

Principal's report to the Local Board

23rd June 2021

LINDFIELD PRIMARY ACADEMY

The Principal's report should be completed three times a year (autumn, spring and summer), for consideration by that term's Local Board meeting. The report MUST be prepared and circulated one week in advance of the Local Board meeting.

Academy context

628 number of pupils against admission number of 630

16.2 % SEN - compared to 12.6% national(primary) 10.8% national (secondary)

0.4 % EHC plans- compared to 1.6% national (primary) 1.7% national (secondary)

6.7 % free school meals - compared to 23% national (primary) 27.7% national (secondary)

8.4% EAL – compared to 21.2% national (primary) 16.9% national (secondary)

47.7 % girls - compared to 49% national

82 members of staff and 4 Teaching Assistant vacancies

Overview

Area	10 th March 2021-23 rd June 2021	23 rd June 2021-23 rd July 2021	Status*
Safeguarding	<ul style="list-style-type: none"> Local Board link virtual dates scheduled every 6 weeks – one complete this term IHCPs added to Meditracker Staff Safe uploaded and ready to use once Trust allow 	<ul style="list-style-type: none"> Re-induct any volunteers able to attend Plan in annual safeguarding child protection training for September INSET 	
Attendance	<ul style="list-style-type: none"> Good practice from previous period before Christmas has been maintained since lockdown return Parent requests for holidays have increased. A firm line has been taken with an additional piece in the newsletter 	<ul style="list-style-type: none"> Final Attendance report to be compiled covering Summer and Whole Academic Year Ensure exciting events are planned right up to the end of term to avoid 'attendance drop off' in final weeks Continue firm line on parents seeking to take holiday in term time 	
Behaviour	<ul style="list-style-type: none"> COVID appendix shared with community Wellbeing questionnaire completed by children More disruptive behaviour in this period 	<ul style="list-style-type: none"> Individual behaviour plans updated Review Anti bullying policy Review whole school rewards 	
SEND	<ul style="list-style-type: none"> Local Board link visit taken place virtually Wellbeing Project ongoing Interventions adapted to offer online interventions and analysis of gaps in learning 	<ul style="list-style-type: none"> Analyse impact wellbeing project over the year Continue work on the RAP target ILP meetings to continue virtually Apply for extra TA support and EHCP requests 	
Community engagement	<ul style="list-style-type: none"> Communication regarding all things COVID Lettings have been hit hard, trying to find more for the budget. Additional bulge class information released 	<ul style="list-style-type: none"> Work with PTA to think of new original ways to fund raise Continue to communicate with community re Bulge class Transition, September info and new class information released this term. 	
Looked After Children	<ul style="list-style-type: none"> 0 on roll at this moment DSL trained should one join the school 	<ul style="list-style-type: none"> Monitor and plan for – one on roll to start Sept 2021 	
Complaints	<ul style="list-style-type: none"> No complaints during this period 	<ul style="list-style-type: none"> Stop any other complaints 	
Admissions	<ul style="list-style-type: none"> To maintain PAN of 90 (120 for next 2 years) Virtual open events to the community were successful 	<ul style="list-style-type: none"> To continue to support families with questions regarding admission in 2021 and beyond 	

Safeguarding

Status explanation

- One incident of an allegation against a staff member. Procedure followed (consultation of trust HR and LADO). No further action as unfounded.
- All actions from Peer Review actioned.

This period

- Continued to review policy inline with Covid changes and updated as necessary.
- New 'Inventory' sign in system installed.
- Created new Risk Register out of school closure experience based on identification of 'vulnerable' – updated based on second wellbeing

Suggested areas of Local Board support and challenge

- Termly link visit to be attended

Risk mitigation measures overview

- Regular 6 weekly audit flags any areas of action
- Weekly Supervision Safeguarding meetings to discuss on going cases
- Standing item on meeting agenda with weekly CPD questions or scenarios posed.

Next period

- The new entrance gate to be installed.
- Continue to review policy inline with Covid changes and update as necessary.
- Retrain any returning volunteers once able to attend



Intervention/support	Current nos.	Change from previous
No.of referrals made to MASH	3	+2
Pupils who have a Child Protection Plan	2	+2
Pupils who have a Child in Need Plan	0	-3
Pupils who have Early Help intervention (where known)	5	-2
Number of referrals that involve radicalisation	0	-
Allegations made against staff	1	+1
Referrals to the Local Authority Designated Officer (LADO)	0	-

Designated Safeguarding Lead

Name Jane Robinson

Date of last Safeguarding Peer Review

Date November 2020

Safeguarding (cont)

Risk/Issue	Severity	Mitigation	Due
Entrance gateway still not in place		SLT continue to communicate with Estates Team to ensure on track to complete	asap
Risk of increased incidents during any possible further lockdown		Vulnerable list in place and will be reviewed. Wellbeing project highlighted any possible children who found previous lockdown hard.	Ongoing
New challenges brought about due to ever changing safeguarding scenario brought on by Covid		Regular 6 weekly audit flags any areas of action Weekly Supervision Safeguarding meetings to discuss on going cases Risk assessment constantly updated inline with changing requirements	Ongoing

Attendance

Status explanation

Attendance at Lindfield has always been, and continues to be, strong. We are traditionally above national and have relatively low levels of persistent absence.

This period

- Attendance in this period has been very good, with record days of children in school.
- Persistent absence and lateness figures continue to be very low.
- Parent holiday requests have significantly increased.

Suggested areas of Local Board support and challenge

- Consider allocating an existing local board member to oversee attendance.
- Local Board to use their standing in the community to persuade families against term time holidays.

Risk mitigation measures overview

Formal review and monitoring of attendance data, with correspondence with persistently absent families and case studies of interventions, has restarted and several fixed penalty notices have already been processed for unauthorised absence.

Next period

- To continue to monitor attendance to the end of term and identify any chn with >95%.
- Continue to use formal procedures to alert families to poor attendance.
- Continue to dissuade families from taking term time holiday.
- Continue to work alongside SENCO to support the few families with varying needs, leading to fluctuating attendance.

Target 2020/21 – Above National

Area	Overall (628 chn)	Pupil Premium (42 chn)	Comparison with previous year
Attendance	97.77%	96.25%	N/A
Authorised absences	1.94%	3.47%	N/A
Unauthorised absences	0.29%	0.28%	N/A
Persistent absence	4.46% (28chn)	14.29% (6chn)	N/A

This data is for the period since the return from the second lockdown (8 March to present). There can be no comparison with the same period last year as we were in the initial lockdown.

Attendance lead

Nick Geddie

Risk/Issue	Severity	Mitigation	Due
Attendance 'drops off' in final weeks of term		Work with Year Group Teams to ensure exciting opportunities are planned right to the end of term, including trips, clubs and 'end of year' activities.	Ongoing
A bubble or whole academy has to close due to covid outbreak		Remote Learning Contingency Plan in place. Careful monitoring of child 'attendance' and engagement in daily sessions.	Ongoing
Families taking holiday in term time		Continued use of clear, firm communication regarding unauthorised absence (inc. fixed penalty notices applications). Regular reminders in newsletters.	Ongoing

Behaviour

Status explanation

This period

- Covid 19 Behaviour Appendix reviewed. (March)
- Covid 19 Behaviour Appendix shared with parents. (March)
- Children and parents meet to discuss in detail behaviour expectations Individual Behaviour Plans
- Well being questionnaire completed analysed and discussed with teachers (7% children in need of extra support)
- Learning Mentor working with children flagged in well being questionnaire throughout lockdown
- Contact maintained and modifications made for those children in need during lockdown
- Vulnerable children invited into school
- Contact in place with Pupil Premium parents to check in re behavior and learning
- Anti Bullying Policy Reviewed following Anti Bullying Week November 2020

Behaviour Analysis Autumn Term Data

Risk mitigation measures overview

- COVID Behaviour Plan in place
- Individual Behaviour Plans for children updated and reviewed
- Regular revisit of Behaviour Code with all staff/children
- Regular values assemblies
- Behaviour expectations assembly
- Behaviour incidents addressed and parents informed
- Parents updates in the newsletter regarding behavior/COVID 19
- Regulation stations continuation
- Wellbeing Survey 2 March 8th

Type	Autumn	Response
Disrespect	10	A few incidents amongst monitored Year 5 group
Fighting	10	A number of incidents in year 5/6 monitored group of boys. New child in Year 3 settling in to new routines.
Disruptive Behaviour	7	Incidents recorded of disruptive behaviour from children who have been already identified as needing behaviour or further learning support in the classroom..
Bullying	4	Autumn – Year 2- Parent reported bullying incident Year 4 – Parents reported bullying incident-spoke with parents and child Year 6-child reported and teacher spoke to the children and monitored situation Year 6- racist incident recorded above.
Defiance	6	Incidents of defiance from children who are monitored for behaviour and have behaviour support plans in place.
Inappropriate behaviour with friends	55	A number of Inappropriate Behaviour incidents in Reception. Two children on specific behaviour plans with one on a reduced timetable. A number of incidents reported in Year 1 class. Rough play incidents amongst group of boys in Year 5 class.
Emotional	70	Some anxiety amongst a group of girls in Year 3 and group in Year 1. Incidents involving friendship issues and general anxiety across the academy.
Racist Incident	3	Year 5 – Incident relating to child's religion Year 6 – Incident relating to culture Year 2- Incident where a child made a negative comment about skin colour
Online incident	0	
Friendship Issue	1	(new category) Year 3 friendship issue.
TOTAL	166	

Year group	Incidents	Number of children with reported incidents
Reception	13	5
Year 1	13	8
Year 2	17	10
Year 3	27	14
Year 4	33	19
Year 5	25	16
Year 6	36	12

Behaviour

Suggested areas of Local Board support and challenge

- Monitoring meeting with behaviour lead
- Behaviour reward system meeting involvement

Next period

- Share with all staff the Preventing Bullying Policy and complete EDUCARE training (update Induction)
- Preventing Bullying Week- Whole School Display
- Review Behaviour Appendix
- Continue to review Whole School Reward system
- Continue to embed use of Zones of Regulation across all classes in managing emotions
- Specific Behaviour Plans to continue for key children in Year R and Year 1
- Zones of Regulation in full use on playground and in classroom
- Refresher training for inputting incidents on CPOMs for TAs/teachers
- Continued regular review and 'actioning' on CPOMs entries by SLT
- Reintroduction of Peer Mediators/Playground Pals etc

Area	Since last report	YTD	Historical data
Fixed term exclusions	0	0	0
Permanent exclusions	0	0	0

Behaviour lead

Name Vanessa Smith

Behaviour policy approved by Principal

Date – July 20 review due July 21

Risk/Issue	Severity	Mitigation	Due
Anti Bullying Policy updated		Anti Bullying Policy now replaced with the Trust's Preventing Bullying Policy	Summer 2021
Individual Behaviour Plans in place		New Plans in place for children working with parents and updated	Ongoing
Review Reward System		Working party in place to discuss Rewards across the academy	Summer 2021

SEND

Status explanation

- Provision in secure place but growing numbers on SEND register
- Gaps identified – interventions and booster groups/catch up groups planned for

This period

- Wellbeing project ongoing – second questionnaire completed for all children – analysed and discussed.
- Play therapist contract in place and extended into Sept 2021
- High level of medical need in EY – additional adult
- Speech screener across all EY
- Interventions adapted to fit with Covid regs – captured on provision map
- Online interventions during second school closure, virtual observations took place
- Autism Awareness project completed – in Lindfield Life and visual on high street

Suggested areas of Local Board support and challenge

- Arrange monitoring visit with SENCo
- Support pressure on voicing up the reduced support available

Risk mitigation plans overview

- Continue to evaluate and adjust to numbers and resources

Next period

- Unique Octo core value enhanced through 'Only One You' in September 2021
- Provision Map will be observed in action through Learning Walks
- ILP target meetings to take place virtually – working towards having children present and voices heard
- Speech screener across all EY – especially important for growing cohort to 120
- Complete 3 x EHCP applications and possibly more for new EY cohort (x2)
- Put in business case for additional TA resource needed due to physical needs increase

Area	Numbers/%	National %
SEN support	102 (16.2%)	12.6%
EHCP	3 (0.4%)	1.6%

SENCo	Jane Robinson
SEN Information Report approved	September 2020
Accessibility Plan approved	September 2020

Risk/Issue	Severity	Mitigation	Due
Lack of face to face training eg Team Teach		Going to continue to look into options for this training to take place without 'bursting bubbles'. Those trained meet current requirements this was to increase capacity moving forward	Spring 2020
Lack of outside agency engagement due to reduced offer before covid and now no face to face consultations (School Nurse now covers 60+ schools, EH team covers East now as well as West Sussex)		Keeping in regular contact with the outside agencies – regular email and phone call communication, linking with other SENCo's to find routes in.	
Lack of face to face parent engagement		Use of virtual coffee mornings for SEND parents continue every 6 weeks, CT phoned home in first 6 weeks, ILP target setting meeting planned for before Christmas	Ongoing
Increased numbers on SEND register		Continue to review use of TA's to use efficiently. Clear expectations to parents about what we are able to offer	Ongoing

Community Engagement strategy



Overall status

- Due to COVID and lockdown, community engagement has been dramatically affected.
- PTA having virtual meetings and fundraising has been continuing via quizzes, virtual runs and competitions.
- Numbers of families wanting to join our Academy in Sept 21 is exceptional.
- Additional Bulge class information has been released.

Key accomplishments

- Parent Survey on remote Learning was very positive
- Engagement with remote learning very positive
- Admission numbers very high
- Bulge class information released and questions answered.

Next Steps

- Work closely with the PTA regarding proposals and funding
- Keep community aware of any changes to the additional bulge

Local Board input requested

- Presence at PTA meetings as usual
- Pitch document used with new sponsors
- Continue to support correspondence regarding additional bulge class

Objective	Due	Status	Comment
Work again with the PTA to allow funding ideas and proposals to be transparent	Key meeting during the year	On track	PTA committee meetings to be attended
Remain supportive and open to local residents about our Academy and the COVID crisis	September 2021	On track	Work with bodies to communicate volume of people/ cars.
Parent Council	September 2021	Paused	To continue in the Autumn term

Risk/Issue	Mitigation
Funding opportunities limited for the PTA	Being creative and open to new ideas and changes
Academy has taken a hit re lettings within the community	Seeking new lettings and opportunities within the COVID crisis

Complaints and concerns

Stage 1/2/3	Number	Categories	Issues/risks/explanation of status
None	0		



Admissions

No.on roll/admission no.	Number joining since beginning of year	Number leaving since beginning of year	Issues/risks/explanation of status
628/630	4	1	<i>Future funding impact, loss of staff due to low income 1 joined year 6 in November (moved into locality) 1 x deferred reception place taken up in January, another in April 1 x leaver year R (family moved away) – replaced from the waiting list (Feb) 3 x places remain in year 6 (year 5 are over PAN at 91)</i>



Looked after children



Overall status

- None on roll officially – One to join from September 2021
- Aware of 3 previously looked after who qualify for additional support through PP funding
- All 3 are on SEND register – one medical need and two learning needs (Social Emotional Mental Health)

Suggested areas of Local Board support and challenge

- Arrange monitoring visit with designated Teacher

Category	Number
LAC on roll	0
Reviews since last report	0

Designated LAC Teacher	<i>Jane Robinson</i>
Date of last report to Local Board	<i>Annual report required</i>

Academy priorities

- On page 14-

The progress against our last recommendations from our Challenge Partner's last visit on 30/03/21

- On page 15-

The Summative Evaluation from our Challenge Partner's latest visit which was on 30/03/21 and the next 5 recommendations

- On page 16-

The latest 4 Academy Key Target Improvement Priorities with Term 4 evaluations.

Progress towards previous CP recommendations (Maximum of 5 in total)

NB: populated in Terms 3 and 4

Recommendations from last visit	Actions taken by leaders since last visit	Impact since last visit
To continue to develop the key knowledge and skills for comprehension in reading in Key Stage 2, so that pupils are more able to use evidence from texts to discuss the books they are reading.	<p>The Introduction of Accelerated Reader. Teaching assistants were trained to give a reading intervention specifically for comprehension. This is in place Year 1 to Year 6.</p> <p>Lexia has been put into place.</p> <p>Whole school CPD has been given by the reading lead regarding teaching whole class reading and comprehension.</p>	Too soon to see any impact.
To ensure that all staff can clearly articulate their intent, the actions taken and the pupil outcomes.	Ongoing.... The academy was getting ready for Ofsted to come in the summer term, but we know that this will not happen until September at the earliest now. The Principal feels that the leads know what they are doing and why, however, they will need continued practice in articulating it clearly and concisely.	Continuing practice will be needed through staff meetings, observations and Trust conversations.
For the English Lead to continue to introduce changes to the reading diaries. For her to monitor and evaluate their effectiveness and develop consistency of use.	This has been completed.	There is less of a need for these diaries than there was in the past due to the use of more online reading matter which has embedded record keeping. All staff are more confident regarding pupil reading records than they were pre lockdown.
To share the practice achieved in developing the History Curriculum and use the findings to guide the approach to developing the Geography Curriculum.	The history and science curriculum revisions have been successful and have provided a template for all other subjects.	Of particular note has been the Knowledge Rich Curriculum Review Document which clearly details the subject content and why it is being taught.
SLT to continue to 'chase up' the security fencing so that it is completed this calendar year.	The fencing is being relocated to the front of the car park., this will add the 'air lock' for KS1 in a new position, whilst also saving space in the playground and resolving a dangerous traffic issue.	Still to be completed.

Summative Evaluation of whole visit

As always, the principal and SLT were very well prepared for my visit. This is a well led, strong academy where every action is related to pupil well-being and learning. Leadership is reflective and well organised. The Principal and SLT had considered the priorities for this visit in advance and had prepared PowerPoint presentations. We were able to pick up aspects of their present work and discuss them openly. The whole of the SLT were present for the discussions and were able to present and give their views throughout. This was valuable and demonstrated the openness and teamwork approach that the academy has to all aspects of their work. They are a strong team, held together by sound educational philosophy. They work hard and constantly look to improve and develop.

The academy has learnt lessons from the first lockdown. They revised their approach during this lockdown and had less academic less 'fall back' in learning than they had expected. Reading and phonics have been maintained at the level they would have expected at this time in the year. During lockdown care for pupils was carefully thought through, pupils were invited into school if they needed intervention/therapy so that support for learning continued. 'Live' teaching was well used and monitoring of pupils and feedback to pupils was strengthened. The use of online reading materials was particularly well received by pupils and parents. The SEN provision has been strong during lockdown due to the excellent SENCo and the way she has kept good contact with parents. The SEN register has increased, this has resulted in more dyslexia screening. A speech and language screen for Early Years has resulted in some earlier identification of need. However, some of these pupils may not be on the SEN register long as some need is based on lockdown issues which are receiving swift attention. A SEN parent questionnaire showed that 92% of parents felt their child had been well supported during lockdown. 77% said they thought their child had made very good progress during lockdown. Staff became more proficient in managing the technology and some advantages found during lockdown will be retained, the better reading records provided by online reading, the remote contact with parents and the use of the online platform for homework. The use of the catch-up fund has been revised and funds are carefully targeted to support pupils including PP pupils.

The academy has a very well thought through recovery curriculum based on the work of Professor Barry Carpenter. This curriculum has a clear intent, leaders know why they have chosen to do what they are doing. Assessment of pupils following their return has shown that pupil well-being continues to need support, and whole class activities have been planned as well as support for individuals. Academic interventions have been individually tailored to pupil need through clear analysis of pupil gaps.

I spoke to all the staff who have responsibilities for subject areas in the Long-term Plan. Alongside all of the subject leads, the Principal has revised his long-term Improvement Plan in light of the lockdown, but the curriculum development work has remained at the centre of their activities and despite all the additional work caused by the pandemic they have kept the development of the curriculum on track. It was evident that the subject leads all had a clear working knowledge of why they were revising the curriculum and what they needed to do to develop it. Each subject lead said the same thing about what they were doing and why and their intent was easily triangulated. The Principal and SLT have worked hard to ensure that all staff have had up-to-date training and support in curriculum development. Lindfield has always had an outstanding curriculum, the revisions they are making at present will refine it and improve it still further. This can be seen in the work already completed in history and science. Staff are excited about the revisions they have made to the curriculum and the enquiry approach has brought an energy to teaching topics for all. The system and documentation for curriculum revision is clear and particularly useful in stating what they are teaching and why they are teaching it. This has provided a template that can be used for developing all subjects.

Lindfield continues to develop and improve under a talented leadership team. They deserve their present grading of awaiting an inspection to see if they are 'Outstanding'. However, although they are capable of achieving 'Outstanding' at their next inspection, they will need time to finish their review of their curriculum if an inspection team is to see them at their best.

CP summary of recommended actions

A To continue to develop the mathematics videos that are being made by the pupils regarding calculation methods so that these can be used to support homework.

B To examine different approaches to planning in EYFS so that so that you are ensuring that sequential progressive learning starts from Early Years and all learning builds from that point.

C To use the assessments from Accelerated Reader to target the new book purchases and enable new books to be more closely matched to pupils Zone of Proximal Development.

D To make the links between geography and other subject areas, ensuring that the knowledge and vocabulary are part of the sequence and progression of learning within a creative curriculum.

E For the work planned on putting a fence in the car park to be completed.

Strategic Priority	WHY	Where are we now	MS T2	MST4	MST6	Where do we want to be?
KT1 To place books and reading at the core of our curriculum and for all children	We want children to be keen and capable readers, able to talk about what they like to read, able to choose books that they enjoy and are age- and interest- appropriate.	Books and reading are an important part of our curriculum.	Rich reading classroom environments where books and reading are celebrated.	Reading diaries are used regularly and personalised to show active, personal engagement with reading.	Reading data reflects progress and engagement End of KS1 results: 85% EXP 15% GD	All children have a love of reading, they are reading for pleasure because they choose to, not because they have to.
KT2 To continue to embed the sequence of deep knowledge and vocabulary learning across our creative curriculum.	To refine and review the sequence of knowledge taught across units of work in our curriculum map, specifically in History, Geography and Science	We have a curriculum that embraces the teaching of skills and knowledge, which is constantly being reviewed and updated.	For all curriculum subjects to reflect the progression of vocabulary development	For the curriculum to reflect the importance of outdoor learning.	For curriculum subjects, History, Geography and Science to reflect clearly the sequence of knowledge in the wider curriculum.	For our curriculum to reflect a mastery of a body of subject-specific knowledge. Skills are the by-product of the knowledge.
KT3 Wellbeing and Worth	Wellbeing project after lockdown. Close gaps in missed learning. Uniqueness of each child celebrated	Interventions being tweaked and planned. Data analysed from first wellbeing questionnaire. Groups set up and awareness raised. Re-introduced the Unique project	Interventions underway and regularly revised and shared with parents. 'Grow' model of coaching being used in ILP meetings to include child voice.	Zones of Regulation language being used in each class regularly through the day. Parent Coffee Mornings have foci on key areas such as zones, wellbeing, ILP's. Shift in focus to learning gaps and SEND virtual support	Wellbeing project will be completed. Comparing first assessment to the end of the year. Outcome data shows identified gaps have closed. Unique project bringing the community together.	Children in great emotional place and reaching their academic potential.
KT4 Maths- To continue with the outstanding coverage and outcomes for our pupils	Maths is core academic subject and therefore the profile of this area needs to be sustained. With 6 months of disruption, the recovery curriculum is particularly important in maths and should be monitored significantly through a key strategic priority.	Before lockdown, maths across the academy was a high priority and results reflected the strong teaching and learning in this area. After 6 months of disruption we have noticed gaps in children's knowledge and understanding.	Implementation of White Rose Recovery planning across the whole academy	Assess and identify gaps from Spring One home learning. Use assessment to adjust and prioritise teaching for the Summer Term.	Implement and analyse assessment in line with Trust priorities and Ready to Progress Criteria. 85%+ of cohort to meet expected standard in this assessment.	Children across the academy to have 'recovered' the missing learning with a greater confidence in fluency, reasoning and problem solving with a focus on times tables from Y2-6.