



Academy Self Evaluation Form

Academy	Lindfield Primary Academy		
Principal	Marcus Still	Review Date	Spring 2019

Section 1: Introduction

- **Context**

- Converted to an Academy with Brighton University in September 2015.
- Lindfield Primary is a designated three form entry Academy, providing education for children at Foundation Year and at Key Stages 1 and 2. It is situated in the village of Lindfield, West Sussex. As such it is a rural school, bordering the town of Haywards Heath, a commuter belt town.
- The school was formed in September 2000 by the amalgamation of Lindfield Infants' and Junior Schools. In September 2013 due to local pressure on pupil numbers our intake and PAN has been increased to 90 pupils. The school completed an expansion to secure the PAN of 90 in each year group. Lindfield Primary Academy has a roll of 630 now.
- The Academy educates children living in the village and surrounding catchment areas (mainly Haywards Heath). About 20% of pupils are from outside the designated catchment area.
- At the end of Key Stage 2, most of our children (approximately 90%) transfer to Oathall Community College or Warden Park Academy and a very small minority to the independent school sector.
- The Academy has strong village and community ties and there are active links with the local churches, local charities and organisations, parish council, local businesses, local care homes, multi-agencies (including CAMHS and Haywards Heath Child Development Team), nursery schools, playgroups, and local secondary schools.
- Our children represent a variety of social backgrounds within an area of limited cultural diversity. A few children have English as an additional language.

- **Key Strengths**

- Successful visit from OFSTED, September 2018, demonstrated 'strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall.'
- Three-year trend of improvement in SATS results.
- Continued high achievement SATS results KS2 2019 a combined expected of 87%.
- A successful KS1 moderation, KS2 moderation and an improved GLD for Early Years.
- Phonic check score 95% 97% 94% over last 3 years.
- All year groups have an improved combined percentage on meeting end of year expectations in reading, writing and maths.
- Supportive learning environment with use of effective learning walls.
- In our last pupil survey (January 2018) 100% of children enjoyed school and 100% of children said that adults cared for them in our Academy. This was further confirmed in our Year 6 Exit Survey (July 2019) in which 100% of children agreed that adults at Lindfield are there for them when they need help. 100% of year 6 leavers felt safe in the academy.
- In our last parents survey (Jan 2018) 99% of parents strongly agreed that their children were happy at school and 94% of parents felt their children were making good progress.
- Good professional relationships between staff.
- Effective use of resources within a restricted financial period.
- Outstanding behaviour for learning.

-Good attendance of 96.8% for the Academy over 2018-19.
 -Attendance for Autumn Term 2018 was 97.7%. Despite a significant sickness bug, overall attendance by the end of the Spring Term was still 96.6% Summer Term attendance was 97.4%.
 -Ongoing review of our creative curriculum, which strives to be relevant, aspirational, varied and engaging and so inspire children's love of learning. It continues to develop English skills and promotes key quality texts to support the progress in reading and writing. Learning Journals, Science and English book scrutiny celebrate the importance of writing across the different subjects. This was praised during our September 2018 OFSTED visit.

- **Areas for Improvement 2018-19**

Key Target 1-Maintain a high standard of quality first teaching throughout the academy.
 Key Target 2-To maintain the significant improvement in results in English and mathematics.
 Key Target 3-To further develop SEN provision to ensure the best progress for pupils.
 Key Target 4-To maintain and develop our engaging, broad and balanced curriculum.

- **Areas for Improvement 2019-20**

Key Target 1- To continue to enrich children's Knowledge and Understanding through a rich, broad and balanced curriculum.
Key Target 2- To ensure a rigorous approach to early reading and strengthen learners' confidence, fluency and enjoyment in reading and writing across the curriculum.
Key Target 3- Resilience and Rise- To ensure SEND children are supported in developing good self-regulation, make progress and achieve the very best outcomes.
Key Target 4- To ensure stretch, challenge, ambition and achievement for more able pupil premium children.

Section 2: Areas for whole school development

<p><u>Key Target 1</u> To continue to enrich children's Knowledge and Understanding through a rich, broad and balanced curriculum. Focus: MFL, COMPUTING, HISTORY, GEOGRAPHY and SCIENCE</p>	<p>Despite praise for the curriculum in Ofsted feedback, leadership want to continue to develop the curriculum. Specific subjects will be in focus this year. Curriculum review focus will include: -Curriculum Intent -Curriculum Implementation -Curriculum Impact -knowledge passports -pupil voice and work -wider curriculum assessment -subject leader development</p>
<p><u>Key Target 2</u> To ensure a rigorous approach to early reading and strengthen learners' confidence, fluency and enjoyment in reading and writing across the curriculum.</p>	<p>Continue to develop a love of reading for pleasure across the academy. Revisit training of all staff in teaching of phonics and early reading strategies. Maintain standards above national. To further develop use of the library to</p>

<p>Key Target 3 Resilience and Rise- To ensure SEND children are supported in developing good self-regulation, make progress and achieve the very best outcomes</p>	<p>An academy wide commitment to SEND pupils being in the best position to learn. Development of ‘Learning Sequences’ to enable clear steps and progress of SEN – particular focus on Year 5 group working below age related expectation. Enable children to develop skills to be successful in their future lives by developing their emotional literacy.</p>
<p>Key Target 4 To enable stretch, challenge, ambition and achievement for more able pupil premium children</p>	<p>Provision for and monitoring of PP more able. Further enhance the provision for more able children Enrichment program extended across the academy. Focus on extending early finishers/more able to deepen knowledge. Development of more able PP provision across the curriculum.</p>

Section 3: Progress made by the school on ‘Next steps for School’ from the last Full OFSTED Inspection (September 2018)

Next Steps for School
-the quality of teaching is consistently strong across all classes in KS1

- Focus on sharing good practice in KS1 and the development of effective transition plans.

IRIS:

- Regular IRIS/Coaching Twilight sessions have empowered staff to self-reflect and share/develop best practice.

Regular and rigorous observations:

- Through the use of focus driven lesson observations, teachers have developed their practice and enhanced the learning of their pupils. The percentage of major strengths observed within lessons significantly increased between Autumn and Summer across the whole school.

Deployment of staffing:

- Well-managed placement of new staff with experienced professionals ensured that consistency of teaching and learning was maintained in all year groups.

Section 4: Overall Effectiveness

Summative grades

The Quality of Education: Outstanding

Behaviour and Attitudes: Outstanding

Personal Development: Outstanding

Leadership and Management: Outstanding

Early years Education: Outstanding

SEF Grade: OUTSTANDING

Key Strengths

Our curriculum was highly praised by OFSTED Sept 2018. 'School leaders have revised the curriculum to provide rich and meaningful experiences for pupils.'

Intent:

- Our curriculum intent starts with our vision: 'We seek to encourage all of our children to be confident, secure, caring individuals who achieve personal success and develop a lifelong love of learning,' and is developed through our 7 values: perseverance, independence, teamwork, celebration, enthusiasm, respect and success.
- The curriculum intent is bespoke to the Academy and has been developed around the needs and experiences of our children. The curriculum is underpinned by skills and relevant knowledge, with clear continuity and progression. At the heart of the curriculum is the need to provide children with real, first hand experiences.
- SEND and disadvantaged children are incorporated into our whole academy curriculum approach and achieve well.
- We prioritise encouraging pupils to ask questions to foster their curiosity and enthusiasm for learning. Questioning and discussion promote learning with notable impact on the quality of learning.
- Our broad and ambitious curriculum is designed to ensure that all pupils, including those who are vulnerable or disadvantaged, have opportunities to experience the cultural capital which will allow them to succeed.
- We recognise the importance of children developing an understanding of their own learning process (metacognition) and therefore as an Academy we timetable periods for children to Review and Reflect on their learning through the 'Crystal Ball' moments.
- Children leave our Academy as confident, secure and caring individuals. Please see our Curriculum Intent Statement.
- Teachers are skilled in providing learning sequences which are then adapted to ensure no child is left behind including those with SEND or who are disadvantaged.

Implementation:

- OFSTED, September 2018, wrote that teachers 'have a good knowledge of the subjects they teach and ask probing questions that help build pupils' knowledge and deepen their understanding.'
- The teaching of reading and writing is outstanding and a major strength of the Academy. In EYFS and KS1 a wide and appropriate range of systematic reading strategies are used including RWInc phonics.
- The teaching of maths is outstanding and continues to improve. Our curriculum is systematic and builds on previous learning enabling children to be fluent mathematicians who are confident when reasoning and problem solving.
- We ensure staff keep up to date and informed, regular staff meetings are held and a range of training courses are provided to ensure teachers have the very highest subject knowledge. With Teacher Workload in mind, time is allocated for teachers to complete tasks.
- Teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use their expertise very effectively to deepen pupils' knowledge and understanding and to teach them the skills needed to learn for themselves and become increasingly independent.
- Teaching assistants are used effectively to deliver classroom support and intervention programmes that contribute to high standards and achievement.
- Regular home learning is set to enhance the quality of learning. (Homework Policy 2018)

- The excellent level of differentiation ensures that School SEN pupils have work that is well matched to their needs . Teaching promotes perseverance, confidence and independence.
- Within Maths, we have implemented a new curriculum, developed regular fluency time and continued to provide opportunities for children to be challenged.
- Pupils work in a variety of classes, mixed ability, ability, across year group, across KS groups for a variety of lessons, this enables them to work together and collaborate.
- Curriculum focus weeks, where children have had the opportunity to work across year groups have been very successful. E.g. Arts week, STEM week, Book Week and World Arts Festival.
- Involvement in National/World events which include, World Book Day, National Letter writing week and World Internet Safety Day. LPA took part in one National Writing Competition and came first!
- Leaders expect and ensure the very highest levels of teacher literacy skills to ensure pupils are immersed with accurate speech and a wide range of vocabulary throughout their time in the academy.
- Writing and Maths moderation ensure staff focuses on consistency across year groups and progression across the Academy. Use of exemplification materials for staff meeting moderation.
- Constructive feedback is regularly given to pupils which is of high quality, leading to high levels of engagement and interest.
- Regular feedback ensures pupils know how well they are doing, any misconceptions are quickly addressed and pupils know what they need to do next to improve.
- Use of national frameworks enable pupils to assess their own learning and next steps.
- Silver Arts Mark and Platinum School Games Kite Mark have been gained. They have all been implemented through a cross Key Stage approach and therefore have had greater impact.
- Extra-curricular before and after school clubs include a wide of range activities e.g. art, dance, sport, music and coding.
- Forest Schools programme enhances the Science and DT curriculum for all Year 4 children.
- Structured Read, Write Inc. phonics programme with proven results. Phonics and early reading development training was a focus of INSET in September 2019. Children are regularly assessed, fast-tracked if necessary and those not making progress are identified and interventions provided.
- Intervention programmes delivered across the school to support identified children in making developments to close the gap between them and their peers.
- Year 2, 5 and 6 booster groups in Writing and Maths are taking place.
- Personalised learning is evidenced through differentiation and use of ILPs.
- Digital Leaders have been appointed and have been specially trained to develop E Safety learning.

Impact:

- The Academy has a very effective policy and strategy for assessing, recording and reporting pupils' progress and evaluating impact.
- A focus on assessment for learning has had a positive impact on teachers' planning which is clearly focused on learning outcomes and success criteria. Pupils benefit from shared understanding of objectives and the increased use of self and peer evaluation.
- Self and peer assessment has strengthened pupils' knowledge and understanding of what the next steps are in their learning and pupils are able to articulate these.
- Pupils make accelerated progress.
- The Academy's assessment for learning processes are robust with internal moderation of teacher assessment informing pupil attainment which is tracked and analysed to identify under achievement. This informs the intervention provision map for reading, writing and maths.
- Academy data is consistently above national.
- External moderation has supported judgements with Year 6 Writing Moderators stating that the approach to teaching writing and the children's work is the 'exception to the norm' (June 2019).
- Pupils leave the academy with the knowledge and skills required for future learning and success.

Areas for Development:

- Continue to challenge more able pupils in lessons.
- Continue to review the Curriculum ensuring Intent, Implementation and Impact are clearly communicated and understood.
- To achieve 85% meeting end of year expectation combined, across the year groups.
- Ensure that Reading, Writing and Mathematics continue to be seen as fundamental to every pupil's success.
- To embed coaching within IRIS ensuring whole school teacher professional development.
- Ensure that all our children continue to have a love of learning and a thirst for knowledge.
- Further develop links made with Oathall across all curriculum subjects.
- Staff meeting time allocated for teachers to develop knowledge passports for geography, history and science in order to support skills planning.

Impact-Outcomes

STANDARDS

KS2

Maths:

In 2019 97% (National 75%) achieved the expected standard and 59% achieved a high standard.

The average scaled score is 110

In 2018 96% (National 74%) achieved the expected standard and 47% achieved a high standard.

Our maths progress score 2018 was 4.2. The average scaled score 109.

In 2017 74% (National 75%) achieved the expected standard and 22% achieved a high standard. Our maths progress score was 3.7. The average scaled score 104.

Reading:

In 2019 90% (National 75%) achieved the expected standard and 49% achieved a high standard.

The average scaled score is 108

In 2018 91% (National 75%) achieved the expected standard and 44% achieved a high standard. Our reading progress score was 2.4. The average scaled score 108.

In 2017 79% (National 71%) achieved the expected standard and 38% achieved a high standard. Our reading progress score was 2.5. The average scaled score 107.

Writing:

In 2018 91% (National 78%) achieved the expected standard and 23% achieved a high standard. Our writing progress score was 0.2.

In 2017 81% (National 76%) achieved the expected standard and 11% achieved a high standard. Our writing progress score was -0.1.

In 2016 57% (National 74%) achieved the expected standard and 8% achieved a high standard. Our writing progress score was 0.5.

GPS:

In 2019 93% (National 78%) achieved the expected standard and 62% achieved a high standard.

The average scaled score 110

In 2018 92% (National 78%) achieved the expected standard and 49% achieved a high standard. The average scaled score 109.

In 2017 84% (National 77%) achieved the expected standard and 42% achieved a high standard. The average scaled score 108.

Combined Reading, Writing and Maths score:

2019: 87% (National 65%)

2018: 85% (National 64%)

2017: 63% (National 61%)

KS1**Reading:**

In 2019 91% (National 75%) were working at the expected level or above. 30% of children were working at GD.

In 2018 88% (National 76%) were working at the expected level or above. 29% of children were working at GD.

In 2017 87% (National 76%) were working at the expected level or above. 29% of children were working at GD.

Writing:

In 2019 88% (National 70%) were working at the expected level or above. 19% of children were working at GD.

In 2018 86% (National 70%) were working at the expected level or above. 20% of children were working at GD.

In 2017 74% (National 68%) were working at the expected level or above. 17% of children were working at GD.

Maths:

In 2019 88% (National 76%) were working at the expected level or above. 26% of children were working at GD.

In 2018 87% (National 76%) were working at the expected level or above. 26% of children were working at GD.

In 2017 86% (National 75%) were working at the expected level or above. 24% of children were working at GD.

Year 1 Phonics Check

In 2019 94% of children in a cohort of 89 passed the phonics check

In 2018 97% of children in a cohort of 90 passed the phonics check

In 2017 95% (National 81%) of children in a cohort of 90 passed the phonics check

95% of boys passed the check / 96% of girls passed the check

GLD

2018/19 GLD= 82%

2017/18 GLD= 80%

2016/17 GLD= 74% (71% national)

KS2 Disadvantaged

Year 6 Results for PP (4 children)

	Test Scaled Scores		
	<100	100+	110+
Reading		4 (100%)	1(25%)
Writing		4 (100%)	1 (25%)
Maths		4 (100%)	1(25%)

KS1 Disadvantaged 5 children

Reading 4 children =80%
 Writing 4 children = 80%
 Maths 4 children = 80%

GLD

Reception Results for PP (5 children) – 80%



Progress Breakdown Y2, Y3, Y4, Y5, Y6 - All SEN (62 pupils)

15 July 2019

Sum2 2017-18 to Sum2 2018-19

All Pupils (62 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	48 (77.4%)	45 (72.6%)	49 (79.0%)	47.3 (76.3%)
Progressed by 5 steps	8 (12.9%)	10 (16.1%)	8 (12.9%)	8.7 (14.0%)
Progressed by 4 steps	4 (6.5%)	2 (3.2%)	2 (3.2%)	2.7 (4.3%)
Progressed by 3 steps	1 (1.6%)	2 (3.2%)	2 (3.2%)	1.7 (2.7%)
Progressed by 2 steps	0 (0%)	1 (1.6%)	0 (0%)	0.3 (0.5%)
Progressed by 1 step	0 (0%)	1 (1.6%)	0 (0%)	0.3 (0.5%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (1.6%)	1 (1.6%)	1 (1.6%)	1.0 (1.6%)

KS2 SEN Progress

Progress Breakdown

Y2, Y3, Y4, Y5, Y6 - Pupil Premium (26 pupils)

17 July 2019

Sum2 2017-18 to Sum2 2018-19

All Pupils (26 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	23 (88.5%)	24 (92.3%)	24 (92.3%)	23.7 (91.0%)
Progressed by 5 steps	1 (3.8%)	1 (3.8%)	1 (3.8%)	1.0 (3.8%)
Progressed by 4 steps	1 (3.8%)	0 (0%)	0 (0%)	0.3 (1.3%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (3.8%)	1 (3.8%)	1 (3.8%)	1.0 (3.8%)

Year 6 results SEND 10 children

	Other – not applied	Test Scaled Scores		
		<100	100+	110+
Reading	1 (10%)	4 (40%)	5 (50%)	3 (30%)
Writing	1 (10%)	3 (30.0%)	6 (60%)	3 (30%)
Maths	1 (10%)	1 (10%)	8 (80%)	4 (40%)

Prior Attainment 2018

Reading

25% (57%) of pupils with low prior attainment reaching the expected standard

0% (14%) of pupils with low prior attainment achieving a high score
 91% (89%) of pupils with medium prior attainment reaching the expected standard
 29% (24%) of pupils with medium prior attainment achieving a high score
 100%(100%) of pupils with high prior attainment reaching the expected standard
 84% (79%) of pupils with high prior attainment achieving a high score

Writing

25%(29%) of pupils with low prior attainment reaching the expected standard
 0%(0%) of pupils with low prior attainment working at greater depth
 88%(97%) of pupils with medium prior attainment reaching the expected standard
 3%(3%)of pupils with medium prior attainment working at greater depth
 100%(100%) of pupils with high prior attainment reaching the expected standard
 58%(57%) of pupils with high prior attainment working at greater depth

Maths

50%(71%) of pupils with low prior attainment reaching the expected standard
 0%(0%) of pupils with low prior attainment achieving a high score
 100%(97%) of pupils with medium prior attainment reaching the expected standard
 53%(24%) of pupils with medium prior attainment achieving a high score
 100%(100%) of pupils with high prior attainment reaching the expected standard
 79%(89%) of pupils with high prior attainment achieving a high score

GPS

25%(43%) of pupils with low prior attainment reaching the expected standard
 0%(0%) of pupils with low prior attainment achieving a high score
 97%(95%) of pupils with medium prior attainment reaching the expected standard
 50%(30%) of pupils with medium prior attainment achieving a high score
 100%(100%) of pupils with high prior attainment reaching the expected standard
 89%(93%) of pupils with high prior attainment achieving a high score

RWM

25%(14%) of pupils with low prior attainment reaching the expected standard
 0%(0%) of pupils with low prior attainment achieving a high score
 85%(89%) of pupils with medium prior attainment reaching the expected standard
 3%(3%) of pupils with medium prior attainment achieving a high score
 100%(100%) of pupils with high prior attainment reaching the expected standard
 53%(46%) of pupils with high prior attainment achieving a high score

Age Related Combined Summer 2019

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	All	Boys	Girls															
Summer 17 Combined	71%	82%	65%	69%	68%	70%	78%	75%	81%	73%	74%	72%	67%	62%	73%	71%	70%	73%
Summer 18 Combined	77%	75%	78%	78%	82%	73%	78%	77%	81%	80%	75%	86%	80%	78%	82%	85%	79%	90%
Summer 19 Combined	79%	74%	85%	82%	81%	83%	82%	89%	75%	79%	77%	82%	83%	76%	91%	87%	85%	89%

Areas for Development:

- Continue to ensure children make good progress and achieve the expected standard in all combined areas-reading, writing and maths.
- Ensure that our disadvantaged children are both attaining and achieving at levels beyond those of comparable children nationally.
- Ensure current Year 6 are well prepared for SATS tests and identified groups supported in order to reach expected standard.
- Continue to build on good practice (data action plans)
- To monitor the progress of our more able groups.

Section 6: Behaviours and Attitudes

SEF Grade: **OUTSTANDING**

Key Strengths

- OFSTED, September 2018, wrote 'there is a calm and orderly atmosphere that encourages high standards of behaviour and very positive attitudes to learning.'
- Our Values and our school charter of Rights and Responsibilities underpin and consolidate positive behaviour throughout the Academy. The Academy has a Good Behaviour Code and a Good Behaviour Policy. (reviewed July 2019)
- The Academy's Good Behaviour Policy clearly states expectations of all pupil behaviour together with the resulting consequences and sanctions. We provide an ethos where positive role models are praised and good behaviour reinforced and rewarded.
- Trend over time: Classroom observations over the past 3 years 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.
- Trend over time: Behaviour was judged as 'outstanding' at the 2010 inspection and this was confirmed by the HMI subject inspection in October 2012. This has also been ratified by our Challenge Partner and the 2018 Inspection.
- Pupils feel safe in the Academy (100% agreed in Year 6 exit survey 2019).
- Whole school House Points System has a positive impact on behaviour and individual class reward systems support this.
- Weekly celebration assemblies and Termly Super Celebration Assemblies reward good behaviour and achievement
- Captain's Table on Friday lunchtime to promote outstanding work and behaviour.
- There are very few reports of bullying in the Academy. Any incidents are fully investigated, recorded electronically and dealt with promptly. Parents are informed of any serious incidents and every effort is made to resolve differences and steps are taken to ensure channels of communication are kept open for as long as it takes for the matter to be resolved. In our Academy, there is zero tolerance towards harassment, racism and bullying. (3 reported bullying incidents from 2018-19)
- An annual anti-bullying week supports children's well-being with displays and assemblies complement this.
- An annual equality week develops children's tolerance and respect with displays and assemblies demonstrating that the school believes difference is valued.
- Liaison with the Police Welfare Officer highlights strategies for older children dealing with cyber-bullying incidents and safe use of the internet.
- Positive Handling Plans. A large number of staff are trained and de-escalation strategies are in place for specific pupils.

-Pupils make a very positive contribution to a well ordered, safe school. Pupils know the importance of feeling safe and happy in the Academy. This includes the use of the Internet. The Internet user policy is regularly updated and children and parents sign an acceptable use agreement. As a result pupils are aware of the dangers of the internet/social media and are happy to share any rare incidents of inappropriateness with staff. There are appropriate rules for each year group. We participate in the annual e-safety week and have held an E Safety presentation for parents and information is on the Academy website.

-We have held full training on e-safety for all staff and the Local Board. .

-Children are encouraged to “tell” an adult or a friend of any concerns they have in relation to specific issues.

-All members of staff on duty during playtimes wear a high visibility jackets to ensure all children can see a member of staff. Serious or repeated behaviour incidents are recorded and reported. Pupils struggling with playtimes are identified in all meetings and specific plans put in place to support them.

-Poor behaviour is tackled effectively by parents, carers and staff working together to develop an individual education plan encouraging independence and making the right choices to remain in school. Despite challenging behaviour from vulnerable pupils, through effective management and strategies there were no exclusions in 2018-19.

Case Study-Child B

1-1 support sometimes 3-1, reduced timetable, regular communication with parent, learning mentor intervention, risk assessments and behaviour plan, differentiated learning and specialist lunchtime provision.

ATTITUDES

-OFSTED, September 2018, wrote that children have ‘examples of where their ideas have been listened to and they feel that they can approach all adults with any concerns or worries they may have.’

-Children show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.

Pupils get on very well together in lessons and at social times. These good relationships underpin learners’ achievement and progress. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.

-Learners support each other and show high levels of concern and care for others.

-Good role modelling from peer mediators, playground pals, sports crew, house captains, eco reps and school council members sets a clear expectation across the Academy.

-Academy Values, such as Respect Ranger and Perseverance Pirate, are part of everyday academy life. Unique Octo has been developed and designed by children in order to celebrate difference.

-Views of pupils taken through pupil survey, school council, peer mediators and house captains.

-Views of Stakeholders include communication with Parents and Carers, with a clear website, Senco Surgeries, Principal pop ins and fortnightly newsletters. Parents’ views are favourable regarding safety and they work in partnership with the Academy. Excellent community links and a strong PTA support for the Academy e.g. Book Week celebrations, Lindfield Village Day and ‘new entrants’ meeting. Results from our last parent survey (2017) demonstrated an overwhelming positive result.

ATTENDANCE

-Overall attendance for 2016-17 was 97.0%. Persistent absence for 2016-17 was 3.4%.

-Overall attendance for 2017-18 was 96.9%. Persistent absence for 2017-18 was 2.6%.

-Overall attendance for 2018-19 was 96.8%. Persistent absence for 2018-19 was 3.6%.

-Regular visits by the Trust Attendance Officer support actions and direction with attendance. Appropriate letters are sent to parents and fines applied for where necessary. Work with individual families and the learning mentor addresses any ongoing issues. Persistent absence is monitored and parents involved.

Schedule is as follows-

Term 1-letter home about attendance if below 90%

Term 2-letter home requesting a meeting with Assistant Principal/Attendance Officer if still below 90%

Term 3-letter home requesting another meeting with Assistant Principal/Attendance Officer and school nurse present

-Assistant Principal regularly meets the few families with continued low attendance.

- EHCPs put in place to support attendance despite medical needs.
- Attendance and punctuality are celebrated through assemblies and the newsletter.
- KS1 and KS2 end of term award for the two classes with the highest attendance in the Academy.

Areas of development

- To continue to celebrate diversity through our curriculum and promote positive attitudes towards difference.
- Continue to review and improve lunchtime, morning and afternoon routines including playtimes.
- To continue to support the few children who have poor attendance or who are late to attend.
- To continue to actively discourage holiday leave through communication and fines.
- To continue to effectively manage challenging behaviour from vulnerable pupils.

Section 7: Personal Development

SEF Grade: OUTSTANDING

Key Strengths

-OFSTED, September 2018, wrote that 'the school is a welcoming and happy place to be, underpinned by the schools values, which include celebration, success, perseverance and respect.'

-Children have plenty of opportunities to celebrate their learning e.g. weekly sharing assemblies, weekly celebration assemblies, art exhibitions, locality enrichment opportunities, music concerts, Year 6 drama productions, Christmas shows and community choir/dance events. This gives the children pride in their achievement and commitment to learning, supported by a positive culture across the whole school.

Case Study-Child A

Peer mediators- wrote letters to apply and selected on merit. Then receive training for this role. These children then assisted staff with implementing the Good Behaviour Code- resolving KS1 conflict and movement around school

-Stakeholders have reported that the use of Values Stickers and certificates continues to promote courtesy and consideration in children.

-Healthy Schools and promotion of healthy eating is of great importance in our Academy. Our Healthy Schools coordinator has arranged staff meetings, visiting chefs, healthy eating demonstrations to parents and visits to supermarkets. The school council selected the school dinner menu to ensure it was balanced and healthy.

-Exercise is promoted throughout the school through a wide range of sporting activities available before and after school. Within class every day opportunities to be active are planned such as the 'daily run' and regular brain breaks. Teachers have received CPD in teaching PE and high profile is given to sporting achievement in celebration assemblies and regular tweets.

-Whole school Jigsaw curriculum for PSHCE has enabled children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

-A wide, rich set of experiences and opportunities are provided for all children to interact positively across a range of situations e.g. many clubs, sports activities, competitions, church visits, Village Day parade, cross phase curriculum afternoons, singing in the community and Super Celebrations.

-Strategies for positive learning behaviour have been put in place e.g. crystal ball moments, what to do if you are stuck? (The 3 Bs) and Growth Mindset problem solving solutions. These strategies promote self-confidence, self-awareness and an understanding of how to be a successful learner.

-Plenty of opportunities are arranged to promote end of year transition and Year 6 work closely with feeder secondary schools to prepare for KS3. This also happens for pre-school transition.

-Programmes are offered to vulnerable children and their families to promote positive school experiences e.g. Forest School, Circle of Friends and Lunchtime Club. This includes enabling children to manage their own feelings and behaviour and how they relate to others.

-Vulnerable children receive targeted support from our Learning Mentor. School makes use of Family and

Child support workers and Family Link Workers.

- Daily 'Lunch Club' in place to support children with any pastoral need.
- All children have access to the Learning Mentor who is available to counsel and provide emotional support.
- Provision for Pupil Premium children is personalised and aimed to widen their life experience, providing cultural capital.
- SEND children have personalised learning tailored from their individual starting points to ensure they reach their potential.
- Pupils with medical need have an Individual Health Care Plan.

SPRITUAL, MORAL, SOCIAL AND CULTURAL

- Social, moral, spiritual and cultural diversity are embedded and underpins the curriculum.
- Equality Week celebrates all.
- Forest School programme for all Year 4 children.
- Structured programme of assemblies that enable children to understand our Academy Values (Respect, Teamwork, Success, Celebration, Perseverance, Enthusiasm and Independence), British Values, other faiths and provide opportunities to take part in charitable events and national celebrations. We ensure that they are well prepared to respect others and contribute to wider society and life in Britain.
- We have an elected and democratic School Council.

BRITISH VALUES

- There is an acceptance and engagement with the fundamental British Values across our Academy.
- We have developed a British Values Curriculum statement identifying areas of the curriculum where British Values are taught and explored.
- Children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Democracy- regular school elections in line with national elections for KS1 and KS2 children, pupil election of house captains, school council and eco warriors. Children are given opportunities to raise concerns, make decisions or share ideas with the school council.

Rule of Law – development of our own school codes of behaviour based on rights and responsibilities, links with emergency services, class behaviour codes developed together in each classroom.

Individual liberty –Choice of challenge in work and play, choice of activity in playtimes, a wide range of after-school clubs on offer, expectations are set and pupils understand how to make safe choices.

Mutual Respect- Mutual respect our Behaviour policy, values and ethos. Many opportunities are provided for children to work in teams (houses). Peer mediators, playground pals and sports leaders also play a significant role.

Tolerance for those with differing faiths – Children state that our Academy teaches us to respect people who are different. We have a coordinated assembly programme celebrating diversity and welcome visitors into our Academy (community assemblies).

Spiritual Development

- Development of mindfulness sessions across the Academy.
- Class time dedicated to reflection on learning. (use of our crystal ball)
- Use of imagination and creativity across our broad topic based curriculum and our PHSE and RE curriculums.
- Development of self-confidence, taking part and performing in class assemblies, school productions or activities.

Moral Development

- Good Behaviour code
- School Values and behaviour system designed to celebrate positive behaviour.
- Think sheet – children have the opportunity to reflect when things go wrong and are encouraged to understand the consequences of their behaviour and actions.

-PHSE curriculum gives children the opportunity to discuss a dilemma.

Social Development

-Opportunities for all children to interact positively across a range of situations e.g. many clubs, sports activities, competitions, church visits, village day parade, cross phase curriculum weeks, singing in the community and Super Celebrations.

-House rewards across the Academy.

Cultural Development

-We aspire for all our children to develop a love of learning and have developed a broad and creative curriculum providing a range of opportunities.

-Development of a wide range of activities across the school through our work to achieving Artsmark Silver – whole school arts celebration, locality competitions, drama clubs, ‘mega’ choir, musical assemblies, book week, reading and writing competitions.

- Local cultural experiences such as taking part in Lindfield Arts Festival.

Areas for Development.

-To continue to make wider links through Community Assemblies.

-To embed children’s emotional literacy across the whole school using zones of regulations.

Section 8: Leadership and Management

SEF Grade: OUTSTANDING

Key Strengths:

AMBITION AND HIGH EXPECTATIONS

-OFSTED, September 2018, wrote ‘There is a strong ethos of ambition and high expectations within a caring and nurturing environment.’

-The Principal, Local Board and staff have ambitious vision for the Academy. We all continue to develop the three-year strategic plan. This road map can be found on the Academy website.

-The Academy has a culture of a calm, orderly and respectful environment which underpins the smooth running of it.

-Both the Principal and Vice Principal have significant responsibilities for teaching and learning standards throughout the Academy.

-Challenging targets are set each year for pupils’ attainment and progress and in all areas of the Academy’s work. These are carefully monitored and used as important means of judging the Academy’s success.

-The SLT, supported by Subject Leaders, are successful in monitoring, evaluating, reviewing and improving teaching and learning.

-The Principal provides opportunities and support for staff development. All staff engage with both internal and external opportunities for professional enhancement.

-Leaders support staff in dealing with tricky conversations with parents.

-We have a strong locality with an ethos of sharing expertise and CPD opportunities. Good practice is also shared through staff meetings, INSET Days, moderation sessions and year group meetings.

-The Academy is committed to shared planning and PPA sessions in order to provide the very best learning opportunities for our pupils whilst managing Teacher Workload.

-The Academy is committed to equality of opportunity for all staff and children. The policy for Equal Opportunities and Inclusion within Lindfield Primary Academy adheres to the guidelines laid down by the West Sussex Education Authority and the Academy Trust. Its purpose is to actively support the practice of a code of equal opportunity and inclusion across all aspects of school life.

- The monitoring, evaluation and support of teaching and learning play a key role in our school's effectiveness and improvement. Termly observations are undertaken by the Principal, Vice Principal and Assistant Principal and the focus of these audits has a specific theme. Verbal feedback is given on all lessons to enable teachers to reflect on and progress their practice.
- The Academy is continuing to develop a peer/coaching cycle within the use of IRIS.
- Rapid Achievement Plan (RAP) Key Targets developed by all staff. Action Plans written and regularly reviewed on an annual cycle based on Academy data.
- RAP for Subjects is developed by subject leaders and is also reviewed annually.
- Pupil Progress Meetings based on the internal tracking system happen with staff discussing disadvantaged children and more-able children first. If targets are not met then interventions will be identified on Action Plans.
- School leaders have lead INSET with other Academies and Schools within the locality on our broad and balanced curriculum.
- We welcome over 80 volunteers into the Academy. This has included links with local business in setting up an effective reading program.
- OFSTED, September 2018, wrote that 'parents, carers, governors and leaders from the Trust have full confidence in the leadership of the school.'

SAFEGUARDING

- The Academy's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well.
- Academy Leaders have implemented effective procedures for the safeguarding of pupils and have successfully met all current government requirements, for example, child protection procedures and risk assessment. All staff are fully trained in keeping pupils safe from abuse, sexual exploitation and radicalization.
- Safeguarding is a major part of all new staff induction procedures.
- CPOMS has been introduced for greater efficiency within Safeguarding.
- The school business manager maintains the single central record. Safety and security checks are carried out in line with DCSF requirements and records are kept.
- There are 5 Designated Safeguarding Officers for Child Protection.
- SLT meet weekly to discuss Safeguarding issues from the previous week and update for the week ahead. SLT also meet with the local board member for Safeguarding once a term to go through the Safeguarding Peer Review Action plan.
- Staff complete the county 'Evolve' risk assessment for all educational visits.
- Staff supported in risk assessments by the EVC.
- Regular fire drills and lockdown drills are held.
- The Local Board have been DBS checked and have the necessary Safeguarding training.
- Our Medicines Officer monitors, evaluates and reviews current practice.
- Annual visits to Years R, 2 and 5 by local fire officers to deliver fire safety programmes raising awareness of children to the dangers.
- Our Premises Officer has undertaken a range of training courses to ensure site safety is maintained. Regular inspections are carried out with SLT, tree surgeons and fire technicians. All cleaning fluids are kept in a locked cupboard. There is a COSHH register, which is updated when new materials are purchased. A monthly temperature test on the water is carried out coupled with the annual water safety test. Annual PAT testing is carried out together with electricity and emergency lights test. Annual service on intruder alarms. Universal services carry out inspections on PE equipment. A snow plan is in place and reviewed every year together with the emergency response plan.
- Top ten risks from the Academy have been identified by the Risk Management Group. This group will meet termly to discuss progress of risks.

STAFF DEVELOPMENT AND WELL-BEING

- Teacher workload considerations are central to academy initiatives.

- Leaders ensure teacher voice is central to whole-school developments, ensuring workload impact is assessed.
- Whole school approach to professional development through IRIS Twilight sessions built upon over three years. Teachers continue to develop and reflect on their pedagogical knowledge.
- Continued highly effective professional and subject knowledge development takes place in regular staff meetings and INSETs (with key focus on curriculum development).
- Teacher Workload: Focused staff meetings have a structured and managed agenda. Meeting time adapted so staff can complete data captures, report writing and ILPs. Meaningful time given on staff meeting agendas to ensure a whole-academy approach to school development.
- Regular review of practice to ensure smarter approach to teacher workload.
- Shared PPA.
- Regular opportunities are given for teacher feedback when new initiatives are introduced.
- Well-being Wednesday introduced including snacks and well-being bulletin.
- Well-being item included on staff meeting agendas.

PARENTAL ENGAGEMENT AND PARTNERSHIPS

- The OFSTED parent survey from September 2018 stated that 100% of parents agreed that their child is happy at school.
- The Academy has worked hard to improve the engagement of parents. Along with an open door policy, this regular engagement with parents include, teacher drop in sessions, 'Principal Pop In' sessions, Newsletters, Read Write Inc. information letters, 'Welcome to the year group' meetings, '6 weeks in' meetings, parent volunteer requests, Learning Mentor sessions, ILP's shared at an additional SEN parents meeting, parent survey, Interim Reports and End of Year reports and Community events.
- The Academy provides a range of opportunities to hear the views of hard to reach parents and carers or those of vulnerable pupils through the use of the Learning Mentor and PP coordinator.
- Parent survey completed annually.
- There are regular updates on the Academy website to inform parents.
- Regular Tweets on Twitter.
- In response to feedback from the parent survey, a number of curriculum meetings are held.
- Parent information evenings have included: 6 weeks in, E-Safety, Year 1 Phonics, Year 2 SATS, Year 6 SATS, Assessment without levels and Supporting Maths at Home and Supporting Reading at Home.
- Regular SEND coffee mornings.

Areas for Development:

- Continue to raise the leadership potential and leadership capacity of all staff.
- Ensure that the Academy appraisal system continues to both challenge staff and support them in providing the best possible teaching and learning for all children.
- To further develop quality first teaching via the use of IRIS coaching technology.
- To continue to be more efficient and monitor the Academy budget.
- To continue to review the Local Board 3 year Strategic Plan.
- Continuing and continuous vigilance in all matters related to safeguarding.

SEF Grade: OUTSTANDING

Intent

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The curriculum promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life.
- Curriculum is sequenced and takes account of baseline assessments.
- Children follow the whole school phonics programme of Read Write Inc. This is a daily programme of interactive experiences that promote phonological awareness and key skills for reading and spelling. This programme continues throughout the Foundation Stage and into Key Stage 1.
- Focus on communication and language - 'All About Me' boxes. Chn create them at home and fill them with things special to them to promote speaking and listening. Informs us of children's experiences and favourite / important things and events.

Implementation

Phonics

- Systematic approach to reading ensures all children learn and enjoy reading from day 1.
- Differentiated daily phonics lessons across the year group, with some children joining year 1 in the summer term.
- Actions created by a teacher reinforce the RWInc sounds. This has enabled the children to learn the graphemes far more confidently.
- Children take home decodable texts closely matched to their phonic ability from our wide range of book banded books.
- Phonics is taught daily and digraphs are introduced earlier to support independent spelling attempts and 'tricky' words are taught in relation to weekly writing tasks.
- 87.8% were expected or exceeding in reading in 2017.
- 90% were expected or exceeding in reading in 2018.

Effectiveness of Leaders to drive improvement

- Baseline assessments set the bench mark for closely tracking children's development using Target Tracker and other teacher generated tracking documents. This allows development to be tracked, closely supporting and extending individual learning in the inside and outside environment. TAs are trained to use the class tracking charts to focus challenge and support.
- Teachers and TAs are undertaking the National Pilot for Baseline assessments.
- Weekly Next Steps trackers are used by all teachers.
- Ability focused teaching has proved very effective in improving the standard of children's writing.
- Marking stickers are used to respond to writing and ensure children are clear about their ways forward.
- Independent writing is celebrated on the 'Star writers' display. The display is updated with new writing half termly to celebrate children's progress.
- Termly topics maximise opportunities for writing, including the use of traditional tales and small world re-enacting.
- Weekly interventions are delivered for targeted groups and individuals to move them towards GLD; these include School Start, fine motor activities, phonics and number support.
- Learning Journeys have been adapted to allow more time to work on each text in greater depth.
- Maths is highly valued. Number hunt challenges, estimation stations and new storage units are used for collections of natural objects to count to engage children in maths activities.

How teaching nurtures, engages and motivates

- Independent challenges in writing and maths are encouraged during Discovery time. These are linked to the school values and rewarded by certificates and rainbow chart.
- Self-initiated and independent writing is a focus throughout the setting. Dens responding to child interests have been created. Staff spend time talking to the children about what interests them and then create inviting spaces for writing, for example Super Heroes, Dinosaur Adventures and Paw Patrol.
- Writing opportunities are incorporated into role play, for example when writing notes in a veterinary surgery or completing appointment slips
- Children use their own writing belts and mini clipboards to encourage writing in all areas.
- Outside, the children enjoy number tasks through physical games, for example throwing balls at number targets and beanbags into numbered hoops. Number characters with accompanying rhymes have been designed to enable children to recognise numbers, particularly the teen numbers. This has proved very effective.
- Jigsaw Jenie times promote happy relationships and moments of calm. Our PSHE curriculum enables us to promote our British Values. Every day we learn about respecting each other, looking after our environment and making good choices.
- Exciting first hand experiences include; seasonal walks in grounds, village walks, police and firefighter visits, visits to the Bluebell Railway, incubating hens eggs and caring for chicks, visiting chickens, cooking activities.
- Staff have developed the quality of opportunities for 'Understanding the World' in the outside learning environment. Bulbs and seeds have been donated by the community to enhance our growing area which includes a bug hotel.
- Participation in whole school events and enrichment weeks such as book week, role model week, anti-bullying week, diversity week. Joining in with community events such as Village Day.

Safeguarding

- All staff up to date with safeguarding training and procedures.
- Teachers visit nurseries in the summer term as part of a thorough transition plan.
- Home visits take place for every child in the first week of the Autumn term.
- Medical information is shared throughout the team and updated regularly.

Behaviour

- Class golden rules are written with the children and displayed with the children's handprints. Linked to our school values and British Values.
- Rainbow chart used to reward and encourage good behaviour.
- Early dialogue with parents if behavior issues arise.

Engagement with parents

- Welcome meeting with new parents and story sessions for new children, visits to nursery settings and meeting with parents for children with additional needs.
- 6 weeks in meeting has been adapted in response to previous feedback to include information about maths as well as reading, writing, phonics and classroom routines. Feedback from this year's event was 100% positive.
- Termly reports are sent home so all areas of learning are reported on throughout the year
- Parents receive regular phonics information on new sounds being taught so they can support their children at home.
- Sharing written next steps with parents at consultation meetings enables them to help their child reach individual targets. Parental feedback to interim reports is included in the learning journals.
- Class notice board shares overview of the next week with suggestions for maths activities at home. Class reps share this information with working parents.
- Heroes at Home stars develop further home/school links, moments for celebration and provide parent voice in evidence.

- Pupil premium parents are invited to workshops with their child, receive 'home packs' and meet with PP coordinator.
- Parent volunteers are welcomed, valued and provide valuable support with learning.
- Parents invited in throughout the year to see children's work, e.g. for book looks, open days, EY Christmas performance and vehicle exhibition.
- Fortnightly informal 'reading pop in' has proved popular with parents and children.
- Open door policy at beginning and end of every day.
- Thorough transition to Year 1 with parents invited to meet the Year 1 teachers and see their child's new classroom.
- Transition meeting held in the Summer term
- Each class will visit a residential home to share books with the residents.
- Reading meeting for Early Years parents to provide information on supporting and promoting reading at home.

Impact

Progress from starting points, attainment, disadvantaged consistency across all areas

- Successful external moderation 2017. Commended by WS moderator for range and quality of evidence and teamwork. All judgements validated. Participated in West Sussex Moderation training and local moderation sessions in 2018. Team plan closely together, equivalent displays, learning prompts and provision in each class.
- GLD increased from 74% in 2017, 80% in 2018 and 82% in 2019
- 100% Pupil Premium (7 children) reached GLD in 2019
- Transition plan and activities with Year 1 evidences that pupils are thoroughly prepared for the next stage of their education.
- Pupils behave well. They follow the school values of respect and perseverance to manage their own feelings.

Areas for Development:

- Continue to adapt topics to maximise opportunities for writing. Use traditional tales throughout the year to encourage story retelling and small world re-enacting.
- Continue to use the number tracking document to match and support number skills development and to provide opportunities to extend more able mathematicians to achieve Exceeding levels in Number.
- Continue to develop opportunities for mathematical exploration in the environment.
- Strengthen links with other schools in the Trust/locality to share best practice.
- Continue to embed 'Funky Fingers' activities for all to develop fine/gross motor needs