

Principal's Report to Local Board

Academy¹:	LINDFIELD PRIMARY ACADEMY	Date:	2 ND OCTOBER 2019
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Context of Academy (for information)

- 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 was increased to 90 pupils. The school completed an expansion to secure the PAN of 90 in each year group. Lindfield Primary Academy has a roll of 630 now.
- 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 of our Academy

- Successful visit from OFSTED, September 2018, demonstrated 'strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall.'
- Three-year trend of improvement in SAT results.
- Continued high achievement SATs results KS2 2019 a combined expected of 87%.
- A successful KS1 moderation, KS2 moderation and an improved GLD for Early Years.
- Phonic check score 95% 97% 94% over last 3 years.
- 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 our last pupil survey (January 2018) 100% of children enjoyed school and 100% of children said that adults cared for them in our Academy. This was further confirmed in our Year 6 Exit Survey (July 2019) in which 100% of children agreed that adults at Lindfield are there for them when they need help. 100% of year 6 leavers felt safe in the 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 of 96.8% for the Academy over 2018-19.

-Attendance for Autumn Term 2018 was 97.7%. Despite a significant sickness bug, overall attendance by the end of the Spring Term was still 96.6% Summer Term attendance was 97.4%.

-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. Learning Journals, Science and English book scrutiny celebrate the importance of writing across the different subjects. This was praised during our September 2018 OFSTED visit.

- **Areas for Improvement 2019-20**

Key Target 1- To continue to enrich children's Knowledge and Understanding through a rich, broad and balanced curriculum.

Key Target 2- To ensure a rigorous approach to early reading and strengthen learners' confidence, fluency and enjoyment in reading and writing across the curriculum.

Key Target 3- Resilience and Rise- To ensure SEND children are supported in developing good self-regulation, make progress and achieve the very best outcomes.

Key Target 4- To ensure stretch, challenge, ambition and achievement for more able pupil premium children.

Percentages across the Academy

Percentage of Academy with SEN	LPA 13.7 % / National 13.5%
Percentage of Academy with EHC plans	LPA 0.31% 2 children / National 1.3%
Percentage of Academy with EAL	LPA 18% children / National 42.1%
Percentage of Academy of CLA	LPA 0% / National TBC
Percentage of Academy Disadvantaged	LPA 6.22% 39 children / National 25.2%
Percentage of girls	LPA 46.3% / National 49% (2017-18)

Numbers on roll

Numbers on roll at 24th September 2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year R	Total
1BC	30	0	0	0	0	0	0	30
1CG	30	0	0	0	0	0	0	30
1RA	30	0	0	0	0	0	0	30
2SD	0	30	0	0	0	0	0	30
2SG	0	30	0	0	0	0	0	30
2SO	0	30	0	0	0	0	0	30
3CW	0	0	29	0	0	0	0	29
3JA	0	0	30	0	0	0	0	30
3SG	0	0	30	0	0	0	0	30
4HD	0	0	0	30	0	0	0	30
4RC	0	0	0	30	0	0	0	30
4SV	0	0	0	30	0	0	0	30
5HM	0	0	0	0	29	0	0	29
5KM	0	0	0	0	30	0	0	30
5MF	0	0	0	0	29	0	0	29
6AB	0	0	0	0	0	29	0	29

6JS	0	0	0	0	0	30	0	30
6MH	0	0	0	0	0	30	0	30
REC	0	0	0	0	0	0	30	30
RLD	0	0	0	0	0	0	30	30
RRS	0	0	0	0	0	0	29	29
Total	90	90	89	90	88	89	89	625

Staff on roll

	Staff Numbers	FTE	Note
Principal	1	1	
Vice Principal	1	1	
Ass Principal	1	1	
Teachers	29	22.5	Including SENCO 0.8, 7 job shares and 1 FTE maternity leave.
Teaching Assistant	28	13	Including Learning Mentor and 0.15 Forest School. 2TA's returned from maternity leave
MMDM	32	3	Including TAs who do MDM duty, part time
Support Staff	6	4	Premises Manager, SBM, 3 office, Lunchtime assistant
Total	98	40.55	<i>Double count on TA and MDM (18 members of staff)</i>

Budget commentary

- FY1819 Outturn is not yet available
- FY1920 budget was approved by the Trust at the end of June with no further amendments. It includes a £10k savings challenge which we believe is manageable and we have identified the savings to be made.
- We have also been successful in requesting £10k of additional curriculum budget for school improvement initiatives for FY1920
- ICT budgets have been centralised – all software, hardware and subscriptions are managed centrally from FY1920
- FM, Estates and capital budgets have also been centralised although reactive maintenance budgets have remained with the academies.

School Improvement (for information)

Attached for discussion

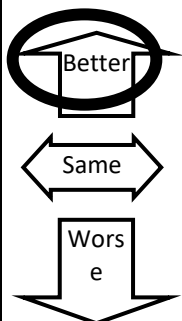
- Challenge Partner Term 6 2018-19 visit report
- Challenge Partner Term 1 2019-20 visit report
- RAP 2019-20
- SEF 2019-20
- AIP Curriculum Subject plans 2019-20

Status report from challenge partner

Area of performance	Academy SEF	What are the challenges?
Overall Effectiveness	Outstanding	<ul style="list-style-type: none">○ 3 new members of staff.○ Early years has 2 out of 3 members of staff new to the year group – the academy see this as an opportunity not a risk.○ The Learning Mentor is leaving, and her post has been advertised. Appointment will be before half term.○ A Year 4 teacher has broken her leg and has not returned yet. This is being covered by supply who have experience of working in the school.○ A maternity in Year 5, cover has been arranged and they are job sharing with the teacher.○ Returning maternity from February 2020.

Context: Term 1

Progress since previous report



Emerging strengths:

- Strong leadership at all levels.
- Staff are universally committed to the strong curriculum.

- Awaiting Ofsted section 5 as the last inspection found the academy to be a rapidly improving school (towards Outstanding).
- Data is very strong –
 1. 3 year trend in improvement in attainment in all areas.
 2. Phonics well above NA.
 3. Well above NA in all areas KS1 and KS2
 4. GD is above NA in all areas KS1 and KS2.
- A clear curriculum which meets both academic and personal development aims.
- Well-structured teaching which builds on prior learning.
- Learning environment reflects the academy's broad and balanced curriculum.
- Clear planning ensures the same curriculum opportunities for all pupils.
- Strong teaching and learning culture.
- The new Early Years team are open to innovation and looking towards increased training.
- The new intake pupils have come into school very settled due to the introductory activities and visits the team have made.
- Effective transition into EYFS and from Early Years into Year 1.
- The emphasis on Phonics and reading is evident throughout KS1.
- In this 3-form entry academy the parity in teaching and learning between the classes in the same year is evident.
- Pupils behave well in class, are highly engaged in lessons, listen attentively to their teachers and work with enthusiasm.
- PD is strong, with many opportunities through the curriculum and a rich extra-curricular offer.
- Leadership team recognise staff workload and consult and adjust where necessary.
- Attendance remains above NA.
- The key targets in the School Improvement Plan (RAP) build upon the successes from last year. Leadership are committed to developing the academy still further.

Academy Performance

Results Year

2019

Landing Page

Key Stage Summary

University of Brighton

Academies Trust

Academy Name

Lindfield

Key Stage 2

Subject	
RWM	
% Prev	85%
% Nat	65%
% Targ	82%
% Pred	82%
% Rst	87%
Read	
% Prev	91%
% Nat	75%
% Targ	88%
% Pred	89%
% Rst	90%
Write	
% Prev	91%
% Nat	78%
% Targ	87%
% Pred	87%
% Rst	89%
Math	
% Prev	98%
% Nat	75%
% Targ	87%
% Pred	87%
% Rst	87%

Key Stage 1

Subject	
RWM	
% Prev	77%
% Nat	65%
% Targ	78%
% Pred	78%
% Rst	81%
Read	
% Prev	88%
% Nat	75%
% Targ	89%
% Pred	89%
% Rst	91%
Write	
% Prev	86%
% Nat	70%
% Targ	86%
% Pred	86%
% Rst	88%
Math	
% Prev	87%
% Nat	76%
% Targ	87%
% Pred	87%
% Rst	88%

Phonics

Subject	
Year 1	
% Nat	83%
% Targ	93%
% Pred	91%
% Rst	94%
Year 2	
% Nat	
% Targ	NaN
% Pred	50%
% Rst	100%

EYFS - GLD

% Nat	72%
% Targ	81%
% Pred	81%
% Rst	82%

File Version

Initial Results
Produced: 06/09/2019

Landing 1.1.0

Context

Key Stage 2

Key Stage 1

Phonics

EYFS

4 year trend

Results Year

2019

Academy Name

Lindfield

File Version

Initial Results Produced: 06/09/2019

Key Stage 2

Summary of Outcomes

University of Brighton
Academies Trust

Results Year 2019

61
No. Cohort

1.6%
% per Pupil

7%
% Cohort PPI

16%
% Cohort SEN

% By Subject

Subj... ● RWM ● Read ● Write ▶

% Combined

● % KS2 EXP ● % Nat

Outcomes by Year and Subject

Subject	% Exp	% vs YoY	% vs Nat	vs Nat Bar	+/- Prog	Prog Bar
RWM						
2016	49%		-5%			
2017	63%	+14%	+1%			
2018	85%	+22%	+20%			
2019	87%	+2%	+22%			
Read						
2016	80%		+14%		+2.8	
2017	79%	-1%	+7%		+2.7	
2018	91%	+11%	+16%		+2.4	
2019	90%	-1%	+19%		+2.5	
Write						
2016	57%		-18%		-3.8	
2017	81%	+23%	+4%		-0.1	
2018	91%	+10%	+13%		+1.6	
2019	89%	-2%	+11%		+0.5	
Math						
2016	74%		+4%		-0.1	
2017	74%	+0%	-1%		+0.2	
2018	96%	+22%	+21%		+4.2	
2019	97%	+1%	+22%		+3.6	

Reading

% Expected Standard

+/- Reading Progress

Writing

% Expected Standard

+/- Writing Progress

Maths

% Expected Standard

+/- Maths Progress

Attendance (for scrutiny & discussion)

Period: 02/09/2019 AM to 18/09/2019 PM

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Sessions		%
Attendances	13498	98.20
Authorised absences	191	1.39
Unauthorised absences	56	0.41
Possible Attendance	13745	
Including		
Approved Educational Activity	4	0.03
Lates before reg closed	10	0.07
Lates after reg closed	0	0.00
Unexplained absences	0	0.00

Period: 02/09/2018 AM to 18/09/2018 PM

	Sessions	%
Attendances	11588	98.30
Authorised absences	174	1.48
Unauthorised absences	27	0.23
Possible Attendance	11789	
Including		
Approved Educational Activity	3	0.03
Lates before reg closed	15	0.13
Lates after reg closed	0	0.00
Unexplained absences	0	0.00

Group Analysis by Attendance Category – Classes to Date

Period: 02/09/2019 to
18/09/2019

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
RLD	290	0	21	0	311	93.2
RRS	287	0	0	0	287	100.0
REC	283	0	8	0	291	97.3
1RA	718	0	2	0	720	99.7
1BC	706	0	6	8	720	98.1
1CG	710	0	8	2	720	98.6
2SO	688	0	20	12	720	95.6
2SD	710	0	10	0	720	98.6
2SG	712	0	6	2	720	98.9
3SG	691	0	14	15	720	96.0
3JA	717	2	1	0	720	99.9
3CW	689	0	0	7	696	99.0
4RC	712	0	8	0	720	98.9
4SV	698	0	22	0	720	96.9
4HD	714	0	6	0	720	99.2
5HM	687	0	7	2	696	98.7
5MF	690	0	6	0	696	99.1
5KM	690	2	20	8	720	96.1
6JS	709	0	11	0	720	98.5
6MH	700	0	12	0	712	98.3
6AB	693	0	3	0	696	99.6
Totals	13494	4	191	56	13745	98.2

Actual attendance vs target

- For the previous academic year, attendance at LPA was 96.8%. This was above the set target of 96.0%. National figures have not yet been released but our figure will be above national.
- Over a three-year trend, attendance in the Academy has remained roughly the same. Slight changes can be attributed to an increase in pupil numbers and a significant sickness bug in the Spring Term of 2019. All three years have been above national figures for attendance.
 - 2016/17 – 97.0%
 - 2017/18 – 96.9%
 - 2018/19 – 96.8%
- Attendance for the start of term up to 16/09/19 is 98.2%. In comparison, attendance for the same period last year was very similar at 98.3%.

Number of authorised and unauthorised absences

- For the previous academic year (2018/19), authorised absence was at 2.69%. This was a slight increase from 2017//18 when it was 2.55%.
- Slight increase in overall authorised absence can be attributed to a rise in pupil numbers, two pupils being on part-time timetables and the significant sickness bug in February 2019 that saw authorised absence at 4.12% for the Spring Term (a significant rise from the Spring 2018 figure of 3.19%).
- For the beginning of this new academic year, authorised absence is at 1.28% which is a decrease on this time last year when the figure was 1.45%.

- For the previous academic year (2018/19), unauthorised absence was at 0.53%. This is very similar to the previous year of 0.51%.
- For the beginning of this new academic year, unauthorised absence is at 0.49% which is an increase on last year where the figure was 0.25%.

Identification of pattern/trends

- Spring Term attendance is historically lower than both Autumn and Summer.
- Unauthorised absence is historically higher in the Summer Term.
- Lateness has increased gradually based on previous years. It was 0.25% last year compared to 0.16% in 2017/18. The Academy has been increasingly vigilant on lateness.
- Targeted areas for the Academy:
 - Continue to monitor lateness and hold meetings with parents who are persistently late to ensure improvement.
 - Continue to dissuade families from taking term time holidays (unauthorised absence) through fining and communication from Attendance Officer.

Impact of strategies taken to improve attendance

- Trust wide 'Count Me In' campaign attempted in February 2019. This lost impact as it coincided with the significant sickness bug and parents were not in favour of the initiative. We are happy we trialed it but we do not intend to take part again.
- Letters home and fining in place to try to deter unauthorised absence such as term time holidays. Office Attendance Manager continues to be pro-active and investigates suspicious absence.
- Assistant Principal has taken the role of Attendance Officer. This involves monitoring individual, group and whole-school attendance, identifying pupils with low attendance and organising meetings with parents to work together to increase attendance. (Case Studies are available on the previous year's Attendance Report).

Behaviour (for scrutiny & discussion)

Behaviour Incidents (September) 2019

33 incidents

Defiance – 4 (2 children)
 Disrespect -6 (1 child)
 Disruptive – 6 (2 children)
 Fighting – 0
 Inappropriate behaviour – 5 (4 children)
 Emotional -12 (10 children)
 Racist – 0

12 Emotional Incidents from 10 children

The majority of incidents have been logged for 1 child in KS1 who is currently on a part-time timetable. Other incidents of disruptive, inappropriate and disrespectful behaviour have been logged from 3 children belonging to the same family. Support is in place.

There have been no exclusions this year so far.

Admissions (for scrutiny & discussion)

Withdrawals since last report:	at end of school year:	1 x YR (now Y1) - changed schools due to house move 3 x Y2 (now Y3) - all to independent school 3 x Y4 (now Y5) - all to independent school
	at start of new year:	1 x Y3 - to independent school 1 x Y6 - to be home schooled
Admissions since last report:	at start of new year:	1 x Y1 - from the waiting list 1 x Y2 - moved into catchment 3 x Y3 - 2 from the waiting list, 1 moved into area 2 x Y5 - 1 moved into area, 1 transferred from private school 2 x Y6 - 1 moved into area (Fair Access application), 1 moved into area from abroad

Notes R - the remaining place in Yr R has now been offered, but the family is considering deferring to January
3 - the remaining place in Y3 has been offered from the waiting list - child expected to start on 25Sep - arrived from abroad, (via Harlands for 3 wks!)

Community engagement (for scrutiny & discussion)

The Academy was at the center of the Lindfield Arts Festival for the weekend of 22nd September. There has been some very positive feedback from the organisers and general public regarding the Academy.

The wonderful PTA are being very supportive and very organised to assist the Academy in funding.

A new School Crossing Patrol Officer has been appointed for the Common carpark crossing.

Safeguarding (incorporating items for scrutiny & discussion from the report of the link Local Board member)

The Safeguarding Team continue to meet every Monday morning for their weekly Supervision discussion and case review.

The Safeguarding Term and Local Board member have already met this term to review and audit safeguarding in the Academy.

We have met one of the new Lead Safeguarding Practitioners from the Trust.

- There are 0 children on a Child Protection Plan.
- 4 children on a Child In Need Plan, from 2 different families.
- 0 child is under a Special Guardianship.
- 2 children have an Early Help Plan.
- 1 referral has been made to MASH. 1 was made in the last half of the summer term.
- 0 children are on a Child and Family Plan.

SEN (incorporating items for scrutiny & discussion from the report of the link Local Board member)

	R	1	2	3	4	5	6	Tot
CSP	1	7	6	5	3	3	0	25
ILP	0	2	10	2	8	12	12	46
IHCP	2	1	2	2	0	3	3	13
EHCP	0	0	0	0	0	0	2	2
TOT	3	10	18	9	11	18	17	86

CSP – CLASS SUPPORT PLAN

ILP – INDIVIDUAL LEARNING PLAN

IHCP – INDIVIDUAL HEALTH CARE PLAN

EHCP – EDUCATION, HEALTH AND CARE PLAN

LAC (incorporating items for scrutiny & discussion from the report of the link Local Board member)

To confirm we have 0 LAC

Complaints / major incidents (for monitoring purposes)

No complaints to discuss at this moment in time.

There have been no accidents or major incidents since the last Principal report.

Events

Date	year group/class	activity
07-Oct	Y4	Visit to Hever Castle
07-Oct	Y1	Village walk incl church visit
08-Oct	Y3	Pirate day
09-Oct	Y3	Dogs Trust workshop
09-Oct	Y5	Parent information meeting re Bowles residential visit
10-Oct	Y2	Great Fire of London workshop
wk com		
14Oct	Y6	Village walk re WWII
22 & 24Oct	Y1 - Y6	Parent consultations
23-Oct	EY	6 weeks in event
07-Nov	Y6	Visit to Newhaven Fort
7 & 12Nov	EY	Parent consultations
14 & 15Nov	whole school	Open sessions
18-20Nov	Y5	Bowles residential visit

Other

School Council update

The Year 6 wrote and presented inspirational speeches so that they could be voted in for the roles of School Council and House Captain.

Hard decisions were made by the rest of the class and houses, as they chose their best representatives!

The Year 6 House Captains will start collecting House points this Friday. There are a number of classes have yet to vote in their representatives, they have been reminded!

There will be a 1st meeting to welcome our new school council next week.

We have a number of initiatives that the school council wish to get involved with and there will also be some combined efforts with the Eco club.

Completed by (name):

MARCUS STILL

ⁱ Notes: 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 should be prepared and circulated one week in advance of the Local Board meeting.