



SEF 2019-2020

Newick CE Primary School

Wisdom

Independence

Creativity

Kindness

### School Context

Staffing	Miss Natalie Alty is the Headteacher (the previous Deputy Headteacher and Teaching School Director) who took the post in April 2019. There are 12 teachers who work at Newick, of which, 1 is an NQT. 7 teachers are part time. We are fully staffed and qualified teachers teach all classes. There are seven classes with class sizes as follows: EYFS 30 , Year 1 27 , Year 2 33 , Year 3 34, Year 4 32, Year 5 30, Year 6 29
Assessment, feedback and tracking	The school uses a bespoke SIMS system (established December 2018) to track and monitor pupil progress and set high expectations using FFT targets. Our internal data is analysed and used during pupil progress meetings. Feedback happens in the following ways: • In the lesson-, constant questioning allows constant verbal feedback. Teachers/TAs stop, reframe and adapt lessons as they are teaching based on the live feedback that they are receiving. In-between lessons- after lessons, teachers/TAs reflect on inconsistencies, misconceptions and sticking points. They plan to cover these in the next lesson. Pupil Progress meetings discuss and review pupils academic and personal development. There are two data drops per year in terms 2 and 6.
Curriculum	Newick CE Primary School delivers a creative, practical and engaging curriculum for all learners. The children are educated for wisdom, independence, creativity and kindness. We ensure that pupils access a range of opportunities that increase their knowledge and understanding of the society in which we live.

We offer a caring and supportive environment, which reflects our school's Christian foundation. Newick is a one-form entry school situated in a rural location with spacious outdoor areas. 96% of our pupils here at Newick say they enjoy learning outdoors (See recent questionnaire results March 2019). We serve our local community of Newick and most pupils are local to the school, living in the village. In a recent curriculum survey 97% of our pupils said they were 'proud to be a part of Newick School'. The school runs a range of clubs including breakfast club, sporting clubs, creative outdoor clubs and our ever-popular and award-winning Engineering club. 76% of children who took part in our curriculum survey said that they take part in our extra-curricular opportunities. At Newick, we believe that learning should be fun, rewarding and memorable: we will provide the opportunity for personal achievement, through daily challenge in a caring environment. We provide a broad and balanced curriculum that is personalised to the need and enjoyment of our children. A unique aspect to our curriculum, are our Break Out Days. These are incredibly popular with 100% of pupils (Pupil questionnaire March 2019) saying they enjoy these. We have achieved the Quality Mark for Inclusion, took part in a whole school Science Enrichment Day, the Royal Horticultural Society 'Gardening School' award and we are a LEGO innovation hub.

Newick is also a Teaching School. At the heart of the Teaching School is the idea of working collaboratively to improve the education and life chances of all children and young people in our local area. We believe this brings a number of advantages for our children at Newick. For example, we will be helping to shape the training for new teachers so children in our school will have additional adult support in the classroom. They will also gain from the input of outstanding teachers with specialist skills from other parts of the local Alliance. Newick works incredibly closely with our local secondary schools, offering opportunities for pupil development, which aids in a smooth transition. The school belongs to a local Alliance of schools known as the Ashdown Alliance and is also part of a bigger collaboration of schools known as the Education Improvement Partnership (EIP). Working with other schools and sharing expertise and knowledge supports our Collective Teacher Efficacy (CTE) (Fisher, Frey & Hattie, 2016) the understanding that when we all come together as a community, we do it for the good of the pupils. This way we can have a real positive impact on pupil outcomes.



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Three Year Data 2017 – 2019

Early Years and Phonics

	All pupils		
	Year	National %	School %
GLD	2017	70.7	93.1
	2018	71.5	86.7
	2019	71.8	89.3
Average Point Score	2017	34.5	42.6
	2018	34.8	40.4
	2019	34.8	41.2



Yr 1 Cohort info	All Pupils	
	% Each Pupil	Cohort
2017	3.1	32
2018	3.1	32
2019	3.1	32

	All pupils		
	Year	National %	School %
Year 1 Phonics	2017	81.1	93.8
	2018	82.5	93.8
	2019	81.9	87.5

KS1

	Year	All pupils	
		National %	School %
Reading - EXS+	2017	75.5	90.0
	2018	75.4	87.9
	2019	74.9	85.3
Reading - GDS	2017	25.2	46.7
	2018	25.6	42.4
	2019	25.0	47.1
Writing - EXS+	2017	68.2	90.0
	2018	69.9	81.8
	2019	69.2	88.2
Writing - GDS	2017	15.6	23.3
	2018	15.9	24.2
	2019	14.8	26.5
Maths - EXS+	2017	75.1	93.3
	2018	76.1	78.8
	2019	75.6	91.2
Maths - GDS	2017	20.5	33.3
	2018	21.8	39.4
	2019	21.7	32.4

KS2

Cohort info	All Pupils	
	% Each Pupil	Cohort
2017	3.0	33
2018	2.9	35
2019	3.3	30

  

	Year	All pupils	
		National %	School %
RWM (combined) - EXS <sup>1</sup>	2017	61.6	81.8
	2018	64.9	82.9
	2019	64.8	66.7
RWM (combined) - GDS <sup>2</sup>	2017	8.8	12.1
	2018	10.0	17.1
	2019	10.5	10.0
Reading - EXS <sup>1</sup>	2017	72.2	90.9
	2018	75.8	91.4
	2019	73.2	76.7
Reading - GDS <sup>2</sup>	2017	24.8	36.4
	2018	28.4	40.0
	2019	26.9	30.0
Writing - EXS <sup>1</sup>	2017	76.6	87.9
	2018	78.8	94.3
	2019	78.5	76.7
Writing - GDS <sup>2</sup>	2017	17.8	15.2
	2018	20.0	25.7
	2019	20.1	23.3
Maths - EXS <sup>1</sup>	2017	75.3	90.9
	2018	75.9	91.4



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Pupil Voice	Parent/carer voice	Wider community	Staff voice
<p>What makes you proud to be a pupil at Newick? (answers from questionnaire from R-Yr 6)</p> <p>'To be getting a great education and having amazing teachers who really support me and my learning'</p> <p>'Our pupils are kind and caring here I feel proud to know that I go to the same school as them.'</p> <p>'Because this is one of the best schools in the world and everyone is so kind'</p> <p>'Learning about history and my friends'</p> <p>'Our pupils are so kind and</p>	<p>'As a primary school teacher myself, my expectations of Newick were high when my twins entered reception this year. I have not been disappointed. They have made leaps and bounds academically, exceeding my expectations, but most importantly, they have been made to feel so welcome in the school community. Newick has such a friendly, kind, fun and supportive feeling about it; Being young in their year, it has been a bit of an emotional challenge at times, but my girls know if they are feeling a bit sad or tired at school, someone will give them a cuddle and cheer them up. Walking around the school, I can sense that they are surrounded by enthusiastic and motivated staff and children alike. I'm a pleased parent looking forward to six more years of happy education.'</p> <p>(Year 1 parent of two girls)</p>	<p>Teaching School Director            'Working collaboratively with other schools and organisations to achieve better outcomes for all through the reciprocal sharing of best practice'.</p> <p>'I thought the children were an absolute credit to both their parents and the school. I was super impressed with their attitude towards our elderly residents and how they showed kindness and consideration towards them. You would not even have known they were in the building they were so well behaved. Thank you so much for bringing them, I know our</p>	<p>SENCO            'I am able to support <i>all</i> children to achieve their potential in an inspiring environment by creating new opportunities for them'.</p> <p>Everyone was so welcoming and friendly and the school has such a lovely, warm atmosphere. Please pass on my thanks to all the staff; it was great to see everybody again. I know everyone must be tired at this point in the year with reports on top of everything else, but you could not tell at all. The school also looks amazing; all the hard work on the learning environment really does make</p>



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<p>caring here I feel proud to know that I go to the same school as them'</p> <p>'To have different options to life'</p> <p>'Lovely friends, nice teachers, good &amp; fair rules'</p>	<p>'I wanted to say what a pleasure it was going on the school trip last Thursday. All of year 3 were a pleasure to be with and their engaged polite behaviour was a credit to the school.' (Parent of year 4 boy)</p>	<p>residents absolutely loved sharing their company.' Nightingales Residential Home.</p> <p>'We had 27 young people come to St Marys Chirhc. They were eager and asked lots of questions, respectful and hardworking' Rev Paul Mundy</p>	<p>the place look stunning. (Returning teacher from Maternity Leave)</p> <p>It is a pleasure to work here, the staff and children are brilliant. Lovely working atmosphere. (our caretaker Mr Barnes)</p>
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**Progress since the Standards Visit June 2019**

Overall progress judgement: **"The school is making outstanding progress."** SLES – Standard Visit Report, July 2019

*Since last inspection, Newick has become a Teaching School. There are 5 specialist leaders of education in school who lead INSET in school lead subjects and support NQTs, trainees and RQTs to develop their skills. Newick is involved in research – we have secured a bid from UK space agency to develop resources across the curriculum to inspire interest in STEM subjects at an earlier age. Newick is known for delivering high quality CPD in maths and English across the county.*

Areas for Development	Evidence
<p>To continue to close the gap between disadvantaged and SEND pupils and all pupils, through the reorganisation of teaching assistant (TA) support for interventions and quality first teaching.</p>	<p>Quality SEND Mark awarded July 2019</p> <p>The SENCo's and senior leaders' monitoring shows an improvement in the teaching and learning for all pupils, including SEN and PP. (Standards Visit report, July 2019)</p> <p>Pupil progress meetings show a further closing of the gap between SEN and PP pupils and all pupils through the implementation of individual pupils' provision maps. (Standards Visit report, July 2019)</p> <p>Evidence from internal data shows that over 95% of children with SEND or</p>



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	disadvantaged achieved their targets. (SENCo analysis September 2019)
To improve pupils' progress in maths across all year groups, with specific focus on Year 3 and Year 6.	Support plan for Y3. SLE support in both year groups ensured QF teaching. No children assessed as WB in maths in Y3. 89% ARE or GD. See observation feedback for HC and SH. Internal data shows % improvement in children attaining ARE moderated by subject lead. (July 2019) in Y3 77% ARE+ 33% GD
To increase the pupils' confidence in the use of independent learning skills to raise the standard of their learning.	Staff meeting to be scheduled in to term 6 for Independent Learners and SEN quality first teaching. See staff meeting rota and minutes.

**Leadership and Management - Educating for Life in all its Fullness**

Summary: There is an ambitious and inclusive vision for Newick, which is outlined in our SDP, and is realised through our shared understanding of what constitutes an outstanding education. It is underpinned by a strong set of Christian values, which are shared across the whole school community. There have been significant changes made at the senior leadership level. Therefore, emphasis has been placed on building a strong leadership team. Natalie Alty was appointed (Jan 2019) as Acting Headteacher and appointed as Headteacher in April 2019. The leadership team have high expectations of all pupils and ensure there is an ambitious, broad and coherent curriculum in place. The leadership is distributive and successful in growing our own leaders whilst maintaining a healthy work-life balance for all employees. See workload reduction outline. *'Senior leaders consistently review and update their practice, based on their observations and work with all stakeholders in the school and this is securing their vision of wisdom, independence, creativity and kindness for all.'* (School Standards Visit, October 2019) **LA judgement - 1**

**OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:**  
 To develop

- Key Area for Improvement 1: Senior leaders ensure that leaders of all levels have a solid understanding of and commitment to our vision of outstanding practice.

<b>Actions we are taking to maintain outstanding.</b>	<b>Strengths</b>
<ul style="list-style-type: none"> <li>● Distributed leadership structure with clearly defined roles and</li> </ul>	<ul style="list-style-type: none"> <li>● SLT and middle leaders create and follow a focused monitoring programme</li> </ul>



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responsibilities of senior leaders identified, shared and regularly reviewed

- Governor meetings to ensure questions are challenging the leadership team regarding the SDP and Quality of Education.
- Ensure that new leadership team find time to meet regularly and communicate effectively. Embed the new leadership structure.
- Effective monitoring schedule to be put in place, which involves all senior leaders, middle leaders and governors.
- School Development Plan and Self Evaluation Form to be streamlined and concise with clear ideas and shared out to whole school community.
- Middle leaders' subject leadership time to support curriculum design and evaluation of impact.
- INSET for Terms 1 and 2 to include: Retrieval Practice, Episodic vs Semantic Memory, Enquiry Curriculum and Action Research.
- Appraisal process reviewed and targets taken from SDP – monitored during the year. Each teacher to take a research question which will form part of the Appraisal Process. Outcomes to be shared with all staff with a focus on subject and pedagogical knowledge.
- Think Tank gives more regular contact with parent reps.
- Regular surveys via text to ensure immediate feedback from parents.
- Research ideas shared in staff meetings using recognised models and theorists.
- Wellbeing committee which includes a cross section of employees to feed into future planning at strategic level.

throughout the year. Where areas of development in teaching and learning have been identified, subject leaders and SLEs are used to support planning and teaching. (See Monitoring schedule)

- SLT have designed and made changes to the curriculum to ensure clear skills and knowledge can be learned in an inspiring and well-sequenced way. This is evidenced curriculum maps, enquiry questions in planning and children's outcomes.
- SLT decide the staff meeting agenda for each term based on the needs of the pupils and staff in terms of contoured professional development. (See staff meeting agendas)
- NQTs have personalised targets and are supported by the Deputy Head. (NQT profile)
- SLT create SDP posters summarising the key points of the SDP have been displayed around school to help communicate the message on whole school improvement.
- SLT and SBM meet weekly to ensure resources are used to greatest effect. Vice Chair of 'Resources Committee' sits on East Sussex 'School's Forum'. She has been a key person to effect change in terms of funding for small schools across the County. The governing body hold the school to account through regular budget monitoring, maintaining financial standards (SFVS).
- Our newly appointed Chair of Governors has already undertaken learning walks and monitoring in school (September 2019 see report)
- The governing body use an online information system to ensure governors access all updated documentation easily.
- Our outward facing leadership team taking part in peer reviews with local schools (as part of an EEF research project).
- 'The Headteacher and leadership team are keen to work as a cohesive group and to develop their strategic planning for the school. Senior leaders are clear about priorities for the school'.(Leadership review Jan 2019)
- 'Discussion with HT / DHT' demonstrated a clear understanding of strengths and areas of development.' (SIP visit March 2019)
- Senior leaders have quick and targeted responses to teachers' development needs.' (SIP visit March 2019)
- 'Redesign of the SDP and SIP has clarified the school's self-evaluation process and ensured the SEF informs the SDP more consistently'. (SIP March 2019)
- The new SLT structure has created a more rigorous and effective staff training and development structure, making rapid impact on the qualities of teaching and learning. (SIP March 2019)
- A strong, creative and strategic senior leadership team, informed by good practice and research, demonstrate the drive to provide outstanding education for all pupils.



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	<p>(SIP July 2019)</p> <ul style="list-style-type: none"> <li>• 'The school's identification of the need for key skills to raise the standards of teaching and learning have already made an impact over two terms'. (SIP Visit March 2019)</li> <li>• Transition policy developed for all year groups in order to ensure smooth transitions between year groups. (Policy May 2019)</li> <li>• Whenever the school has dealt with major safeguarding concerns it has been recognised by County that the correct support and actions were in place. (See chronology on MyConcern, Safeguarding Review October 2019).</li> <li>• 100% of parents who responded in the survey of July 2019 agreed/strongly agreed that the school was well led and managed.</li> </ul>
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**Quality of Education - Educating for Wisdom, Knowledge and Skills**

Summary: 100% good teaching and learning with areas of outstanding practice. EY judged as outstanding (leadership review January 2019). Where need for improvement is identified, SLE expertise is used immediately to ensure outcomes remain strong. Innovations are research based and carefully planned to enable teacher self-improvement. Pupil conferencing takes place to ensure they take part in curriculum design. We are currently building an ambitious and coherent curriculum based on knowledge and skills that inspires learners to achieve the best outcomes. The learning environment around our school promotes independence and encourages pupils to use their skills. We provide clear and coherent sequences of lessons that challenge and provide our pupils with the strategies to apply this knowledge to long-term memory.

*'The curriculum will enable Y6 pupils to make a smooth transition to KS3, equipped with the knowledge and skills to be confident, resilient, independent learners, creative in their responses with a good understanding of the young people and adults around them.'* (Standards Visit, October 2019) **LA judgement - 2**

**OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:**

- **Key area for Improvement 2:** To construct and deliver a coherent and rich curriculum that ensures that all children have the knowledge, skills and cultural capital needed to succeed in life.

<b>Actions we are taking to maintain outstanding.</b>	<b>Strengths</b>
<ul style="list-style-type: none"> <li>• Subject leaders to ensure long term planning is coherent and</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have high expectations of all pupils' achievement and are tracking pupils' progress</li> </ul>



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- builds on skills previously learnt. (Linked to SDP priority)
- Subject leaders to develop skills in monitoring, evaluation and impact. (2 middle leaders NPQML, SLE support)
- Regular sharing of outstanding practice in staff meetings.
- NQT enrolled on NQT development programme.
- CPD improves teachers' understanding of progression of knowledge and skills.
- Ensure marking and feedback moves children's learning forward by addressing misconceptions. Children respond.
- Improve pace in lessons through regular feedback to children, allowing children opportunities to reflect on learning. This will be evidenced through lesson observations and professional dialogue. Timed activities and problems in order for teachers to track progress within lessons.
- Y1 teacher (NQT) visit outstanding schools to observe practice.
- Maths and English SLEs plan alongside teachers.
- Creating the 'Word Conscious Classroom' working on closing the gap for vocabulary.
- Continue work on new DfE workload reforms to ensure new teachers remain in the profession but also stay at Newick.
- Personalised learning in maths programmes for children working below ARE
- Priority pupils in pupil progress meetings
- Vulnerable group checks on monitoring schedule
- Reorganisation of the intervention timetable and how additional adults are deployed across the school.
- Finding systems to track pupils who are vulnerable where conventional progress in reading, writing and maths is not what should be being measured e.g. disadvantaged pupils etc so that some measure of progress is being monitored.
- Track pupil progress carefully for those cohorts, which remain significantly at risk of not making expected progress and use internal data to inform PP meetings.
- Pupil conferencing with children targeted to achieve GD
- Opportunities for GD writing introduced and targeted to specific pupils
- Maths SLE to work with Y6 teacher to ensure pupils have access to higher level problem solving

- effectively. (SIMS)
- Teachers' subject knowledge is exceptional (Standards Visit, October 2019)
- Teaching and learning monitored by middle and senior leaders. (monitoring schedule)
- Programme of CPD and INSET focused on improving teaching and learning across the curriculum.
- Learning is planned alongside pupils so that pupil engagement is high and as a result behaviour for learning is very good. "The pupils' behaviour for learning is outstanding." (SIP July 2019)
- Independence and creativity run through the curriculum which give children the chance to take responsibility for their learning and outcome. 'Pupils are given opportunities to take risks, and show confidence, originality and humour in their work.' (Standards Visit, October 2019)
- 'Paired lesson observations show a rise in the standards of teaching and learning across the school.' (SIP July 2019)
- In learning recently observed, the children were fully engaged in their learning and the expectation of the children's outcomes was of a high standard. In these instances, teachers ensured that there were many open-ended questions, which did not put a ceiling on the learning. (Monitoring folder)
- A Forest School programme from EY to Y6 provides opportunities for teamwork, problem solving, DT, Science, wellbeing, local environmental studies and creativity.
- Outstanding learning environment celebrates achievements and outcomes of children. This promotes high standards and ambition. 'The school's learning environment is vibrant, well cared for and pupils' work clearly reflects high expectations.' (Leadership review Jan 2019)
- Whole school texts and themes ensure opportunities to learn rich language, appreciate diversity and British values.
- Donate a Day influenced by extraordinary community figures (October 2019)
- SIAMS outstanding judgement (March 2017)
- Hywell Roberts Training to support inspirational planning opportunities across the curriculum—whole staff.
- Skilled support staff: Lego Therapy training (x2) Nurture practitioner (x2) PLM/PLR (x4) Sensory circuits (x2) Language Link (x2)
- All staff work hard and are passionate about providing high quality learning experiences for pupils. (Leadership review Jan 2019)
- The new SLT structure has created a more rigorous and effective staff training and development structure, making rapid impact on the qualities of teaching and learning. (SIP Visit March 2019)
- 'The school's identification of the need for key skills to raise the standards of teaching and learning have already made an impact over two terms'. (SIP Visit March 2019)
- Recent grant application was successful for our Space project. (£10,000 to create resource through the Teaching School)
- Transition policy and booklet has been developed to support all areas of the school for the Summer term. (See School website 'Transition Policy')



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<ul style="list-style-type: none"> <li>• English SLE planning and delivering GPAS lessons to Y6</li> <li>• CPD in moderation, assessments and reporting for Y2 and Y6 teachers.</li> <li>• Curriculum meetings for parents</li> <li>• Music specialist introduced in September 2019 to work with music subject lead to ensure coherence and progression.</li> <li>• Through careful curriculum design, pupils are introduced to extraordinary people and achievements to ensure rich cultural capital.</li> <li>• 3 day maths subject knowledge training for HLTA</li> <li>• 'Building a Community of Readers' – English Action Plan</li> <li>• Learning Resource Centre for school community to be developed by Term 6 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Children who are at risk of not making progress are identified through termly analysis and PP meetings. Interventions are put in place to increase the rate of progress. (See evidence in SEND files)</li> <li>• SENCo tracks SEND and disadvantaged pupils separately and supports teachers with action planning for those children.</li> <li>• Standards of attainment in reading, writing, maths at KS1 significantly above national.</li> <li>• Standards of attainment at the end of KS2 in RWM combined was above national and significantly so from 2016-2018. (Cohort dip in 2019)</li> <li>• GLD 89% (72% National)</li> <li>• 88% of pupils met the phonics expected standard. (82% National)</li> <li>• Quality SEND Mark has been achieved and evidenced July 2019</li> <li>• All subject leaders present to staff the subject's areas of strength and areas for development for the next academic year – see staff meeting minutes July 2019.</li> <li>• Carefully chosen whole class texts ensure cultural capital, ambitious vocabulary, enjoyment and opportunities for rich discussion.</li> <li>• Phonics SLE is English lead to ensure high quality phonics teaching secure across EY and KS1.</li> </ul>
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**Behaviour and Attitudes - Educating for Community and Living Well Together**

Summary: Attendance for academic year 2018-2019= 96.8% Pupils respond positively to the school's high expectations of behaviour. There are clear and robust systems for minimising the impact of low-level disruption on learning. Our behaviour policy is underpinned by our shared values, which have a strong focus on celebrating diversity and respect for all. There are high expectations of uniform. Children's behaviour is excellent across the school. 100% of questionnaire (2019) respondents agreed that they are expected to behave appropriately. Pupils' outcomes are displayed around the whole school to ensure that the learning environment is vibrant and inspirational. Newick is very much known for this level of presentation and it is a feature that our pupils and staff take a great deal of pride in.

*'The pupils' behaviour and attitudes is outstanding..'* (Standards Visit, October 2019)

**LA judgement - 1**

**OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES: Key area for Improvement 3: All pupils will be highly motivated, able to work collaboratively and independently, and will understand how to study effectively.**



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<b>Actions we are taking to maintain outstanding.</b>	<b>Strengths</b>
<ul style="list-style-type: none"> <li>● Ensure letters are given to parents/carers once attendance falls below 95%.</li> <li>● Offer Breakfast Club to vulnerable families.</li> <li>● Nurture practitioner to meet and greet vulnerable pupils in the mornings to ensure smooth transition into school.</li> <li>● Coaching and mentoring from trusted adults to children who are struggling with behaviour.</li> <li>● Sociograms to identify neglected and isolated pupils and trusted adults to work with those children to help integration.</li> <li>● All staff in school to encourage and model best behaviour around the school, especially in the lunch hall and to and from lunch as well as tackle 'wearing our uniform with pride'.</li> <li>● Provide support for teachers where behaviour management systems require improvement. (SLT)</li> <li>● Independence and choice to be part of provision in class for all learners leading to increased motivation.</li> <li>● Ensuring the Health questionnaire feedback feeds into the PSHE curriculum.</li> <li>● Discuss and implement feedback from the curriculum questionnaire.</li> <li>● Nurture provision by trained LSA</li> <li>● Pupil conferencing to establish targets and next steps with the pupils in order to increase drive and motivation.</li> <li>● To ensure making and feedback has been responded to and time allocated.</li> <li>● The 'Next steps' for learning are driven by pupils.</li> <li>● Senior leader taking part in ESCC sex and relationships education training.</li> <li>● Online and NSPCC training in protective behaviours for children. (Term 3)</li> <li>● Behaviour policy rewritten to include 'Logical Levels model' (Dilts, 1990)</li> <li>● Review of lunch time arrangements and a new 'zoning system' (Term 1)</li> <li>● Anti bullying assembly and workshops (Term 2)</li> <li>● Collect feedback from visitors, volunteers and trips to ensure</li> </ul>	<ul style="list-style-type: none"> <li>● Attitudes to learning are very positive – 100% pupils enjoy learning from survey (2018). Y6 leavers' responses were hugely positive with all pupils saying they enjoyed the learning in school. (recent pupil voice from governor and HT back this up)</li> <li>● Nurture provision established with excellent impact on wellbeing of vulnerable pupils. (Boxhall profiles, July 2019)</li> <li>● Pupils highly aware of supporting one another and feel able to report instances of bullying/unkindness to an adult in school. (Survey 2018)</li> <li>● Latest questionnaire response (July 2019) very positive with 100% enjoy attending school (78% strongly agree) 100% respondents would recommend the school.</li> <li>● Children feel safe in school (100% agree/strongly agree). The introduction of each child identifying trusted adult has contributed to this feeling of feeling safe and improved well-being. 100% parents/carers said their child feels safe in school.(July 2019)</li> <li>● Current attendance very good at 96.5%, 2 pupils (0.8%) are persistent absentees (1 in alternate provision)</li> <li>● SMSC is a key and integral part of the values and visions of the school. SIAMS inspection (March 2017) outstanding judgements in all area. Recent DEP visit (July 2018) reinforced this judgement.</li> <li>● Winners of local football tournament (February 2019)</li> <li>● Netball County Finalists 2017, 2018 and 2019. (1<sup>st</sup>, 2<sup>nd</sup> place)</li> <li>● Lego Innovation Studio- FLL lego league winners (March 2018)</li> <li>● Diocese of Chichester Spiritual Space Award - (June 2018)</li> <li>● Numerous goblin kit car race awards and overall winners of Uckfield Race (July 2019)</li> <li>● See Appendix 1 for extracurricular opportunities</li> <li>● Liaison with Chailey Secondary School and use of their Education Welfare Officer</li> <li>● School Council involved in leading Collective Worship on Keeping Safe in School. (See Collective Worship rota)</li> <li>● Transition booklets and policy developed to help support transition in all year groups to be used throughout Sumer term. (May 2019)</li> <li>● Pupil progress meetings focus not only on academic progress but also wellbeing and SMSC issues. (See termly minutes)</li> </ul>



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behaviour is addressed and celebrated. (Questionnaire)

- Safeguarding Review (Term 1)
- Regular MDSA meetings with SBM to ensure collective understanding of behaviour expectations and supervision procedures

**Personal Development - Educating for Dignity and Respect.**

Summary: Here at Newick the building of character is just as important as the academic growth. We consistently promote the importance of personal development. Our 'WICK' learning acronym demonstrates the values and characteristics we hold in high regard. Students here are offered various opportunities to demonstrate team and leadership skills including play leaders, buddies, School Council and Faith Council. We encourage our years 5 and 6 to all take on a role of responsibilities eg: buddies or monitors There is strong take-up by our pupils for opportunities including extra-curricular activities.. These include: sporting activities, playing competitive sport against other schools in matches and tournaments, participating in the FLL (LEGO LEAGUE) against secondary schools, working alongside secondary school age pupils for play leader training, taking part in musical events organised across the local alliance of schools to name but a few. We promote the British Values not only during lessons but also in our collective worships and encourage our visitors and pupils who lead collective worship to do so also.

*'The curriculum and enrichment activities give pupils the opportunity to develop their talents and interests.'* (Standards Visit, October 2019) **LA judgement - 1**

**OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:**

Key area for Improvement 4: To provide further opportunities and experiences that enhance children's understanding of the diverse and rich culture of the wider community.



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Actions we are taking to maintain outstanding.	Strengths
<ul style="list-style-type: none"> <li>• Focussed Break Out mornings to support SDP priorities of community outreach, citizenship and British values. 'Donate a Day' etc</li> <li>• Careers Day scheduled for Term 4</li> <li>• 'Celebrating cultural diversity' whole school theme – Term 6</li> <li>• 'Protecting the environment' whole school theme – Term 3</li> <li>• Track pupil 'take up' on extra curricular and provide opportunities that will help to broaden experiences using the curriculum questions results from the pupils.</li> <li>• Updating the website with information about our extra-curricular opportunities and new curriculum ideas.</li> <li>• Teachers ensuring children have an understanding of the wider global society during lesson times. (history / geography curriculum)</li> <li>• Collective Worship ensures that global differences and similarities are explained and/or celebrated.</li> <li>• Our societal make up and values of democracy, justice, tolerance taught through curriculum. (See Conflict topic, PSHE curriculum etc)</li> <li>• Mental Health Promise is booked in for November for the whole school to make a pledge.</li> <li>• NSPCC – workshops and collective worship booked.</li> <li>• Daily exercise</li> <li>• Anti bullying workshop with John Kahn booked in.</li> </ul>	<ul style="list-style-type: none"> <li>• School Council responsible for: reviewing whole school policies; school development actions such as the Huff and Puff maintenance; collective worships regarding trusted adults and being safe around school. (See School Council minutes)</li> <li>• Faith Council lead collective worship and drive the improvements of collective worships based on feedback from pupils. The faith council decide particular charities to focus on for fundraising.</li> <li>• See below for the opportunities we are providing to help enrich our curriculum further.</li> <li>• 'WICK' values embedded across the curriculum and demonstrating that at Newick we hold the values of wisdom, independence, creativity and kindness as a priority not just as a learner but as a citizen in society.</li> <li>• For charities and leaders to host our collective worships discussing inspiring people, charities and events. See assembly rotas.</li> <li>• Break Out Days give the children extra skills such as cooking, sewing, engineering, gardening etc.</li> <li>• Donate a Morning was a huge success – we encourage the wider community into school to partake in community driven activities allowing our pupils to be agents of change for the greater good. See questionnaire data for comments by pupils and parents. This really provided an opportunity for the children to have meaningful experiences to help become respectful and active citizens.</li> <li>• Winners of the 'Portfolio Award' and 'Greenest Body Award' for the Go Goblin Kart. 2019</li> <li>• Netball County finalists (overall 2<sup>nd</sup> place in the county) 2019</li> <li>• Royal Horticultural Society level 5 School Gardens Award (2019)</li> <li>• Two years ago, we began our journey of Take One – whereby the school takes one theme and each pupil will demonstrate learning through writing and art outcomes. The outcomes are displayed in the Hall. Take One themes have celebrated renowned authors including, William Shakespeare, Charles Dickens and Rudyard Kipling.</li> <li>• We have two themes this year – 'Environment and Sustainability' Jan 27<sup>th</sup> 2020 and 'Celebrating Difference' 6<sup>th</sup> July 2020.</li> <li>• School Council visit to Houses of Parliament to learn more about democracy.</li> <li>• Our behaviour policy has a model in which British Values are promoted. (See behaviour policy)</li> <li>• Forest School teaches skills for team building and collaboration, respecting and</li> </ul>





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authors	TT Rockstars  Maths Week 2019	Rock expert  Science Enrichment Day  Kew Gardens  Space project (UK Space Agency)  STEM club	Rise and Shine Christian worship on a Wednesday.  Faith Council 2 per year group 1-6- pupil voice Faith Council lead assembly  Parents sharing their experiences of different religious festivals	specialist  Choir club  KS1 performance  KS2 Cantata  KS2 performance  Children perform in collective worship	Country Netball tournament Y1 Y2 Multi skills day  Rugby Tournament Feb  Netball Club Seasonal Sports Club Football Club  Play Leaders Sports Day Active Sports (5,6)	Battle Abbey Y4 Kew Gardens Y4  Golden Hinde Y2 Hever Castle Y2  Toy Museum Y1  Stone Age Ashdown Forest Y3 Fishbourne Roman Palace Y3  Membership of the Historical and Geographical Associations.  French residential Y6 Newhaven Fort Y6  Forest School (EY-6)	lead Collective Worship.  Visitors leading collective worship: Action Medical Research and Salvation Army.  Safety in Action Y6	E-safety Beebots  External training e- safety training for parents and children
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**Quality of Provision for EYFS Educating for Hope and Aspiration**



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Summary: A huge level of commitment is shown in the Early Years setting here which is evident in the way children settle into school so quickly. Staff know the children extremely well and facilitate rich opportunities for the children to decide their own learning, which helps the children to determine their own way forward. Children make rapid progress and achieve exceptionally well. The classroom is stimulating and the outside environment offers the same exciting level of challenge and stimulation especially for the more able pupils.

*'The outcomes in EYFS are consistently high, including disadvantaged children.'* (Standards Visit, October 2019)

**OUR SDP OUTLINES THE FOLLOWING PRIORITIES FOR THIS YEAR TO SECURE OUTSTANDING PRACTICE AND OUTCOMES:**  
 Key area for Improvement 5: To improve the outcomes of disadvantaged children in EYFS and provide a range of opportunities linked to need.

Actions we are taking to maintain outstanding.	Strengths
<ul style="list-style-type: none"> <li>• To identify children's needs early and establish nurture and extra interventions</li> <li>• To engage parents and community more effectively in the children's learning</li> <li>• Build in an extra midyear information evening for families of EY children.</li> <li>• Establishing nurture and intervention programmes suitable for this cohort.</li> <li>• To monitor and improve the level of engagement with families with regard to reading.</li> <li>• Continuing to identify children from the baseline assessment in terms of their level of need.</li> <li>• Establish a transition policy to support key areas</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding opportunities in the learning environment, especially outside. (Leadership Review 2019)</li> <li>• High expectations mean that the EYFS children get off to a very good start both academically and emotionally. (Ofsted report)</li> <li>• Data is well above the national average in all areas of Development Matters. (89.3% - 16% higher than national) and average point score very high with rapid progress for many learners.</li> <li>• Exceptionally high standards from consistently outstanding teaching and learning opportunities.</li> <li>• Pupils are encouraged to be independent from a very early age.</li> <li>• EY lead experienced practitioner. EY teacher with MA in Early Development</li> <li>• Progress very good in all areas. Outcomes are above national in all areas.</li> <li>• Two of the three children with SEND achieved a GLD and all 3 children made at least good or rapid progress in all areas. The continued introduction of Shanghai style maths mastery approach has continued to have a positive impact on maths learning in EYFS. Both PPG children achieved GLD too.</li> <li>• Maths mastery consolidated this year in EYFS – clear improvement and well above national averages.</li> <li>• Use of numicon and good base understanding of numbers 0 -10 helped improve maths outcomes as a direct result of maths training and input by our maths SLE lead. In addition, regular use of 'tens frames' has supported the maths learning.</li> <li>• Recent leadership review judged this area of the school to be outstanding. (Jan 2019)</li> <li>• The learning journeys showed the consistent use of observations to record the pupils' progress and development and next steps in learning. Graded outstanding during learning walk (SIP Visit March 2019)</li> <li>• Transition policy is now in place and a booklet developed with the EYFS lead to highlight the process of transition throughout the Summer term. (May 2019)</li> </ul>



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focussing particularly from EY to Year 1

- External moderation of data in 2020

- EYFS lead runs the EYFS hub locally and hosts it at Newick supporting all local EYFS teachers.
- Progress in EY very good in all areas. Outcomes are above national in all areas.

## Future Capability Challenges

- **Recruitment and retention** – outstanding teachers can be difficult to retain as promotion to key positions is difficult in a one form entry school. Recruiting outstanding teachers can also be difficult in the current climate. The school's involvement in the local SCITT programme should mitigate this.
- **Budget** - 89% of this year's budget is on staffing. This will gradually increase if it remains unchanged. The introduction of the new funding formula will mean a projected deficit for the school for the first time ever in the years 2021-2022. Government express that over 80% of budget proportion on staff is regarded as "high" ([www.gov.uk](http://www.gov.uk)- 2018). By 2020-2021 staffing percentage is predicted to be as high as 100% from the school's three-year budget plan if the current situation remains unchanged.
- **Consistency of practice with changing staff** –Our new 'At A Glance' teacher guide introduced to help consistency and expectations. Regular monitoring of planning, books and lessons is key to consistent practice. Consistency takes time with a new team although we work hard at this as a SLT alongside the middle leaders with our main monitoring focused on picking up inconsistencies.
- **Maintaining good progress with significantly above national expectations data at EY and KS1**
- Employing a new Business Manager.

Key Supporting Documents (available on our school website: <https://newickschool.org/>)

- Strategic Development Plan 2018-2019
- Pupil Premium Strategy Feb 2019
- Sports Premium Plan 2017-2018
- SIAMs Church School Inspection March 2017
- Ofsted Report – July 2011
- Statutory Policies

Not found on website:

- Heads Peer Review forms



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- Curriculum Questionnaire results March 2019
- Monitoring Schedule and impact