

**LINDFIELD PRIMARY ACADEMY SEF SUMMARY 2025-26**

**SUMMER TERM 2026**

<b><u>Academy context</u></b>	<ul style="list-style-type: none"> <li>• Lindfield Primary Academy is a three-form entry primary school with a roll of 630 pupils (moved to 660 in September 2021 with a ‘bulge’ class for one year)</li> <li>• The school converted to become an academy with the University of Brighton Academies Trust in September 2015. The Trust is now to be broken up and Lindfield is to be re brokered, with due diligence taking place with Hurst Education Trust (HET) with full sponsorship on 1<sup>st</sup> June 2026.</li> <li>• The Academy has strong village and community ties and there are active links with the local churches, charities, parish council, businesses, care homes, nurseries, playgroups and secondary schools.</li> </ul>
<b><u>Areas for whole academy development 2025-26</u></b>	<p><b>TARGETS</b></p> <ol style="list-style-type: none"> <li>1. Recruitment and retention-we want to develop, keep and recruit teachers of the highest ability. This action plan will focus on just this.</li> <li>2. Curriculum- we want to continue to develop our outstanding curriculum to meet the needs of our community.</li> <li>3. Quality First Teaching-to develop and enhance the teaching in our Academy to make it the best it can be.</li> <li>4. Transition from UBAT to HET-the last year has been a challenge for our community and therefore the next one is pivotal to secure the best outcomes for our children.</li> </ol>
<b><u>Targets from previous OFSTED inspection: October 2021</u></b>	<p><b>Overall Effectiveness- OUTSTANDING IN ALL AREAS</b> There were no recommendations in the latest OFSTED report</p>

**SAFEGUARDING**

<b>KEY STRENGTHS</b>	<b>KEY AREAS OF DEVELOPMENT</b>
<p><b>‘The arrangements for safeguarding are effective. Pupils feel safe at school.’ OFSTED, Oct 2021</b></p> <ul style="list-style-type: none"> <li>• Leaders have established an open culture in which safeguarding is everyone’s responsibility. <ul style="list-style-type: none"> <li>○ <i>Staff raise safeguarding concerns appropriately and in a timely manner. Weekly Safeguarding Team Review meetings ensure concerns are discussed and actioned.</i></li> </ul> </li> <li>• Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site. <ul style="list-style-type: none"> <li>○ <i>Pupil voice is sought through the School Health Check and Year 6 Exit Survey. ‘I feel completely safe at LPA because of how open I can be around the staff.’ Yr6 Pupil</i></li> </ul> </li> <li>• Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. <ul style="list-style-type: none"> <li>○ <i>Our PSHE curriculum addresses a vast range of keeping safe topics and each year group has an attached DSL/DDSL member who delivers termly assemblies.</i></li> </ul> </li> <li>• Staff understand the signs of possible safeguarding concerns. <ul style="list-style-type: none"> <li>○ <i>Annual, in-house training specific to the school’s context is held in September, plus Safeguarding is a standing item on PDM agendas for best practice and updates.</i></li> </ul> </li> <li>• They respond by following the school’s systems confidently and consistently. <ul style="list-style-type: none"> <li>○ <i>CPOMS logs show staff’s professional curiosity and a ‘it could happen here’ attitude. These logs are consistent and in line with best practice guidance.</i></li> </ul> </li> </ul>	<p>To maintain the current strong culture and practices for Safeguarding as we move from one Trust to another.</p>

**INCLUSION**

<b>KEY STRENGTHS</b>	<b>KEY AREAS OF DEVELOPMENT</b>
<p><b>‘Leaders are determined that pupils with special educational needs and/or disabilities (SEND) benefit from the full curriculum in all its richness.’ OFSTED, Oct 2021</b></p> <ul style="list-style-type: none"> <li>• Leaders’ actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life and have ensured that they feel they belong within the school community. <ul style="list-style-type: none"> <li>○ <i>High quality provision for children with SEND and PP is closely monitored by leaders.</i></li> <li>○ <i>Children with SEND and PP have made better <b>progress</b> than children without SEND and PP.</i></li> <li>○ <i>High quality planning of the curriculum ensures all children have access a broad and balanced curriculum and are involved in activities across the curriculum; sports, residential, workshops, ambassadors and school councils. Adaptations made within the classroom made for individuals where necessary so experiences aren’t narrowed.</i></li> <li>○ <i>CPD is prioritised for all staff.</i></li> <li>○ <i>Relationships with stakeholders are strong and sustained, evidenced through emails, SIP report (February 2026) face-to-face meetings and approachability.</i></li> <li>○ <i>Teachers understand the importance of roles and responsibilities within school in developing children’s self-worth and a sense of belonging. Where appropriate, roles for disadvantaged children are allocated.</i></li> </ul> </li> </ul>	<p>To monitor provision for children on the SEND register.</p> <p>To evaluate impact of provision.</p> <p>To review the process of reporting to parents.</p>

- High standards of inclusion have been sustained over time so that barriers to learning and or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and or well-being, are reduced incredibly well to ensure highly positive outcomes and experiences for pupils.
  - *Early identification of need and vulnerabilities is embedded from before the children start school.*
  - *Leaders work in partnership with families to mitigate potential risk of outcomes not being met.*
  - *Graduated approach and frequent reviews of children’s needs are discussed in pupil progress meetings termly, with clear actions put in place to further support need.*
  - *Parents and stakeholders regularly communicated with through parents’ evenings, additional support meetings with teachers and Inclusion Team Leaders.*
  - *Half termly meetings with DST to support children and their families offered in school.*
  - *Professionals such as play therapists, speech therapists and Pupil Premium TAs are employed to meet additional needs in school.*
  - *Staff offered training opportunities such as ELSA to increase capacity for supporting children that most need it.*
  - *Assemblies and themed weeks raise awareness of various disadvantaged groups, neurodiversity and cultures.*
  - *Culture of building relationships, sense of belonging and understanding need.*
- Leaders meet the needs of pupils with SEND, and adapt the environment, teaching and the school’s wider offer in ways that support them to access education.
  - *High quality CPD and good practice shared at staff meetings and adaptive practice incorporated into quality first teaching.*
  - *Environments adapted for individuals where necessary, and whole class strategies used to meet needs of all children.*
  - *Access to external services and signposting to develop knowledge and upskill staff.*
  - *The PPG funds disadvantaged children to attend clubs enabling them to improve social connections, build confidence and support academic attainment.*

**CURRICULUM AND TEACHING**

**KEY STRENGTHS**

**KEY AREAS OF DEVELOPMENT**

**‘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.’ OFSTED, Oct 2021**

- Very high standards in the curriculum and teaching have been sustained by staff due to constant evolution.
  - *Professional development is strong, and best practice is celebrated and shared. Professional development meetings allow time for curriculum planning and discussion. Diversity in the curriculum is constantly developing in line with the identified needs of the children. SMT and SLT act as strong role models for high expectations.*
- Across all subjects and years, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful.
  - *Continued work on intent documents, knowledge rich documents and half termly overviews ensure end points for each subject are clear and learning sequences are effective. Children recall previously gained knowledge and work in books represents high levels of learning and engagement. Quality first teaching observed across all subject areas. Strong subject leadership – leaders constantly promoting and reviewing their subject areas. Formative assessment strategies used within sessions allows teachers to act quickly to ensure children keep up.*

Leaders’ actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to learning and/or well-being.

- *Quality first teaching for all. Adaptive practice is strong across the curriculum. Strong phonics scheme which filters into KS2 practice and allows children to keep up and access the wider curriculum. Effective interventions run by trained staff and carefully monitored. Curriculum is rich and offers opportunities for all to achieve. Cultural capital – events, trips and experiences provided to immerse children in their learning.*
- *Highly trained TAs provide additional support for targeted groups of pupils both in lessons and targeted interventions for specific pupils.*

To continue to celebrate diversity in the curriculum.

To assess the impact of the wider curriculum.

**ACHIEVEMENT**

**KEY STRENGTHS**

**KEY AREAS OF DEVELOPMENT**

**‘Pupils flourish at this exceptional school.’ OFSTED Oct 2021**

- Very high standards of achievement have been sustained.
  - *End of year data shows continued high achievement above national averages from EYFS to Year 6. Post-covid data levels have recovered quickly.*
- Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations.
  - *GLD, Yr1 Phonics Check and MTC data shows continued strength and sustainability. 2024-25 KS2 Maths results were the highest post-covid.*
  - *Additional monitoring of the progress for specific pupil groups (SEND/PP/GD) and discussion within Pupil Progress meetings.*
- Leaders’ actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps.

To ensure the outcomes in reading at KS2 have improved on last year.

To ensure that PP children make at least expected progress and that the gap between themselves and non-PP children narrows from last year.

<ul style="list-style-type: none"> <li>○ 2024-25 KS2 SATS results for PP chn were above or significantly above national in R, W and M. Chn with SEND make evidenced good or better progress.</li> </ul>	
ATTENDANCE AND BEHAVIOUR	
KEY STRENGTHS	KEY AREAS OF DEVELOPMENT
<p><b>'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.'</b> OFSTED, Oct 2021</p> <ul style="list-style-type: none"> <li>• Very high standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. <ul style="list-style-type: none"> <li>○ 2024-25 attendance overall was 96.5%. Year 6 Exit Survey showed 100% of pupils feel safe in school and felt that adults were there when they needed help.</li> </ul> </li> <li>• Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results. <ul style="list-style-type: none"> <li>○ The school recognises behaviour as a communication of need. Positive, praise-based and restorative practices ensure children engage with identifying their own triggers and finding ways to aid self-regulation.</li> <li>○ Where poor behaviour in school negatively impacts the child's attendance, staff intervene effectively to ensure the behaviour is addressed and the child is best supported in school, in turn raising their attendance (for example Monty L 93.7% Autumn '24 compared with 100% Autumn '25).</li> </ul> </li> <li>• Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life. <ul style="list-style-type: none"> <li>○ Children with SEND whose needs can trigger aggressive, emotional or withdrawing behaviours, impacting on their learning and development, are supported through the whole school's Zones of Regulation approach as well as specific Adapted DfE Risk Assessment documents. This ensures all staff working with a child provide consistent, timely and positive reinforcement and support</li> <li>○ Continued monitoring of the attendance of all pupil groups leads to effective intervention from staff to ensure that children's attendance improves and that this improvement is maintained. This in turn has a positive impact on how they perform in school both academically and in terms of personal development and wellbeing (for example, Pippa S-D Autumn '25 90.7% compared to 33.1% Autumn '24. Ava A 16.1% at the end of Nov' '25 compared to 59.7% at the end of Jan' '26. Logan R 100% both years. Reggie H 77.7% Autumn '24 compared to 88.6% Autumn '25).</li> </ul> </li> </ul>	<p>To continue to review and monitor the implementation of relentless routines and consistent adult attitudes in line with our Good Behaviour Code</p>
PERSONAL DEVELOPMENT AND WELL-BEING	
KEY STRENGTHS	KEY AREA OF DEVELOPMENT
<p><b>'Leaders make sure that pupils' personal development is a top priority,'</b> OFSTED, Oct 2021</p> <ul style="list-style-type: none"> <li>• Very high standards of personal development and well-being have been sustained. <ul style="list-style-type: none"> <li>○ The school's vision and quality-based curriculum intent ensure pupils leave as kind and caring, as well with developed and applicable learning and life skills such as respect, perseverance and independence</li> <li>○ School Health Check data for children in Years 4 and 6 (2024/25) shows 85% of children enjoy school, 93% feel they have an adult they can trust at school and 80% of children feel happy 'often', all above the county averages</li> </ul> </li> <li>• Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. <ul style="list-style-type: none"> <li>○ 100% of Year 6 pupils that left last year said they felt safe at LPA. 100% said they were happy at school and mentioned activities beyond the curriculum such as assemblies, trips, residential and productions. Children mention ARK training and diversity weeks as being memorable. Transition to secondary is excellent – good communication and relationships with secondary schools.</li> </ul> </li> <li>• Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. These pupils are now able to thrive in school and beyond the school. <ul style="list-style-type: none"> <li>○ Good communication with families before children start at LPA. Home visits, nursery visits, SENDCO information sharing when moving to another school. Regular DST meetings and TAFs for children with Early Help plans. Support for groups such as EAL – leaders work with families and external agencies (EMTAS) to build sense of belonging to the school community. Screening tools used for early identification of needs (SpLD) and open communication built between home and school. Transition parent meetings with secondary schools implemented for vulnerable groups of children.</li> <li>○ Pupil Premium grant has funded training and staff to support both children and parents of disadvantaged children through the WOWSI programme and ELSA role.</li> </ul> </li> </ul>	<p>To continue to celebrate diversity within the curriculum.</p> <p>To continue to monitor the effectiveness of the 2BeSafe curriculum alongside the wider PSHE curriculum.</p>
EARLY YEARS	
KEY STRENGTHS	KEY AREA OF DEVELOPMENT
<p><b>'Leaders and staff ensure that children have the best possible foundations to take them into Year 1 and beyond,'</b> OFSTED, Oct 2021</p> <ul style="list-style-type: none"> <li>• Very high standards of education and care in the early years have been sustained.</li> </ul>	<p>To develop the early years outside area to enable</p>

<ul style="list-style-type: none"> <li>○ <i>Inside and outside environments are carefully planned for to ensure opportunities for PD, CLL and PSED are embedded and constantly reviewed and improved. Quality first teaching ensures the very best start for the children. Trained and experienced teaching assistants.</i></li> <li>● Children achieve consistently well and develop the knowledge and skills to be exceptionally well prepared for their next steps. <ul style="list-style-type: none"> <li>○ <i>GLD achievements continue to be very strong. Phonics begins on day one and reading behaviours are modelled and promoted across the curriculum and into writing. Children learn academy routines and values and these become embedded early on to enable excellent behaviour for learning. Parent engagement is established before the children start to ensure strong foundations for continued support. Very strong transition project over Summer 2 to prepare children and parents for moving on.</i></li> </ul> </li> <li>● Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life. <ul style="list-style-type: none"> <li>○ <i>Nursery and home visits take place prior to children starting to allow us to plan effectively for each individual child and their needs / interests. Staff spend time getting to know the children in the environment and planning activities to ensure engagement, progression and accessibility across the 17 areas of learning. Strong teacher / parent communication encouraged- beginning and end of the day and through Seesaw / reading pop ins / etc. Staff Makaton trained. Speech and language screenings provided to target support for catch up.</i></li> <li>○ <i>Additional monitoring of progress towards ELG for disadvantaged children. Use of PP TA to support too.</i></li> </ul> </li> </ul>	<p>extended learning opportunities.</p> <p>To develop planning to ensure there is a careful balance between structured focus tasks and open-ended tasks.</p>
<b>LEADERSHIP AND GOVERNANCE</b>	
<b>KEY STRENGTHS</b>	<b>KEY AREA OF DEVELOPMENT</b>
<p><b>'Leaders demonstrate a relentless focus on improving the quality of education that pupils receive,' OFSTED, Oct 2021</b></p> <ul style="list-style-type: none"> <li>● Very high standards of leadership and governance have been sustained. <ul style="list-style-type: none"> <li>○ <i>Regular meetings and communications to link all stakeholders together. High expectations and strategic vision always in focus</i></li> </ul> </li> <li>● Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work. <ul style="list-style-type: none"> <li>○ <i>Governors attend all meetings, including PTA to complete triangulation. All aware of SDP and each governor plays a role in focusing on an SDP target.</i></li> </ul> </li> <li>● Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive. <ul style="list-style-type: none"> <li>○ <i>Progress on these groups has a focus in PPM and governors' meetings. Regular discussion and communication with these groups aids progress.</i></li> </ul> </li> </ul>	<p>To develop the role of the governing body to mirror the correct application coming from one trust to the other.</p>

## Results 2024-25

### EYFS

	2022/23	2023/24	2024/25
GLD (Good Level of Development)	<b>83% (Nat 67%)</b>	<b>81% (Nat 68%)</b>	<b>84% (Nat 69%)</b>

### Year 1 Phonics

	2022/23	2023/24	2024/25
PHONICS CHECK	<b>92% (Nat 79%)</b>	<b>90% (Nat 80%)</b>	<b>93% (Nat 80%)</b>

### Key Stage 1 SATs

	2022/23 AS 'Working at' and 'greater depth' combined. National in brackets	2023/24 AS 'Working at' and 'greater depth' combined. National in brackets	2024/25 AS 'Working at' and 'greater depth' combined. National in brackets
Reading	<b>84% (68%)</b>	<b>88% (71%)</b>	<b>85%</b>
Writing	<b>77% (60%)</b>	<b>78% (62%)</b>	<b>80%</b>
Maths	<b>84% (70%)</b>	<b>88% (72%)</b>	<b>92%</b>
Science	<b>90% (79%)</b>	<b>96% (82%)</b>	<b>97%</b>
Combined	<b>71%</b>	<b>75% (58%)</b>	<b>79%</b>

	2022/23 Greater Depth	2024/25 Greater Depth	2023/24 Greater Depth
Reading	<b>20% (19%)</b>	<b>25% (19%)</b>	<b>24%</b>
Writing	<b>11% (8%)</b>	<b>12% (8%)</b>	<b>13%</b>
Maths	<b>16% (16%)</b>	<b>17% (16%)</b>	<b>23%</b>
Combined	<b>10%</b>	<b>8% (6%)</b>	<b>11%</b>

### Year 4 MTC

	2022/23	2023/24	2024/25
Average score	<b>21.4 (20.2)</b>	<b>22.0 (20.6)</b>	<b>21.7</b>
% scoring 25/25	<b>33% (29%)</b>	<b>47% (34%)</b>	<b>49%</b>
Score 20+	<b>N/A</b>	<b>83%</b>	<b>78%</b>

### Key Stage 2 SATs

	KS2 RESULTS (National in brackets)		
	Academy Results AS - Achieved Expected Standard 2022/23	Academy Results AS - Achieved Expected Standard 2023/24	Academy Results AS - Achieved Expected Standard 2024/25
READING	<b>84% (73%) (Prog Score +0.3)</b>	<b>82% (74%)</b>	<b>77% (75%)</b>
WRITING	<b>88% (71%) (Prog Score +0.7)</b>	<b>86% (72%)</b>	<b>83% (72%)</b>
MATHS	<b>81% (73%) (Prog Score -0.9)</b>	<b>83% (73%)</b>	<b>88% (74%)</b>
SCIENCE	<b>95% (80%)</b>	<b>98% (81%)</b>	<b>92% (82%)</b>
GPS	<b>87% (72%)</b>	<b>80% (72%)</b>	<b>80% (73%)</b>
COMBINED	<b>75% (60%)</b>	<b>72% (61%)</b>	<b>69% (62%)</b>

	KS2 RESULTS (National in brackets)		
	GD (22/23)	GD (23/24)	GD (24/25)
READING	<b>41% (29%)</b>	<b>32% (28%)</b>	<b>32% (29%)</b>
WRITING	<b>20% (13%)</b>	<b>17% (13%)</b>	<b>13% (13%)</b>
MATHS	<b>23% (24%)</b>	<b>19% (24%)</b>	<b>40% (24%)</b>
GPS	<b>40% (30%)</b>	<b>39% (32%)</b>	<b>34% (32%)</b>
COMBINED	<b>10% (8%)</b>	<b>7% (8%)</b>	<b>13% (8%)</b>