

Academy Self Evaluation Form

ACADEMY	LINDFIELD PRIMARY ACADEMY		
PRINCIPAL	MARCUS STILL	REVIEW DATE	SUMMER 2018

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. 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.

• Key Strengths

- Much improved writing results at KS2.
- KS1 results high with a boy heavy cohort.
- A successful moderation and an improved GLD for Early Years.
- Phonic check score continues to improve.
- 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 a recent pupil survey (July 2017) 99% of children enjoyed school and 100% of children said that adults cared for them in our 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 (Spring 2018 96.7%)
- 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. Topic book, Science and English book scrutiny celebrate the importance of writing across the different subjects.

SECTION 1: INTRODUCTION

- **Areas for Improvement**

Key Target 1 Improving writing across the curriculum.

Key Target 2 Improving attainment and progress in Maths across the Academy.

Key Target 3 Improve the percentage of children achieving expected standard in reading, writing and maths by improving the quality of teaching and learning.

Key Target 4 To ensure the progress of targeted groups across the Academy.

Key Target 5 To enrich the curriculum through the development of skills within Knowledge and Understanding.

SECTION 2: AREAS FOR WHOLE SCHOOL DEVELOPMENT

SDP: Areas for Improvement (additional details)

Key Target 1

Improving writing across the curriculum.

More able, greater depth, spelling focus, quality writing across the curriculum, raising the profile of reading and writing and evaluating planning format.

Key Target 2

Improving attainment and progress in Maths across the Academy.

Improving the percentage reaching expected standard and greater depth and closing the gap between girls and boys in year 2

Key Target 3

Improve the percentage of children achieving expected standard in reading, writing and maths by improving the quality of teaching and learning.

Using IRIS across the Academy, using Target Tracker to assist with teaching and learning, interventions evaluated from pupil progress meetings and a focus on differentiation

Key Target 4

To ensure the progress of targeted groups across the Academy.

Progress tracking, parental communication, quality first more able teaching, intervention evaluations and EAL monitoring

Key Target 5

To enrich the curriculum through the development of skills within Knowledge and Understanding.

Update science curriculum, promote Geography curriculum, consistent R.E. skills progression, enriching Early Years Understanding of the World and a focus of the History curriculum

SECTION 3: PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION (If Applicable)

Key Issue One:

- Improve pupils' progress in mathematics from good to outstanding by providing greater challenge in lessons for pupils of above average ability.

Progress

In 2017, the maths progress score was 0.2. 74% of children achieved expected standard and 22% achieved a high standard.

Current in house data for higher standard in 2018 is 31%

Key Issue Two:

- To achieve greater pace in lessons and reduce teacher talk time.

Progress

Lesson observations indicate greater pace in lessons and staff are aware of active learning during

SECTION 3: PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION (If Applicable)

carpet time. See lesson observation feedback from Autumn, Spring and Summer 2017-18.

Key Issue Three:

- 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

Regular meetings and trialing 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. Policy introduced and regularly reviewed

SECTION 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How leaders and managers demonstrate ambition, have high expectations; academic and behaviour, accuracy of SSE, appropriateness of curriculum, use additional funding, promote British values, improve teaching and learning, support/develop staff, monitor all pupils' progress, equality of opportunity, governance, parental engagement and partnerships, additional funding, safeguarding, keep pupils safe from abuse, sexual exploitation, radicalisation.

Governance: Trust and LGB: communicate the vision, challenge and support leaders, monitor teachers' pay and performance, PM of Principal, impact of teaching on progress, accurate information about the academy, finances managed

SEF Grade: OUTSTANDING

Key Strengths:

- The Principal, Local Board and staff have ambitious vision for the Academy underpinned by data analysis, rigorous monitoring and target setting. All Leadership have a highly accurate understanding of the strengths and weaknesses of the Academy.
- 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. 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. 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.
- Academy Improvement Plan Key Targets developed by all staff. Action Plans written and reviewed on an annual cycle based on Academy data.
- Academy Improvement Plan for Subjects is developed by subject leaders and is also reviewed annually.
- 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.
- Leaders provide staff meetings and INSET days to improve teaching and learning and professional development for all staff.
- 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 experiences.
- 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.

SECTION 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How leaders and managers demonstrate ambition, have high expectations; academic and behaviour, accuracy of SSE, appropriateness of curriculum, use additional funding, promote British values, improve teaching and learning, support/develop staff, monitor all pupils' progress, equality of opportunity, governance, parental engagement and partnerships, additional funding, safeguarding, keep pupils safe from abuse, sexual exploitation, radicalisation. Governance: Trust and LGB: communicate the vision, challenge and support leaders, monitor teachers' pay and performance, PM of Principal, impact of teaching on progress, accurate information about the academy, finances managed

- Silver Arts Mark and Gold 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.
- Weekly SMT/SLT meetings enable strategic planning and action regarding Academy life.
- Forest Schools programme that enhances the Science curriculum for all Year 4 children and children on our Pupil Premium register.
- Termly Pupil Progress Meetings based on the internal tracking system happen with staff discussing disadvantaged children and more able children. If targets not meet then interventions identified on Action Plans.
- Structured Read, Write Inc. phonics programme with proven results.
- 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.
- The Local Board are fully involved in the life and leadership of the Academy and are aware of the strengths and weaknesses of the Academy in general.
- 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.
- 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.
- Both the Principal and Vice Principal has successfully completed Safer Recruitment course.
- 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.
- CPOMS has been introduced for greater efficiency within Safeguarding.
- 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.
- There are 4 Designated Leads for Child 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 the Local Board 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.
- The Local Board have been DBS checked and have the necessary Safeguarding training.
- Our Medicines Officer monitors, evaluates and reviews current practice.

Areas for Development:

- 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 all staff.

SECTION 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How leaders and managers demonstrate ambition, have high expectations; academic and behaviour, accuracy of SSE, appropriateness of curriculum, use additional funding, promote British values, improve teaching and learning, support/develop staff, monitor all pupils' progress, equality of opportunity, governance, parental engagement and partnerships, additional funding, safeguarding, keep pupils safe from abuse, sexual exploitation, radicalisation. Governance: Trust and LGB: communicate the vision, challenge and support leaders, monitor teachers' pay and performance, PM of Principal, impact of teaching on progress, accurate information about the academy, finances managed

- 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 monitor and evaluate our curriculum against National Standards.
- To continue to develop effective assessment of the foundation subjects.
- To update the critical incident procedures in line with the Trust.
- Continuing and continuous vigilance in all matters related to safeguarding.

SECTION 5: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Teachers: impact on learning, use of transition information to plan, pupils' views, information from professional discussions, parents' views, pupils' work, accuracy of assessment, impact of LY teaching, including across the curriculum, addressing inconsistency in teaching of maths

SEF Grade: OUTSTANDING

Key Strengths:

- Teaching is good or better because teachers have high expectations of pupils and pupils make good progress. 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. (Teaching Observation focus Summer 2017) Planning demonstrated differentiated tasks for all children to be challenged and supported. (Teaching Observation focus Autumn 2017) Resources within the classroom environment are appropriate for the focus of greater depth writing. (Teaching Observation focus Spring 2018)
- 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 and Vice Principal and the focus of these audits has a specific theme and feedback is given on all lessons.
- During lesson observations, the Principal and Vice Principal work with children. Subject leaders given release time to monitor their subject if applicable and coaching style feedback given to individual teachers.
- 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.
- Focus of lesson observations have included Summer 2018-maths, with a focus on reasoning, Spring 2018- writing with a focus on greater depth, Autumn 2017- supporting groups within the class, Autumn 2016-general classroom practice, Spring 2017-scaffolding for learning, Summer 2017-challenge of the more able, Autumn 2015-maths, learning how to learn, Spring 2016,-writing, differentiation within the class, summer 2016, peer observations, Autumn 2014, maths, any area, Spring 2015, writing, how to support groups and Summer 2015, peer observations.
- 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.
- 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.
- Writing and Maths moderations in the Academy ensure staff focuses on consistency across year groups and progression across the Academy.
- Judgements Quality Assured by Academy Improvement Partner. (Peer Review / see external reports)
- 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

SECTION 5: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Teachers: impact on learning, use of transition information to plan, pupils' views, information from professional discussions, parents' views, pupils' work, accuracy of assessment, impact of LY teaching, including across the curriculum, addressing inconsistency in teaching of maths

achievement.

-Regular home learning is set to enhance the quality of learning.

-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.

-The teaching of reading and writing is good. It is a strength of the Academy. In the Early Years Foundation Stage, KS1 and KS2, a wide and appropriate range of reading strategies are used including RWInc phonics. We have had a focus on deep learning and mastery in INSET sessions.

-The teaching of maths is seen as good and continues to improve. 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, Book Week and World Arts Festival.

-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.

-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.

-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, parent survey, Interim Reports and End of Year reports 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 December 2017 stated that 99% of parents agreed that their child is happy at 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.

-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.

-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. This also includes mindfulness and a breakfast club.

-Use of the 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.

SECTION 5: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Teachers: impact on learning, use of transition information to plan, pupils' views, information from professional discussions, parents' views, pupils' work, accuracy of assessment, impact of LY teaching, including across the curriculum, addressing inconsistency in teaching of maths

- Individual targets in English and Mathematics are shared with pupils. They make pupils' next steps for learning explicit.
- IRIS connect used to improve teaching and learning across the Academy. This is also linked into teachers performance appraisal.
- Participation in IRIS research project with Brighton University, using video as a tool to support teacher professional development. Learning conversations were recorded during 6 observations using IRIS video technology and sent to Brian Marsh to assist in his research about teaching and learning. Positive feedback was given to the coaching pair at the end of the project about their learning conversations and their participation in this project. A report will be written and sent to the teachers involved, which will then be shared with the staff.

Areas for Development:

- Ensure that the level of expectation and learning tasks remains high throughout lessons, so that more able pupils are consistently being challenged.
- To achieve 85% meeting end of year expectation combined, across the year groups.
- To develop coaching within IRIS.
- Ensure that Reading, Writing and Mathematics continue to be seen as fundamental to every pupil's success.
- 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, DT and Art.
- Links made with Burgess Hill Academy for Maths.
- To continue to adhere to the Equal Opportunity Policy.

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, views of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

SEF Grade: OUTSTANDING

Key Strengths:

- 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 2017)
- The Academy has updated and reviewed the 'Anti bullying Policy'.
- Good use of pupil voice (July 2017) 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.
- 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.

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, vies of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

- 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.
- 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.
- The Peer Review has commented on outstanding 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. This has also been ratified by our Academy Improvement Partner.
- 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 Academy.
- 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.
- 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 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
- 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.
- Captain's Table on a Friday lunchtime to promote outstanding work and behaviour.
- Mindfulness club run for children to cope with anxiety.
- 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 (2017) demonstrated an overwhelming positive result.
- Bullying is not tolerated at Lindfield and if an instance occurs, quick and effective action is taken by staff to deal with it. An online recording system allows efficient recording and analysis.
- 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.
- 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.
- Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others.

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, vies of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

- Children are encouraged to “tell” an adult or a friend of any concerns they have in relation to specific issues.
- The Academy has four nominated Child Protection Officers.
- Every Monday morning the Safeguarding leads meet to discuss previous week actions from safeguarding.
- Every term, the safeguarding leads meet with the Local Board member for safeguarding to review actions from the annual Peer Review for safeguarding from the Trust.
- 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.
- 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 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 Academy.
- 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 and has half termly inspections by our Academy Improvement Partner and the Safeguarding Local Board member.
- 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, CPD for teachers in teaching a range of sports and high profile given to sporting achievement in celebration assemblies and regular tweets.
- 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.
- Overall attendance for 2016-17 was 96.76%.
- Persistent absence for 2016-17 was 2.91%.
- 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. Persistent absence is monitored and parents involved.
- Attendance and punctuality are celebrated through assemblies and the newsletter.
- Results from the National Child Measurement Programme from Spring 2018

Year group	Obese LPA	Overweight LPA	Combined LPA	Combined Nat	Combined West Sussex
Early Years	4%	11%	15%	22%	20%
Year 6	4%	11%	15%	34%	30%

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, views of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

Areas for Development:

- To develop community links through a regular feature in a locality magazine.
- To continue and review recording behavior and achievement on SIMS.
- 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 continue to review and develop our Safeguarding procedures.
- Embed CPOMS.
- To continue to encourage the few children who have poor attendance or who are late to attend.
- To continue to actively discourage holiday leave through communication and fines.

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

SEF Grade: GOOD/OUTSTANDING

Key Strengths:

KS2

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 2017 74% (National 75%) achieved the expected standard and 22% achieved a high standard. Our maths progress score was 0.2. The average scaled score 105.

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 2017 79% (National 71%) achieved the expected standard and 38% achieved a high standard. Our reading progress score was 2.7. 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.

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

GPS: In 2016 79% (National 72%) achieved the expected standard and 23% achieved a high standard. The average scaled score 106.

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 for 2016 (percentage of children achieving the expected standard in all areas was 49% (National 53%)

2017 (percentage of children achieving the expected standard in all areas was 63% (National 61%)

KS1

Reading: In 2016 82% (National 74%) were working at the expected level or above. 27% of children were working at

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

greater depth.

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

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

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

Year 1 Phonics Check

In 2016 85% (National 81%) 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

2014/15 GLD =47%

2015/16 GLD = 70% (66% national)

2016/17 GLD=74%

KS2 Disadvantaged

Year 6 Results for PP (7 children, 2 who joined in January)

	Test Scaled Scores		
	<100	100+	110+
Reading	2 (28.6%)	5 (71.4%)	
Writing	3 (42.9%)	4 (57.1%)	1 (14.3%)
Maths	5 (71.4%)	2 (28.6%)	

KS1 Disadvantaged

Reception Results for PP – 80% achieved ELG (4 out of 5)

Year 2 Results for PP (2 children) 100% for Reading, Maths and Science, 50% for Writing

KS2 SEN Progress

All Pupils (43 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	1 (2.3%)	2 (4.7%)	3 (7.0%)	2.0(4.7%)
Progressed by 5 steps	0 (0%)	0 (0%)	1 (2.3%)	0.3(0.8%)
Progressed by 4 steps	25(58.1%)	11 (25.6%)	12 (27.9%)	16.0(37.2%)
Progressed by 3 steps	5 (11.6%)	16 (37.2%)	8 (18.6%)	9.7 (22.5%)
Progressed by 2 steps	5 (11.6%)	7 (16.3%)	11 (25.6%)	7.7 (17.8%)
Progressed by 1 step	4(9.3%)	2 (4.7%)	5 (11.6%)	3.7 (8.5%)
No steps progress	0 (0%)	1 (2.3%)	1 (2.3%)	0.7 (1.6%)
Regressed	2(4.7%)	3 (7.0%)	1 (2.3%)	2.0(4.7%)
Missing Data	1 (2.3%)	1 (2.3%)	1 (2.3%)	1.0(2.3%)

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

KS1 SEN Progress

All Pupils (17 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	5 (29.4%)	5 (29.4%)	5 (29.4%)	5.0 (29.4%)
Progressed by 5 steps	4 (23.5%)	4 (23.5%)	3 (17.6%)	3.7 (21.6%)
Progressed by 4 steps	4 (23.5%)	3 (17.6%)	6 (35.3%)	4.3 (25.5%)
Progressed by 3 steps	1 (5.9%)	2 (11.8%)	1 (5.9%)	1.3 (7.8%)
Progressed by 2 steps	2 (11.8%)	0 (0%)	0 (0%)	0.7 (3.9%)
Progressed by 1 step	1 (5.9%)	2 (11.8%)	2 (11.8%)	1.7 (9.8%)
No steps progress	0 (0%)	1 (5.9%)	0 (0%)	0.3 (2.0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

EAL Progress KS1

All Pupils (17 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	1 (5.9%)	0.3 (2.0%)
Progressed by 5 steps	2 (11.8%)	0 (0%)	2 (11.8%)	1.3 (7.8%)
Progressed by 4 steps	14 (82.4%)	12 (70.6%)	11 (64.7%)	12.3 (72.5%)
Progressed by 3 steps	0 (0%)	2 (11.8%)	3 (17.6%)	1.7 (9.8%)
Progressed by 2 steps	1 (5.9%)	2 (11.8%)	0 (0%)	1.0 (5.9%)
Progressed by 1 step	0 (0%)	1 (5.9%)	0 (0%)	0.3 (2.0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

EAL Progress KS2

All Pupils (13 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	1 (7.7%)	0 (0%)	2 (15.4%)	1.0 (7.7%)
Progressed by 4 steps	10 (76.9%)	10 (76.9%)	7 (53.8%)	9.0 (69.2%)
Progressed by 3 steps	1 (7.7%)	2 (15.4%)	2 (15.4%)	1.7 (12.8%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (7.7%)	0.3 (2.6%)
Progressed by 1 step	1 (7.7%)	0 (0%)	1 (7.7%)	0.7 (5.1%)
No steps progress	0 (0%)	1 (7.7%)	0 (0%)	0.3 (2.6%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Prior Attainment 2017

Reading

11% of pupils with low prior attainment reaching the expected standard

0% of pupils with low prior attainment achieving a high score

82% of pupils with medium prior attainment reaching the expected standard

15% of pupils with medium prior attainment achieving a high score

100% of pupils with high prior attainment reaching the expected standard

81% of pupils with high prior attainment achieving a high score

Writing

11% of pupils with low prior attainment reaching the expected standard

0% of pupils with low prior attainment working at greater depth

82% of pupils with medium prior attainment reaching the expected standard

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

0% Percentage of pupils with medium prior attainment working at greater depth
 100% of pupils with high prior attainment reaching the expected standard
 30% of pupils with high prior attainment working at greater depth

Maths

11% of pupils with low prior attainment reaching the expected standard
 0% of pupils with low prior attainment achieving a high score
 64% of pupils with medium prior attainment reaching the expected standard
 3% of pupils with medium prior attainment achieving a high score
 100% of pupils with high prior attainment reaching the expected standard
 56% of pupils with high prior attainment achieving a high score

GPS

22% of pupils with low prior attainment reaching the expected standard
 0% of pupils with low prior attainment achieving a high score
 85% of pupils with medium prior attainment reaching the expected standard
 24% of pupils with medium prior attainment achieving a high score
 100% of pupils with high prior attainment reaching the expected standard
 85% of pupils with high prior attainment achieving a high score

RWM

0% of pupils with low prior attainment reaching the expected standard
 0% of pupils with low prior attainment achieving a high score
 48% of pupils with medium prior attainment reaching the expected standard
 0% of pupils with medium prior attainment achieving a high score
 100% of pupils with high prior attainment reaching the expected standard
 19% of pupils with high prior attainment achieving a high score

Internal Tracking

Spring 2 Cohort Data Comparison

Progress Autumn 1 – Spring 2 Attainment Spring 2

	Year 1			Year 2			Year 3			Year 4- 2%missing data (new)			Year 5			Year 6		
	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing
Progress 3 + steps	38%	43%	36%	44%	53%	43%	36%	41%	37%	21%	27%	21%	60%	67%	55%	96%	97%	95%
Progress 2 steps	50%	44%	50%	49%	42%	46%	54%	51%	48%	69%	67%	72%	28%	23%	35%			

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

Progress 1 step	11%	9%	11%	4%	3%	10%	8%	7%	14%	7%	4%	5%	8%	7%	5%	4%	3%	5%
Progress 0 steps	1%	2%	3%	1%			1%						3%	5%	3%			
B	1%	2%	3%	%	1%	1%		1%	3%	1%			2%	2%	2%			
B+	12%	9%	12%	8%	6%	10%	13%	6%	10%	6%	1%	9%	7%	5%	5%	4%	3%	5%
W/W+	87%	89%	84%	75%	75%	79%	76%	72%	74%	90%	95%	86%	75%	82%	83%	3%	4%	58%
S		7%	1%	16%	17%	8%		9%				1%	13%	8%	5%	93%	93%	36%
Working above age related expectation	40%	50%	40%	51%	58%	48%	28%	32%	22%	25%	22%	15%	60%	67%	57%	96%	97%	95%

% working at age related expectation or higher (Spring 2 2017-Spring 2 2018)

	Spring 2 2017	Spring 2 2018
Year 1	82%	80%
Year 2	81%	82%
Year 3	69%	69%
Year 4	69%	82%
Year 5	72%	87%
Year 6	75%	93%

Early Years Data Autumn 1-Spring 2

	Early Years						
	Communication and language	Physical development	PSE	Literacy	Maths	Understanding of the world	Art and Design
Progress 4+ steps	67%	77%	59%	46%	37%	/	/
Progress 3 steps	26%	21%	31%	42%	52%	/	/
Progress 2 steps	6%	1%	1%	10%	10%	/	/

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

30-50S			1%
30-50S+		1%	
40-60B	7%	8%	2%
40-60B+	11%	15%	7%
40-60W	15%	15%	17%
40-60W+	26%	24%	27%
40-60s	35%	35%	36%
40-60S+	7%	3%	10%
Working at age expectation () and beyond	82%	76%	90%

Spring 2 Year group data

Reception

Greater depth working at 40-60s+

Subject	ARE	PP(5)	Greater Depth 40-60s+	PP(5)
Reading	82%	60%	7%	0%
Writing	76%	40%	3%	0%
Maths	90%	60%	10%	0%

Year 1

Subject	ARE	PP(5)	Greater Depth	PP(5)
Reading	96%	100%	9%	0%
Writing	85%	80%	6%	0%
Maths	87%	80%	7%	0%

Progress of previous high attainers : (Exceeding at end of Reception)

Reading: (11) - 91% working 1w+ and beyond 54% at 1s

Writing: (3) - 100% working at 1w+ and beyond

Maths: (0)

Year 2

Subject	ARE	PP(5)	Greater Depth	PP(5)
Reading	93%	80%	17%	0%
Writing	88%	80%	13%	0%
Maths	90%	80%	19%	0%

Progress of previous high attainers: (Exceeding at end of Reception)

Reading: (9) - 100% working at 2w+ and beyond 67% working at 2s

Writing: (4) - 50% working at 2w and 50% at 2s

Maths: (0)

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

Year 3

Subject	ARE	PP(3)	Greater Depth	PP(3)
Reading	82%	33%	13%	33%
Writing	74%	33%	6%	%
Maths	76%	67%	4%	0%

Progress of previous high attainers: (greater depth at end of year 2)

Reading: (25) - 80% working at 3w+ and beyond 32% working at 3w

Writing: (14) - 93% working at 3w+

Maths: (21) - 81% working at 3w+

Year 4

Subject	ARE	PP(7)	Greater Depth	PP(7)
Reading	95%	86%	22%	0%
Writing	87%	57%	15%	0%
Maths	89%	71%	25%	30%

Progress of previous high attainers: (greater depth at end of year 2)

Reading: (19) - 79% working at 4w+

Writing: (9) - 78% working at 4w+ and beyond

Maths: (12) - 100% working at 4w+

Year 5

Subject	ARE	PP (4)	Greater Depth	PP (4)
Reading	90%	75%	13%	0%
Writing	90%	75%	10%	0%
Maths	88%	75%	13%	25%

Progress of previous high attainers: (level 3 at end of Year 2)

Reading: (19) - 95% working at 5w+ and beyond

Writing: (10) - 90% working at 5w+ and beyond

Maths: (11) - 100% working at 5w+ and beyond

Year 6 – based on last assessments

Subject	ARE	PP(8)	Greater Depth	PP(8)
Reading	89%	75%	56%	13%
Writing	88%	63%	19%	0%
Maths	88%	50%	31%	13%
GPS	89%	75%	40%	13%

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

Progress of previous high attainers: (level 3 at end of Year 2)

Reading: (30) 94% at s+ 6% at s

Writing: (14) 57% s+ 36% s

Maths: (22) 82% s+ 18% s

Areas for Development:

- Improved percentage of children achieving the expected standard.
- Ensure children make good progress and achieve the expected standard in all combined areas- reading, writing and maths. (AIP KT 2017-18)
- The Academy has a writing key target and continues to monitor progress and attainment in writing. (AIP KT 2017-18)
- Ensure that our disadvantaged children are both attaining and achieving at levels beyond those of comparable children nationally. (AIP KT 2017-18)
- Ensure current Year 6 are well prepared for SATS tests and identified groups supported in order to reach expected standard.
- Whilst the VA for Maths has improved it is still a focus to ensure more girls and boys 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 disadvantaged children. They are a focus of all progress meetings. (AIP KT 2017-18)
- To monitor the progress of our more able groups. (AIP KT 2017-18)

SECTION 8: EYFS

Effectiveness of leaders to drive improvement, how additional funding is used, safeguarding, how teaching nurtures, engages and motivates, breadth of curriculum, phonics teaching, engagement with parents, behaviour, progress from starting points, attainment, consistency across all areas, disadvantaged

Include provision for Two Year Olds if appropriate

SEF Grade: **OUTSTANDING**

Key Strengths:

Effectiveness of Leaders to drive improvement

- Baseline assessments set the bench mark for closely tracking children's development using 2build a profile, 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 throughout the week.
- All teachers and TAs attended Numicon training. Numicon is regularly used in teaching inputs and adult led focus tasks.
- Ability focused teaching has proved very effective in improving the standard of children's writing. Weekly Next Steps trackers are used by all teachers.
- Marking stickers to respond to writing. When children see the 'finger space' or 'stretch the word' symbol, they are clear about their ways ahead.
- Digraphs introduced earlier to support independent spelling attempts and taught 'tricky' words related to weekly writing tasks.
- Independent writing is celebrated on the 'Star writers' display.
- Teachers have re-organised topics to maximise opportunities for writing in the spring and summer terms, including the use of traditional tales and small world re-enacting.
- Tracking data is entered half termly and used to inform planning and provision for groups.

SECTION 8: EYFS

Effectiveness of leaders to drive improvement, how additional funding is used, safeguarding, how teaching nurtures, engages and motivates, breadth of curriculum, phonics teaching, engagement with parents, behaviour, progress from starting points, attainment, consistency across all areas, disadvantaged

Include provision for Two Year Olds if appropriate

- Weekly interventions are delivered for targeted groups and individuals to move them towards a GLD. These include School Start, fine motor activities and phonics and number support.

Additional Funding

- Money has been made available from the PTA which was used to enrich the outside environment with additional number resources.

Safeguarding

- All staff up to date with safeguarding training and procedures.
- Medical information is shared throughout the team and updated regularly.

How teaching nurtures, engages and motivates

- Independent challenges 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 spent 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 is displayed and celebrated in each class in 'Star writers' displays alongside photographs of the children.
- 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

Breadth of curriculum

- Exciting first hand experiences include; seasonal walks in grounds, village walks, police and firefighter visits, 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. Joining in with community events such as Village Day.

Phonics

- Differentiated daily phonics lessons across the year group, with some children joining year 1 in the summer term
- Actions have been created by a teacher to reinforce the RWInc sounds. This has enabled the children to learn the graphemes far more confidently.
- 87.8% were expected or exceeding in 2017

Behaviour

- Class golden rules 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

- Outstanding links with parents.
- Welcome meeting with new parents and story sessions for new children, visits to nursery settings, additional visits to nursery and meeting with parents for children with additional needs
- Home visits in September
- 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 this year was 100% positive.
- Sharing written next steps with parents at consultation meetings enables them to help their child reach

SECTION 8: EYFS

Effectiveness of leaders to drive improvement, how additional funding is used, safeguarding, how teaching nurtures, engages and motivates, breadth of curriculum, phonics teaching, engagement with parents, behaviour, progress from starting points, attainment, consistency across all areas, disadvantaged

Include provision for Two Year Olds if appropriate

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 and valued
- Parents invited in throughout the year to see children's work e.g. for book looks, open days, EY Christmas performance and vehicle exhibition
- Open door policy at beginning and end of every day

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.

Team plan closely together, equivalent displays, learning prompts and provision in each class.

GLD increased from 70% in 2016 to 74% in 2017.

80% Pupil Premium reached GLD Summer 2017.

78% of all pupils made 6 + steps progress 2016-17

100% FSM made 6 + steps progress 2016-17

80% Pupil Premium made 6 + steps progress 2016-17

Areas for Development:

- Continue to develop meaningful outdoor learning opportunities, specifically for 'Understanding the World'. Develop a notice board for the growing area so that, in the spring, the children can document in pictures, writing and photos what is happening with the plants. Staff plan to get some small trees or shrubs to encourage birds. Also bird feeders, nest boxes and open a bird food bank.
- Continue to adapt topics to maximise opportunities for writing in the spring and summer terms. 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.

SECTION 9: SMSC

Spiritual, moral, social and cultural development

Key Strengths:

-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.

- Forest Schools programme that enhances the Science curriculum for all Year 4 children and children on our Pupil Premium register.

-Social, moral, spiritual and cultural diversity are embedded and underpins the curriculum.

-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

SECTION 9: SMSC

Spiritual, moral, social and cultural development

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 (2015/2017) this enabled children to identify with the democratic process.

-We have an elected and democratic School Council.

- 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 new PSHCE curriculum 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.

-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.

-There is an acceptance and engagement with the fundamental British Values across our Academy.

-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, 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- In a recent pupil questionnaire 100% of children stated that adults in our academy cared about them. We work hard to develop a language of respect and emphasise the importance of good manners and this is reinforced through 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 – in a recent pupil questionnaire 100% of children felt 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). Whole School Scheme of work for RE and significant events celebrated in assemblies.

-In all subjects of the curriculum we make a contribution to the Spiritual, Moral, Social and Cultural Development of all our pupils through the taught curriculum and through the appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle times and collective worship.

Spiritual Development

-Development of mindfulness sessions across the Academy for some children this may be the start of their day.

-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 PSHCE 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. In a recent pupil survey, 98% of children said they liked having our school values.

-Think sheet – children have the opportunity to reflect when things go wrong and are encouraged to understand the consequences of their behaviour and actions.

-PHSCE 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

SECTION 9: SMSC

Spiritual, moral, social and cultural development

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.

Areas for Development:

-To continue to embed our new jigsaw curriculum.

-To update displays in classrooms.

SECTION 10: OVERALL EFFECTIVENESS

Summative Grades

- Effectiveness of Leadership and Management: OUTSTANDING
- Quality of teaching, learning and assessment: OUTSTANDING
- Personal development, behaviour and welfare: OUTSTANDING
- Outcomes for pupils: GOOD/OUTSTANDING
- Early Years provision: OUTSTANDING
- Overall Effectiveness: OUTSTANDING