

The Park Federation Academy Trust
Lake Farm Park Academy
Principal's Report
21st September 2017

Numerical Data

Pupil Numbers

	Number of Pupils on Roll September 2017	Last Year	% of places filled
Nursery	82	78	91%
Reception	90	89	100%
Year 1	88	90	98%
Year 2	88	76	98%
Year 3	80		88%
SRP	8	-	100%
Whole School	436	343	96.5%

Year 1 and year 2 have waiting lists. At time of writing these spaces have been offered, we are waiting to hear if they are accepted.

Pupil Attendance

	Academic Year 2016-2017	Academic Year 2015-2016
Nursery	87%	88%
Reception	94%	94%
Year 1	96%	94%
Year 2	94%	NA
Whole School (exc. Nursery)	94.5%	93%

2016-2017

	Reception	Year 1	Year 2
All	94%	96%	94%
Boys	94%	96%	95%
Girls	93%	96%	93%
Disadvantaged	92%	95%	89%
SEND	93%	95%	89%
EAL	93%	96%	95%
Indian	94%	96%	97%
Black African	94%	98%	96%
Pakistani	93%	93%	97%
White British	95%	95%	92%

Teaching Quality Percentages

	Whole School	
	Current	June 2017
Inadequate	5%	7%
Requires Improvement	25%	7%
Good	60%	72%
Outstanding	10%	14%

Each teacher is worth 5%

Safeguarding

	Nursery	Reception	1	2	3
Team Around the Family					
Child in Need			1		1
Child Protection Plan				1	

	Nursery	Reception	1	2	3
Looked After Children	0	0	0	1	1

	Nursery	Reception	1	2	3
Educational Health Care Plans/Statements	0	2	3	5	5

Number of Exclusions

Since September 2017	2016/17 Cumulative Total	2015/16 Comparison
0	3	0

Number of reported Racist Incidents

Since September 2017	2016/17 Cumulative Total	2015/16 Comparison
0	0	0

Number of Written Parental Complaints

Since September 2017	2016/17 Cumulative Total	2015/16 Comparison
0	3	0

General Report

Progress against Academy Development Plan Targets 2016-2017

Please see the Academy Development Plan for a full commentary on all objectives. Actual results are in red.

Section 1: Outcomes for Pupils

Target (reference number or brief description)	Progress Made
1. Attainment in end of KS1 statutory assessments to be in line with the national average.	<ul style="list-style-type: none"> Teachers continue to gather evidence against the assessment frameworks for Reading, Writing and Maths. Federation KS1 moderation attended in May and Borough moderation due 8th June. <i>Forecasts for July 2017: Actual Results</i> <i>Reading Expected/Exceeding – 73% (NA - 74%) 63%</i> <i>Reading Exceeding – 31% (NA - 24%) 24%</i> <i>Writing Expected/Exceeding – 65% (NA - 65%) 49%</i> <i>Writing Exceeding – 23% (NA – 13%) 8%</i> <i>Maths Expecting/Exceeding – 72% (NA - 73%) 63%</i> <i>Maths Exceeding – 29% (NA – 18%) 22%</i> <i>Please note NA are 2016 as 2017 data for KS1 has not yet been published.</i>
2. 85% of pupils in Y1 pass the statutory Phonics Check	<ul style="list-style-type: none"> Current forecast May: 82% on track to pass (81% in 2016; NA – 81%) 84% passed
3. Disadvantaged pupils make rapid progress and gaps in attainment compared to non-disadvantaged pupils are closing/narrowing	<ul style="list-style-type: none"> English, Maths and Phonics interventions in place in Y1 and Y2. New teacher led Reception interventions in place. New forecast data being finalised. In Year 1, disadvantaged pupils are making progress in line or better than their peers. Attainment is on track to be in line except for in writing where current attainment and forecast attainment both show around a 10% difference. Writing is therefore a focus in Year 1. In Year 2, although disadvantaged pupils are forecast to make progress in line with their peers there is still an attainment gap. Interventions and support have again been reviewed. <p>Phonics Year 1 result 88% <i>Reading Expected/Exceeding –50%</i> <i>Reading Exceeding – 5%</i> <i>Writing Expected/Exceeding –20%</i> <i>Writing Exceeding –0%</i> <i>Maths Expecting/Exceeding – 45%</i> <i>Maths Exceeding – 5%</i></p>

Section 2: Teaching, Learning and Assessment

Target (reference number or brief description)	Progress Made
7. Introduce the Talk for Writing approach to teaching Literacy across EYFS and KS1	<ul style="list-style-type: none"> Year 2 writing disappointing in SATs. There were a number of reasons for this, the main being the school not understanding fully how the Interim Framework worked. LFPA was moderated by the borough and 49% of children made Expected Standard. Key issues were handwriting, use of connectives and use of vocabulary. 74% of EYFS made GLD. Reading and English are the strength of the year group when GLD is broken down into the areas. Year 1 80% of children made ARE in Reading, 75% in writing.
8. LFP's Powerful Learners are introduced and embedded into The LFP Way.	<ul style="list-style-type: none"> Ofsted's interviews with children reflected that they were all very clear about the LFP Way /Powerful Learners and about the related behaviour expectations.

Section 3: Personal Development, Behaviour and Welfare

Target (reference number or brief description)	Progress Made
17. Attendance is at least 95%.	<ul style="list-style-type: none"> Attendance for the year finished at 94.5%

Section 4: Leadership and Management

Target (reference number or brief description)	Progress Made
26. Further develop the role of Curriculum Coordinators.	<ul style="list-style-type: none"> Curriculum Leaders have had release time and have worked on action plans and monitoring. The Maths lead worked with the SLT to scrutinise books. Kelly Whitehead has been appointed to lead on curriculum from September.

New Academy Development Plan 2017/2018

Section 1: Outcomes for Pupils

Target	Actions
<p>1.3 To improve the % of children leaving Year 2 compared to the NA (KS1) Reading 75% / 25% Writing 70% / 10% Maths 75% / 35%</p>	<ul style="list-style-type: none"> • All KS1 staff familiarise themselves with the interim frameworks • Training to new staff to familiarise with IF • Forecasts for each pupil to be made during autumn 1 • Half termly checks on progress towards meeting expected standard • termly moderation • Interventions to be identified for progress and attainment • Academy moderation termly • YTL mentorship, scrutiny and moderation • YTL visiting other schools • Staff to attend borough and academy training • GD booster run by the year team • More challenge in the lessons and in the planning • Inset with LSAs on GD • Project work to extend more able
<p>1.4 To secure good progress in Years 1 -3.</p>	<ul style="list-style-type: none"> • CPD sessions to moderate marking and progress • Academy year group moderation sessions termly • Data challenge meetings termly • YTL tracking progress • Planning checks by SLT to ensure lessons are challenging
<p>1.5 To improve reading attainment and progress in all year groups</p>	<ul style="list-style-type: none"> • Author focus, projects etc. • Whole school story • 3o'clock reads school wide • Talk 4 Reading in all classes • CPD sessions • PIRA tests termly • Tracking of key groups especially PP children and those falling behind and in danger of falling behind • Lindsay Pickton training for all staff CPD session

Section 2: Teaching, Learning and Assessment

Target	Actions
<p>2.2 To plan, develop and write a whole school curriculum for Lake Farm which follows through skills and learning steps in preparation for the end of KS2 whilst is engaging for learners</p>	<ul style="list-style-type: none"> • Pupil voice • Lesson observations • Planning • Whole year group planning • Book Scrutinies • SLT planning scrutinies • Governor visits
<p>2.4 To embed Reading as the core of the curriculum for Lake Farm</p>	<ul style="list-style-type: none"> • Whole school focus on Literacy in Spring 2 – all classes study an author / text • Talk 4 Reading developed in all year groups to increase attainment in reading • Book Month to celebrate reading in March planned and

	<p>delivered</p> <ul style="list-style-type: none"> • World Book Day – 1st March • Sponsored book event to encourage reading during March – Shelfie Challenge • Reading logs to be sent home Reception – Year 3 • Whole school expectation that all children read 5 times a week • Rewards for reading
<p>2.11 To create a Lake Farm Life Story which identifies and track key life skills and goals to be completed during a child's time at Lake Farm</p>	<ul style="list-style-type: none"> • create targets/goals and sort progressively • Ask staff, parents and children what they think ought to be on there • create a booklet where children can store/ record evidence • organise staff members who can oversee different skills • organise event days and/or visitors where children can complete the goals

Section 3: Personal Development, Behaviour and Welfare

Target	Actions
<p>3.1 To increase attendance to at least 96.0%</p>	<ul style="list-style-type: none"> • Pupil & Families Worker to be responsible for early intervention when attendance issues identified. • 'Class of the Week' for class with the best attendance. • Attendance Stars for pupils with 100% attendance continued. • Regular attendance updates for parents, including sharing information about the impact of good attendance. • Attendance high profile across school – all teachers involved • Rainbow attendance introduced to all classes • Targeted informal meetings with families • Whole school reward at the end of the year for pupils who have 97%+. • 100% special lunches • Phone calls home for attendance below 95%, Meetings with KD when below 90% • Attendance charts for poor attenders followed up by VPs

Section 4: Leadership and Management

Target	Actions
<p>4.1 To develop the role of the SLT</p>	<ul style="list-style-type: none"> • 1:1 coaching sessions with KD monthly • Line management development • Clear expectations and job roles • Coaching sessions within SLT monthly

	<ul style="list-style-type: none"> • SLT group coaching half termly • SLT mentors from other federation schools established • NPQSL for identified members
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School Events (e.g. special assemblies, charity events etc.)

Summer Fair

I would like to take this opportunity to thank everyone who offered support to make the Summer Fayre such a success. We had the weather, the stalls, the volunteers, the donations, and more importantly lots of FUN! None of it would have been possible without the support of our families and staff, and on that note, I would like to say a personal thanks to Ms Farren, Ms Alan and Ms Sullivan for their help in preparation, it was a huge task. Equally I want to give thanks to all donations that were sent in; your generosity is greatly appreciated, and I am always humbled by the support you give. Finally a big thank you to our local Sainsbury's at Lombardy Retail Park, Tesco Yeading Extra and to Mrs Newman for their wonderful raffle prize donations. I am pleased to inform you all that we raised an astonishing £824.50! This money will be added to the school's fundraising pot to improve the outdoor area, we still have quite a way to go, so please keep supporting all fundraising opportunities.

Meet the teacher sessions were not held at the end of the Summer Term as we had too many new staff who were unavailable, therefore we have held these in the first full week of term for all Year 1,2 and 3 classes. Nursery have completed their home visits, and Reception have met all parents during their settling in days.

I have also hosted a volunteers coffee morning for parents (last week) to talk to all volunteers about standards, their role and safeguarding in school. A rota is being set up for parents to help in classes to support learning.

Instead of a formal 'Meet the Head' meeting, I am holding a coffee morning combining it with MacMillan coffee morning to raise money for charity. We will combine this with a cake sale and children wearing green to promote the event. I hope parents will take the opportunity to not only meet me but also raise money for this fabulous cause.

An events timetable has been created for the whole school. We have decided not to have many class assemblies to allow the children to settle in, but they are there. Year 3 will also be having a Carol Concert in December whilst Reception and Nursery put on traditional nativities.

Pupil Premium Update

There are currently 46 pupils eligible for pupil premium funding. Funding of £1320 is received per eligible pupil. We will receive just over £60k in PPG this academic year. Ellen Dupree has been appointed PP Champion within the school. Together we have written the PP Statement which is on the website. Below is the planned spending of that money:

Pupil Premium used for	Amount Allocated
Family Support workers to support Pupil Premium (PP) families in need – 50% of salary Addressing: Attendance, behaviour and aspirations	£19,000
Learning mentor to support emotional and social needs of PP vulnerable pupils inclusive of resources. Addressing: Confidence, aspirations and behaviour	£2,500
Reading support programme – Learning Support Assistants (LSAs) providing 1:1 reading sessions Addressing: academic achievement, vocabulary and confidence	£3,000
PP Co-ordinator, Senior Leadership Team (SLT and YTLs) evaluating PP interventions and analysing data. Addressing: academic achievement, attendance and aspiration	£12,000
Extended School Clubs and After School Care Addressing: attendance, confidence and life experiences	£1,000
SLT to provide small group teaching of literacy in y3 Addressing: academic achievement, vocabulary, attendance, aspirations and confidence	£3,500
Educational Trips and Self Esteem based courses for identified PP children Addressing: life experiences, aspirations, attendance and confidence	£2,000
Sports Coach mentoring Addressing: life experiences, aspirations, attendance and confidence	£5,000
Teacher led lunch time and after school boosters and Holiday Booster sessions and resources in English and Maths Addressing: academic achievement, vocabulary, aspirations and confidence	£2,000
Creative Arts Sessions provided by an outside company to provide specialist teaching with a focus on team work and cooperation / self esteem Addressing: life experiences, aspirations, attendance and confidence	£750
Attendance Officer to support PP children to be in school Addressing: Attendance, behaviour and aspirations	£1,100
Nursery / Reception PP interventions Addressing: academic achievement, vocabulary, attendance and confidence	£2,000
Academic Mentoring Addressing: academic achievement, attendance, aspirations, behaviour and confidence	£1,000
Resources for behaviour support room Addressing: academic achievement, attendance, aspirations, behaviour and confidence	£1,000
Music Tuition Addressing: academic achievement, attendance, aspirations, behaviour and confidence	£2,500
Beanstalk Readers Addressing: academic achievement, vocabulary and confidence	£500
Reading Materials Addressing: academic achievement, attendance, aspirations, behaviour and confidence	£1710
Total Expenditure	£60,560

Sports Grant Update

According to the government website we should receive £16k in Sports Grant allocation this year, but I have yet to receive anything yet officially informing me of the final figure. I took the decision to appoint Ashleigh Drum as an unqualified teacher for PE as by doing this I

gain a member of staff full time for the money we were spending on buying in a company. Ashleigh is a qualified Sports Coach as already runs many holiday sessions at WEPA. Ashleigh will work alongside Fathia (PE co-ordinator) to run PE provision in every year group from 11am, as well as taking phonics groups in the mornings.

Provision	Progress Made
PE lessons in Reception – Y2	<ul style="list-style-type: none"> Specialist teacher provision continues across the school but timings are being reviewed in Reception. Class teacher supports in these sessions.
Provision of After School Sports Clubs	<ul style="list-style-type: none"> This term clubs have been offered to Key Stage One and Reception. All sports clubs remain full and with waiting lists. Ofsted were impressed with the range of clubs on offer for children. Teacher led sports clubs to complement paid provision
PE resources	<ul style="list-style-type: none"> A range of new equipment to enable all teachers to teach new sports and games including a range of sports for disabled people

Safeguarding Update (including Prevent)

Kate Day (Principal) has taken the place of Craig Horsman / Sarah Evans on the Safeguarding Team. All staff that have joined the academy since September have received face-to-face training from Carla Austin (Designated Safeguarding Lead) and the borough, and are also required to complete an e-learning module entitled 'Introduction to Safeguarding' and 'Prevent'. The government has issued a new definition for CSE (Child Sexual Exploitation), and this has been communicated to all staff and policies have been updated to reflect this. A reminder has been sent to all staff regarding the reporting of FGM and PREVENT, as all staff have a legal duty to report any concerns directly to the police.

A number of members of staff have attended their First Aid Training refresher on 26th May, thus maintaining our current number of trained staff. Annual Safeguarding training for governors took place on 2nd March.

There have been no incidents of racist or extremist behaviour

Governor Involvement Update

I would like to increase the interaction of the school with Governors through the introduction of linked governors. Each governor would be affiliated to a year group and be invited to go on trips, attend class assemblies, special events and be more of a part of that year group's school life. The governors would go up through the school with the children.

As always, the school is very thankful for all of the hard work that governors do to support the school. I look forward to a long working relationship with you all.

Continuing Professional Development Report

The training days at the beginning of term focussed on the usual legal training, and we had Safeguarding, Asthma and EpiPen as well as Fire training in addition to the main focus which was creating and embedding our school values. I want the school to be values driven, and so we spent a lot of time working out our personal values, our professional ones; and then what we felt the children of Lake Farm Park deserved. Our values go hand in hand with the LFP Way. They are:

Honesty
Empathy
Aspiration
Respect
Team

We can honestly say that the children at Lake Farm have HEART.

We also created an unofficial motto for the school to build on the Federation belief that “to question is to grow”. You will see that I am writing ‘Together we can. Together we will. Together we are. Lake Farm Park Academy’ on letters. As a staff we felt we wanted to emphasis the team nature of the school; our belief that everyone can achieve and that everyone will be supported.

We now have 2 NQTs – one new in September 2017, and one who has this term as her final term. Both are supported by different members of the SLT. Additionally, we have 1 Teach First teacher. These teachers receive extensive training over the summer holidays and are expected to teach for 60% of the time from day 1 growing to 80% by October half term. In their second year they are NQTs. Again, a mentor from the SLT has been put into place. All of these staff – NQTs, Teach First and mentors are supported by the Federation training and Carlie Sabovliev at Cranford Park Academy.

Performance Management Update

All staff will begin a new cycle of Performance Management in October this year. The whole school focus will be the progress and attainment of children in reading as well as a focus on Talk 4 Reading and Talk 4 Writing. Training has taken place with the Appraisers team already. The school will be using the new Federation wide paperwork.

Stakeholder Views

Responses for School on Ofsted Parent View (Ofsted Inspection) May 2017: 110

	Strongly Agree	Agree	Disagree	Strong Disagree	Don't Know
1. My child is happy at this school	76%	21%	0%	1%	2%
2. My child feels safe at this school	72%	26%	4%	0%	1%
3. My child makes good progress at this school	70%	25%	2%	2%	2%
4. My child is well looked after at this school	60%	34%	5%	0%	2%
5. My child is taught well at this school	61%	33%	4%	1%	2%
6. My child receives appropriate homework for their age	45%	39%	9%	2%	5%
7. This school makes sure its pupils are well behaved	67%	24%	5%	2%	3%
8. This school deals effectively with bullying	53%	25%	3%	2%	18%
9. This school is well led and managed	70%	25%	4%	1%	1%
10. This school responds well to any concerns I raise	63%	27%	8%	1%	1%
11. I receive valuable information from the school about my child's progress	66%	26%	5%	2%	0%
12. Would you recommend this school to another parent?		95%	5%		

Staffing Update

Leaver's Name	Position	Full-Time / Part-Time
Ayesha Ahmad	Year 2 teacher	Full Time
Rachel Fullard	Year 2 teacher	Part Time
Seema Sidhar	Year 2 teacher	Part Time
Samia Khan	Year 2 teacher	Part Time
Emma Peverill	Nursery HLTA	Full Time
Joiner's Name	Position	Full-Time / Part-Time
Nicola Duggen	Nursery HLTA	Full Time
Mark Skinner	Year 3 Team Leader	Full Time
Kelly Whitehead	Director Curriculum, Data and Assessment	Full Time

	Year 2 class teacher	
Kirsty Wyeth	Year 3 class teacher	Full Time
Navpreet Punia	Year 3 class teacher	Full Time
Abigail Hayler	Year 1 class teacher	Full Time
Jo Owens	Hedgehog 1:1 support	Part Time
Eileen Williams	LSA	Part Time
Emma Ovington	Finance Manager	Part Time
Change in Role		
Phozi Balouch	LSA	
Sarah Poore	LSA	
Lorna Ive	LSA	

Policy Changes

Policy Name	Brief Detail of Change
Child Protection Policy	Updated in light of government guidance

**Kate Day
Principal**