



# **NORTH LANCING PRIMARY SCHOOL**



## **Self Evaluation Form Summary - 2023**

# North Lancing Primary School SEF – Contextual Information



| Sub-criterion   | Headlines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupil Profile   | <ul style="list-style-type: none"> <li>➤ 408 pupils are on role – 125 more pupils than an average primary school nationally.</li> <li>➤ 26% of pupils have SEN support compared to 13% nationally</li> <li>➤ 8% of pupils are eligible for FSM6 – well below the average 23.8% nationally. The school has a high proportion of working poor families.</li> <li>➤ 7.4% of students have EAL compared to 21% nationally.</li> <li>➤ 47% of pupils are girls - fewer girls than other schools nationally</li> <li>➤ Stability is 91% compared to 82% nationally</li> <li>➤ 92% of pupils are white British ethnicity compared to 72% nationally. Less white pupils meet age related expectation (60%) than other nationalities.</li> <li>➤ 2% of pupils are travellers – well above the 0.3% travellers nationally. Only 19% of travellers meet age related expectation nationally.</li> <li>➤ 3% of pupils are LAC or adopted from care compared</li> <li>➤ Attainment on entry is much lower than expected (confirmed by OFSTED) particularly in speaking, attention, and reading, writing, maths.</li> <li>➤ Attendance is improving. 2022-23 absence was 6.6% compared to 7.5% nationally. Persistent 13.6% compared to 22.3% nationally.</li> </ul> |
| Social Economic | <ul style="list-style-type: none"> <li>➤ 50% of NLS pupils are from out of catchment.</li> <li>➤ Adur rank 70/326 for Education, Skills and Training. They feature in the 25% most deprived areas in the country for higher education.</li> <li>➤ 23% of NLS pupils live in LSOA's (Super Output Areas) in the worst 10% nationally and nearly 90% live in LSOAs in the worst 20% nationally.</li> <li>➤ Only 14% of residents in Adur have a professional occupation. Most parents are keen to support but are often ill equipped to do so.</li> <li>➤ The school is situated in Manor Ward but many of the children come from wards which are considerably more disadvantaged.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Accommodation   | <ul style="list-style-type: none"> <li>➤ North Lancing is an old school (1939) which has undergone many expansions. It has become a sprawling site with large distances between provision.</li> <li>➤ The school requires a new hall and playground resurfacing.</li> <li>➤ Overall the quality of accommodation has improved. Early Years and Year 1 have good outdoor learning environments.</li> <li>➤ The grounds are a significant asset, with spacious fields, playgrounds, a wildlife area, forest school, pond, swimming pool and outdoor theatre.</li> <li>➤ Computing equipment is outdated but due to be upgraded in October half term to meet new DFE filtering, monitoring and safety guidelines.</li> <li>➤ An ever tightening budget is having an impact on resources and the ability to maintain the school building. Alternative funding streams are constantly sort.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| Finances        | <ul style="list-style-type: none"> <li>➤ The school had an income of 1.96 million in 2023. The budget has remained almost static for the past 5 years. The school is in deficit and on a recovery plan</li> <li>➤ Historically the total income per pupil has been significantly lower than other primary schools nationally (£4,134 per pupil compared to the national average of £4,840). The school received £96,000 per pupil funding levelling this year.</li> <li>➤ The average salary per full-time equivalent is slightly above national. Many staff are experienced and turnover is very low.</li> <li>➤ Pupil Premium Funding for 2023 is lower than national average. NLS received £37,995 compared to £113,000 average nationally.</li> <li>➤ SEN funding for 2023 is £299,669. This equates to 24 hours of support per year for pupils with SEND.</li> <li>➤ Sports Premium funding for 2023 is £19,540.00. This pays to release of sports TA, supply cover for sports matches, tournaments and resources.</li> </ul>                                                                                                                                                                                                                    |
| Staffing        | <ul style="list-style-type: none"> <li>➤ There are 17.8 FTE teachers at North Lancing. This is equivalent to 23 pupils per teacher compared to 20.7 nationally.</li> <li>➤ There are 15.6 FTE teaching assistants. This is equivalent to 26 pupils per teaching assistant. Some however are INA increasing pupil to assistant ratio.</li> <li>➤ Staff turnover is historically very low. However 5 teachers left education last year, 2 were promoted and one is on maternity. 5 new teachers joined in 2023.</li> <li>➤ The leadership team consist of the headteacher, two newly appointed assistant headteacher's and two senior teachers.</li> <li>➤ All support staff are trained in a specialist field e.g. dyslexia intervention, FFT, S&amp;L, attachment, learning mentor.</li> <li>➤ The governing body are committed, undertaking a range of training. The chair has been in post 2 years. There are some new member to the board.</li> </ul>                                                                                                                                                                                                                                                                                              |

# North Lancing Primary School SEF Section 1: Overall Effectiveness



| Overall                          | Overall Grade : 2                                                                                                                                                                                                |       | Last revision date: September 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Author: Emma Brown (Head)                                                                                                             |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Sub-criterion                    | Key criteria phrases                                                                                                                                                                                             | Grade | Summary of main strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Development                                                                                                                           |
| <b>The Quality of Education</b>  | The curriculum is ambitious and gives all pupils, including disadvantaged and SEND children, the knowledge and capital they need to succeed in life.                                                             | 2     | The school has implemented a new, progressive curriculum. Expectations are high. Priorities of independence, collaboration, resilience, perseverance and collaboration are a focus for the school. Reading is a priority. Pupils are provided with a broad and balanced curriculum. Staff subject knowledge is strong and there is a learning culture – staff seek out and engage in high quality CPD. Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND are identified early and supported effectively.                                                                                                                                                                                                                       | Continue curriculum review and redesign. Uniform planning introduction. Impact of reading focus. Review assessment changes.           |
| <b>Behaviours and Attitude</b>   | Staff and leaders create a safe, calm, orderly and positive environment in the school and the classroom. Pupils have high attendance, positive attitudes and behave consistently well.                           | 2     | The school is developing a more consistent approach to behaviour management based on research. Staff are calm and the school is orderly. Observations and conferencing show pupils develop to be confident, self-assured learners. Attendance is improving due to successful school-parent partnerships and a new policy with clear interventions. Pupils have positive attitudes to all aspects of school life and are becoming resilient, independent learners with good perseverance and collaborative skills. Behaviour management is positive and pupils manage their feelings and choices well. Those that struggle respond well to school intervention. COVID has affected pupils – many learning milestones were missed and mental health and wellbeing has been negatively impacted. | Continue to drive attendance up. Expand experience of commonalities and differences.                                                  |
| <b>Personal Development</b>      | The curriculum extends beyond the academic and provides for broader development. Pastoral care is high quality and pupils understand healthy lifestyles and relationships. Pupils are resilient and independent. | 2     | The school offers an extensive curriculum beyond the academic. A huge array of extra-curricular opportunities are on offer and the school works hard to help children develop their own interests and identities. Pupils understand how to live active, healthy lifestyles. The school are working towards a completely revamped curriculum with a heavy focus on pupil resilience, independence, perseverance, collaboration and individuality. Pastoral care is high and pupils feel safe. Staff are well trained and an extensive supportive curriculum is offered including, play therapy, ELSA support, mindfulness, Lego therapy, social skills, speech therapy and nurture sessions.                                                                                                   | Develop more opportunities for pupils to learn beyond our community. Create links with external clubs. Secondary school feedback.     |
| <b>Leadership and Management</b> | Leaders have a clear and ambitious vision which is realised through strong, shared values, policies and practice.                                                                                                | 2     | Leaders and the governing board have a clear and ambitious vision for the school. The staff team are experienced and settled, working together towards common goals. All statutory safeguarding is met and the school works hard to create a safe, secure yet challenging environment. Workload is always considered and undue burdens are removed. The school acknowledge that this can be refined still further. The school community, from staff to pupils to parents, shows strong levels of engagement. Assessment is being adapted to best support pupil outcomes.                                                                                                                                                                                                                      | Continue to meet statutory safeguarding requirements. Raise aspiration of families. Continue good CPD. Review workload and wellbeing. |
| <b>Early Years</b>               | All children, including those from disadvantaged backgrounds, do well. Children with SEND achieve best possible outcomes. The impact of the curriculum on what children know and can remember is strong.         | 2     | Early Years provision is strong. It is well led and staff have a good understanding of expectation. Pupils start school well below expectation but leave EYFS broadly in line with national GLD; this demonstrates accelerated progress. The EYFS curriculum is being revamped. It is exciting and combines a good range of self-initiated, focussed and teacher led learning. Expectations are high. The outside environment is used expertly to extend learning. Assessment is used in an effective way to ensure interventions are in place quickly. Relationships with parents are exceptional.                                                                                                                                                                                           | To keep abreast of any National changes. To expand parent workshops and school based learning. Share strong practice in the locality. |