



LINDFIELD PRIMARY ACADEMY SEF 2016-17 V2

Spring 2017

Academy 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. We already accommodated 75 pupils in both September 2010 and 2011 as it was thought by LA that the demand for pupil places in our locality was only temporary. The school completed an expansion to secure the PAN of 90 in each year group. Lindfield Primary Academy will reach 630 on roll by September 2018.
- 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.
- We achieved the Sports Active Mark in 2008 and 2010. Silver award in 2014. Gold in 2015 and 2016.
- We successfully gained Healthy Schools status in 2009 and renewed again 2015.
- We were awarded Silver Artsmark in 2016.
- We were awarded the Bronze Travel Mark in 2016.
- We are actively renewing our Eco Schools Award in 2016.
- We are also involved within the Autism Aware Award for 2016.
- Our Academy holds WSCC Travel Mark Level 3, the first primary school in West Sussex to gain this award and one of eight schools in West Sussex who have met the set criteria, recognising the commitment our community has made to encouraging sustainable travel.
- In 2016, there are 5 children with Statements/EHCP and 49 on School SEN support (K).
- We provide for a range of children with special needs requiring high level support reflecting children with ASC, Spina Bifida, visual impairment and Type 1 Diabetes. Our leadership structure was agreed by staff and governors and reviewed in September 2014 reflecting TLR and other responsibilities. This has promoted a more dispersed leadership structure with teams of staff working together. The structure reflects a greater focus on leadership within provision, attainment and progress throughout the whole school.
- Our Academy plays an active role in a successful locality group of 20 schools. Attending courses, organising conferences and supporting teacher CPD.
- We have 2 NQTs as of September 2016.

Areas for whole Academy development	TARGETS Improving Maths outcomes More able, problem solving, progress of Summer born, Early Years, close the gap Improving Writing outcomes Early Years, able writers, text-based curriculum, shared writing, assessment, handwriting Improving the progress of groups For disadvantaged children to further close the gap in Reading, Writing and Maths in KS1 and KS2 Improving the Learning Environment Outside learning, display, health and safety, consistency in classrooms Curriculum coverage Planning formats, PSHE curriculum, Science coverage, statutory requirements for Key Stages	PROGRESS TO DATE These targets will be reviewed in the Summer Term.
Progress in previous inspection key issues Previous inspection date: Dec 2010	KEY ISSUES Improve pupils' progress in mathematics from good to outstanding by providing greater challenge in lessons for pupils of above average ability. To achieve greater pace in lessons and reduce teacher talk 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.	PROGRESS In 2016, the maths progress score was -0.1. 74% of children achieved expected standard and 20% achieved a high standard. 93% of our children made expected progress compared with 89% nationally. 60% of our children made better than expected progress compared with 35% nationally. 15% of children achieved L6 and 52% of children achieved L5+. Book scrutiny focus Summer term 2016 Lesson observations indicate greater pace in lessons and staff are aware of active learning during carpet time. 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. Staff meetings to focus on the impact of marking.
OVERALL EFFECTIVENESS- GRADE 2		
STRENGTHS <ul style="list-style-type: none"> The Academy demonstrates consistently good/outstanding teaching. This is shown through triangulation of progress/marking/teaching. Good progress over time for children. This is a very effective Academy which uses all its resources efficiently and economically to provide a very good education for all its pupils. Standards have been high for some time and all the indicators tell us that pupils achieve very well and make good progress. The Trust Peer Review moderation has agreed with our judgements. 	AREA OF DEVELOPMENT <ul style="list-style-type: none"> To be outstanding the school needs to improve the standard of writing particularly for boys and higher level. Challenge the more able Further close the gap for disadvantaged children. Efficiently manage the budget 	
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT- GRADE 2		
STRENGTHS DRIVE <ul style="list-style-type: none"> The 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 school. The SLT are ambitious for the Academy and are committed to securing the highest standards and continuous improvement in all areas of the Academy's work. This results in high expectations and the setting of challenging targets at all levels. Both the Principal and Vice Principal are high quality classroom practitioners. They have significant responsibilities for 	AREA OF DEVELOPMENT <ul style="list-style-type: none"> To continue to recruit teachers, at all levels, who demonstrate potential to be future School Leaders. Continue to raise the leadership potential and leadership capacity of staff at all levels of the Academy organisation. All members of staff are involved in the Key targets for the AIP. 	

<ul style="list-style-type: none"> teaching and learning standards throughout the Academy. Challenging targets are set for children in EYRS, Year 2, Year 5 and Year 6 on an annual basis. 	
IMPACT OF TEACHING AND LEARNING	
<ul style="list-style-type: none"> 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. Leaders demonstrably work hard to monitor, improve and support teaching. Teaching quality is sustained at a high level. The Principal provides opportunities and support for staff development. All staff are encouraged to engage with both internal and external opportunities for professional enhancement. All staff have had Performance Appraisal. Interim reviews in the spring term have also been put in place. Improving developmental marking (written feedback) - regular meetings and trialing of ideas across the school. Rewriting of writing checklists and marking cards for developmental marking. Staff meeting to update staff on a regular basis e.g. feedback from book scrutiny. Training for staff on how to close the gap between disadvantaged children and their peers. Improved communication with parents in SEN. (parent survey) The academy is continuing to develop a peer/coaching cycle within the use of IRIS. 	<ul style="list-style-type: none"> 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. Develop the use of IRIS coaching technology in school.
EVALUATING PROVISION	
<ul style="list-style-type: none"> The Principal, Governors and School Leadership Team have a secure overview of the Academy strengths and areas for development, based on a very effective strategy for self-evaluation and they ensure that these are incorporated in the Academy Improvement Plan. Each year the Academy Improvement Plan, which is written on the outcomes of the self-evaluation process, data from county and government and the peer review, identifies Key Targets. These are communicated to all teaching and non-teaching staff. The Key Targets are worked on in small groups of Key Staff. Action plans are written and reviewed. The budget is targeted on the educational priorities and each year it is carefully balanced. Financial planning and financial management are efficient and great care is taken to use all resources effectively and economically to raise standards and improve progress. An excellent self-evaluation strategy has been put into place to ensure continuous, effective monitoring evaluation and review. The educational priorities for improvement and raising standards are identified and agreed by the governors. The Academy Improvement Plan (AIP) document is written each year to deploy the budget and resources to address the educational priorities that will bring about progress and improvement for pupils. The times that the AIP and SEF are altered during the school year have changed so that more account can be taken of Raise online data. Leaders provide staff meetings and INSET Days to improve teaching and learning and professional development for all staff. 	<ul style="list-style-type: none"> To continue to be more efficient and monitor the Academy budget.
CURRICULAR IMPACT	
<ul style="list-style-type: none"> Teachers plan the curriculum to build on what has gone on before and finding out what the children already know. Research skills are developed particularly well through the topic based approach. The Academy's curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. The curriculum is bespoke to the Academy and developed around the needs and experiences of our children. The curriculum has vastly evolved since the previous inspection and is underpinned by clear basic skills, with clear continuity and progression. At the heart of the curriculum is the need to provide children with real, first hand 	<ul style="list-style-type: none"> Ensure that the Academy's curriculum embodies the national curriculum and is thereby meeting its commitment to Excellence and Enjoyment. The new Jigsaw PSHCE curriculum to be introduced. Sex Education and Relationship Policy to be reviewed.

<p>experiences to enrich and stimulate further learning. As a result, children enjoy a stimulating and memorable curriculum which is underpinned by high standards.</p> <ul style="list-style-type: none"> • Coordinators review and write action plans to show developments in all subjects to maximize children’s learning. • 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. • Children are provided with a wealth of experiences (OfSTED, HMI review of Science). • International award and School Games Kite Mark (Gold) 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 that enhances the Science curriculum for all Year 4 children and children on our Pupil Premium register. • Structured Read, Write Inc. phonics programme with proven results. • High quality phonic training delivered by the Literacy, Language and Communication Coordinator. • Designated teachers working with pupil premium children across the school. • Small group tuition given to those children who have been identified as not making correct progress from KS1 to KS2. • Mathematics intervention programme being delivered in Years 3, 4 and 5 to support identified children in making developments to close the gap between them and their peers. • Year 2 and 6Booster groups in Writing and Maths are taking place. • Termly SALT (locality) meetings enable year groups to discuss good practice and resources. 	
GOVERNANCE	
<ul style="list-style-type: none"> • Governors are fully involved in the life and leadership of the Academy and have an impact on outcomes. They are aware of the strengths and weaknesses of the Academy in particular through the very effective work of the Teaching and Learning committee and Resources committee. • Challenging targets are set each year in all areas of the Academy’s work. These are agreed by the Governing Body and then are carefully monitored and used as important measures for judging the Academy’s success. • The Governing Body has a high level of professional expertise. All are utilised to good effect as a matter of routine. • Governors meet their statutory responsibilities. They are pro-active and committed to the Academy aims as evidenced in their support of agreed Academy policy and procedures. • The Governing Body is well-organised and thorough in its work and carries out its monitoring role through: sub committees, full Governing Body meetings and Governors link with key areas (e.g. PPG and SEN) and year phases of the Academy. All governors use this membership to scrutinise the work of the Academy. • Governors ensure the budget is targeted on the educational priorities. Each year the budget is carefully balanced to ensure that money is spent wisely. The Governors involvement in financial planning and financial management ensures great care is taken to use all resources efficiently, effectively and economically. • Governors ensure Performance Management has been successfully implemented and has strong links to Academy Improvement Priorities. Governors diligently complete the Performance Management process for the Principal with the guidance of the Academy Partner. 	<ul style="list-style-type: none"> • Ensure that the Governing Body has a representative number of committed members able to collectively bring a full range of skills to the leadership of the Academy.
MANAGING LEARNING PROGRAMMES	
<ul style="list-style-type: none"> • Personalised learning is evidenced through differentiation and use of ILPs. • The Academy provides a range of opportunities to hear the views of hard to reach parents and careers or those of vulnerable pupils through the use of the Learning Mentor and FACs Project. • Read, Write Inc. 1-1 programme delivered with outstanding results. 	<ul style="list-style-type: none"> • To continue to manage and deliver quality learning programmes throughout the Academy.
PROMOTING EQUALITY AND DIVERSITY	
<ul style="list-style-type: none"> • Social, moral, spiritual and cultural and RE are beginning to be embedded and underpins all of the Academy’s work. 	<ul style="list-style-type: none"> • To continue to develop, evolve and embed SMSC/RE within the

<p>Within the curriculum, opportunities for cultural diversity, community cohesion and citizenship are sought. The impact of this is that children have a much greater awareness of cultures other than their own.</p>	<p>curriculum.</p>
PROMOTING BRITISH VALUES	
<ul style="list-style-type: none"> • In our Academy we follow a 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 developed a British Values Curriculum statement identifying areas of the curriculum where British Values are taught and explored. • Whole School elections held in line with National elections (2015) this enabled children to identify with the democratic process. • We have an elected and democratic School Council. 	<ul style="list-style-type: none"> • To continue to embed British Values into our curriculum.
SAFEGUARDING	
<ul style="list-style-type: none"> • 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. • 4 senior members of staff have all successfully completed Safer Recruitment courses. • The principles of The Children Act underpin all our work to ensure that in all we do children flourish in a supportive environment for learning. The Academy's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern. • 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 safeguarding and safeguarding is a major part of all new staff induction procedures. • There is a single central record of the checks made. Safety and security checks are carried out in line with DCSF requirements and records are kept. There are a high number of staff with appropriate training in first aid and recognised qualifications. • The Principal and SENCo are Designated Leads for Child Protection. The Vice Principal and ECM Coordinator are Deputy Leads for Children Protection. • The Principal completes the annual safeguarding return to LA. • Disqualification by Association form completed by all personnel in school building. • Staff complete the county 'Evolve' risk assessment for all educational visits. • Staff supported in risk assessments by the EVC. • Regular fire drills are held. • The premises manager ensures annual PAT testing occurs, liaises with the visiting tree surgeons and completes the annual fire inspection. Monitoring of outside play equipment and checking water temperature occurs monthly. • The Academy office monitors DBS checks and ensure the central record is up to date. • Statutory policies are in place and are regularly reviewed by governors and staff including: equal opportunities, behaviour management, health and safety, anti-racism and anti-bullying and child protection. • First aid training is arranged for our mid-day supervisors and teaching assistants when needed. • Governors have been DBS checked and have the necessary Safeguarding training. • Our Medicines Officer monitors, evaluates and reviews current practice. 	<ul style="list-style-type: none"> • To update the critical incident procedures in line with the Trust. • Continuing and continuous vigilance in all matters related to safeguarding.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT- GRADE 2

STRENGTHS		AREA OF DEVELOPMENT
EXPECTATIONS		
<ul style="list-style-type: none"> • Teaching is good or better because teachers have high expectations of pupils. This is seen in lesson planning where there is clear differentiation for all groups of learners. Tasks are challenging and more able pupils are given additional challenges to ensure that they make rapid progress. • The assessment and planning of maths across the Academy ensures that all pupils are taught at the appropriate level. • Teachers plan the curriculum to build on what has gone on before and finding out what the children already know. This ensures that inconsistencies in understanding are identified and addressed and that when pupils are secure in their knowledge they are moved on swiftly. • 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 who may be accompanied by members from the SMT team. The focus of these audits has a specific theme and feedback is given on all lessons following the OFSTED framework. • To ensure staff keep up to date and informed, regular staff meetings are held and a range of training courses are provided. Within the locality sharing of good practice through INSET and twilight sessions are held and practitioners are encouraged to share good practice. Regular moderation of work and a termly book scrutiny by the SLT ensure consistency is maintained and ways forward are identified. • Lesson Observations for 2015-16 changed. No judgements to be made, but strengths celebrated and a maximum of three areas of developments were focussed on. These have evolved still further for 2016-17 with lesson 'drop in sessions' over the year. • Autumn Term 2015 Lesson Observations focused on Maths- learning how to learn. Please refer to Lesson Observation Report for more detail. • Lesson Observations for the Spring Term 2016 focused on Writing- differentiation within the class. Please refer to Lesson Observation Report for more detail. • Summer Term 2016 lesson Observations focused on Maths- Problem solving/impact of marking within the class. Please refer to Lesson Observation Report for more detail. • Peer Review lesson observation Autumn 2016, focused on general classroom practice. • Peer Review lesson observation Spring 2017, focused on the scaffolding for learning. • Peer observations have started for teachers CPD and self-evaluation. • Successful learning walks have taken place with other locality Head Teachers who have praised the Academy learning environment. Termly staff learning walks to enable sharing of good practice. • Previous observations have included guided reading, use of support staff, writing, PE and use of quality questioning. 	<ul style="list-style-type: none"> • Ensure that the level of expectation and learning tasks remains high throughout lessons, so that more able pupils are consistently being challenged. • The review of mini plenaries. Only specific children are targeted, whilst others continue uninterrupted. 	
EXPERTISE		
<ul style="list-style-type: none"> • Teachers have excellent subject knowledge which challenges and inspires pupils. Resources including new technology make a marked contribution to the quality of learning as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and plan effectively to build on these. • Teachers' professional expertise is very good across the curriculum and in all key stages. Drawing on excellent subject knowledge, 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 learners. • Writing and Maths moderations in the Academy ensure staff focus on consistency across year groups and progression across the Academy. 	<ul style="list-style-type: none"> • In EYFS, KS1 and KS2 pupils need to be given responsibility for their own learning and they are fully involved in assessment and target setting. • Ensure that all staff are confident and comfortable with the new National Curriculum, Assessment and Reporting. • To develop coaching within IRIS. 	

<ul style="list-style-type: none"> Teaching consistently deepens and improves pupils' knowledge, skills and understanding and focuses on the important key skills that children need to thrive and do well. Teaching of reading, writing, communication and mathematics is very good across the Academy. In EYFS, KS1 and KS2 the use of a very effective range of teaching styles and strategies in lessons across the Academy sustains pupils' concentration and motivates their learning. CPD is provided through staff meetings, INSET and locality training. All staff share good practice regularly within a staff meeting. Sharing good practice with Silverdale Primary Academy in Hastings. Participation within a research project with the University of Brighton to develop teaching and learning. Judgements Quality Assured by School Improvement Partner and Locality Moderation. 	
STRATEGIES	
<ul style="list-style-type: none"> Teaching assistants make a strong contribution to the high quality of teaching and learning. 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. Children with SEN are supported by a high adult child ratio. This approach has had a highly positive impact on the results. Pupils with SEN are well supported both in and out of lessons. The good level of differentiation ensures that School SEN Support K pupils have work that is well matched to their needs and make good progress. Pupils with a statement or EHCP of SEN are supported by high-quality, well-trained teaching assistants who provide a balance between support and letting the pupil do the work for themselves. Teaching promotes perseverance, confidence and independence. Teaching and Learning Policy updated January 2016. 'Fluency time' and Maths Mantras have been introduced across the Academy. 	<ul style="list-style-type: none"> To extend and challenge the more able during lessons. New Maths Curriculum has been successfully introduced in September 2016. New end of term maths assessment to be monitored and reviewed. All year groups using new planning format for the new maths curriculum. Ensure that all TAs provide different levels of appropriate and effective support to all pupils.
BASIC SKILLS	
<ul style="list-style-type: none"> Basic skills are used consistently across the curriculum so that pupils become secure in applying their skills in new situations. Research skills are developed particularly well through the topic based approach. The teaching of reading and writing is good. It is a strength of the Academy. Reading is given a very high priority and our strategy is successful. At every stage pupils' reading is taught well and a very large majority of pupils become good readers for their age and ability. Handwriting Policy has been introduced. Reading is given a high priority in school to ensure that every child becomes a proficient reader. In the Early Years Foundation Stage, KS1 and KS2, a wide and appropriate range of reading strategies are used including RWInc phonics. Times tables are taught and assessed weekly in Year 2-6 through times table challenge. Introduction of Babcock Spelling Scheme. 	<ul style="list-style-type: none"> Ensure that Reading, Writing and Mathematics continue to be seen as fundamental to every pupil's success. 'Catch up' scheme to be introduced in Key Stage 2.
MOTIVATION AND ENTHUSIASM	
<ul style="list-style-type: none"> Lesson observations have shown that pupils concentrate exceptionally well in lessons because they are interested and motivated to learn. This is because teachers plan activities that build on pupils' prior knowledge and they incorporate children's interests into the planning. The new curriculum topics have had an impact on pupils writing and their love of writing. They are motivated and keen to participate in the writing activities and this is therefore having an impact on their progress. 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, Book Week and World Arts Festival. To establish links with BBC learning clips to enable real life investigations. 	<ul style="list-style-type: none"> Ensure that all our children continue to have a love of learning and a thirst for knowledge. Links made with Hurstpierpoint College for Masterclasses. Links made with Oathall for Science and DT. Links made with Burgess Hill Academy for Maths.

FEEDBACK AND QUESTIONING	
<ul style="list-style-type: none"> We encourage 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. Teachers regularly listen, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. The marking policy ensures that constructive feedback is regularly given to a pupil which is of high quality, leading to high levels of engagement and interest. As an Academy we have timetabled periods for children to Review and Reflect on their learning through the 'Crystal Ball' moments. Regular feedback is given to all pupils during the teaching and learning process as part of an on-going, high quality, learning dialogue between the teachers, support staff and pupils. This ensures pupils know how well they are doing and what they need to do next to improve. 	<ul style="list-style-type: none"> The effort that pupils make and the resilience they show to be recognised, supported, encouraged and rewarded
ENGAGEMENT WITH PARENTS	
<ul style="list-style-type: none"> 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, Choir, parent survey and Community events. There are regular updates on the Academy website. Regular Tweets on Twitter. Involvement in National/World events which include, World Book Day, National Letter writing week and World Internet Safety Day. The parent survey from November 2015 stated that 93% of parents agreed that their children enjoyed school. In response to feedback from the parent survey, a number of curriculum meetings were 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. 	<ul style="list-style-type: none"> To continue with the 'Principal Pop In.' To evaluate Parent questionnaire. To introduce SEN coffee mornings. Opportunity to learn about appropriate strategies.
EQUAL OPPORTUNITY	
<ul style="list-style-type: none"> 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. It is complementary to the county council's Equal Opportunities in Employment Policy, which sets out the key areas to consider with regard to employment. The Academy follows these guidelines with respect to all rights of employment. 	<ul style="list-style-type: none"> To continue to adhere to the Equal Opportunity Policy. To develop wrap around care.
ASSESSMENT	
<ul style="list-style-type: none"> The Academy has a very effective policy and strategy for assessing, recording and reporting pupils' progress that meets the needs of all pupils including those with special educational needs. 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. Half termly pupil progress meeting are held to address progress and attainment. Mock SATS held for Year 6 children for process and procedures. Use of the Interim Framework in years 2 and 6 to enable pupils to assess their own learning and next steps. 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. 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 in reading, writing, maths and science. This informs the intervention provision map for reading, writing and maths. 	<ul style="list-style-type: none"> To embed reflective learning to learn. To embed new assessment procedures and monitor, review and revise. To embed and develop use of Target Tracker Assessment system. To investigate techniques and assessments in Year 5 to support learning within the curriculum map.

<ul style="list-style-type: none"> Individual targets in English and Mathematics are shared with pupils. They make pupils' next steps for learning explicit. 	
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE- GRADE 2	
STRENGTHS	AREA OF DEVELOPMENT
<ul style="list-style-type: none"> Our Values and our school charter of Rights and Responsibilities underpin and consolidate positive behaviour throughout the Academy. Academy has a 'Good Behaviour Code' Academy has a Good Behaviour Policy. The Academy has updated and reviewed the 'Anti bullying Policy'. Good use of pupil voice through an active school council, peer mediators and house captains. 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. Progress is very good. Learners support each other and show high levels of concern and care for others. 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. The Academy is a harmonious community where people from different faiths and social backgrounds get on well together and respect differences. The School Council and circle time provide all pupils with an excellent opportunity to take responsibility and participate in decision-making. The outcomes contribute to the quality of teaching, learning and curriculum. This process is a valuable part of our ethos. 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. In our Academy we follow a structured programme of assemblies that enable children to understand our School 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. 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. 	<ul style="list-style-type: none"> To further raise awareness of Multi-cultural diversity through developing a link with a diverse school and increasing resources in the library and classrooms e.g. Around the World Arts and Culture festival, Term 6. Continued development of positive learning behaviour and growth mindset shared with staff and pupils through staff meetings, website, assemblies and displays. Embed regular pupil voice opportunities.
BEHAVIOUR MANAGEMENT	
<ul style="list-style-type: none"> Classroom observations over the past 2 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. The Peer Review has commented on excellent behaviour for learning. Behaviour was judged as 'outstanding' at the last inspection (2010) and this was confirmed by the HMI subject inspection in October 2012. 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. Whole school House Points System has had a positive impact on behaviour and individual class reward systems support this. Good role modelling from peer mediators, playground pals, sports crew, house captains, eco reps and school council members sets a clear expectation across the school. 	<ul style="list-style-type: none"> 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.

<ul style="list-style-type: none"> • Ofsted (2010) commended the school on its outstanding management of pupils with behaviour difficulties. • Programmes are offered to vulnerable children and their families to promote positive school experiences e.g. Forest School, Circle of Friends and Lunchtime Club. • We have a strong Good Behaviour and Anti-Bullying Policy which all staff follow and this is reviewed annually by SLT and Governors. • New Curriculum map promotes SEAL and good behaviour, embedded through assemblies, Lunch Club, Circle Time and PSHCE lessons. 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 worker and Family Link Worker. • The use of Values Stickers and certificates has led to increased courtesy and consideration in children. • Weekly celebration assemblies and Termly Super Celebration Assemblies reward good behaviour and achievement • Good provision for SMSC thorough a wide range of curricular and extracurricular activities. • Positive Handling Plans with de-escalation strategies in place. • Daily 'Lunch Club' set up to support children with any need and is available at lunchtime. • Mindfulness club run for children to cope with anxiety. 											
VIEWS											
<ul style="list-style-type: none"> • Communication with Parents and Carers is good, with a clear website, Principal pop ins and fortnightly newsletters. • Parents' views are generally 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 parent survey (2015) demonstrated an overwhelming positive result. <table border="0"> <thead> <tr> <th data-bbox="188 842 315 866" style="color: blue;">Key Headlines</th> <th data-bbox="640 842 857 866" style="color: blue;">Agreed/Strongly Agreed</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 900 387 924">My child enjoys school</td> <td data-bbox="725 900 768 924">93%</td> </tr> <tr> <td data-bbox="188 957 645 981">There is a good range of activities provided at school</td> <td data-bbox="725 957 768 981">92%</td> </tr> <tr> <td data-bbox="188 1015 530 1038">My child is making progress at Lindfield</td> <td data-bbox="725 1015 768 1038">93%</td> </tr> <tr> <td data-bbox="188 1072 683 1096">Holding an open afternoon is a good way to see progress</td> <td data-bbox="725 1072 768 1096">79%</td> </tr> </tbody> </table>	Key Headlines	Agreed/Strongly Agreed	My child enjoys school	93%	There is a good range of activities provided at school	92%	My child is making progress at Lindfield	93%	Holding an open afternoon is a good way to see progress	79%	<ul style="list-style-type: none"> • Pupil questionnaire Term 1. • Book Scrutiny (Termly). • To develop community links through a regular feature in a locality magazine.
Key Headlines	Agreed/Strongly Agreed										
My child enjoys school	93%										
There is a good range of activities provided at school	92%										
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Holding an open afternoon is a good way to see progress	79%										
ANTI BULLYING											
<ul style="list-style-type: none"> • Bullying is not tolerated at Lindfield and if an instance occurs, quick and effective action is taken by staff to deal with it. • There are very few reports of bullying in the Academy. Any incidents are fully investigated 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. • An annual anti-bullying week supports children's well-being with displays and assemblies complement this. • Liaison with the Police Welfare Officer highlights strategies for older children dealing with cyber-bullying incidents and safe use of the internet. 	<ul style="list-style-type: none"> • Review recording of behaviours on SIMS. 										

<ul style="list-style-type: none"> • Peer mediators and playground pals are available for children to talk to and help resolve playground issues. • All children have access to the Learning Mentor who is available to counsel and support at times of need. • Our Anti-Bullying Policy is reviewed and updated annually. • A Lunch club and a Mindfulness activity room are in operation throughout the day. 	
WELFARE AND SAFETY	
<ul style="list-style-type: none"> • 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 governors. • Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. • 'Children have a good understanding of safety and strategies to deal with risk' (HMI 2012). • Children are encouraged to "tell" an adult or a friend of any concerns they have in relation to specific issues. The school has four nominated Child Protection Officers. Lead officers are Principal and SENCo. Deputy officers are Vice Principal and ECM Coordinator. All staff have been trained in child protection. • Regular fire drills are held and the children carry these out calmly and in an orderly manner. • Annual visits to Years R, 2 and 5 by local fire officers to deliver fire safety programmes raising awareness of children to the dangers. • 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. 'Children to watch out for' are identified in all meetings. • School Council delivered their project to create a quiet area in KS2 playground. • 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. • First aid Training is regularly run to ensure staff are updated on current procedures. Medicines are kept in a central locked cupboard and administration and details are recorded. We have a designated Medicines Manager who coordinates and checks medicines throughout the school. • The Academy has 4 Child Protection Officers and all child protection staff training is up- to-date. Head and governor trained in Safer recruiting. • Risk assessments are completed for all educational and residential trips and monitored by our Educational Visits Coordinator and Principal. • Safety procedures are outlined in curriculum areas to help support correct use of tools and equipment, which are then shared in lessons. • The School Business Manager maintains the Single Central Record for safeguarding. • 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. 	<ul style="list-style-type: none"> • To continue to self-evaluate Health and Safety. • Continue to review and improve lunchtime, morning and afternoon routines including playtimes. (Happy playtimes coordinator) • To make sure whole school community, including new staff, have had Safeguarding training. • To develop a social media policy. • To continue to review and develop our Safeguarding procedures.

<ul style="list-style-type: none"> Exercise is promoted throughout the school through a wide range of sporting activities available before and after school, CPD for teachers in teaching a range of sports and high profile given to sporting achievement in celebration assemblies and regular tweets. 'Change for life' clubs promote healthy lifestyles and fitness for less active children. All children have access to the Learning Mentor who is available to counsel and provide emotional support. Pupils with medical need have an Individual Health Care Plan 	
ATTENDANCE AND PUNCTUALITY	
<ul style="list-style-type: none"> Overall attendance for 2015-16 was 96.76%. Persistent absence for 2015-16 was 3.51%. An annual visit by the EWO monitors attendance. Liaison with the office and SLT show good knowledge of children's absence. Appropriate letters are sent to parents where necessary. Work with individual families and the learning mentor addresses any issues. Attendance and punctuality are celebrated through assemblies. 	<ul style="list-style-type: none"> To continue to encourage the few children who have poor attendance or who are late to attend.
OUTCOMES FOR CHILDREN AND LEARNERS- GRADE 2	
STRENGTHS	AREAS OF DEVELOPMENT
STANDARDS	
<p>Key Stage 2</p> <ul style="list-style-type: none"> Test standards at the end of KS2 have been above the national average for the past 6 years. In 2015 they were above the national average by 1.2 points APS. Maths: In 2016 74% (National 70%) achieved the expected standard and 24% achieved a high standard. Our maths progress score was -0.1. The average scaled score 104. In 2015 the percentage attaining L4+ in maths (94%) was above the national average by 7%. The percentage attaining L5+ (52%) was significantly above the national average by 11%. The percentage attaining L6 (15%) was above the national average of 9%. Reading: In 2016 80% (National 66%) achieved the expected standard and 30% achieved a high standard. Our reading progress score was 2.9. The average scaled score 107. In 2015 the percentage attaining L4+ in reading (97%) was significantly above the national averages by 8%. The percentage attaining L5+ (69%) was significantly above the national average by 21%. 0% of pupils attained Level 6. Writing: In 2016 57% (National 74%) achieved the expected standard and 8% achieved a high standard. Our writing progress score was -3.8. In 2015 the percentage attaining L4+ in writing (95%) was above the national average by 8%. The percentage attaining L5+ (26%) was below the national average by 10%. Grammar, Spelling and Punctuation: In 2016 79% (National 72%) achieved the expected standard and 23% achieved a high standard. The average scaled score 106. In 2015 the percentage attaining L4+ in GPS (90%) was significantly above the national average by 10%. The percentage attaining L5+ (68%) was significantly above the national average by 13%. 8% of pupils attained Level 6 and this is above the national average by 4%. Combined Reading, Writing and Maths score for 2016 (percentage of children achieving the expected standard in all areas was 49% (National 53%) 	<ul style="list-style-type: none"> Improved percentage of children achieving the expected standard, particularly in writing. Ensure children make good progress and achieve the expected standard in all combined areas- reading, writing and maths. The Academy has a writing key target and continues to monitor progress and attainment in writing. Ensure that our pupil premium 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.

Attainment at Key Stage 2

Maths KS2 APS	2011	2012	2013	2014	2015
National	27.6	28.4	28.7	29	29
School	28.7	29.3	29.4	30.1	30.5
Reading KS2 APS	2011	2012	2013	2014	2015
National	28.1	28.8	28.5	29	29
School	29.8	30.7	30	31.2	30.9
Writing KS2 APS	2011	2012	2013	2014	2015
National	26.4	27.3	27.5	27.9	28.2
School	27.5	29.1	28.4	28.7	28.4

Key Stage 1

- KS1 standards have been above national for the past 6 years. The overall point score for 2015 was 16.6, which was above the national average by 0.5.
- **Reading: In 2016 82% (National 74%) were working at the expected level or above. 27% of children were working at greater depth.** The 2015 levels in **Reading** were above the national average at L2c+ (97%) by 7%, were above the national average at 2B+ (88%) by 6% and just above the national average at L3 (34%) by 2%.
- **Writing: In 2016 71% (National 66%) were working at the expected level or above. 12% of children were working at greater depth.** In 2015 the results were above the national average at L2c+ (92%) by 4%, above the national average at 2B+ (81%) by 9% and just below the national average at L3 (17%) by 1%.
- **Maths: In 2016 82% (National 73%) were working at the expected level or above. 15% of children were working at greater depth.** In 2015 the results were level with the national average at L2c+ (93%), above the average at 2B+ (88%) by 6% and below the national average by 6% .L3 (20%).

Attainment at Key Stage 1

Maths KS1 APS	2011	2012	2013	2014	2015
National	15.7	15.9	16.1	16.2	16.4
School	16.1	16.6	16.4	16.8	16.5
Reading KS1 APS	2011	2012	2013	2014	2015
National	15.8	16	16.3	16.5	16.6
School	16.2	16.8	16.7	17.3	17.2

Writing KS1 APS	2011	2012	2013	2014	2015	
National	14.4	14.7	14.9	15.1	15.3	
School	13.7	15.2	15	15.6	16	
Year 1 Phonics Check						
<ul style="list-style-type: none"> In 2016 85% (National 81%) of children in a cohort of 90 passed the phonics check. In 2015 there were 90 pupils in the cohort with 84% achieving the expected standard. This was 7% above the national average of 77%. Of the 57 (43) boys in the cohort 85.7% (81%) achieved the expected standard Of the 33 (47) girls in the cohort 84.8% (87%) achieved the expected standard. 						
GLD						
<ul style="list-style-type: none"> 2014/15 GLD =47% 2015/16 GLD = 70% (66% national) 						
PROGRESS						
<ul style="list-style-type: none"> Progress across year groups in a wide range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well. In 2016 Reading progress score was 2.9 (top 25% of schools), writing progress score was -3.8(bottom 25% of schools) and our maths progress score was -0.1.(middle 20% of schools) The overall progress for all subjects made by pupils in 2015 using the value added score was 101 (100.6-2014) (above national expectation). The Academy made an improvement in VA from 100.3 in 2013 and 100.6 in 2014, but this still remains a focus through the tracking of pupil progress in the core subjects. When broken down into core subjects in 2015 the VA was: Reading 101.5 (101.3), Maths 101.3 (100.6), and Writing 99.9 (99.9). The SLT have identified writing as an area of focus across the school to enable an improved VA score. In 2015 95% of our pupils made at least two levels progress in mathematics, 100% in reading and 98% in writing. In 2015 the 'average' APS progress between KS1 and KS2 was 14.6, (14.3 in 2014 and 13.8 in 2013). Quality of pupils' learning is good linked to progress and attainment outcomes. Judgement also supported by 'formal' classroom observations, end of term assessments on Progress Catcher and scrutiny of pupils' work over a two year period. Termly pupil progress meetings provide opportunities for teachers, Principal and school leaders to meet up and discuss progress made by individual children. Children identified are discussed and interventions are put in place to improve progress. 			<ul style="list-style-type: none"> Key target action plans have been reviewed by working parties and impact of actions have been reviewed. Whilst the VA for Maths has improved it is still a focus to ensure more girls exceed year of year expectations. The Academy evaluation identifies mathematics progression as requiring continuing focus to see the impact of intervention and enrichment programmes. 			

Progress over the year so far for our children / Age related expectation Term 3

Year group	Working below expectation	Working at or above expectation	Working above expectation
EYRS			
1	1.1%	98.9%	5.6%
2	7.8%	92.2%	5.6%
3	8.3%	91.7%	0%
4	1.3%	98.7%	0%
5	9.3%	90.7%	4.0%
6	0%	100%	0%

GROUPS 2015 DATA

Key Stage 2

Reading

Reading progress for all pupils (60) was 2.87

Boys (34) was 2.27

Girls (26) was 3.71

Disadvantaged (4) was 2.73

SEN Support (9) was 4.33

All groups of prior attainment (low, middle and high) made good progress. Those children who had previous low attainment overall and low maths attainment made very good progress in reading. Disadvantaged children made less progress.

Writing

Writing progress for all pupils (60) was -3.76

Boys (34) was -4.39

Girls (26) was -2.95

Disadvantaged (4) was -9.88

SEN Support (9) was -2.96

Low prior attainment groups made the best progress in writing. Overall high prior attainment group made less progress.

Maths

Maths progress for all pupils(60) was -0.1

Boys (34) was -0.05

Girls (26) was -0.16

- Continue to monitor all groups inside the school. PPG children a focus of all progress meetings.

Disadvantaged was -3.11
SEN support (9) was -1.08
High prior attainment group in maths made good progress. Disadvantaged and overall low prior attainment group made less progress.

- The performance of the boys was above the girls in **maths** by 1.1 point and above boys nationally by 1.7. Girls were above girls nationally by 1.2 points.
- The performance of the girls was above the boys for reading by 0.8 and in writing by 1.3. Boys were above boys nationally in reading by 2 points and in writing by 0.5.
- The performance of the our 2 FSM pupils was below our non FSM pupils for the **combined maths, reading and writing** by 4.7. and below other FSM pupils nationally by 1.7.
- The performance of the 3 EAL pupils was above our non EAL pupils for the **combined maths, reading and writing** by 1.1 and above other EAL pupils nationally by 2.7.
- The performance of the our 5 SEN (SA and SA+) pupils was below our non SEN pupils for the **combined maths, reading and writing** by 3.9 points but above other SEN pupils nationally by 1.7 points.
- **Reading** of the 2 pupils entitled to FSM 100% made at least 2 levels of progress through KS2 compared with 97% (91% nationally) of our non-FSM pupils.
- **Writing** of the 2 pupils entitled to FSM 100% made at least 2 levels of progress through KS2 compared with 98% (94% nationally) of our non-FSM pupils.
- **Maths** of the 2 pupils entitled to FSM 50% (86% nationally) made at least 2 levels of progress through KS2 compared with 95% (90% nationally) of our non-FSM pupils.

KEY STAGE 1

The following data compares attainment in EYFS to attainment at end of KS1. Percentage of children who met the expected standard + from the Emerging, Expected and Exceeding group at EYFS.

Reading

EYFS - Emerging 31% achieved expected standard + at year 2 (national 36%)
Expected 95% achieved expected standard + at year 2 (national 85%)
Exceeding 100% achieved expected standard + at year 2 (national 99%)

Writing

EYFS – Emerging 37% achieved expected standard + at year 2 (national 30%)
Expected 89% achieved expected standard + at year 2 (national 82 %)
Exceeding 100% achieved expected standard + at year 2 (national 98 %)

Mathematics

EYFS- Emerging 72% achieved expected standard + at year 2 (national 36%)
Expected 89% achieved expected standard + at year 2 (national 86 %)
Exceeding no children were identified as exceeding in EYFS

DATA 2015

- The performance of the boys was below the girls overall by 0.6; but was above boys nationally by 0.6 with girls being above other girls nationally by 0.3.
- Our 2 FSM pupils performed significantly above other FSM pupils nationally by 2.2 overall; they were above other FSM nationally in reading by 1.8; were above others in writing by 2.0; and were above others in mathematics by 2.8.
- Our 1 EAL pupil performed above other EAL pupils nationally by 4.0 overall; he was above other EAL nationally in

<p>reading by 5.0; was above others in writing by 2.0; and was above others in mathematics by 4.9.</p> <ul style="list-style-type: none"> • Our 4 SA or SA+ pupils performed at 5.2 points below our non SEN pupils and performed at 0.7 below other SEN pupils nationally. • Autumn born pupils' performance was above national expectations by 0.6. Spring born children performed 0.9 above national and Summer born performed at 0.3 above national. Summer born children performed slightly below national in maths. School-15.5 National 16.6. 	
READING/UNDERPINNING THE CURRICULUM	
<ul style="list-style-type: none"> • The teaching of reading and writing is very good and ensures that standards in reading are high. It is strength of the Academy. Reading is given a very high priority and our strategy is successful. At every stage pupils' reading is taught well and a very large majority of pupils become good readers for their age and ability. • Reading is given a high priority in Academy to ensure that every child becomes a proficient reader. • In the EYFS and KS1 a wide and appropriate range of reading strategies, including synthetic phonics, are used. Skills for reading are embedded through pupils experiencing enriched daily reading practice. Read Write Inc. begins in Reception classes. • Pupils read widely and often. Only a very small number of pupils do not reach national expectation in reading. 	<ul style="list-style-type: none"> • Continue to develop the high profile of reading within the Academy to achieve outstanding data.
BASIC SKILLS	
<ul style="list-style-type: none"> • Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. • Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum, areas of learning in the Early Years Foundation Stage. • Pupils develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education. 	
THE EFFECTIVENESS OF EARLY YEARS PROVISION- GRADE 2	
STRENGTHS	AREA OF DEVELOPMENT
<ul style="list-style-type: none"> • All teachers and TAs attended Numicon training. Numicon is regularly used in teaching inputs and adult led focus tasks. All classes also have Numicon available and accessible to the children at all times. Various challenges are encouraged during Discovery time. Large Numicon is used for whole class teaching creating an effective visual aid. Outside, the children enjoy number tasks through physical games, for example throwing balls at number targets and beanbags into numbered hoops. • Self-initiated and independent writing is a focus throughout the setting. In January we began our differentiated daily phonics lessons and have grouped the children across the year group, this ability focussed teaching is proving very effective in the standard of the children's writing. We have developed marking stickers to respond to writing. When children see the 'finger space' or 'stretch the word' symbol, they are clear about their ways ahead. We have introduced digraphs earlier to support independent spelling attempts and taught 'tricky' words related to weekly writing tasks. We have made 'Writing dens' in each class to appeal to the children's interests. We spent time talking to the children about what interests them and then created inviting spaces for writing, for example Super Heroes, Dinosaur Adventures and Forests. We have invested in coloured photocopy paper to make independent writing opportunities more inviting. As a Christmas present to our TAs we made writing belts to match the children's belts. Seeing the adults wearing and modelling the use of the writing belt has proved very motivating and encouraged the children to use their own writing belts and mini clipboards. Writing is celebrated by placing children on the 'Rainbow', sticking work on the 'Star writers' display and giving out 'Phonics Fred' stickers. 	<ul style="list-style-type: none"> • Continue to develop meaningful outdoor learning opportunities, specifically for 'Understanding the World'. We aim to plant vegetables and herbs through the seasons in our growing area. We have acquired a notice board for the growing area so that the children can document in pictures writing and photos what is happening with our plants. Link with stories e.g. grass with 3 Billy Goats Gruff, Wheat for The Little Red Hen etc. We have been donated some old pallets and hope to develop them into a 'Bug Hotel' • Continue to develop confidence in independent writing. Add texts and writing equipment to small world and construction boxes. • Continue to develop more story writing to enable more exceeding writers. • Look at topics to maximise opportunities for story writing in the spring and summer terms. Use traditional tales throughout the year to encourage story retelling and small world re-enacting.

<ul style="list-style-type: none"> Tracking data is entered half termly and used to inform planning and provision for groups. Weekly interventions are delivered for targeted groups and individuals to move them towards a GLD. Improved organisation of shared maths and phonics resources facilitates interventions. Sharing written next steps with parents at consultation meetings enables them to help their child reach individual targets. GLD increased to 70% in 2016. We have been developing the quality of opportunities for 'Understanding the World' in the outside learning environment. We have created a growing area with soil and bulbs donated by the community and a governor who worked with the children. The children enjoy spotting signs of growth. They have written labels, made observations, measured, predicted and drawn the plants. 	
GOVERNORS- GRADE 2	
STRENGTHS	AREA OF DEVELOPMENT
<ul style="list-style-type: none"> Governors are designated areas of responsibility (such as safeguarding) and support the Academy and the Principal to ensure that the Academy complies with statutory duties. Governors are engaged in work to support Academy values. They are present at parent events such as parent consultation evenings and open days. Governors regularly review progress against the AIP. Governors are assured of the rigour of the assessment process. This is achieved through Governors being assigned to year groups. The governor will visit the year group termly and through observation and conversations with staff and pupils will gain an understanding of the year group so that when data is presented at TLC meetings it can be robustly challenged. Governors are aware of the impact of teaching and learning through the sharing of lesson observation results by the Principal. Governors also receive reports following pupil progress meetings and are informed about progress relating to pupil premium and gifted and talented pupils. The governing body are providing effective challenge and support around the financial probity of the Academy at an especially challenging time. Further evidence can be seen through resources committee meeting minutes. The Local Governing Body has provided support and challenge for the Principal and SLT. 	<ul style="list-style-type: none"> The current Local Governing Body consists of many Governors who have recently been appointed and on-going training is underway to ensure their level of knowledge is sufficient to undertake individual roles and responsibilities. There is currently challenge around understanding the new curriculum and assessment methods. Governors need to remain informed as the new system evolves and imbeds. Ongoing refinement to understanding the rationale for and recording of Governor visits to the Academy to ensure that the time is used effectively and supports Governors' role in providing effective challenge.