

**LINDFIELD PRIMARY ACADEMY SEF SUMMARY 2015-16 V2**

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| <b>Academy context</b>   | <ul style="list-style-type: none"> <li>Academy has a rising role and will have 630 by Sept 2018</li> <li>Converted to an Academy with Brighton University in September 2015</li> </ul>   |  |
| <b>Areas for whole school development</b><br><b>December 2015-October 2016</b>   | <b>TARGETS</b>   | <b>PROGRESS TO DATE</b>  |
|  | Improving Writing<br>Early Years, able writers, text-based curriculum, shared writing, assessment, handwriting   | These targets have just been written and will be reviewed at the end of the Spring Term 2016   |
|  | Improving Maths<br>More able, problem solving, progress of Summer born, Early Years, close the gap   |  |
|  | Development of Social and Spiritual Learning<br>RE, reflection, school values, British Values, behaviour, our community  |  |
|  | Improve the Learning Environment<br>Outside learning, display, health and safety, consistency in classrooms, health and safety   |  |
| Progress of Groups<br>For disadvantaged children to further close the gap in Reading, Writing and Maths in KS1 and KS2   |  |  |
| <b>Progress in previous inspection key issues</b><br><b>Previous inspection date: Dec 2010</b>   | <b>KEY ISSUES</b>  | <b>PROGRESS</b>  |
|  | Improve pupils' progress in mathematics from good to outstanding by providing greater challenge in lessons for pupils of above average ability   | In 2015 95% of our children made expected progress compared with 90% nationally. 51% of our children made better than expected progress compared with 34% nationally. 15% of children achieved L6 and 52% of children achieved L5+ |
|  | To achieve greater pace in lessons and reduce teacher talk time.   | Lesson observation indicates greater pace in lessons and staff are aware of active learning during carpet time.  |
| Improve the consistency of teachers' marking in order to ensure that pupils' next steps in learning are linked more closely to their individual targets.   | Regular meetings and trialling of ideas across the school to improve developmental marking/feedback. Regular book scrutiny to ensure consistency and ways forward are addressed. Emphasis on reflective learning.  |  |
| <b>OVERALL EFFECTIVENESS- GRADE 2</b>  |  |  |
| <b>STRENGTH</b>  | <b>AREA OF DEVELOPMENT</b>   |  |
| The Academy can demonstrate consistently good/outstanding teaching. This is shown through triangulation of progress/markings/teaching. Good progress over time for children.   | <ul style="list-style-type: none"> <li>To be outstanding the Academy needs to improve the standard of writing particularly for boys.</li> <li>Further close the gap for disadvantaged children.</li> </ul>   |  |
| <b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT- GRADE 2</b>   |  |  |
| <b>STRENGTH</b>  | <b>AREA OF DEVELOPMENT</b>   |  |
| <ul style="list-style-type: none"> <li>Principal, Governors and staff have ambitious vision for the Academy underpinned by data analysis, rigorous monitoring and target setting. All Leadership have a highly accurate understanding of the strengths and weaknesses of the Academy.</li> <li>A revised Performance Management system where staff targets are closely matched to pupil progress and the School Development needs.</li> <li>We have a strong Governing body who are highly committed to the school. They hold the senior leaders to account.</li> <li>The Academy has a good relationship with its School Improvement Partner and is committed to working in collaboration with its locality of schools SALT.</li> <li>Challenging targets are set each year for pupils' attainment and progress and in all</li> </ul> | <ul style="list-style-type: none"> <li>To monitor the effectiveness of the new Performance Management system.</li> <li>To continue to improve the access parents/carers have to the Academy and their input into their children's education.</li> <li>To further share Raise Online data so that all teaching staff understand its role in our self-evaluation and development.</li> <li>To embed the new Curriculum Map and monitor, review and revise.</li> <li>To embed new assessment procedures and monitor, review and revise.</li> <li>Continue to raise the leadership potential and leadership capacity of staff at all levels of the Academy organisation.</li> <li>Financial planning and management under direction of the new SBM and Financial Assistant to use all</li> </ul> |  |

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| <p>areas of the Academy's work. These are carefully monitored and used as an important means of judging the Academy's success.</p> <ul style="list-style-type: none"> <li>The Academy's arrangements for safeguarding pupils meet all statutory requirements in.</li> <li>The Curriculum Map has been updated and reflects the new National Curriculum; it is skills based and ensures progression encouraging a love of learning by all.</li> </ul>  | <p>resources efficiently, effectively and economically to raise standards and improve progress.</p>   |
| <b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT- GRADE 2</b>  |   |
| <b>STRENGTH</b>   | <b>AREA OF DEVELOPMENT</b>  |
| <ul style="list-style-type: none"> <li>Rigorous lesson observation programme in place with feedback given to staff. High quality of teaching makes an excellent contribution to standards of achievement and pupils' progress.</li> <li>Teachers use observation, conversation and questioning well during lessons to monitor, evaluate and review their teaching and learning strategies.</li> <li>Teaching promotes perseverance, confidence and independence.</li> <li>CPD is provided through staff meetings, INSET and locality training. All staff share good practice regularly and participate in peer observations.</li> <li>Judgements Quality Assured by School Improvement Partner and Locality Moderation.</li> <li>100% of lessons observed in summer term were at least good.</li> </ul>   | <ul style="list-style-type: none"> <li>To embed reflective learning to learn. TAs promoting independence</li> <li>To extend and challenge the more able during lessons.</li> <li>To make greater use of practical maths equipment and problem solving e.g. Numicon.</li> <li>To embed new assessment procedures and monitor, review and revise.</li> <li>Quality First Teaching supported by development of Teaching and Learning guide</li> </ul>  |
| <b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE- GRADE 2</b>   |   |
| <b>STRENGTH</b>   | <b>AREA OF DEVELOPMENT</b>  |
| <ul style="list-style-type: none"> <li>Classroom observations have judged children's behaviour and attitudes to be good or better in 100% of lessons. The overwhelming majority of pupils' behaviour is outstanding and this makes a significant contribution to the excellent ethos for learning.</li> <li>Our Values and our school charter of Rights and Responsibilities underpin and consolidate positive behaviour throughout the Academy. We have developed our Good Behaviour Code and Good Behaviour Policy together with the children.(November 2015)</li> <li>The Academy is a harmonious community where people from different faiths and social backgrounds get on well together and respect differences.</li> <li>Bullying is not tolerated- Anti Bullying Policy reviewed and updated (November 2015)</li> <li>Whole school House Points System has had a positive impact on behaviour and individual class reward systems support this.(Termly rewards developed)</li> <li>New Curriculum map promotes SEAL and good behaviour, embedded through assemblies, lunch club, Circle Time and PSHCE lessons.</li> <li>Vulnerable children receive targeted support from our key individuals and agencies.</li> <li>Academy has 4 Child Protection Officers and all child protection training is up to date.</li> <li>Good provision for SMSC through a wide range of curricular and extracurricular activities.</li> <li>Communication with Parents/carers is good, with a clear website, fortnightly newsletters, open afternoons and newly developed regular online surveys</li> <li>Excellent community links and a strong PTA</li> </ul> | <ul style="list-style-type: none"> <li>To continue to encourage the few children who have poor attendance or who are late to attend.</li> <li>To continue to self-evaluate Health and Safety.</li> <li>Muster point signs to be displayed.</li> <li>To continue to celebrate school values/British Values throughout the school, embedded in the curriculum</li> <li>To further raise awareness of Multi-cultural diversity through developing a link with a diverse school and increasing resources in the library and classrooms.</li> <li>To increase opportunities for parents to come in to the Academy to celebrate achievement, learn about helping their children to learn and to work alongside their children.</li> <li>To embed regular pupil voice opportunities.</li> <li>Spiritual and Social development key target</li> </ul> |
| <b>OUTCOMES FOR CHILDREN AND LEARNERS- GRADE 2</b>  |   |
| <b>STRENGTHS</b>  | <b>AREAS OF DEVELOPMENT</b>   |

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| <ul style="list-style-type: none"> <li>• Attainment across the Academy is very good for most pupils and outstanding for some by the end of KS2.</li> <li>• 52% of our children achieved L5+ in maths (42% nationally).</li> <li>• 69% achieved L5+ in reading (49% nationally).</li> <li>• KS2 APS above average trend over 3 years. A very high APS in reading 31.3 (2015).</li> <li>• Science levels show good progress.</li> <li>• VA has upward trend over 3 years.</li> <li>• Standards in GPS have been significantly above average showing a rising trend L4+90% and 68% L5+ (2015).</li> <li>• Y1 Phonics Check pass rate shows good improvement. 77% pass rate in 2014 rose to 84% in 2015 (77% Nationally).</li> <li>• KS1 have been above national standards in the last 4 years.</li> <li>• 95% of pupils made 2 or more levels of progress in maths (51% exceeded)</li> <li>• 97% of pupils made 2 or more levels of progress in reading (58% exceeded)</li> <li>• 98% of pupils made 2 or more levels of progress in writing (39% exceeded)</li> </ul> | <ul style="list-style-type: none"> <li>• 26% (43% 2014) achieved L5+ in writing (33% nationally). The Academy has a writing key target and continues to monitor progress and attainment in writing.</li> <li>• Focussed discussion in termly progress meetings to ensure that at least 86% of children meet expected standards by the end of year.</li> <li>• To improve the VA in writing (99.9). With particular attention to boys and Pupil Premium children.</li> <li>• For more girls to exceed national expectations in Maths at the end of KS2.</li> <li>• Key Target Groups to work on number development and writing skills in EYFS to improve numbers of children achieving good level of development</li> <li>• To increase the number of children who make better than expected progress between KS1 and KS2.</li> </ul> |
| <b>THE EFFECTIVENESS OF EARLY YEARS PROVISION- GRADE 2</b>   |  |
| <b>STRENGTHS</b>   | <b>AREA OF DEVELOPMENT</b>   |
| <ul style="list-style-type: none"> <li>• EY teachers taking a key role in phonics key target group.</li> <li>• Good home school links. 6 weeks in meeting well attended with positive feedback (91% found it useful, 100% felt welcome).</li> <li>• Home visits and nursery /school transition works well. Children feel secure happy and independent.</li> </ul>  | <ul style="list-style-type: none"> <li>• Boys writing last year 45% Expected 2% Exceeding - continue to develop the environment, reflecting children's interests and including varied mark making and writing opportunities.</li> <li>• Reading pop-ins continue with opportunity for parents and children to look at learning journals together.</li> <li>• Use tracking data to monitor progress across curriculum and provide intervention to ensure a good GLD above that of the national percentage.</li> </ul>   |