

LINDFIELD PRIMARY ACADEMY SEF SUMMARY 2016-17 V2

Academy context	<ul style="list-style-type: none"> Academy has a rising role and will have 630 by Sept 2018 Converted to an Academy with Brighton University in September 2015 	
Areas for whole school development October 2016- Decemeber 2017	TARGETS	PROGRESS TO DATE
	Improving Maths outcomes More able, problem solving, progress of Summer born, Early Years, close the gap	These targets have been reviewed in the Summer Term.
	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 in previous inspection key issues Previous inspection date: Dec 2010	KEY ISSUES	PROGRESS
	Improve pupils' progress in mathematics from good to outstanding by providing greater challenge in lessons for pupils of above average ability	In 2016 the maths progress score was -0.1. 74% of children achieved expected standard and 24% achieved a high standard. Introduction of White Rose Curriculum and Assessments. Regular Book Scrutiny
	To achieve greater pace in lessons and reduce teacher talk time.	Lesson observation indicates greater pace in lessons and staff are aware of active learning during carpet time.
	Improve the consistency of teachers' marking in order to ensure that pupils' next steps in learning are linked more closely to their individual targets.	Regular meetings and trialling of ideas across the school to improve developmental marking/feedback. Regular book scrutiny to ensure consistency and ways forward are addressed. Emphasis on reflective learning. Staff meetings to focus on the impact of marking. Pupil progress meetings where the next steps are discussed and identified for learners.
OVERALL EFFECTIVENESS- GRADE 2		
STRENGTHS	AREA OF DEVELOPMENT	
The Academy demonstrates consistently good/outstanding teaching. This is shown through triangulation of progress/marketing/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.	<ul style="list-style-type: none"> To be outstanding the Academy needs to improve the standard of writing particularly for boys. Further close the gap for disadvantaged children. Challenge the more able Further close the gap for disadvantaged children. Efficiently manage the budget 	
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT- GRADE 2		
STRENGTHS	AREA OF DEVELOPMENT	
<ul style="list-style-type: none"> Principal, Governors and staff have ambitious vision for the Academy underpinned by data analysis, rigorous monitoring and target setting. All Leaders have a highly accurate understanding of the strengths and areas of development for the Academy. 	<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"> 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. 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, 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 and written and reviewed 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. 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. 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. The Academy's arrangements for safeguarding pupils meet all statutory requirements. 	<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. To continue to be more efficient and monitor the Academy budget. 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. 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. To continue to manage and deliver quality learning programmes throughout the Academy. To continue to develop, evolve and embed SMSC/RE within the curriculum. 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	
STRENGTH	AREA OF DEVELOPMENT
<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 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. Teachers' professional expertise is very good across the curriculum and in all key 	<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. 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.

<p>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.</p> <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. 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 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. 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. 	<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. 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. 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. To continue with the 'Principal Pop In.' To evaluate Parent questionnaire.. To continue to adhere to the Equal Opportunity Policy. To develop wrap around care. To embed reflective learning to learn. Continue to embed new assessment procedures and monitor, review and revise. Continue to embed and develop use of Target Tracker Assessment system.
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE- GRADE 2	
STRENGTH	AREA OF DEVELOPMENT
<ul style="list-style-type: none"> Classroom observations have judged children's behaviour and attitudes to be good or better in 100% of lessons. The overwhelming majority of pupils' behaviour is outstanding and this makes a significant contribution to the excellent ethos for learning. Our Values and our school charter of Rights and Responsibilities underpin and consolidate positive behaviour throughout the Academy. We have developed our Good Behaviour Code and Good Behaviour Policy together with the children.(January 2016) The Academy is a harmonious community where people from different faiths and social backgrounds get on well together and respect differences. Bullying is not tolerated- Anti Bullying Policy reviewed and updated (November 2015) Whole school House Points System has had a positive impact on behaviour and individual class reward systems support this.(Termly rewards developed) New Curriculum map promotes SEAL and good behaviour, embedded through assemblies, lunch club, Circle Time and PSHCE lessons. Vulnerable children receive targeted support from our key individuals and agencies. Academy has 4 Child Protection Officers and all child protection training is up to date. Good provision for SMSC through a wide range of curricular and extracurricular activities including daily lunch club. Communication with Parents/carers is good, with a clear website, fortnightly newsletters, open afternoons and curriculum events. 	<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. To continue to encourage the few children who have poor attendance or who are late to attend. Reduce the number of children requesting holiday during school time. To continue to self-evaluate Health and Safety. 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. Develop community links through regular feature in a locality magazine. Embed new PSHCE Curriculum – A mindful approach Review recording behaviours on SIMMS 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"> Excellent community links and a strong PTA 	
OUTCOMES FOR CHILDREN AND LEARNERS- GRADE 2	
STRENGTHS	AREAS OF DEVELOPMENT
<p>Test standards at the end of KS2 have been above the national average for the past 6 years</p> <p>KS2</p> <ul style="list-style-type: none"> 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. 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. Writing: In 2016 57% (National 74%) achieved the expected standard and 8% achieved a high standard. Our writing progress score was -3.8. Grammar, Spelling and Punctuation: In 2016 79% (National 72%) achieved the expected standard and 23% achieved a high standard. The average scaled score 106. Combined Reading, Writing and Maths score for 2016 (percentage of children achieving the expected standard in all areas was 49% (National 53%) <p>In 2016:</p> <p>Reading progress score was 2.9 (top 25% of schools) Writing progress score was -3.8(bottom 25% of schools) Maths progress score was -0.1.(middle 20% of schools)</p> <p>KS1</p> <ul style="list-style-type: none"> Reading: In 2016 82% (National 74%) were working at the expected level or above. 27% of children were working at greater depth. Writing: In 2016 71% (National 66%) were working at the expected level or above. 12% of children were working at greater depth. Maths: In 2016 82% (National 73%) were working at the expected level or above. 15% of children were working at greater depth. <p>PHONICS CHECK</p> <ul style="list-style-type: none"> In 2016 85% (National 81%) of children in a cohort of 90 passed the phonics check. <p>GLD</p> <ul style="list-style-type: none"> 2015/16 GLD = 70% (66% national) 	<ul style="list-style-type: none"> Improved percentage of children achieving the expected standard at Year 6, 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. 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 end of year expectations. The Academy evaluation identifies mathematics progression as requiring continuing focus to see the impact of intervention and enrichment programmes. Continue to monitor all groups inside the school. PPG children a focus of all progress meetings. Continue to develop the high profile of reading within the Academy to achieve outstanding data.
THE EFFECTIVENESS OF EARLY YEARS PROVISION- GRADE 2	
STRENGTHS	AREA OF DEVELOPMENT
<ul style="list-style-type: none"> Teachers and TAs benefitted from CDP opportunities. 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. Increased focus on self-initiated writing throughout the setting. 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 	<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. 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. Develop meaningful opportunities for self-initiated maths inside and out..

<ul style="list-style-type: none"> • Writing is celebrated by placing children on the 'Rainbow', sticking work on the 'Star writers' display and giving out 'Phonics Fred' stickers • Embedded use of the writing belts • Tracking data 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. 	<ul style="list-style-type: none"> • Continue to develop confidence in independent writing.
GOVERNORS- GRADE 2	
STRENGTHS	AREA OF DEVELOPMENT
<ul style="list-style-type: none"> • Governors are designated areas of responsibility (such as safeguarding) • Governors are engaged in work to support Academy values. They are present at parent events such as parent consultation evenings and open days • Governors are assured of the rigour of the assessment process. This is achieved through Governors being assigned to year groups. • Governors are aware of the impact of teaching and learning through the sharing of lesson observation results by the Principal. • The governing body are providing effective challenge and support around the financial probity of the Academy at an especially challenging time. • 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. • 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.