

LINDFIELD PRIMARY ACADEMY SEF SUMMARY 2020-21 NEXT REVIEW MARCH 2021

Academy context	<ul style="list-style-type: none">• Lindfield Primary Academy is a three-form entry primary school with a roll of 630 pupils.• The school converted to become an academy with the University of Brighton Academies Trust in September 2015.• The Academy has strong village and community ties and there are active links with the local churches, charities, parish council, businesses, care homes, nurseries, playgroups and secondary schools.
Areas for whole academy development 2020-21	TARGETS 1) To embed a reading for pleasure culture as a core part of every child’s day by ensuring a rigorous approach to early reading and strengthening learners' confidence to become keen and capable readers. 2) To continue to embed the sequence of deep knowledge and vocabulary learning across our creative curriculum. FOCUS: Science, Geography, History, DT and Outdoor learning. 3) Well-Being and Worth – To ensure children are in a stable emotional zone in order to achieve highly academically. 4) To continue with the outstanding coverage and outcomes for our pupils in mathematics.
Progress made against the ‘next steps for school’ targets from previous inspection: Sep 2018	NEXT STEPS To ensure the quality of teaching is consistently strong across all classes in KS1 PROGRESS <ul style="list-style-type: none">• Focus on sharing good practice in KS1 and the development of effective transition plans.• IRIS: Regular IRIS/Coaching Twilight sessions have empowered staff to self-reflect and share/develop best practice.• Regular and rigorous assessment: Through the use of focus-driven lesson visits, teachers have developed their practice and enhanced the learning of their pupils. The percentage of major strengths observed within lessons significantly increased between Autumn 2018 and Summer 2019 across the whole academy.• Deployment of staffing: Well-managed placement of new staff with experienced professionals ensured that consistency of teaching and learning was maintained in all year groups.
SEF Grading for OVERALL EFFECTIVENESS - Outstanding	
SEF Grading for THE QUALITY OF EDUCATION - Outstanding	
KEY STRENGTHS	KEY AREAS OF DEVELOPMENT
‘School leaders have revised the curriculum to provide rich and meaningful experiences for pupils.’ by OFSTED in Sept 2018 INTENT: Our curriculum intent starts with our vision: ‘We seek to encourage all of our children to be confident, secure, caring individuals who achieve personal success and develop a lifelong love of learning,’ and is developed through our 7 values: perseverance, independence, teamwork, celebration, enthusiasm, respect and success. INTENT: The curriculum is underpinned by key and relevant knowledge, with clear continuity and progression building upon prior learning. The curriculum intent is bespoke to the Academy and has been developed around the best learning priorities, quality key texts and meaningful first-hand experiences. SEND and disadvantaged children are incorporated into our whole academy curriculum approach and achieve well. Teachers are skilled in providing learning sequences to ensure no child is left behind. IMPLEMENTATION: Structured Read, Write Inc. phonics programme. Children are regularly assessed, fast-tracked if necessary and those not making progress are identified and interventions provided. High quality reading comprehension sessions in KS2 continues to build on early reading skills. IMPLEMENTATION: Teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils’ prior skills, knowledge and understanding. Teachers effectively deepen pupils’ knowledge and to teach them the skills needed to learn for themselves, increasing independence. IMPACT: The academy's assessment for learning processes are robust with internal moderation of teacher assessment informing pupil attainment which is tracked and analysed to identify under achievement. This informs the intervention provision map for reading, writing and maths. IMPACT: Pupils leave the academy with the knowledge and skills required for future learning and success.	-See Academy RAP – Key Targets 1-4. -Ensure current Year 6 are well prepared for SATS tests and identified groups supported in order to reach expected standard. Continue to build on good practice (data action plans)
SEF Grading for BEHAVIOUR AND ATTITUDES - Outstanding	
KEY STRENGTHS	KEY AREAS OF DEVELOPMENT
‘There is a calm and orderly atmosphere that encourages high standards of behaviour and very positive attitudes to learning’ OFSTED, September 2018 <ul style="list-style-type: none">• The academy’s Good Behaviour Policy clearly states expectations of all pupil behaviour. We provide an ethos where positive role models are praised and good behaviour reinforced and rewarded.• 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.	-To continue to celebrate diversity through our curriculum and promote

<ul style="list-style-type: none"> • OFSTED, September 2018, wrote that children have, 'examples of where their ideas have been listened to and they feel that they can approach all adults with any concerns or worries they may have'. • Pupils feel safe in the Academy (100% agreed in Year 6 exit survey 2020). • Attendance is strong and is annually above national. 	<p>positive attitudes towards difference. -See Key Target 3</p>
SEF Grading for PERSONAL DEVELOPMENT - Outstanding	
KEY STRENGTHS	KEY AREAS OF DEVELOPMENT
<p>'The school is a welcoming and happy place to be, underpinned by the school's values, which include celebration, success, perseverance and respect'. OFSTED, September 2018</p> <ul style="list-style-type: none"> • A wide, rich set of experiences and opportunities are provided for all children to interact positively across a range of situations, e.g. many clubs, sports activities, competitions, church visits, Village Day parade, cross phase curriculum afternoons, singing in the community and Super Celebrations. (These opportunities are currently restricted due to Covid). • Exercise is promoted throughout the school including the provision of a wide range of sporting activities available before and after school. Within class, opportunities are planned such as the 'daily run' and regular active brain breaks. • Zones of Regulation are used as an emotional regulation tool for all children to enable them to express how they are feeling and ensure they are in the best place to learn. Children have access to Zones of Regulation resources to support their emotional well being in classrooms and around the school. • Children develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain. • Taking part and performing in class assemblies, school productions or activities form an intrinsic part of developing children's self confidence. 	<p>-To continue to develop the Community Lever of the Recovery Curriculum by making wider links through Community Assemblies. -See Key Target 3.</p>
SEF Grading for LEADERSHIP AND MANAGEMENT - Outstanding	
KEY STRENGTHS	KEY AREAS OF DEVELOPMENT
<p>'There is a strong ethos of ambition and high expectations within a caring and nurturing environment,' OFSTED, September 2018</p> <ul style="list-style-type: none"> • The Principal, Local Board and staff have an ambitious vision for the academy with a three-year strategic plan. (Road Map) • The SLT, supported by Subject Leaders, are successful in monitoring, evaluating, reviewing and improving teaching and learning. • The Principal provides opportunities and support for staff development, including 'Iris Connect' coaching. All staff engage with both internal and external opportunities for professional enhancement and this is tracked by the CPD coordinator. • The academy's arrangements for safeguarding pupils meet all statutory requirements in full and are very effective in providing an environment in which children thrive and do well. This includes having 5 named Designated Safeguarding Officers. • Teacher workload considerations are central to academy initiatives. We follow the workload charter put forward by Ofsted and teaching unions and adhere to the '10 steps to school staff well-being' as advised by the Anna Freud Centre. • OFSTED, September 2018, wrote that, 'parents, carers, governors and leaders from the Trust have full confidence in the leadership of the school'. 	<p>-To continue to review the Local Board 3 year Strategic Plan. -Continuing and continuous vigilance in all matters related to safeguarding. -Key Target 1-4 in the RAP</p>
SEF Grading for EARLY YEARS PROVISION - Outstanding	
KEY STRENGTHS	KEY AREAS OF DEVELOPMENT
<p>'Teachers have high expectations and they are ambitious for all pupils,' OFSTED, September 2018</p> <ul style="list-style-type: none"> • INTENT: The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. • INTENT: The four guiding principles shape our practice (Unique Child, Positive Relationships, Enabling Environment and Learning and Development). • IMPLEMENTATION: Systematic approach to reading ensures all children learn phonics and develop an enjoyment of reading from day 1. • IMPLEMENTATION: Baseline assessments set the bench mark for closely tracking children's development using Target Tracker and weekly 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. • IMPLEMENTATION: Parent engagement through the '6 weeks in' project has been adapted in response to previous feedback to include information about maths as well as reading, writing, phonics and classroom routines. • IMPACT: Transition plan and activities with Year 1 evidences that pupils are thoroughly prepared for the next stage of their education. • IMPACT: Year on year increase in attainment: GLD increased from 74% in 2017, 80% in 2018 and 82% in 2019. 	<p>-See Key Target 1-4 of the RAP -Develop continuous provision in outdoor area, ordering new furniture and resources to create a more permanent environment that promotes high quality learning opportunities.</p>