

Self-evaluation
Form
FEB 2015-16



INFORMATION ABOUT THE SCHOOL

Lindfield Primary is a designated three form entry community school, 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 has been increased to 90 pupils. We already accommodated 75 pupils in both September 2010 and 2011 as it was thought by LA that the demand for pupil places in our locality was only temporary. The school has just completed the expansion to secure the PAN of 90 in each year group. Lindfield Primary will reach 630 on roll by September 2018.

The School educates children living in the village and surrounding catchment areas (mainly Haywards Heath). About 20% of pupils are from outside the designated catchment area.

At the end of Key Stage 2, most of our children (approximately 90%) transfer to Oathall Community College or Warden Park Academy and a very small minority to the independent school sector.

The school 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.

Our IMD is low compared to the national context (0.05 vs. 0.24)

Through our DfE International School Awards (2004-2007, 2007-2010, 2010-2013, 2013-2015), we have worked hard to raise and promote the profile of a global and multi-cultural perspective for our pupils whilst developing international links.

UNICEF Rights Respecting Schools Status awarded in 2014.

We achieved the Sports Active Mark in 2008, 2010 and Silver award in 2014.

We successfully gained Healthy Schools status in 2009.

Green Flag Eco-School status was awarded in 2009.

Our school holds WSCC Travel Mark Level 3, the first primary school in West Sussex to gain this award and one of eight schools in West Sussex who have met the set criteria, recognising the commitment our community has made to encouraging sustainable travel.

In 2014, there were 5 children with Statements and 19 on SA+.

We provide for a range of children with special needs requiring high level support reflecting children with ASC, Spina Bifida, visual impairment and Type 1 Diabetes.

Our leadership structure was agreed by staff and governors and reviewed in September 2014 reflecting TLR and other responsibilities. This has promoted a more dispersed leadership structure with teams of staff working together. The structure reflects a greater focus on leadership within provision, attainment and progress throughout the whole school.

Our school plays an active role in a successful locality group of 20 schools. Attending courses, organising conferences and supporting teacher CPD.

We have one NQT as of January 2015.

THE ACHIEVEMENT OF PUPILS				
Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
		x		
<ul style="list-style-type: none"> • When we make judgements on attainment and progress at Lindfield, we review key measurable outcomes to enable us to make judgements about our learning. • Regular analysis of test results (including RAISE) and teacher assessments. • Important role of subject leaders, SMT (including TLRs) and TLC governors committee. Together we look at trends in results and relate these back to actions (School Improvement Plan) and strategies to measure our success in bringing about improvement. • Analysis of different groups (gender, SEND, Pupil Premium, Gifted and Talented/ More Able) in test and teacher assessments by SLT and SMT. • Test analysis of strengths and weaknesses to inform future curriculum content and planning. • Monitoring to know how many pupils are on track to reach their performance targets of making at least 4 points progress each year. Targets are still set for KS1 and KS2 SATs on an annual basis • Attainment/Achievement in the school measured against the National context (RAISE) • Value added information and indicators (RAISE) • Classroom observations focussed on attainment, progress, teaching, learning, pupil attitudes and behaviour, curriculum provision and inclusion • An analysis of attendance and punctuality patterns highlighting 'vulnerable' children. • Discussions with staff about their classes: termly progress meetings with pupil tracker data (APS and points progress made updated at the end of each term) to consider strengths and areas for future development with targeted intervention programmes within the core subject areas. • Discussions and assessments with pupils by class teachers and subject leaders • Discussions with parents on views about provision and their children's achievements (Actual NC levels and learning targets are shared with parents at consultation evenings. This is in a period of transition.) • From end of Foundation Stage, Key Stage and end of term pupil tracker assessments attainment across the school is good for most pupils with some outstanding attainment by a significant group of pupils by the end of Key Stage 2. 				

- Key Stage 1 SATs an average APS of 16.6 (vs. national APS 15.9), Key Stage 2 SATs an average APS of 30.0 (vs. national APS 28.7).
- We have identified the need to focus on groups of pupils on the cusp of Level 2B+/2A and Level 3 to secure Level 5/6 outcomes for these pupils by the end of Year 6. Level 3 performance is a locality issue related to more rigorous and robust assessment of a pupil achieving a secure Level 3 across all strands of a subject not just some elements. Successful external moderation confirmed teaching assessments. Objective to raise APS at KS1 over a sustained period of three years: (2012 – 16.2, 2013 – 16.0, and 2014 – 16.6.)
- In 2014, at KS2 girls marginally outperformed boys (13.2 vs. 29.8) and at KS1 girls outperformed boys (17.3 vs. 15.8).
- In 2013, at KS2 boys marginally outperformed girls (29.4 vs. 29.3) and at KS1 girls outperformed boys (16.6 vs. 15.6).
- Consistent trend of high attainment. Key Stage 2 APS above average trend over 3 years. Very high APS in reading. Good improvement in science attainment/achievement since 2008 which was identified as a main issue in the 2007 OfSTED inspection. No issue in 2010 OfSTED inspection. Confirmed by outstanding judgement in an HMI subject inspection visit in September 2012.
- In over 60 lessons observed and pupils' work scrutinised over the past two years, attainment is judged as at least good for most children with some attaining outstanding outcomes
- End of term assessments (currently for end of Autumn Term 2014) the APS shows good attainment in relationship to the ability of individual children and the cohort's context: Year 1: 7.4 (7.2), Year 2: 11.8 (12.4), Year 3: 17.1 (16.4), Year 4: 20.0 (20.0), Year 5: 23.2 (23.0) Year 6: 26.8 (26.3) Brackets show end of Autumn Term 2013.
- Based on the APS data highlighted in attainment judgements, the overall trend supports that most children are making better than expected progress between end of Early Years Profiles and end of Key Stage 2 assessments. Overall attainment is from a position of broadly average at EY to well above average attainment compared to national context at Year 6.
- Although pupils achieving Level 4 and Level 5 at our school are consistently above the average for national in all subject areas, our main issue surrounds the VA measure and increasing the number of children who make at least two levels progress between the end of key stage 1 key stage 2.
- The school made an improvement in VA from 99.9 in 2009 to 100.3 in 2011, 101.0 in 2012, and 100.3 in 2013 and 100.6 in 2014, but this still remains a focus through the tracking of pupil progress in the core subjects. When broken down into core subjects in 2014 the VA was: Reading 101.3, Maths 100.6, and Writing 99.9. The SLT have identified writing as an area of focus across the school to improve the VA score.
- Whilst the VA for Maths has improved it is still a focus to ensure more girls achieve Level 5/6 at the end of KS2.

- School evaluation identifies mathematics progression as requiring continuing focus to see the impact of intervention and enrichment programmes.
- To support the improvements seen in progress, 98% of our pupils made at least two levels progress in mathematics, 98% in reading and 91% in writing. In 2013 there was no two level measure in English overall but 94% of pupils made 2 level progress in mathematics.
- In 2014 the 'average' APS progress between KS1 and KS2 was 14.3, (13.8 in 2013).
- No significant group progress issues in 2014 RAISE data except to be aware of writing as it is now purely based on teacher assessment nationally. Difficult to assess trends of some groups e.g. EAL with only two pupils in a cohort, Pupil Premium with only 4 or 5 pupils in a cohort.
- Statutory two level progress targets were set for the 2014 leavers based on achieving challenging FFT 'D' levels of progress. This target was achieved.
- Achieving such targets support an overall 'good' with outstanding judgement and would confirm the trend that the percentage of pupils who make two levels of progress in English and mathematics has been above national averages for the last three years.
- Quality of pupils' learning is good linked to progress and attainment outcomes. Judgement also supported by 'formal' classroom observations, end of term assessments on Progress Catcher and scrutiny of pupils' work over a two year period.
- In a total of 60 lessons observed, over last two years, quality of pupils' learning was judged as at least good.
- Year 1 Phonics check outcomes in 2014 were above national averages.

Areas for development:

- KS1: raising the APS by end of Year 2 to be significantly above national average over a three year trend.
- An area of continued focus is to close the gap in attainment and progress (VA) for girls between English and mathematics by the end of KS2 especially at Level 5 attainment.
- To continue to improve the attainment and progress for boys in writing.
- To continue to monitor progress of Pupil Premium pupils (approximately 19 children throughout school), mainly with a writing focus.

Priorities taken from RAISE 2014 Key Targets 2014/15:

- Improve the progress in Phonics and writing in KS1 with emphasis on EYFS
- For disadvantaged children to further close the gap in Reading, Writing and Maths in KS1 and KS2
- To improve attainment and progress in writing in KS2
- To continue to review the curriculum map

- Improve the quality of teaching and learning across the school
- Intervention and enrichment focus.

Overall achievement of pupils: Good with some outstanding features.

THE QUALITY OF TEACHING

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
		x		

- The monitoring, evaluation and support of teaching and learning play a key role in our school's effectiveness and improvement. Termly observations are undertaken by the Head who may be accompanied by members from the SMT team. The focus of these audits has a specific theme and feedback is given on all lessons following the OFSTED framework.
- To ensure staff keep up to date and informed, regular staff meetings are held and a range of training courses are provided. Within the locality sharing of good practice through INSET and twilight sessions are held and practitioners are encouraged to share good practice. The theme for our locality in Spring Term 2015 is Quality First Teaching. Regular moderation of work and a termly book scrutiny by the SLT ensure consistency is maintained and ways forward are identified.
- 100% of the 22 maths lessons observed in Autumn Term 2014 were judged overall as good. 64% of lessons had **elements** of outstanding and 50% of lessons had elements of requires improvement. No lessons were judged as inadequate or had elements of inadequate. This was validated externally by the school improvement partner.
- 64% of the 22 literacy lessons observed in Spring Term 2015 were judged overall as good. 27% were judged overall as Outstanding and 9% were judged overall as Requires Improvement. 59% of lessons had **elements** of outstanding. 32% of lessons had elements of good. 18% had elements of requires improvement while 5% had elements of inadequate. This was validated externally by the school improvement partner.
- Peer observations have started for teachers CPD and self-evaluation.
- Successful learning walks have taken place with other locality Head Teachers who have praised the school learning environment.
- Previous observations have included guided reading, writing, PE and use of quality questioning.

Strengths

- Warm and welcoming learning environment.
- Excellent atmosphere in all classes – calm, supportive and caring.
- Lessons were well resourced.
- Lesson plans were detailed and precise.
- Lessons were very creative and many were cross curricular where appropriate.
- The majority of lessons were well differentiated across the classes.
- Teachers were relaxed, confident and safe in what they were teaching.

- Secure subject knowledge by teachers.
- Sharing of lesson objectives and use of 'I Can' and Success Criteria on Learning Walls was evident.
- Classroom management is efficient and effective.
- All children were on task in lessons.
- Children knew the routines of their classrooms.
- Support staff used appropriately and were proactive in their involvement.
- Feedback in books was excellent, showing next steps, encouraging pupil dialogue and showcases the progress the school has made.
- Quantity of work in books was good for the time of year.
- Children showed pride and care in their work.
- Presentation of work in books was good.
- Groups of children, pupil premium and SEN were making good progress.
- Confident and competent use of technology such as i-pads and interactive whiteboards.
- No significant gender differences in achievement and attainment.
- Quality of questioning: differentiated for all abilities including accessing higher order skills for more able children.
- Effective use of think, pair, share strategies.
- Evidence of specific focused groups with more able.
- Lessons have good pace and timings.
- Carpet times reduced considerably.
- Successes celebrated.

Areas of Development

- To continue to develop the use of the learning wall including use of success criteria.
- Continue to develop the good feedback in maths books to further aid children's progression and development.
- To continue to use key questions within planning to aid learning.
- To continue to develop assessment across year groups to be consistent and accurate.
- To continue to embed extension and challenging of more able during the lesson.
- To further develop the use of practical maths, numicon, protractors and unifix.
- To further develop the use of dynamic assessment to aid with children's learning.

Actions taken and impact so far:-

- Regular scrutiny of books is showing increased consistency and identifying next steps for children. Continue to build dialogue with children.
- Ensure children have time to respond to developmental marking.
- Locality moderation is currently scheduled for Summer Term 2015.

Overall the quality of teaching:-

- The Autumn Term audit showed that teaching was at least good in 100% of lessons. The Spring Term audit showed that teaching was at least good in 64% of lessons with 27% outstanding.

BEHAVIOUR AND SAFETY				
Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
		x		
<p>How good is pupils' behaviour and attitudes?</p> <ul style="list-style-type: none"> • Formal classroom observations over the past two years have judged pupil behaviour and attitudes as good or better in 100% of lessons. • Behaviour was judged as 'outstanding' at the last inspection (2010) and this was confirmed by the HMI subject inspection in October 2012. • An external assessor awarded the 'Rights Respecting School' in July 2010 following a rigorous evaluation. • Our school charter of Rights and Responsibilities underpins and consolidates positive behaviour and attitudes throughout the school and is supported by an inclusive ethos. • Good use of pupil voice through school council, peer mediators and house captains. • Good role modeling from peer mediators, sports crew and school council members sets a clear expectation across the school. • Ofsted (2010) commended the school on its outstanding management of pupils with behaviour difficulties. • Recent development of whole school House Points System has had a positive impact on pupil behaviour and individual class reward systems support this. • Our new Curriculum map promotes SEAL and good behaviour, and this is supported through assemblies, circle time and PHSE lessons. <p>How well do staff and pupils assess and manage risk and keep themselves safe?</p> <ul style="list-style-type: none"> • Children have a good understanding of safety and strategies to deal with risk (HMI 2012). • A clear behaviour policy reflects the current good practice seen in school. • An annual anti-bullying week supports children's well-being with displays and assemblies to complement this. • Liaison with the Police Welfare Officer highlights strategies for older children dealing with cyber-bullying incidents. • Regular on-going circle time is held to address specific needs of classes • Good staff to pupil ratio on the playground during lunch and break, with identified children regularly monitored by nominated staff members. • Peer mediators and playground buddies are available for children to talk to for playground issues 				

- All children have access to the Learning Mentor who is available to counsel and support at times of need.
- Discussion via parents' evenings and our open door policy show that parents are confident with the way school deals with any issues raised and work in partnership with the school to resolve incidents.
- Vulnerable pupils have targeted support with our Learning Mentor and access where needed to our FACs (Family and Child Support) worker and FLS (Family Link Worker).
- Programmes are offered to vulnerable children and their families to promote positive school experiences e.g. Forest School, Circle of Friends.
- There is an open door policy for parents and formal procedures are in place for more severe incidents.
- Children are encouraged to "tell" an adult or a friend of any concerns they have in relation to specific issues. The school has two nominated Child Protection Officers (Head/SENCo) and all staff have been trained in these issues.
- Regular fire drills are held and the children carry these out calmly and in an orderly manner.
- Annual visits to Years R, 2 and 5 by local fire officers to deliver fire safety programmes to raise awareness of children to the dangers.
- 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. 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.
- Health and Safety Self Evaluation Form assessed as 86%.
- Head and member of the SMT are EVC co ordinators.
- All visitors have to sign in to the premises before given access to the school.
- Fresh fruit and dairy products are stored in dedicated fridges.
- First aid Training is regularly run to ensure staff is competent and updated on current procedures. Medicines are kept in a central locked cupboard and administration and details are recorded.
- Risk assessments are completed for all educational and residential trips.
- Safety procedures are outlined in curriculum areas to help support correct use of

tools and equipment, which are then shared in lessons.

- There is no asbestos on the school premises.
- The Bursar maintains the Central Record for safeguarding.
- Attendance and punctuality is good against the national context – last year attendance was 96.8%
- An annual visit by the EWO monitors attendance. Liaison with the office and SLT show good knowledge of children's absence. Appropriate letters are sent to parents where necessary. Work with individual families and the learning mentor addresses any issues. Attendance and punctuality are celebrated through assemblies.

Strengths

- Pupils' attitudes and behaviour is good, including behavior for learning.
- There is effective management of behaviour of children with a wide range of needs.
- The majority of children behave well.
- Good communication between staff regarding any behavioural issues of children.
- There are good strategies in place to manage children with behavioural difficulties.
- Good use of pupil voice through peer mediators and School Council.
- Children have a good understanding of safety and strategies to deal with risks.
- Parents' views are generally favourable regarding safety and they work in partnership with the School.
- Attendance and punctuality is good against the national context.
- Forest Schools provide opportunities for targeted children who are disaffected or who are experiencing emotional or behavioural issues.
- The school is always well maintained due to the hard work of our Premises Manager.

Areas for development

- Continue to monitor the minority of children with regular late attendance issues.
- To continue to promote children's awareness of school attendance through assemblies and display. Development of positive mind set and a solution focus will be shared with staff and pupils through staff meetings, assemblies and displays.
- A sign advising that no deliveries will be allowed whilst children are playing in the playground will be displayed.
- Muster point signs to be displayed.
- Continue to self-evaluate Health and Safety with environmental walks with key members of staff and governors and keep up to date with new legislation.

Actions taken and impact so far

- Regular monitoring of registers and communication with parents of children who frequently present late.
- Positive use of peer mediators, play leaders and staff to ensure all children use their break and lunch times positively.
- Consideration of toilet environment in our "New Build" has resulted in minimal incidents occurring.
- The introduction of HIHO (How I help others) has led to increased courtesy and consideration in children.

- Anti-bullying week celebrated annually.
- E-safety day celebrated within the school with Police involvement and Parent workshops.
- Homophobic and racist bullying recorded online.
- First Health and Safety Self Evaluation completed. Monitor actions arising from this.

Overall Behaviour and Safety: Good.

QUALITY OF LEADERSHIP & MGMT

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
		x		

To what extent do leaders and managers at all levels including governors, demonstrate an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance?

- Review of policies that underpin practice to ensure pupils have high levels of English and Mathematics.
- Through constant monitoring disadvantaged children are given individual targets and a learning programme in English and Mathematics to ensure improvement.
- Regular SLT/SMT meetings are held to ensure clear direction and to promote improvement.
- The school conducts a regular 360 review with its strengths and weaknesses and updates the SEF and SIP annually. The times that the SIP and SEF are altered during the school year have changed so that more account can be taken of Raise online data.
- Coordinators review and write action plans to show developments in all subjects to maximize children's learning
- Staff have been involved in key targets which are linked to our Raise on line data and from these action plans targets have been written to support teaching and learning.
- Head teacher, year groups and SENco meet half termly to discuss children and to track data to ensure progression and targeted support for identified children.
- Annual testing to track progress is carried out through use of optional QCA papers, Suffolk Reading Test, RPT etc. Inclusion identifies children in need of extra support and provides targeted teaching for identified children.
- Challenging targets are set for children in Year 2 and Year 5 on an annual basis.
- Governors adopt the role of a 'critical friend'. Each governor is allocated to a year group and tracks their movement through the school. Governors hold an annual away day allowing the governing body to meet as a team and focus on identified strategic objectives. The outcomes of this meeting are then fed back into the SIP. (e.g. 2014 New OFSTED Framework)
- All teachers recognise the fact that we are all leaders of learning whether through

area/subject or/and class responsibility. Each year group team produce termly year group progress reports in core subjects for the leadership team highlighting cohort strengths and areas for development.

How effectively do leaders work to improve teaching and learning including the management of pupils' behaviour?

- Leaders provide staff meetings and INSET Days to improve teaching and learning and professional development for all staff.
- Provision is made to provide rigorous staff Performance Appraisal to encourage, challenge and support teacher's and teaching assistants' improvement.
- New Performance Appraisal policy has been put in place.
- All staff have had Performance Appraisal. Interim reviews in the spring term have also been put in place.
- 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.
- Working parties meet to review key targets to ensure positive and thorough change for children's learning experiences. E.g. New Curriculum Review, teaching and learning and developmental marking.

What is the quality of the curriculum? How well does the curriculum meet the needs of all pupils?

- Focus has been on developing the new curriculum with regular INSET days and staff meetings to enhance children's academic achievement, their physical well-being and their spiritual, moral, social and cultural development.
- Curriculum Map has been updated to encourage a more cross curricular approach to learning and to ensure the new curriculum is embedded into all year group's planning.
- Personalised learning is evidenced through differentiation and use of ILPs.
- Children are provided with a wealth of experiences (OfSTED, HMI review of Science)
- Curriculum Weeks have been very successful.
- International award and School Games Kite Mark (Silver) have been gained. They have all been implemented through a cross Key Stage approach and therefore have had greater impact.
- Extra-curricular before school and after school clubs: wide of range activities including art, dance, sport, music, chess.
- Skills based Curriculum ensures progression and a love of learning for all.
- Forest Schools programme that enhances the Science curriculum for all Year 5

children and children on our Pupil Premium register.

- Structured Read, Write Inc. programme.
- Locality Gifted and Talented Festival programme throughout the school.
- Enrichment days in year groups have enhanced children's learning.
- Daily English and Maths lessons.
- Designated Gifted and Talented and More Able teacher working with identified groups across the school.
- Small group tuition given to those children who have been identified as not making 2 levels of progress from KS1 to KS2.
- Springboard Mathematics programme being delivered in Years 3, 4 and 5 to support identified children in making developments to close the gap between them and their peers.
- Termly SALT (locality) meetings enable year groups to discuss good practice and resources.
- Early Years have developed an outside space in their new building containing a wide range of equipment and an outside area to enable children to learn through play in different ways.
- The school 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, FACs Project and the Family Link Worker.
- Effective learning environments to stimulate learning in classrooms and throughout the school.

How well does the school help parents to support pupils in their learning?

- Parent/Teacher consultations.
- Regular communication in home school diary.
- Website updates with planning and skills.
- 6 weeks in event for EYFS parents/carers.
- Open door policy.
- Reports.
- Parents are invited in to meet with the SENCo, class teacher and class TAs to discuss ways forward to develop children who have ILPs.
- Parents invited in to attend sessions on how we teach calculation.

- Weekly homework tasks in English and Mathematics and across the curriculum.

How effectively are pupils safeguarded?

- Mandatory for all staff to attend child protection training and an awareness of school protocol.
- All staff aware of Anti bullying Policy.
- The Head and SENCo are both trained as Designated Members of Staff for Child Protection.
- Headteacher/1 Governor are trained in Safer Recruiting (September 2014).
- The Head completes the annual safeguarding return to LA.
- Mandatory Child Protection training for all staff and governors.
- 'Disqualification by Association' form completed by all personnel in school building.
- Staff complete the county 'Evolve' risk assessment for all educational visits.
- Regular fire drills are held.
- The premises manager ensures annual PAT testing occurs and also liaises with the visiting tree surgeons and annual fire inspection. Monitoring of outside play equipment and checking water temperature occurs monthly.
- The school office monitors DBS checks and ensure the central record is up to date.
- Statutory policies are in place and are regularly reviewed by governors and staff including: equal opportunities, behaviour management, health and safety, anti-racism and anti-bullying and child protection.
- First aid training is arranged for our mid-day supervisors and teaching assistants when needed.

Strengths

- There is a clear direction for improvement through School Improvement Plan which has taken into account the current Raise online data. All staff involved in Key Targets from the School Improvement Plan.
- Effective and supportive governors.
- Regular monitoring of progress of learners through year group and staff meetings.
- Clear steps identified for learners to raise standards.
- Challenging targets are established.
- Outstanding CPD opportunities for all staff to ensure development of effective practice. Very rich curriculum with a skills focus providing enrichment activities that are appropriate for all learners.
- Good use of learning environment, which is improving.
- Forest Schools provision.
- Extra-curricular activities are good.

- Provision for Gifted and talented and More Able children are good; through links with LA, locality group of schools and focused provision in school by a designated teacher.
- Good provision for SEN children through ILPs and specific targeted teaching.
- Good links with outside agencies and a member of a locality CIC providing good value for money.
- Good EYFS curriculum and learning environment.
- Good communication and links with parents through a range of opportunities.
- Good safeguarding procedures in place supporting the well-being of learners.
- Greater consistency in the teaching of phonics throughout the school (Read, Write Inc training).
- Good emphasis on developmental marking (written/verbal feedback).

Areas for development

- To further develop teaching from good to outstanding.
- On-going monitoring and evaluation of impact on standards.
- Continue to develop communication with parents in SEN.
- Continue to monitor the spending of Pupil Premium funding and the impact of targeted teaching.
- Continue to monitor the implementation of the new curriculum.
- To involve parents more in school days.

Actions taken and impact so far

- Training for staff has improved confidence and therefore there is a greater consistency in the teaching of phonics throughout the school (INSET for all staff).
- Improving developmental marking (written feedback) - regular meetings and trialing of ideas across the school. Rewriting of writing checklists and marking cards for developmental marking. Staff meeting to update staff on a regular basis.
- Training for staff on how to close the gap between disadvantaged children and their peers.
- Improved communication with parents in SEN.

Overall Leadership and Management: Good.

OVERALL EFFECTIVENESS

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
		x		

How effectively does the school promote the spiritual moral social and cultural development of all pupils?

- Involvement of local churches at weekly assemblies supports our school in delivering a reflective and spiritual element. Most children respond well to these assemblies and understand the role of our local churches in the community.
- Values of the school have been updated. Used across the school in the form of displays, certificates and stickers.

- Assemblies about British Values have taken place.
- Local church group lead an after school 'Jaffa' club to strengthen the links within our community.
- Delivery of SEAL programme in assemblies.
- Good provision and opportunities for learners' spiritual, moral, social, emotional and cultural development (ref. curriculum map unit plans, outside experts and visits e.g. International School Award initiatives and links, Christmas Celebrations, Isle of Wight residential visit, Globe Theatre, Mexican, Chinese, Tudor, Viking, Victorian, Greek days, Great Fire of London drama workshop, Arts and Book Weeks, Links with other schools (e.g. attending Euro-Zone event at Warden Park Secondary School), Citizenship links with other primary schools (School Council visits, shared lunch-times with Blackthorns School, participation in Gifted and Talented locality programme), Sports Events, Drama productions, Forest Schools Project for identified 'vulnerable' children promoting collaborative learning through acquiring woodcraft skills. These opportunities bring good benefits to our children helping them appreciate culture and art whilst gaining a philosophical and reflective approach to life.

Community cohesion and inclusion is well promoted in the school with:

- Electronic communications (e.g. class visits, newsletters) sent to parents through ParentMail.
- Our commitment to our existing eco-school status by saving paper and photocopying costs.
- Fortnightly school newsletters sent to all parents/carers/governors and elected representatives of our local community.
- Informative School website with a range of relevant content (including year group welcome information, medium term plans, governors meeting minutes, headteacher reports, School Improvement Plan, contacts and links)
- A very pro-active PTA who also support the school in our links with the village of Lindfield e.g. Village Day, Village Night, Remembrance Day service at All Saints Church, International Christmas Celebration.
- Inclusive ethos within the school; all children irrespective of ability and background given the very best opportunities through well-resourced support to access the curriculum, enjoy and achieve. We monitor the attainment and progress of all children.
- Use of Pupil Premium funding for support 1 to 1 programmes and School budget to support children from economically less advantaged families to access off-site visits and extra-curricular activities
- Year group parent PTA representatives, two volunteer parents who liaise with parents from that year group. These representatives are a conduit for information and involvement in activities organised by the PTA.

- Maintained DfE International School status since July 2014. We have formed good international links.
- Strong links with the three local churches.
- Choir sing to local care homes and senior citizen groups at Christmas and Easter.
- 6 weeks in event for Early Years parents.
- Fundraising for charities show a good spread of local and overseas causes supported.
- Achieving the Rights Respecting School (RRS) Award with Unicef. Strong sense of 'Rights and Responsibilities' as a community through the promotion of the charter since September 2008.
- TAs appointed to work with EAL children to meet their needs.
- Strong School Council, House Captains and Eco-School committee which links with community and local schools
- Being a part of the locality learning and inclusion plan for the 24 schools in our Haywards Heath group of schools. Our school has a strong commitment to locality working. (Member of the Central Mid-Sussex Schools Community Interest Company).
- Make up of governing body reflects the community served by the school.
- Monitoring of Racist/Homophobic/Transgender and Bullying Incidents. Reports by Head Teacher to West Sussex County Council. Shared with Governors.
- Governors regularly evaluate attainment and achievement with staff including children on the SEN register; teachers meet termly with SLT to review progress of a year group cohort and individual children.
- Celebration of pupil /staff achievement through weekly assemblies.
- We have a Gifted and Talented pupil register where progress is tracked and monitored by our Inclusion leader.
- Participation in locality Gifted and Talented programmes.
- We regularly seek the views of parents, children, governors and outside agencies and organisations.
- Strong links with outside clubs and organisations (e.g. Scouts, Lindfield Cricket Club).
- New pupils and teachers are quickly welcomed into the school through a 'buddy' system and 'mentor'.
- Our improved facilities are regularly used by the local community during evenings and weekends. Lettings have begun.

- Participation in locality, County and National sporting events. Silver Kite award.
- We have a staff handbook to enable new and visiting staff to get to know school routines in a quick and effective way.
- Accommodation is modified to enable access to the curriculum for disabled pupils.
- Personalisation of learning to meet the needs of children with SEN (e.g. intervention programmes from our Provision Map)

How well are pupils prepared for the next stage in their education?

- Transition learning mentors support children across key stages 2 and 3.
- Individual learning Plan format provides necessary documentation to help transfer to secondary school for children with SEN.
- Induction days at local secondary schools.
- Teachers from local secondary schools teaching subject specialist lessons to Years 5 and 6.
- PHCSE sessions for Year 5 and 6 focusing on financial capability.
- Visits to Oathall Community College farm and Science Fair.
- Regular meetings with Head of Year 7 before and after transition.
- SENCo meets with SENCo cluster to ensure smooth transition process for children on SEN register.
- Gifted and Talented and sports events hosted at local secondary schools

Evidence

- School Improvement Plan,
- Head teacher reports,
- Data analysis,
- Minutes of governors' meetings, ,
- School policies,
- Work scrutiny analysis,
- Curriculum maps,
- Lesson observations analysis,
- Stakeholders' views,
- teacher's planning, Teacher assessment records,
- Subject lesson planning,
- Assembly themes,
- PSHCE policy,
- PSHCE schemes of work

Strengths

- Good promotion of spiritual, moral, social, cultural and multi-cultural development.
- Good links with the local churches, community and global dimension.

- Active and strong PTA.
- Contributes to inclusive community ethos.
- Children prepared well for the next stage of their education.
- Most children leave Lindfield as well rounded and happy individuals with a broad range of learning experiences because of a rich and exciting curriculum.
- Almost all achieve at least national expectations in the core subjects by the end of Key Stage 2.

Areas for further development

- To continue to raise awareness of multi-cultural diversity through developing a link with a diverse school and more resources in the library and classrooms

Actions taken and impact so far

- Community cohesion and inclusion has and remains a high priority within our School.