

# Principal's report to the Local Board

10<sup>th</sup> March 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

*627 number of pupils against admission number of 630*

*15.8 % 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)*

*5.1 % free school meals - compared to 23% national (primary) 27.7% national (secondary)*

*8.0% EAL – compared to 21.2% national (primary) 16.9% national (secondary)*

*47.7 % girls - compared to 49% national*

*82 members of staff and 1 Teaching vacancy*

# Overview

Area	13 <sup>th</sup> November-10 <sup>th</sup> March 2021	10 <sup>th</sup> March-23 <sup>rd</sup> June 2021	Status*
Safeguarding	<ul style="list-style-type: none"> <li>New procedures in place – policy reviewed inline with Covid risk assessment changes</li> <li>Peer Review November 23<sup>rd</sup></li> <li>Local Board link virtual dates on 9<sup>th</sup> and 23<sup>rd</sup> November</li> <li>Trust review virtually following up on Trust OFSTED safeguarding review actions</li> <li>Asthma plans updated for all children</li> </ul>	<ul style="list-style-type: none"> <li>Local Board link virtual dates scheduled every 6 weeks</li> <li>IHCPs to be added to Meditracker</li> </ul>	
Attendance	<ul style="list-style-type: none"> <li>Maintained strong stable attendance through to Christmas</li> <li>Persistent absence marks extremely low</li> <li>During lockdown, attendance for key worker and vulnerable children has been fully provided with good uptake</li> </ul>	<ul style="list-style-type: none"> <li>Continue the good practice from previous period before Christmas</li> <li>Continue firm line on parents seeking to take holiday in term time as restrictions begin to be eased</li> </ul>	
Behaviour	<ul style="list-style-type: none"> <li>COVID appendix shared with community</li> <li>Wellbeing questionnaire completed by children</li> <li>Individual behaviour plans updated</li> <li>Behaviour Policy reviewed for wider opening</li> </ul>	<ul style="list-style-type: none"> <li>Individual behaviour plans updated</li> <li>Review Anti bullying policy</li> <li>Review whole school rewards</li> </ul>	
SEND	<ul style="list-style-type: none"> <li>Local Board link visit taken place virtually</li> <li>Wellbeing Project ongoing</li> <li>Interventions adapted to offer online interventions and analysis of gaps in learning</li> </ul>	<ul style="list-style-type: none"> <li>Complete wellbeing project over the year</li> <li>Continue work on the RAP target</li> <li>ILP meetings to continue</li> </ul>	
Community engagement	<ul style="list-style-type: none"> <li>Communication regarding all things COVID</li> <li>Lettings have been hit hard</li> <li>Success of recovery curriculum shared</li> <li>Remote learning offer survey feedback was very positive</li> </ul>	<ul style="list-style-type: none"> <li>Work with PTA to think of new original ways to fund raise</li> <li>Meet with Parent Council</li> </ul>	
Looked After Children	<ul style="list-style-type: none"> <li>0 on roll at this moment</li> <li>DSL trained should one join the school</li> </ul>	<ul style="list-style-type: none"> <li>To monitor new entries if arise</li> </ul>	
Complaints	<ul style="list-style-type: none"> <li>Stage 2 complaint went to panel</li> </ul>	<ul style="list-style-type: none"> <li>Stop any other complaints with the wider opening from 8<sup>th</sup> March</li> </ul>	
Admissions	<ul style="list-style-type: none"> <li>To maintain PAN of 90</li> <li>Virtual open events to the community were successful as September 21 numbers are very promising</li> </ul>	<ul style="list-style-type: none"> <li>To continue to support families with questions regarding admission in 2021</li> </ul>	

\*RAG ratings should relate to the risk factor rather than numbers

# Safeguarding

## Status explanation

- No significant safeguarding issues in this period
- All actions from Safeguarding Reviews actioned

## This period

- Adapted Safeguarding policy to reflect Covid needs during lockdown number 3
- Home visits conducted for welfare checks
- New Online Safety Policy to reflect remote/online learning through VLE
- New Safeguarding LB member in place
- Meditracker further established to analyse accidents and incidents

## 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

## Next period

- The new entrance gate to be installed.
- Continue to review policy inline with Covid changes and update as necessary.
- Ensure our list of 'vulnerable' are up to date following second wellbeing survey



Intervention/support	Current nos.	Change from previous
No.of referrals made to MASH	1	-
Pupils who have a Child Protection Plan	0	-
Pupils who have a Child in Need Plan	3	+1
Pupils who have Early Help intervention (where known)	7	+4
Number of referrals that involve radicalisation	0	-
Allegations made against staff	0	-
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 up to Christmas was excellent.
- Persistent absence figures significantly down pre lockdown (see separate report).
- During lockdown, attendance for key worker and vulnerable children has been fully provided with excellent uptake.

## 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, to be restarted from 8 March.

## Next period

- To monitor attendance from 8 March and identify any chn who have not returned
- Study persistent absence data and introduce formal procedures from April 2021.
- Continue to dissuade families from taking term time holiday.
- 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 (41 chn)	Comparison with previous year
Attendance	98.00%	95.68%	96.58%
Authorised absences	1.90%	3.70%	2.80%
Unauthorised absences	0.10%	0.62%	0.63%
Persistent absence	3.34%	7.31%	6.85%

Attendance data is difficult to compare due to school closure and use of X codes for covid related absence. Therefore this data is for the Autumn Term only.

Attendance lead

Nick Geddie

Risk/Issue	Severity	Mitigation	Due
Child does not attend the academy following 2 <sup>nd</sup> lockdown		Close work with the SENCO, parents and teaching staff to ensure the child (and family) recognise the importance of the return, to prove safety and to track reintegration to the academy.	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 'live' sessions.	Ongoing
Families taking holiday in term time		With lifting of national restrictions, parents will be tempted to take 'missed' holidays. Continued use of clear, firm communication regarding unauthorised absence (inc. fixed penalty notices applications)	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
<b>Disrespect</b>	10	A few incidents amongst monitored Year 5 group
<b>Fighting</b>	10	A number of incidents in year 5/6 monitored group of boys. New child in Year 3 settling in to new routines.
<b>Disruptive Behaviour</b>	7	Incidents recorded of disruptive behaviour from children who have been already identified as needing behaviour or further learning support in the classroom..
<b>Bullying</b>	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.
<b>Defiance</b>	6	Incidents of defiance from children who are monitored for behaviour and have behaviour support plans in place.
<b>Inappropriate behaviour with friends</b>	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.
<b>Emotional</b>	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.
<b>Racist Incident</b>	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
<b>Online incident</b>	0	
<b>Friendship Issue</b>	1	(new category) Year 3 friendship issue.
<b>TOTAL</b>	166	

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

# Behaviour

## Suggested areas of Local Board support and challenge

- Monitoring meeting with behaviour lead
- Behaviour reward system meeting
- Support in dealing with parents during lockdown

## Next period

- Review Whole School Reward system in place – research electronic systems
- Continue to embed use of Zones of Regulation across all classes in managing emotions
- Specific Behaviour Plans in place for key children in Year R, 1 and 6
- Zones of Regulation in full use on playground and in classroom on return to school
- Continue to review CPOMs entries ensuring correct logging of role and title.
- Review CPOM categories
- Analysis of Wellbeing 2 questionnaire and review use of Learning Mentor time to support.

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 – June 2019  
Behaviour Appendix  
May 2020, September 2020 and March 2021*

Risk/Issue	Severity	Mitigation	Due
Anti Bullying Policy updated		Anti Bullying Policy communicated and completed	Summer 21
Individual Behaviour Plans in place		Plans in place for children and continue to work with parents to update prior to 8 <sup>th</sup> March	8 <sup>th</sup> March 21
Review Reward System		Due to C19 and Lockdown some rewards not possible/ review approach to class reward systems	Summer 21



# 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 questionnaire – analysed and discussed each pupil progress meeting – part of recovery curriculum Wellbeing Project
- Play therapist contract in place and extended to Easter as part of our Mental Health recovery post Covid
- 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 rolled out during second school closure

## 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

- Virtual options for engagement in place
- Continue to evaluate and adjust to numbers and resources

## Next period

- Complete Wellbeing Project over the year
- Work on AIP targets of increasing emotional resilience
- Unique Octo core value enhanced through 'Only One You'
- 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

Area	Numbers/%	National %
SEN support	100 (15.8%)	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		I'm 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.
- Parent survey regarding Remote Learning has been a positive experience.
- Numbers of families wanting to join our Academy in Sept 21 is exceptional.

## Key accomplishments

- Parent Survey on remote Learning was very positive
- Engagement with remote learning very positive
- Admission numbers very high

## Next Steps

- Work closely with the PTA regarding proposals and funding
- Communicate with community regarding wider opening and summer term plans

## Local Board input requested

- Presence at PTA meetings as usual
- Support with arrivals and pick ups and monitoring of car park behaviours
- Pitch document used with new sponsors

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	Summer 2021	On track	Work with bodies to communicate volume of people/ cars.
Parent Council	Summer 2021	Paused	To continue in the summer 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

# Looked after children



## Overall status

- None on roll officially
- 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>

## 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
627/630	3	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, (1 more deferred until April – not yet on roll) 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>



## Academy priorities

- On page 14-

The progress against our last recommendations from our Challenge Partner's last visit on 18/11/20

- On page 15-

The Summative Evaluation from our Challenge Partner's latest visit which was on 18/11/20 and the next 5 recommendations

- On page 16-

The latest 4 Academy Key Target Improvement Priorities with Term 2 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
<b>A To continue with the well thought through Recovery Curriculum with consideration and any possible adaptations that may be needed if there are any setbacks caused by the new lockdown.</b>	The academy has continued to use its Recovery Curriculum.	The academy is experiencing some difficulties. At present there are 2 classes out self-isolating. They have had to reduce some bubbles as the risk of Covid infection is increasing. This has brought about necessary but unwelcome changes to the way Phonics is being taught in Key Stage 1, where children can no longer be taught in groups. At present, pupil progress looks to be in-line with expectations, but as the range of pupil learning within each class widens over the next few months, ensuring that all children receive the appropriate next steps in their learning will be a challenge.
<b>B To ensure that all stakeholders recognise the milestone successes of the Recovery Curriculum and parents in particular are able to appreciate that the academy is committed to the best in education for their children.</b>	A newsletter has been sent to parents that includes an article about successful practice in the Recovery Curriculum. The Recovery Curriculum has been shared with the Local Board and the PTA.	The PTA have a greater understanding of the use of interventions, booster groups and the use of funding streams in the academy.
<b>C If monetary resources are available, to increase the book stock in areas where quarantining books reduces choice to pupils.</b>	Book stock has been increased. The reorganisation of the storage of books in classes has helped with better access for pupils both for reading books and non-fiction books connected to their Topics. Subscriptions to Bug Club and Reading Express have been purchased to give pupils more access to books at home.	Books are now more readily available to pupils.
<b>D To share the practice achieved in developing the History Curriculum and use the findings to guide the approach to developing the Geography Curriculum.</b>	2 staff meetings have taken place. Subject leads have begun their action plans following clear expectations set by the Principal.	
<b>E SLT to continue to 'chase up' the security fencing so that it is completed this calendar year.</b>	The safeguarding peer review is due to take place next Monday. The Principal has had an email from Estates saying they are in the process of choosing the contractor from the quotes they have obtained.	The fence is a step closer!

### Summative Evaluation of whole visit

Despite there only being 1 week between this visit and the last one, I have recorded the trend as better because several areas have moved forward in that short time. Reading has always been a strength and outcomes are Outstanding for this academy. However, staff are keen to continue developing reading and improving the learning experience for pupils. They are particularly keen to develop a love of reading in their pupils. There is evidence that the 7 Ofsted Inspection Handbook criteria for early reading are all planned for and actioned in the academy. Despite some Covid limitations teachers are working hard to ensure that pupils have as 'normal' as learning experience as they can manage. Much of the teaching I saw was active and creative. Pirate Day was underway in Year 3 and Year 1 were playing a phonics game in the hall. Pupils were undoubtedly enjoying their learning. Where the approach to teaching has had to change, assessments show that pupils are continuing to make progress at the expected rate and are at roughly the same level that similar classes were last year at this time. However, there is 'Covid lag' for some pupils and this is being addressed through the Recovery Curriculum with well-structured and taught interventions. Good use is being made of IT and some specific published programmes as well as teacher led interventions. The member of staff who has stepped up to cover the role of English Lead during a maternity is totally committed to further improving reading throughout the academy. She is energetic, enthusiastic, and dynamic. She has some clear improvement ideas to share with staff, however she recognises that restrictions in team working and monitoring are hampering the pace of change. Despite the limitations of Covid, I remain confident that reading continues to be a strength at Lindfield and that the majority of pupils are continuing to achieve well. Lindfield has been waiting for their Ofsted inspection, which is now overdue. It is a possibility that they may be inspected as soon as Ofsted restart their inspections in the new year. Although practice, teacher subject knowledge and pupil outcomes have continued to show very high standards, staff are not able to explain their teaching and verbalise their aims and achievements as fluently as they have been able to in the past. Staff would benefit from being able to express their intent, actions and outcomes more concisely using the School Inspection Handbook as a reference.

### CP summary of recommended actions

A 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.

B To ensure that all staff can clearly articulate their intent, the actions taken and the pupil outcomes.

C 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.

D To share the practice achieved in developing the History Curriculum and use the findings to guide the approach to developing the Geography Curriculum.

E SLT to continue to 'chase up' the security fencing so that it is completed this calendar year.

Strategic Priority	WHY	Where are we now	MS T2	MST4	MST6	Where do we want to be?
<b>KT1</b> 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.
<b>KT2</b> 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.
<b>KT3</b> 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.	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.
<b>KT4</b> 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	Focused IRIS coaching session on maths with key highlight on use of language	Lindfield to be 5%+ higher than national on Times Table Screening	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.