



**Academy Self Evaluation Form**

Academy	Lindfield Primary Academy		
Principal	Marcus Still	Review Date	July 2021

**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 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.
- September 2021 – pan increased to 120 for Reception. This will include further building on site to increase classroom capacity and play space.
- The Academy educates children living in the village and surrounding catchment areas (mainly Haywards Heath). 22.6% of pupils are from outside the designated catchment area. (January Census 2020)
- 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**

- 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 SATS results (no SATS in 2019-20 or 20/21 due to Covid-19).
- Continued high achievement in SATS results - KS2 2019 saw a combined expected of 87%.
- Successful KS1 moderation, KS2 moderation and an improved GLD for Early Years.
- Phonic check scores of 95% 97% 94% over last 3 years (no Phonics Check in 2019-20 due to Covid-19). Delayed Phonics check results October 2020- 96%
- 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, a Year 6 Exit Survey (July 2020) 100% of children agreed that adults at Lindfield are there for them when they need help and 100% of year 6 leavers felt safe in the academy.
- In our last parents survey (March 2020) 100% of parents agreed or strongly agreed that their children were happy at school and 98% of parents agreed or strongly agreed their children were making good progress.
- Good professional relationships between staff.

- Effective use of resources within a restricted financial period and targeted spending of 'recovery' funding to support emotional well-being and academic catch-up post Covid-19 academy lockdown.
- Outstanding behaviour for learning.
- Good attendance of 96.6% for the Academy over 2019-20 (up to national lockdown in March 2020).
- During COVID-19, attendance for the returning year groups of Yr R, 1 and 6 was at least 85.1% per week with numbers continually increasing to 93.9% by the final week.
- Attendance for Autumn 2020 is high and above national, sitting at 98.1% from September to November.
- Ongoing review of our creative, knowledge-rich 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, therefore, writing.
- Learning Journals, Science and English book scrutiny celebrate the importance of reading and writing across the different subjects.
- Mathematics outcomes across the academy are consistently above national.
- Ofsted in 2018 commented, "There has been a year-on-year improvement in pupils' outcomes. In 2018, provisional data suggests that pupils in Year 6 made strong progress in reading, writing and mathematics. Work in pupils' books, as well as performance information provided by the school, shows that pupils in all year groups make sustained and rapid progress in English and mathematics."
- Recent Challenge partner visit praised the academy for its management of remote learning, an effective Recovery Curriculum and the whole staff approach to curriculum development. The Report states that, 'This is a well led, strong academy where every action is related to pupil well-being and learning. Leadership is reflective and well organised.'

- **Areas for Improvement 2020-21**

Key Target 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.

Key Target 2- To continue to embed the sequence of deep knowledge and vocabulary learning across our creative curriculum.

Key Target 3- Well-Being and Worth – To ensure children are in a stable emotional zone in order to achieve highly academically.

Key Target 4- To continue with the outstanding coverage and outcomes for our pupils in mathematics. (Overarching themes running through all Key Targets: Staff CPD, Recovery Curriculum and Outdoor Learning.)

### Section 3: Progress made by the school on 'Next steps for School' from the last Full OFSTED Inspection (September 2018)

#### Next Steps for School

-ensure the quality of teaching is consistently strong across all classes in KS1

- 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 observations:

- Through the use of focus driven lesson observations, 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 school.

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.

## Section 4: Overall Effectiveness

### Summative grades

The Quality of Education: Outstanding

Behaviour and Attitudes: Outstanding

Personal Development: Outstanding

Leadership and Management: Outstanding

Early Years Provision: Outstanding

## Section 5: The Quality of Education

### **SEF Grade: OUTSTANDING**

#### **Key Strengths**

Our curriculum was highly praised by OFSTED in Sept 2018. 'School leaders have revised the curriculum to provide rich and meaningful experiences for pupils.'

#### **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. We celebrate uniqueness and diversity.
- 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 included into our whole academy curriculum and achieve well. Teachers are skilled in providing learning sequences to ensure no child is left behind.
- We prioritise encouraging pupils to ask questions to foster their curiosity and enthusiasm for learning. Questioning and discussion promote learning with notable impact.
- Our broad and ambitious curriculum is designed to ensure that all pupils, including those who are vulnerable or disadvantaged, have opportunities to experience the cultural capital which will allow them to succeed.
- We recognise the importance of children developing an understanding of their own learning process (metacognition) and therefore as an Academy we timetable periods for children to Review and Reflect on their learning through the 'Crystal Ball' moments.
- Children leave our Academy as confident, secure and caring individuals. Please see our Curriculum Intent Statement.

#### **Implementation:**

- OFSTED, September 2018, wrote that teachers 'have a good knowledge of the subjects they teach and ask probing questions that help build pupils' knowledge and deepen their understanding'.
- The teaching of reading and writing is outstanding and a major strength of the Academy. In EYFS and KS1, a wide and appropriate range of systematic reading strategies are used including RWInc phonics.

- Structured Read, Write Inc. phonics programme has proven results. Phonics and early reading continue to be a focus. Children are regularly assessed, fast-tracked if necessary and those not making progress are identified and interventions provided.
- The teaching of maths is outstanding and continues to improve. Our curriculum is systematic and builds on previous learning enabling children to be fluent mathematicians who are confident when reasoning and problem solving.
- We ensure staff keep up to date and informed. Regular staff meetings are held and a range of training courses are provided to ensure teachers have the very highest subject knowledge. With Teacher Workload in mind, time is allocated for teachers to complete tasks.
- Subject leaders share and take ownership of their subject overview, progression in knowledge and expected end points. This is shared with other staff in regular Curriculum staff meetings.
- 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 to teach them the skills needed to learn for themselves, increasing independence.
- Teaching assistants are used effectively to deliver classroom support and intervention programmes that contribute to high standards and achievement.
- Regular home learning is set to enhance the quality of learning. (Homework Policy 2018)
- The excellent level of differentiation ensures that SEN pupils have work that is well matched to their needs but also aspirational. Teaching promotes perseverance, confidence and independence.
- Within Maths, we have implemented a new curriculum, developed regular fluency time and continued to provide opportunities for children to be challenged.
- Implementation of our cross-curricular approach is carefully thought through and planned.
- Under normal circumstances, pupils work in a variety of classes/ mixed ability/ ability/ across year group/ across KS groups for a variety of lessons which 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, STEM week, Book Week and World Arts Festival.
- Enrichment afternoons provide inspiring and engaging extra sessions, targeted towards pupils interests and passions.
- Proud involvement in National/World events which include: World Book Day, National Poetry Week and World Internet Safety Day etc. LPA took part in one National Writing Competition and came first!
- Leaders expect and ensure the very highest levels of teacher literacy skills to ensure pupils are immersed with accurate speech and a wide range of vocabulary throughout their time in the academy.
- Reading for pleasure is celebrated, children are read to every day by class teachers. This continues to build on cultural capital, vocabulary discussion and high-quality book talk.
- Writing and Maths moderation ensure staff focus on consistency across year groups and progression across the Academy. Exemplification materials are used for staff meeting moderation.
- Constructive feedback is regularly given to pupils which is of high quality, leading to high levels of engagement and interest.
- Regular feedback ensures pupils know how well they are doing, any misconceptions are quickly addressed and pupils know what they need to do next to improve.
- Use of national frameworks enable pupils to assess their own learning and inform next steps.
- Silver Arts Mark renewed 2020 and Platinum School Games Kite Mark have been gained. They have been implemented through a cross Key Stage approach and therefore have had greater impact.
- Huge extra-curricular provision consisting of before and after school clubs include a wide range of activities e.g. art, dance, sport, music and coding.
- The Forest School programme enhances the Science and DT curriculum for all Year 4 children.
- 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 reading, writing and maths are taking place.
- Personalised learning is evidenced through differentiation and use of ILPs.

**Impact:**

- The academy has a very effective policy and strategy for assessing, recording and reporting pupils' progress and evaluating impact.

- 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.
- 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.
- Pupils make accelerated progress.
- 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.
- Academy data is consistently above national.
- External moderation has supported judgements with Year 6 Writing Moderators stating that the approach to teaching writing and the children's work is the 'exception to the norm' (June 2019).
- Meetings with Oathall staff (local secondary) have started to provide additional learning opportunities in a wide variety of subjects. E.g. children visiting the secondary to experience cooking and using the D.T. and drama facilities and access to the farm.
- Pupils books demonstrate a range of high quality outcomes across a wide variety of curriculum areas. Work is of a consistently high standard.
- Pupils leave the academy with the knowledge and skills required for future learning and success.

### **The Quality of Education during Covid-19 Pandemic**

- During this challenging period, the school remained open for children of keyworkers and vulnerable children. Daily attendance began between 11 and 20 and increased to around 50 per day in June/July.
- Children in school were able to access on-line learning in core academic subjects, as well as participate in Forest School, Art work, PE activities, craft and gardening.
- As per government guidance, the academy fully reopened for years R, 1 and 6 in June. All classrooms utilised to provide bubbles for up to 15 children.
- In Lockdown 1 Remote learning for all children was provided through our VLE and MyMaths websites which allowed all staff to upload weekly personalised provision in Maths, English and Curriculum subjects.
- Weekly e-mail contact was maintained with all families and children shared super celebration work with teachers. Success stories were shared with the community via Twitter.
- Expectation and aspiration remained high and work was celebrated through galleries of Stars of Success.
- Opportunities for children to experience whole class reading, phonics, PE and more were offered through use of videoing.
- In Lockdown 3, Our Remote Learning Plan incorporated use of Teams to provide a minimum of 2 daily live lessons. Sessions provided direct teaching and provided feedback and motivation for learners. Teachers also pre-recorded inputs to support the wider curriculum. Live small group focus teaching sessions also provided.
- Remote Learning levels of engagement very high -90%
- Parent Survey very positive regarding remote learning provision. 85% strongly agreed /agreed that 'I am pleased that my child is receiving direct teaching from their teacher and an independent task for each lesson'. 89% strongly agreed /agreed that 'I am pleased that my child receives feedback via whole class feedback, individual feedback via email, feedback in afternoon Teams sessions, or through directed self-assessment'
- Quality assurance carried out by SLT of live lessons during Lockdown 3 confirmed that in 100% of lessons safeguarding, behaviour management/relationships and modelling were a strong element.
- Differentiated tasks were set where required to accommodate those with different needs.
- Since September 2020, focus has been on our Recovery Curriculum which has put an emphasis on children's wellbeing and reacquainting children with routines of school and learning behaviours. Regular opportunities were provided to revisit lost learning in all subject areas.

### Impact-Outcomes

**STANDARDS**  
**KS2**

**Maths:**

In 2019 97% (National 75%) achieved the expected standard and 59% achieved a high standard. Our maths progress score was 3.7. The average scaled score is 110

In 2018 96% (National 74%) achieved the expected standard and 47% achieved a high standard.

Our maths progress score 2018 was 4.2. The average scaled score 109.

In 2017 74% (National 75%) achieved the expected standard and 22% achieved a high standard. Our maths progress score was 3.7. The average scaled score 104.

**Reading:**

In 2019 90% (National 75%) achieved the expected standard and 49% achieved a high standard. Our reading progress score was 2.5. The average scaled score is 108

In 2018 91% (National 75%) achieved the expected standard and 44% achieved a high standard. Our reading progress score was 2.4. The average scaled score 108.

In 2017 79% (National 71%) achieved the expected standard and 38% achieved a high standard. Our reading progress score was 2.5. The average scaled score 107.

**Writing:**

In 2019 89% (National 75%) achieved the expected standard and 23% achieved a high standard. Our progress score was 0.5.

In 2018 91% (National 78%) achieved the expected standard and 23% achieved a high standard. Our writing progress score was 0.2.

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

**GPS:**

In 2019 93% (National 78%) achieved the expected standard and 62% achieved a high standard.

The average scaled score 110

In 2018 92% (National 78%) achieved the expected standard and 49% achieved a high standard. The average scaled score 109.

In 2017 84% (National 77%) achieved the expected standard and 42% achieved a high standard. The average scaled score 108.

**KS2 Combined Reading, Writing and Maths score:**

2019: 87% (National 65%)

2018: 85% (National 64%)

2017: 63% (National 61%)

**KS1****Reading:**

In 2019 91% (National 75%) were working at the expected level or above. 30% of children were working at GD.

In 2018 88% (National 76%) were working at the expected level or above. 29% of children were working at GD.

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

**Writing:**

In 2019 88% (National 70%) were working at the expected level or above. 19% of children were working at GD.

In 2018 86% (National 70%) were working at the expected level or above. 20% of children were working at GD.

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

**Maths:**

In 2019 88% (National 76%) were working at the expected level or above. 26% of children were working at GD.

In 2018 87% (National 76%) were working at the expected level or above. 26% of children were working at GD.

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

**Year 1 Phonics Check**

In 2019 94% of children in a cohort of 89 passed the phonics check

In 2018 97% 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

**EYFS GLD**

2019 GLD= 82% (71% national)

2018 GLD= 80% (70% national)

2017 GLD= 74% (71% national)

**KS2 Disadvantaged 2019**

Year 6 Results for PP (4 children)

	Test Scaled Scores		
	<100	100+	110+
Reading		4 (100%)	1(25%)
Writing		4 (100%)	1 (25%)
Maths		4 (100%)	1(25%)

**KS1 Disadvantaged 5 children**

Reading 4 children = 80%

Writing 4 children = 80%

Maths 4 children = 80%

**Progress Breakdown**

15 July 2019

Y2, Y3, Y4, Y5, Y6 - All SEN (62 pupils)

Sum2 2017-18 to Sum2 2018-19

All Pupils (62 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	48 (77.4%)	45 (72.6%)	49 (79.0%)	47.3 (76.3%)
Progressed by 5 steps	8 (12.9%)	10 (16.1%)	8 (12.9%)	8.7 (14.0%)
Progressed by 4 steps	4 (6.5%)	2 (3.2%)	2 (3.2%)	2.7 (4.3%)
Progressed by 3 steps	1 (1.6%)	2 (3.2%)	2 (3.2%)	1.7 (2.7%)
Progressed by 2 steps	0 (0%)	1 (1.6%)	0 (0%)	0.3 (0.5%)
Progressed by 1 step	0 (0%)	1 (1.6%)	0 (0%)	0.3 (0.5%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (1.6%)	1 (1.6%)	1 (1.6%)	1.0 (1.6%)

**GLD**

Reception Results for PP (5 children) – 80%

**Year 6 results SEND** 10 children

Test Scaled Scores		

	Other – not applied	<100	100+	110+
Reading	1 (10%)	4 (40%)	5 (50%)	3 (30%)
Writing	1 (10%)	3 (30.0%)	6 (60%)	3 (30%)
Maths	1 (10%)	1 (10%)	8 (80%)	4 (40%)

#### Areas for Development:

- See Academy Long Term Plan – Key Targets 1-4.
- Ensure current Year 6 are secondary ready and identified groups supported in order to reach expected standard. Continue to build on good practice (data action plans)

### Section 6: Behaviours and Attitudes

#### SEF Grade: **OUTSTANDING**

#### Key Strengths

- OFSTED, September 2018, wrote, 'there is a calm and orderly atmosphere that encourages high standards of behaviour and very positive attitudes to learning'.
- 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 which was reviewed in July 2019 and had a Covid 19 Behaviour Appendix added in May 2020.
- 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.
- Trend over time: Lesson visits 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.
- Trend over time: Behaviour was judged as 'outstanding' at the 2010 inspection and this was confirmed by the HMI subject inspection in October 2012. This has also been ratified by our Challenge Partner and the 2018 Inspection.
- Pupils feel safe in the Academy (100% agreed in Year 6 Exit Survey 2020).
- Whole school House Points System has a positive impact on behaviour and individual class reward systems support this.
- Weekly celebration assemblies and Termly Super Celebration Assemblies reward good behaviour and achievement. Topics such as attitude, disability, British values and school values are modelled and revisited throughout the year in assemblies.
- Captain's Table on Friday lunchtime celebrates outstanding work and behaviour. (pre-covid)
- There are very few reports of bullying in the Academy. Any incidents are fully investigated, recorded electronically 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. There were 12 reported bullying incidents from 2019-20. 6 of the incidents were between two families who had fallen out. The academy worked with, and supported, both children during this time and liaised with outside agencies involved with the families. The other 4 incidents were parent reports. Through discussion with children, parents and staff, these were found to be ongoing friendship issues on the



playground. The academy ensured work was done with these children to support social skills and interactions and regularly fed back to parents to resolve the conflict.

-An annual anti-bullying week supports children's well-being with displays and assemblies complementing this.

-An annual equality week celebrates children's tolerance and respect with displays and assemblies, demonstrating the daily message that difference is valued.

-Liaison with the Police Welfare Officer highlights strategies for older children dealing with cyber-bullying incidents and safe use of the internet.

-Correct and consistent use of Positive Handling Plans. A large number of staff are trained and de-escalation strategies are in place for specific pupils.

-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 hold E Safety presentations for parents (whilst information is also signposted on the Academy website).

-We have held full training on e-safety for all staff and the Local Board.

-The Academy regularly participates in 'Show Racism the Red Card' workshops and training has been held for pupils and staff.

-Children are encouraged to "tell" an adult or a friend of any concerns they have in relation to specific issues.

-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 on CPOMs. Pupils struggling with playtimes are identified in all meetings and specific plans put in place to support them. A daily Lunch Club is run by SLT for children who find social interactions more challenging.

-Poor behaviour is tackled effectively by parents, carers and staff working together to develop an individual education plan encouraging independence and making the right choices to remain in school. Despite challenging behaviour from vulnerable pupils, through effective management and strategies there were no exclusions in 2019-20.

#### Case Study-Child B

*1-1 support sometimes 3-1, reduced timetable, regular communication with parent, learning mentor intervention, risk assessments and behaviour plan, differentiated learning and specialist lunchtime provision.*

#### **ATTITUDES**

-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'.

-Children show high levels of engagement, courtesy, collaboration and co-operation 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.

-Learners support each other and show high levels of concern and care for others.

-Good role modelling from Peer Mediators, Playground Pals, Sports Crew, House Captains, Eco Reps, Community Crew, Maths Crew, Digital Leaders, Library Monitors and School Council members sets a clear expectation across the Academy.

-Academy Values, such as Respect Ranger and Perseverance Pirate, are part of everyday academy life. Unique Octo has been developed and designed by children in order to celebrate difference.

-Views of pupils taken through pupil survey, school council, peer mediators and house captains.

-Views of Stakeholders include communication with Parents and Carers, with a clear website, SENCO Surgeries, Principal pop ins and fortnightly newsletters. Parents' views are favourable regarding safety and they work in partnership with the Academy. There are 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 last parent survey (2020) demonstrated an overwhelming positive result.

#### **ATTENDANCE**

- Overall attendance for 2017-18 was 96.9%. Persistent absence for 2017-18 was 2.6%.
- Overall attendance for 2018-19 was 96.8%. Persistent absence for 2018-19 was 3.6%.
- Overall attendance for 2019-20 was 96.1% up to school closure due to COVID-19 pandemic. (Further details on attendance during COVID-19 are below):
- Regular visits by the Trust Attendance Officer support actions and direction with attendance. Appropriate letters are sent to parents and fines applied for where necessary. Work with individual families and the learning mentor addresses any ongoing issues. Persistent absence is monitored and parents involved. Schedule is as follows-
  - Term 1-letter home about attendance if below 90%
  - Term 2-letter home requesting a meeting with Assistant Principal/Attendance Officer if still below 90%
  - Term 3-letter home requesting another meeting with Assistant Principal/Attendance Officer and school nurse present
- Assistant Principal regularly meets the few families with continued low attendance.
- EHCPs put in place to support attendance despite medical needs.
- Attendance and punctuality are celebrated through assemblies and the newsletter.
- KS1 and KS2 end of term award for the two classes with the highest attendance in the Academy.
- ‘Attendance’ continued to be monitored during lockdown periods. Children engaged well with online learning provision and those having difficulties were well supported by SLT and teaching teams through home visits, work packs, laptop provision, school place allocation and regular support sessions from the Learning Mentor. Levels of engagement were monitored by staff each week and regular contact maintained with vulnerable families.

#### **Behaviour and Attitudes during Covid-19 Pandemic**

- Behaviour Appendix 2020 shared with parents and children
- Social stories and child friendly behaviour and visual timetable in place for bubbles
- Teachers were able to send virtual stickers reflecting our 7 core values
- Parents and children received a letter and value stickers saying how proud we were of their resilience during this period.
- Attendance figures were reported during this period as per national guidelines.
- Attendance of Yrs R, 1 and 6 was at least 85.1% per week, rising higher as time passed to 93.9% in the final week.
- Full time provision of places offered for more than 60 children of key workers and vulnerable children.
- Vulnerable families not attending school were contacted by DSLs (see Safeguarding)
- A number of assemblies were held before lockdown covering a range of topics such as kindness, hygiene and resilience.
- Behaviour meetings held with vulnerable children prior to returning to school in June
- Regulation Stations in operation for all bubbles which gave a space to revisit Zones of Regulation resources.
- Focus of the Recovery Curriculum during the Autumn term was to focus behaviour and attitudes of the children under the 5 levers.
- ‘Positivity is a Super Power’ whole school project launched remotely

#### **Areas of development**

- To continue to celebrate diversity through our curriculum and promote positive attitudes towards difference.
- See Key Target 3

### Section 7: Personal Development

**SEF Grade: OUTSTANDING**

#### **Key Strengths**

-OFSTED, September 2018, wrote that, 'the school is a welcoming and happy place to be, underpinned by the schools values, which include celebration, success, perseverance and respect'.

-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.

#### Case Study-Child A

*Peer mediators- wrote letters to apply for this role and were selected on merit. They receive training for this role. These children then assisted staff with implementing the Good Behaviour Code- resolving KS1 conflict and managing movement around school*

-Stakeholders have reported that the use of Values Stickers and certificates continues to promote courtesy and consideration in children.

-Healthy Schools and promotion of healthy eating is of great importance in our academy. Our Healthy Schools co-ordinator 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. Within class every day opportunities to be active are planned such as the 'daily run' and regular active brain breaks. Teachers have received CPD in teaching PE and high profile is given to sporting achievement in celebration assemblies and through regular tweets.

-Whole school Jigsaw curriculum for PSHE has enabled children to develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

-New RSE Policy shared with parents

-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.

-Strategies for positive learning behaviour have been embedded, 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.

-Zones of Regulation is 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.

-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.

-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. The academy works closely with Family and Child support workers and Family Link Workers.

-Daily 'Lunch Club' in place to support children with any pastoral need.

-All children have access to the Learning Mentor who is available to counsel and provide emotional support.

-Provision for Pupil Premium children is personalised and aimed to widen their life experience, providing cultural capital.

-SEND children have personalised learning tailored from their individual starting points to ensure they reach their potential and aim high.

-Pupils with medical needs are well cared for through Individual Health Care Plans.

- World Book Day and Fair Trade Week were celebrated across the Academy during Lockdown 3

#### **SPRITUAL, MORAL, SOCIAL AND CULTURAL**

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

-Equality Week celebrates all.

-Forest School programme for all Year 4 children.

-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 they are well prepared to respect others and contribute to wider society and life in Britain.

-We have an elected and democratic School Council.

## **BRITISH VALUES**

- There is an acceptance and engagement with the fundamental British Values across our academy.
- We have a British Values Curriculum statement identifying areas of the curriculum where British Values are taught and explored. This can be found on our website and in each classroom.
- 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, community crew 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 and class behaviour codes developed together in each classroom. Close links with the local Youth Liaison Officer and other emergency services.

**Individual liberty** – choice of challenge in work and play, choice of activity at playtime, a wide range of after-school clubs on offer, expectations are set and pupils understand how to make safe choices.

**Mutual Respect** – evidenced 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** – children state that their academy teaches us to respect people who are different. We have a co-ordinated assembly programme celebrating diversity and welcome visitors into our academy (community assemblies).

## **Spiritual Development**

- Development of mindfulness sessions across the Academy.
- Class time dedicated to reflection on learning (use of our 'crystal ball moments')
- Use of imagination and creativity across our broad topic based curriculum and our PHSE 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.
- Think sheet – children have the opportunity to reflect when things go wrong and are encouraged to understand the consequences of their behaviour and actions.
- PHSE 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, enrichment afternoons, singing in the community and Super Celebrations.
- House rewards across the Academy.

## **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.
- Local cultural experiences such as taking part in Lindfield Arts Festival.

## **Provision of Personal Development during Covid-19 pandemic**

- Children's mental health supported via regular communication between academy and home, including teacher emails, phone calls, letters home, team videos, etc.

- SENCO provided parents with Zone of Regulation packs if they felt their child was struggling with lockdown anxiety. In Lockdown 3 Learning Mentor provided regular teams meetings with families and children of concern.
- Academy Values continually celebrated via Stars of Success galleries of work, communication with children reaffirming Perseverance Pirate and Respect Ranger and recognition of Super Celebration pieces.
- Special events still marked via distance learning, e.g. video assembly and academy wide tasks set relating to VE Day celebrations, Power of Positivity
- Pupil well-being survey completed by all children in Yrs1-6 to gain pupil voice of lockdown experiences. This was repeated on return to school March 2021. Children identified as having a low well-being score monitored and provision put in place
- In September 2020, the academy implemented a strong Recovery Curriculum with aims around supporting pupil emotional well-being alongside academic catch up. This was modelled on the work of Professor Bary Carpenter and based 'recovery' around 5 levers including building positive relationships, engaging with the local community and giving space for children to reflect and 'just be'.
- As part of the Recovery Curriculum, the Pupil Progress Meeting in September 2020 focused on the outcomes of the Wellbeing Questionnaire and adapting provision to enable children to be resilient and ready to learn.
- Pupil questionnaires were used to gain child voice on the impact of lockdown and resources, interventions and support offered in response.
- Also as part of the Recovery Curriculum, the Resilience and Engagement strand of PHSCE through our Jigsaw programme was a key focus on return from Lockdown.

**Areas for Development.**

- To continue to develop the Community Lever of the Recovery Curriculum by making wider links through Community Assemblies.
- See Key Target 3.

Section 8: Leadership and Management

**SEF Grade: OUTSTANDING**

**Key Strengths**

**AMBITION AND HIGH EXPECTATIONS**

- OFSTED, September 2018, wrote, 'There is a strong ethos of ambition and high expectations within a caring and nurturing environment'.
- The Principal, Local Board and staff have an ambitious vision for the academy. We all continue to develop the three-year strategic plan. This road map can be found on the academy website.
- The academy has a calm culture evidenced by its orderly and respectful environment which underpins the smooth running of it.
- The Principal, Vice Principal and Assistant Principal have significant responsibilities for teaching and learning standards throughout the academy.
- Aspirational 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.
- 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.
- Leaders support staff in dealing with tricky conversations with parents.
- 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.
- The academy is committed to shared planning and PPA sessions in order to provide the very best learning opportunities for our pupils whilst managing teacher workload.

- The academy is committed to equality of opportunity for all staff and children. The policy actively supports the code of equal opportunity and inclusion across all aspects of school life.
  - The monitoring, evaluation and support of teaching and learning play a key role in our academy's effectiveness and improvement. Termly lesson visits are undertaken by the Principal, Vice Principal and Assistant Principal and the focus of these audits has a specific theme. Verbal and written feedback is given on all lessons to enable teachers to reflect on and progress their practice.
  - Rapid Achievement Plan (RAP) Key Targets are developed by all staff. Action Plans are written and regularly reviewed on an annual cycle based on academy data.
  - RAP for Subjects is developed by subject leaders and is also reviewed midway through the year.
  - Pupil Progress Meetings based on the internal tracking system happen with staff discussing SEN, disadvantaged and more-able children first. If pupils are not meeting their targets then interventions will be identified on Action Plans.
  - School leaders have lead INSET with other academies and schools within the locality on our broad and balanced, knowledge-rich curriculum.
- Prior to COVID we welcomed over 100 volunteers into the academy. This has included links with local business in setting up an effective reading program.
- OFSTED, September 2018, wrote that, 'parents, carers, governors and leaders from the Trust have full confidence in the leadership of the school'.

### **Ambition and High Expectations during Covid-19 pandemic**

- Dynamic Risk Assessment regularly reviewed and updated based on latest guidance.
- Regular communication with children, staff and parents.
- Maintained high expectations on remote learning and work in school by key worker children.
- Remote Learning was reviewed at the start of Lockdown 3 and provision put in place for SEND– phonic groups, maths intervention, squiggle while you wiggle.
- Introduction of Reading Eggs and Bug Club to facilitate reading remotely
- Introduction of Star Reader / Lexia to assist with assessment and interventions
- Curriculum review ongoing and new topics have been put into place in Years 4, 5 and 6 to embrace enquiry-based learning and knowledge rich review
- Focus on knowledge rich curriculum and subject specific vocabulary (history/science/geopgraphy currently prioritised)
- Opportunities for pupils to experience working with experts (eg drama role-play, reptile workshop)

### **SAFEGUARDING**

- 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.
- 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 keeping pupils safe from abuse, sexual exploitation and radicalization.
- Safeguarding is an integral part of all new staff induction procedures.
- CPOMS has been embedded for greater efficiency within Safeguarding.
- The school business manager maintains the single central record. Safety and security checks are carried out in line with DfE requirements and records are kept.
- There are 5 Designated Safeguarding Officers for Child Protection.
- During our weekly Safeguarding Supervision Meetings, the SLT discuss Safeguarding issues from the previous week and update for the week ahead. SLT also meet with the local board member for Safeguarding once a term to go through the Safeguarding Peer Review Action plan.
- Staff complete the county 'Evolve' risk assessment for all educational visits.
- Staff supported in risk assessments by the EVC.
- Regular fire drills and lock-in drills are held.
- The Local Board have been DBS checked and have the necessary Safeguarding training.
- Our Medicines Officer monitors, evaluates and reviews current practice. MediTracker is used as a highly effective tool in this process.

- Local fire officers deliver an annual fire safety programmes raising awareness of the dangers to years R, 2 and 5.
- 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. There is an 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 meet termly to discuss progress of risks.

### **Safeguarding during Covid-19 pandemic**

- During closure, a rota was in place to ensure there was a DSL on site every day. A new DSL email address was established to enable easy communication.
- A risk register was established during closure, to identify any families identified in the previous lockdowns who were struggling and to continuously review contact, home welfare visits and any children at risk of lack of engagement.
- During closure, any families that had not made contact with staff each week were phoned/visited for a welfare check. If communication could not be made, home visits were carried out by two members of SLT.
- During closure, the SENCO was on site daily.
- During closure, the school remained open during for children of keyworkers and vulnerable families.
- Food vouchers were made available to families.
- Virtual coffee morning was held for parents of SEND pupils.
- CPOMS logs of COVID 19 anxiety, home learning engagement and Learning Mentor support in place
- Communication was retained with a pupil who had technically transitioned to a new school but temporarily retained on roll during this time and ensured followed the distance learning.
- Weekly DSL meetings were maintained to ensure communication and provision were consistent.

### **STAFF DEVELOPMENT AND WELL-BEING**

- Designated Staff Well-Being Champion in place (Assistant Principal).
- 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.
- Staff Well-Being Policy in place.
- Leaders ensure teacher voice is central to whole-school developments, ensuring workload impact is assessed.
- Whole school approach to professional development through IRIS Twilight sessions built upon over three years. Teachers continue to develop and reflect on their pedagogical knowledge.
- Continued highly effective professional and subject knowledge development takes place in regular staff meetings and INSETs (with key focus on curriculum development).
- Teacher Workload: Focused staff meetings have a structured and managed agenda. Meeting time adapted so staff can complete data captures, report writing and ILPs. Meaningful time given on staff meeting agendas to ensure a whole-academy approach to school development.
- Regular review of practice to ensure smarter approach to teacher workload.
- Shared PPA.
- Regular opportunities are given for teacher feedback when new initiatives are introduced.
- Well-being Wednesday introduced including snacks, quizzes and well-being bulletin.
- Well-being item included on staff meeting agendas.
- Introduction of Teams to aid instant communication.
- Regular Principal and union rep meetings when required
- 'Teacher time' established with teachers given 1 morning out for whatever they would like to help with workload and well-being

### **Wellbeing during Covid-19 pandemic**

- Well-Being Wednesday continued to run with the monthly bulletin containing hints and tips and signposting useful resources.
- A weekly "How Are We?" e-mail was sent to touch base with all staff, provide an open door and give advice on useful strategies.
- Refreshment was on hand for all staff who were rota-ed in work in the academy during this time.
- Staff morale was boosted by a range of innovative projects ranging from chalkboard messages, photo collages and interactive dance.
- A weekly staff on-line Zumba class was established.
- Year group WhatsApp allowed staff to keep in contact and support each other.
- Zoom TA meetings were held.
- Use of quizzes, competitions and inspirational quotes kept staff motivated and enthused.
- Advice was available for all staff through e-mail or phone contact to assist with any areas of concern (welfare, education, health, finance, etc.).
- Thank you cards were sent by SLT at Feb half term to acknowledge the hard work and dedication and staff room 'treats' staff were continuously provided.
- A Staff Well-Being Group was established and a new 'Well-Being Champion' appointed.
- Training undertaken on Place 2 Be by PP Co-ordinator.

### **PARENTAL ENGAGEMENT AND PARTNERSHIPS**

- The OFSTED parent survey from September 2018 stated that 100% of parents agreed that their child is happy at school. In our parent survey (March 2020) 100% of parents agreed or strongly agreed that the academy clearly communicates their child's progress.
- The academy has worked hard to continue to engage with parents and the wider community. Along with an open door policy, this regular engagement with parents includes: teacher drop in sessions, 'Principal Pop In' sessions, Newsletters, Read Write Inc. information letters, 'Welcome to the year group' meetings, '6 weeks in' meetings for EYFS, parent volunteer requests, Learning Mentor sessions, ILP's shared at an additional SEN parents meeting, parent survey, Interim Reports and End of Year reports and involvement in community events.
- The academy provides a range of opportunities to hear the views of hard to reach parents and carers or those of vulnerable pupils through the use of the Learning Mentor and PP coordinator.
- Parent survey completed annually.
- There are regular updates on the academy website to inform parents.
- Regular Tweets on Twitter, both general and sport specific.
- In response to feedback from the parent survey, a number of curriculum meetings are held.
- Parent information evenings have included: 6 weeks in, E-Safety, Year 1 Phonics, Year 2 SATS, Year 6 SATS, Assessment without levels, Supporting Maths at Home and Supporting Reading at Home.
- Regular SEND coffee mornings.

### **Parental Engagement during Covid-19 pandemic**

- Parents received a letter signposting websites which could offer support, e.g. Young Minds and also gave them teaching strategies of how to adapt expectations for their child.
- Regular newsletters remained in place.
- Grab and Go for further books was made available with allocated days for different key stages.
- Zoom SEND coffee morning was held.
- E-mail links and phone conversations continued with our vulnerable families.
- Food vouchers were put in place.
- Phone calls home for children in Years 2-5 and non-attendees in other years.
- Farewell sessions for Year 2-5.
- Teams transition meetings to meet the new teacher.
- Remote Learning parent questionnaire (March 2021) highly positive. 85% were pleased their child was receiving direct teaching from their teacher and an independent task for each lesson
- 89% strongly agree or agree that their child received feedback



- 80% strongly agree or agree that the school had improved their quality of remote learning in comparison to the first Lockdown of March 2020.
- SEND parent questionnaire on SEND support during home learning – very positive: 92.31% said “my child was well supported by the academy during home learning and 91% agreed that their child was well supported for their return to school after closure”.

**Areas for Development:**

- 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

Section 9: Early Years Provision

**SEF Grade: OUTSTANDING**

**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.
- The four guiding principles shape our practice (Unique Child, Positive Relationships, Enabling Environment and Learning and Development).
- The curriculum promotes teaching and learning and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life.
- Curriculum is sequenced and takes account of baseline assessments.
- Children follow the whole school phonics programme of Read Write Inc. This is a daily programme of rigorous, interactive experiences that promote phonological awareness and key skills for reading and spelling. This programme continues throughout the Foundation Stage and into Key Stage 1.
- Focus on communication and language - ‘All About Me’ boxes. Children create them at home and fill them with things special to them to promote speaking and listening. This informs us of children’s experiences and favourite / important things and events.

**Implementation**

**Phonics**

- Systematic approach to reading ensures all children learn and enjoy reading from day 1.
- Differentiated daily phonics lessons across the year group, with some children joining year 1 in the summer term.
- Actions created by a teacher match and reinforce the RWInc sounds. This has enabled the children to learn and remember phonics far more confidently.
- Children take home decodable texts closely matched to their phonic ability from our wide range of book banded books.
- Phonics is taught daily and digraphs are introduced earlier to support independent spelling attempts and ‘tricky’ words are taught in relation to weekly writing tasks.
- 87.8% were expected or exceeding in reading in 2017.
- 90% were expected or exceeding in reading in 2018.
- 92% were expected or exceeding in reading in 2019.

**Effectiveness of leaders to drive improvement**

- 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.
- Teachers and TAs undertook the National Pilot for Baseline assessments.
- Weekly Next Steps trackers are used by all teachers.
- Ability focused teaching has proved very effective in improving the standard of children’s writing.

- Marking stickers are used to respond to writing and ensure children are clear about their ways forward.
- Independent writing is celebrated on the 'Star writers' display. The display is updated with new writing half termly to celebrate children's progress.
- Termly topics maximise opportunities for writing, including the use of modern and traditional tales, alongside classic texts and small world re-enacting.
- Weekly interventions are delivered for targeted groups and individuals to move them towards GLD; these include School Start, fine motor activities and number support.
- Learning Journeys have been adapted to allow more time to work on each text in greater depth.
- Maths is highly valued. Problem Solving Pineapple challenges, estimation stations and new accessible units are used for collections of natural objects to count, to engage children in maths activities.

### **How teaching nurtures, engages and motivates**

- Independent challenges in writing and maths are encouraged during 'discovery time.' These are linked to the school values and rewarded by stickers, certificates and rainbow chart.
- Self-initiated and independent writing is a focus throughout the setting. Role-play dens responding to child interests have been created. Staff spend 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 takes account of children's current interests and themes change regularly.
- Writing opportunities are incorporated into role play, for example when writing notes in a vet's surgery or completing appointment slips.
- 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 and formation 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 children learn about respecting each other, looking after our environment and making good choices.
- Exciting first hand experiences include; seasonal walks in grounds, village walks, police and firefighter visits, visits to local nursing homes, visits to the Bluebell Railway, incubating hens eggs and caring for chicks, visiting the local secondary school farm and 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 and diversity week. We also join in with community events such as Village Day.

### **Safeguarding**

- All staff up to date with safeguarding training and procedures.
- Teachers visit nurseries in the summer term as part of a thorough transition plan.
- Home visits take place for every child in the first week of the Autumn term.
- Medical information is shared throughout the team and updated regularly.
- Trained Paediatric First Aider in the Year group.

### **Behaviour**

- Class golden rules, which are linked to our academy values and British Values are written with the children and displayed with the children's handprints.
- Rainbow chart used to reward and encourage good behaviour.
- Early dialogue with parents if behaviour issues arise.
- Use of home school diaries encourage regular communication.
- Introduction of 'Zones of Regulation' using The Colour Monster display to help say how they are feeling and regulate emotions.

### **Engagement with parents**

- Welcome meeting with new parents and story sessions for new children, visits to nursery settings and meeting with parents for children with additional needs.
- 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 from this year's event was 100% positive.
- Parents receive regular phonics information on new sounds being taught so they can support their children at home.
- Sharing written next steps with parents at consultation meetings enables them to help their child reach individual targets. Parental feedback to interim reports is included in the learning journals.
- Class notice board shares overview of the 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 co-ordinator.
- Parent volunteers are welcomed, valued and provide valuable support with learning.
- Parents invited in throughout the year to see children's work, e.g. for book looks, open days, EY Christmas performance and vehicle exhibition.
- Fortnightly informal 'reading pop in' has proved popular with parents and children.
- Open door policy at beginning and end of every day.
- To promote transition to Year 1, parents are invited to meet the Year 1 teachers and see their child's new classroom.
- Transition meeting held in the Summer term
- Each class visits a residential home to share books with the residents.
- Reading meeting for Early Years parents to provide information on supporting and promoting reading at home.

### **Impact**

#### **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. Participated in West Sussex Moderation training and local moderation sessions in 2020. Team plan closely together, equivalent displays, learning prompts and provision in each class.
- GLD increased from 74% in 2017, 80% in 2018 and 82% in 2019
- 100% Pupil Premium (7 children) reached GLD in 2019
- Transition plan and activities with Year 1 evidences that pupils are thoroughly prepared for the next stage of their education.
- Pupils behave well. They follow the school values of respect and perseverance to manage their own feelings.

#### **EYFS Provision during Covid-19 pandemic**

- Weekly Home learning opportunities provided via the VLE / MyMaths platforms.
- Access to range of reading materials available online.
- Daily phonics sessions with teacher-made videos and linked home-school learning activities
  - small group support in phonics and motor skills for SEN eg squiggle while you wiggle
- Weekly plans based on high-quality texts.
- Daily writing opportunities with extra challenges provided for higher abilities.
- Practical and hands-on maths for parents at home, PSP challenges for reasoning and problem solving.
- Range of curriculum-based challenged linked to texts and topics to cover other areas of curriculum.
- Regular communication via email and phone with parents throughout to support and celebrate children's learning and achievements.
- Motivation and praise using our school values - stickers attached to emails to children.
- Safeguarding of children was a high priority with weekly communication via email, phone and MyMaths with any lack of communication recorded via CPOMs and then followed up.

- Children with additional needs have been supported via regular contact with class teachers and SENCo.
- Provision for vulnerable children continued during lockdown with places made available for them within the school setting.

### **September Intake 2020**

- Transition calls made to all feeder nurseries to ensure continuity of information regarding the new intake.
- Quality liaison between feeder nurseries, SENCo and Class Teachers regarding the needs of new children.
- 1:1 parent, child and teacher meetings set up for the start of the Autumn term.
- New Starter information packs sent out to all families.
- Welcome / information videos uploaded and referenced on the school website.

### **Areas for Development:**

- 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.-+