

# Inspection of Lindfield Primary Academy

School Lane, Lindfield, Haywards Heath, West Sussex RH16 2DX

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Inspection dates: 12 and 13 October 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils flourish at this exceptional school. There is a wealth of opportunity for pupils to develop their individual skills and talents. They enjoy learning to be the best they can be.

The school's values of teamwork, enthusiasm, celebration, perseverance, success, independence and respect are evident at every turn. These unite the entire community in a sense of common purpose. Everybody understands the school's vision, and they are proud to play their part.

The school's culture is highly inclusive. Pupils talk maturely about how they celebrate difference and diversity. If pupils are unkind to each other, leaders address issues effectively, including by ensuring pupils understand why what they've done is wrong. As a result, pupils talk responsibly about how they manage their feelings and respond to friendship issues.

Staff are committed to doing the best for each child. One parent told us, 'They all seem to go way above and beyond what is required of them. You get the impression that they really care about what is best for each individual child.'

## **What does the school do well and what does it need to do better?**

Leaders demonstrate a relentless focus on improving the quality of education that pupils receive. There is no hint of complacency. They prioritise what is most important and act decisively. Their actions exemplify the trust's values of excellence, integrity and innovation.

Pupils know and remember an extraordinary amount of their previous learning. This is because the curriculum has been planned and resourced highly effectively. Leaders provide training, which means that teachers are experts in each subject they deliver. Teachers ask focused questions and adapt their teaching to pupils' understanding. The early years curriculum is no different. Leaders and staff ensure that children have the best possible foundations to take them into Year 1 and beyond.

Phonics is delivered effectively and with flawless consistency. Every adult teaching phonics is an expert in early reading because of the training they've received. As a result, pupils make excellent progress and develop strong reading routines. Phonics takes place daily for pupils in Reception to Year 3, during which time pupils demonstrate excitement about learning to read. This starts right away in the early years where children get off to a flying start from day one. The school's approach is to help pupils keep up rather than catch up. If pupils do fall behind, they receive intensive support.

Leaders are determined that pupils with special educational needs and/or disabilities (SEND) benefit from the full curriculum in all its richness. This starts by identifying

pupils' needs accurately as early as possible and then providing the right tailored support. Teachers and teaching assistants have highly ambitious expectations of pupils with SEND. Learning is adapted so that they experience success and build independence. One pupil told us proudly: 'I have dyslexia and they've helped me to learn in a way that really works.'

Leaders make sure that pupils' personal development is a top priority. Participation in extra-curricular activities is exceptionally high. Leaders target opportunities so that they benefit those pupils who need it most, including disadvantaged pupils. Focused work with disadvantaged pupils has had an enormous impact on raising their expectations. This includes opportunities for early work experience in careers which interest them. One pupil even had an online meeting with a famous astronaut. In addition to a vast array of sports clubs, pupils enjoy opportunities such as choir, drama, construction, sewing and languages where they can develop their confidence and creativity.

Trustees and the local board have helped make this a highly successful school. They review the work of the school and support leaders effectively. Staff and parents trust in the school's leadership because they know that they always have children's interests at heart.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are well trained and have detailed knowledge about how to identify safeguarding concerns. As a result, issues are identified early and effective support is put in place. The trust has ensured a thorough and systematic approach to checking the ongoing effectiveness of safeguarding.

Pupils feel safe at school. They know who to go to if they need help. They also learn about ways to keep themselves safe through the school's personal, social and health education curriculum. Pupils understand topics such as healthy relationships and how to stay safe online.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142291
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10200886
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	659
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Professor Christopher Pole
<b>Principal</b>	Marcus Still
<b>Website</b>	<a href="http://lindfieldprimaryacademy.org.uk">lindfieldprimaryacademy.org.uk</a>
<b>Date of previous inspection</b>	11 September 2018, under section 8 of the Education Act 2005.

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors met with leaders, including the principal, members of the senior leadership team, the executive director of school improvement, two representatives of the local board and two trustees.
- Inspectors carried out deep dives in six subjects: early reading, English, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.

- Inspectors also looked at curriculum plans for a range of other subjects.
- Inspectors met with leaders with oversight of safeguarding, looked at records and policies relating to safeguarding and talked to pupils, staff, local board members and trustees about this aspect of the school’s work. Inspectors also reviewed the school’s record-keeping and their checks on the suitability of staff to work at the school.
- Inspectors met with many pupils to discuss their views of the school and took into consideration 17 responses to the pupil questionnaire.
- Inspectors also met with a wide range of staff, including support staff, taking into account 59 responses to the confidential staff questionnaire.
- Inspectors reviewed and scrutinised a range of the school’s documentation, including leaders’ plans for improving the school, their evaluation of how well the school is currently performing, minutes of local board and trustee meetings and records of attendance and behaviour incidents.
- Inspectors met with some parents and considered 218 responses to Ofsted Parent View, the confidential parental questionnaire, including 143 free-text responses.

### **Inspection team**

Chris Ellison, lead inspector

Her Majesty’s Inspector

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Ofsted Inspector

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