- Leaders have created a strong culture of team-work whereby staff constantly strive to improve their practice.
- School's current focus on mental health and well-being ensures that everyone is happy, cared for and feels valued, with self-esteem opportunities built into the curriculum at regular intervals.
- The curriculum increasingly encourages the children to take responsibility for their own well-being; and that of others; so that they become mature and responsible young citizens who are able to contribute effectively to British society. The rich and varied curriculum in both formal lessons and extra-curricular activities has a substantial and positive impact on pupils' spiritual, moral, social and cultural development (see surveys, website, displays etc)
- Senior Leaders successfully participated in the Journey to Outstanding programme pre COVID.

#### **Priorities for development in 2024/25 include:**

- To review and embed assessment in all subjects
- Support new subject leaders in their CPD
- To improve quality of teaching and outcomes for all pupils in phonics.

## Effectiveness of Early Years Provision

### Self-evaluation grade: Good (2)

“Children make a strong start in early years. Staff aim high, encouraging children to acquire language and number skills swiftly. Tasks are well designed and purposeful. Children show high levels of engagement, throwing beanbags at numbered targets before using excellent doubling skills to write number sentences.” Ofsted June 2023

#### Strengths include:

- The Leader for Early Years has an uncompromising and resolute drive for excellence.
- The curriculum is challenging and broad, built on the highest expectations and resourced appropriately. Expectations for a curriculum which excites and challenges are cultivated.
- Safeguarding is excellent and children learn how to keep themselves and their peers safe
- Stakeholder engagement is far-reaching and this has been highly instrumental in fostering positive relationships with parents, who now have a better understanding of how to help their children at home.
- Assessment procedures track progress accurately and efficiently and this informs planning to support the needs of different children.
- The majority of pupils leave **Reception class** with attainment above national expectations.
- The quality of teaching from our Reception teacher and support staff is consistently good and as a result all groups of children make sustained progress.
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning.
- Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of consistency of judgments.
- School is effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of activities and workshops as well as termly parents consultation meetings and end of year reports. Refer to outstanding Parent Voice feedback.

#### Priorities for development in 2024/25 include:

- Closing or at least substantially narrowing the gaps for high focus groups - especially boys, disadvantaged and SEND – via high focus on language and communication skills.
- To ensure the curriculum on offer is engaging and enthuses children’s learning while developing key skills and language and that the requirements for the application of math’s is delivered in a fun and engaging way.
- To provide an enriching environment and opportunities to promote and inspire more child-initiated writing.
- Further develop the outside area so that it offers consistently excellent provision which mirrors indoor activities and maximises opportunities for learning

*Ofsted grade: June 2023    Good*

Next steps for the school Leaders and those responsible for governance should ensure that:

- Some staff teaching phonics do not model sounds with complete precision. This means that some pupils may not learn to decode accurately to become fluent readers. Leaders should ensure that all staff model sounds with complete accuracy to help all pupils achieve well in reading.
- In some areas of the curriculum, assessment is not fully embedded. Teachers may not fully know what pupils have learned and what still needs to be taught. Teachers must ensure that assessment is used effectively in every subject to ensure that pupils know and remember more across the whole curriculum.

