

School Development Plan Lindfield Primary Academy

**2025-26
Reviewed T4**

ACTION PLAN 1 of 4

RECRUITMENT AND RETENTION

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1. RECRUITMENT AND RETENTION	Needing to improve the workload for teachers.	Teachers have a manageable workload	Review Marking and Feedback Policy	MH, JS, LD and AB	End of Autumn term	MH and JS will carry out regular book looks to ensure what they have compiled in the policy for maths and English is being adhered to and has an impact on children's learning.	This target is rated as amber due to good progress being made within it. The feedback and marking policy has been reviewed for maths and writing and the teaching and learning policy is currently being reviewed. ‘Try three before me’ does need revisiting with staff but, it is something we have done before and will be addressed by members within the
			Revisit ‘try three before me’ (HET 13)	SO	End of Autumn term	Monitoring and teacher feedback shows improved levels of independence in children's learning.	
			Review the Teaching and Learning policy (HET 2)	SLT and SMT	End of Autumn term.	SLT will use informal observations to see if the policy is being adhered to.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						SMT will use their work with teachers and release time to monitor the impact of the T and L policy upon children's learning.	team after their appraisal.
	To improve the well-being for staff.	That all staff feel valued	<p>More communication – weekly dates sheet, staff survey, online diary and weekly briefing.</p> <p>Reflection time – PDM and inset time to reflect on things focused on in recent meetings and people having the opportunity to feedback from CPD.</p>	<p>SLT</p> <p>All teaching staff</p>	Throughout the school year	Data from staff survey.	<p>This is target is amber.</p> <p>The weekly dates document is in place and part of the culture. Part of the online diary is in place with the rest going live in January. The staff survey will be carried out in the next couple of weeks.</p> <p>Reflection time has not yet happened however, is planned in for all PDM's after Christmas.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Need to support staff with parents who overstep the professional line.	That parents and carers trust our staff	Clarify systems in place for communicating with parents. System put into place for parent helpers on trips. Homework policy.	SLT AB AB	End of Autumn half term	All staff and parent community will understand procedures in place for meeting parents, being on school premises, supporting on trips etc. Staff survey.	This target is also amber. A parent/carer communication policy has been written and is with governors until it is communicated to the whole school community. A system is in place for parent helpers on trips and the homework policy is in the final stages of review.
	We need to continue CPD with our staff.	That staff feel they can professionally grow	CPD register. Ensure staff are aware of CPD opportunities available. Ensure CPD opportunities are offered fairly	AB	Throughout school year.	A comprehensive record of what CPD which members of staff have accessed will be available and regularly reviewed.	This target is only amber as feedback has not happened from CPD and as mentioned, the staff survey is yet to be completed. All other success criteria for

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						Where relevant, staff will feedback on key parts of their CPD. Staff survey.	this target have been met.
	To develop staff with using budgets due to de skilling from previous Trust	That all staff can manage a budget and resources	Training on budget usage Accountability with deadlines and budget lines Subjects given budgets In charge of their release time from their budget	SLT, CN and BP.	Throughout the school year	Budgets will be used more effectively and kept within.	This target is red as it has not been started. However, this is mainly due to us not knowing/having control of our budget at the moment.

ACTION PLAN 2 of 4- CURRICULUM

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1. CURRICULUM	We have a broad and balanced curriculum. We are developing our knowledge rich documents and half termly overviews for the wider curriculum subjects to ensure teaching sequences are refined with clear end points linked to the National Curriculum objectives.	<p>To maintain our broad and balanced curriculum without overloading subjects with content from previous years that is no longer required or purposeful.</p> <p>To outline strategies for revisiting prior knowledge at a suitable distance from teaching to ensure children are retaining learning.</p> <p>To update half termly overviews using the knowledge rich documents that</p>	<p>Develop half termly learning sequences within our knowledge rich documents and determine end points in year groups.</p> <p>Revisit / update / refresh subject intent documents.</p> <p>Update half termly overviews and use these to map coverage across the wider curriculum and spread subjects to avoid cognitive overload.</p>	LD / Subject leads / All teachers	Begin with Geography in the Autumn term and continue to focus on specific areas throughout the year	<p>Book looks</p> <p>Planning scrutiny</p> <p>Lesson observations</p> <p>Staff / pupil voice- DO CHILDREN KNOW AND REMEMBER MORE?</p>	<p>Geography intent document has been updated. Science was updated in the summer term.</p> <p>Computing and PSHE to be updated.</p> <p>Half termly overviews used as a working document in all year groups. Teaching sequences are clearly mapped.</p> <p>Staff and pupil voice to be completed.</p> <p>Work on strategies for knowledge recall.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		are based on end points taken from the National Curriculum.					Subject leads to review curriculum intent documents
	We continue to focus on improving the quality of teaching sequences across our curriculum subjects. This year's focus is on- Geography History (Art / PSHE ongoing) MFL (to be considered) Computing- E-Safety	To continue to develop knowledge rich teaching sequences in Geography and raise the profile of field work skills To continue to develop the teaching sequences in History and work on identifying and embedding the golden threads To further embed the Access Art approach with	PDM time to work in year group Teams to develop teaching sequences Maintain links with Afrori and Allsorts for CPD and pupil workshops To continue work towards the Arts Mark and increase work with the community – exhibitions to parents and local artist collaborations Pupil conferencing and lesson observations to identify strengths and areas for development with the Primary Languages Network (HET 14)		Subject leads and teachers	Book looks Planning scrutiny Lesson observations Staff / pupil voice	3 consecutive geography PDMs (18/11/25/11/2/12) have taken place with a focus on knowledge rich documents, end points and field work skills. RE knowledge rich document being trailed by RE lead to map out the sequence of learning from Jigsaw RE. Computing PDM (23/09/25) introduced '2Be

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		<p>emphasis on each stage of the process within a project.</p> <p>To further embed diversity in our curriculum</p> <p>To monitor the MFL program and its effectiveness</p> <p>Update E-safety curriculum in line with changing landscape</p>	<p>Use Purple Mash to deliver E-safety CPD for year group objectives. Review current objectives and ensure we are in line with the ever-changing landscape</p> <p>To develop a plan for gaining the evidence required to update the Artsmark and make links with community artists.</p>				<p>Safe in a Digital World' and the new PurpleMash schemes of work-TBC.</p> <p>Afrori booked for next round of ARK in February and March 2026 and Rainbow Award review booked for January.</p>
	We have a busy yearly timetable. Can we spread some of these events out over the year?	To ensure events and special weeks are planned out in advance to allow space in learning sequences	<p>Overview of year discussed and mapped out for teachers</p> <p>Consider assemblies- frequency, community engagement, class/hall</p> <p>Consider spread of the wider curriculum within our termly topic themes</p>	LD/MH/JS		<p>Planning scrutiny</p> <p>Staff voice</p>	<p>Online calendar in process and being populated ready for January launch.</p> <p>Curriculum leads collating key dates to populate.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Strong embedded values, do they need reviewing?	<p>Ensure all values demonstrate learning qualities</p> <p>Ensure all values are used and referred to</p> <p>Ensure values are celebrated and children know and understand their purpose and meaning</p>	<p>Staff voice</p> <p>Pupil voice</p> <p>Re-visit parent survey</p>	LD team		Staff / pupil voice	This target has not been started yet. We can refer to the values in the upcoming staff survey.
	Strong fidelity to RWInc with high pass rate. (HET 4)	<p>Further strengthen fidelity to RWinc</p> <p>Expectation of 94% achieving the pass rate (85 children)</p> <p>Fresh start interventions up and running</p>	<p>Develop EYFS practice further in line with new training</p> <p>Strengthen fidelity- hand signals, key phrases, less teacher talk</p> <p>Up to date training for all staff- access training across the Trust where possible</p> <p>Resources continually monitored</p>	LD / BC		<p>Carefully tracked data</p> <p>Half termly assessment cycle</p> <p>Intervention records for keep up</p> <p>Practise phonics screening 3 x in year 1 and year 2</p>	<p>Read write inc. development day 19/11/25</p> <p>Booked phonics tutoring training for teaching assistants in January</p> <p>Coaching regularly- focus on teaching assistants</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Children identified early for keep up intervention	<p>Continue subscription to the portal and move into the Trust subscription</p> <p>Intervention to keep up from day 1</p> <p>Begin phonics pop ins earlier to increase parental knowledge and engagement</p> <p>Move parent phonics meeting earlier in the year</p>				<p>5 TA training sessions taken place this term.</p> <p>Assessments analysed and used to ensure groupings are more fluid to ensure rapid progress.</p> <p>Visited Albourne to meet RWINc lead and observe sessions with a view to focussing on our storybook training.</p> <p>HET learning walk booked for January to focus on Rwinc.</p>
	<p>We are in a good position in maths.</p> <p>Good scheme/good outcomes</p>	Even better outcomes for maths and GD across all year groups	<p>Monitor subscriptions and effectiveness</p> <p>Focus on GD across year groups</p>	JS/LD		<p>Assessment data</p> <p>Lesson observations</p> <p>Book looks</p>	HET maths lead visit to conduct lesson obs and book look 1/12/25.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			<p>Planning CPD and support</p> <p>Increased sessions in EYFS and consider maths books for recording independent and focus tasks</p> <p>Increase effective feedback to pupils</p> <p>Ensure consistency of daily maths lessons across all year group with fidelity to White Rose and/or NCETM.</p>			<p>Marking and feedback policy</p>	<p>EYFS using maths books to record focus tasks.</p> <p>Year 1 using Mastering number (NCETM) alongside WhiteRose to enhance planning and teaching.</p> <p>GD maths group once a week</p> <p>GD enrichment opportunities at Hurst and Southway</p> <p>Years 5 & 6 focus maths groups</p> <p>Marking and feedback Autumn boo look- policy refreshed and 'tightened'. PDM time used to update staff.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
							Christine Lea-booster teacher for small groups Pupil voice – Maths Masters pupil role created
	To improve the children’s reading experience and attainment in KS2. (HET SDP)	Reading for pleasure across all year groups Increased reading fluency in ks1 Increased comprehension in ks2	Investment in reading (HET SDP) CPD Increased staff/pupil engagement – reading journals Monitor pupil engagement in whole class reading sessions Consider effectiveness and frequency of reading sessions across ks2 Effective intervention- Fresh start	LD/MH/BC		Book looks Planning scrutiny Lesson observations Staff / pupil voice	Reading for pleasure award is underway and evidence is being gathered. NTS assessments completed for Autumn term in years 3-5. Year 2 and 6 do practise SATS. Boost insight being used for analysis of results. Year 3- 66% expected or higher Year 4- 74%

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			<p>Continued events- authors etc.</p> <p>Carefully monitored progress NFER tests</p>				<p>Year 5- 77%</p> <p>Focus on discrepancy between boys / girls.</p> <p>Reading for pleasure PDM 30/9/25</p> <p>Good practice session introducing the reading newsletter and the Teams channel for RFP and reading ambassadors.</p> <p>PDM to be arranged for whole class reading support.</p>

ACTION PLAN 3 of 4 Quality First Teaching

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1. Quality First Teaching	The behaviour of children at LPA is consistently very good (100% of Year 6s said they felt safe at LPA in the exit survey and 93% of parents said behavior was good in the Parent Survey). There has been pupil feedback about low level behaviours which impact their enjoyment of school outside of the classroom, especially at play times, which can spill in to learning time.	<p>To have external auditors grade behaviour for learning 'excellent' in the classroom across the academy</p> <p>To retain pupil voice responses of 100% of children feeling safe at LPA</p> <p>To have pupil voice evidence identifying improvements in excellent behaviour around the school,</p>	<p>We will revisit the Good Behaviour Code and Staff Code of Conduct with all staff and monitor the implementation of relentless routines and consistent adult attitudes</p> <p>We will hold termly pupil conferencing to gain pupil voice on behavior trends in and out of the classrooms (School Council to assist)</p>	<p>NG with all staff SLT to monitor</p> <p>AB and NG</p> <p>SLT</p>	<p>PDMs in Sept Ongoing monitoring with focus esp in Aut</p> <p>Termly</p>	<p>SLT will compile a general report on findings from their monitoring during the Aut term. Teacher feedback will give an indication if less time is lost to low-level behaviours</p> <p>Minutes of meetings will be recorded with specific trends in behavior in class, assembly, corridors, lunch and play analysed</p>	<p>Aut: Behaviour Code revisited with push on relentless routines and new arrangements for assemblies and lunchtimes</p> <p>Aut: School Council and Pupil Voice Safeguarding group canvasses for opinions – added to Safeguarding Action Plan</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		especially at playtimes <i>(HET Trust-wide SDP)</i>	<p>We will review playtime and lunchtime routines, including the way children arrive/leave these times and implement changes to ensure calmer and safer transitions</p> <p>We will review and edit individual behaviour risk assessments to ensure these key pupils feel happy and safe in and outside the classroom <i>(HET Trust-wide SDP)</i></p>	CB and NG	By Dec Ongoing	<p>Pupil voice will positively identify improvements in playtime behaviour, including start and end routines</p> <p>Safeguarding Triangulation agendas will evidence those children on specific plans. These plans will be updated and recorded in pupil files</p>	<p>Aut: Behaviour Code revisited with push on relentless routines and new arrangements for assemblies and lunchtimes</p> <p>Aut: Triangulation Agendas outline ongoing reviews of individual chn's risk assessments</p>
	The teaching at Lindfield is recognised as excellent. However, being a large school with so many teachers, we must continue to ensure a consistency in teaching that means every child receives the very highest standards.	To have the teaching across our whole academy rated as 'excellent' by external observers <i>(Link to HET SI document - point 7)</i>	<p>We will monitor and review teaching in classes to ensure high standards of teaching in all year groups.</p> <p>We will engage fully with the HET MER cycle, acting on feedback and identifying strong practice which can be shared with others</p>	SLT SLT	Ongoing Ongoing	HET reports and feedback, lesson observations, book looks, pupil voice and pupil progress meetings will indicate where excellent teaching has taken place and identify where support needs to be put in place	Aut: Leaders have joined MZ as part of lesson visits. MS carries out regular lesson pop-ins

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			<p>Further CPD for teachers will be provided around identified areas of development. This will include continuing training on using adaptive teaching techniques, formative assessment and effective use of marking and feedback</p> <p>We will take an active part in HET collaboration opportunities, encouraging subject leaders to share best practice with our teachers through PDMs</p> <p>We will collaborate with external agencies to effectively support children with barriers to learning in the classroom environment</p>	<p>CB/NG and all staff</p> <p>SLT and all staff</p> <p>CB</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff meetings throughout the year will focus on use of adaptive practice and QFT. Inclusion lead and SLT will monitor through triangulation of observations, book looks and meetings with staff.</p>	<p>Aut: CPD opportunities delivered through RWI development day, online training and HET INSET sessions</p> <p>Aut: Involved in visiting other HET schools for EY, SEND and curriculum provision. Maths Lead working with HET Lead.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	<p>Teachers at LPA already have high expectations for children with SEND to make at least expected progress from their baselines. Despite this, we want to achieve even better outcomes for this key group of pupils.</p> <p>Last academic year 83% of children with SEND made expected or better progress in reading, writing and maths.</p>	<p>To observe a fully consistent approach from all teaching staff towards SEN children in their classes.</p> <p>To develop a more strategic view from Inclusion lead rather than operational</p>	<p>We will arrange CPD for TAs with the social communication team in supporting children with SEND.</p> <p>The Inclusion Lead and external auditors will monitor the quality of teaching for SEN children during lesson visits</p> <p>We will employ another member of the SEN team to support the operational duties, allowing the Inclusion Lead time for strategic planning and implementation of strategies.</p> <p>We will allow the Inclusion Lead to work from home one day a week to ensure full focus is on strategic direction and planning</p>	<p>CB</p> <p>CB and HET</p> <p>CB/JR</p> <p>SLT</p>	<p>Autumn term '25</p> <p>Starting with visits in the Autumn term, then ongoing</p> <p>Autumn '25</p> <p>Autumn '25</p>	<p>Feedback from staff and observation of practice, triangulating with data</p> <p>Feedback and monitoring reports. Improvements from previous observations and feedback</p> <p>HET reports will outline a shift in the Inclusion Lead's role, identifying the positive impact this change has had in writing</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		<p>To use physical adjustment resources, such as standing desks and flexible seating, with those children showing specific need. <i>(Link to HET SI document - point 12)</i></p> <p>To further investigate the use of PODs/Nests/regulation stations to support the needs of children with SEMH <i>(HET Trust-wide SDP)</i></p> <p>To record focused assessment and monitoring of the</p>	<p>We will identify children that require reasonable physical adjustments, starting with the children where it is evidenced in their EHCPs and monitor the effectiveness of the use of resources</p> <p>We will continue to use Regulation Stations within or outside every class.</p> <p>We will continue to use The Glade as a space for children calm, reflect and work</p> <p>We will run a teacher twilight session on using Insight as our new assessment tracking system</p>	<p>CB/SLT and all staff</p> <p>All staff</p> <p>All staff</p> <p>NG</p>	<p>Autumn '25 then ongoing</p> <p>Autumn '25</p> <p>Ongoing</p> <p>Autumn '25</p>	<p>Lesson visits will identify where physical adjustments are being used. Children in receipt of these will be discussed in Pupil Progress to evaluate the impact of this use</p> <p>Regulation Stations will be identified as operational during SLT walk rounds</p> <p>Staff and pupil feedback will be evident on use of Regulation Stations and The Glade</p> <p>Children with SEND will have their specific progress and attainment towards their IEP or EHCP</p>	<p>Aut: Twilight held to introduce Insight as a data assessment tool. Reports created and</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		<p>progress of individual children with SEND.</p> <p>To strive for 100% of children with SEND to make at least expected progress.</p>	<p>We will use Insight and Pupil Progress Meetings to monitor the progress of children with SEND and identify where gaps are that require further intervention (<i>HET Trust-wide SDP</i>) and where children can be stretched and extended to challenge and meet potential (<i>Link to HET SI document - point 11</i>)</p> <p>We will continue our work on adaptive practice through sharing good practice at PDMs/CPD</p>	<p>NG/CB</p> <p>NG/CB</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>academic goals outlined on Insight Insight and Pupil Progress Action Plans will outline the targets, actions and progress of children with SEND</p> <p>Adaptive teaching techniques will be evidenced in lesson visit feedback</p>	<p>used to identify attainment of SEND chn</p>
	<p>Children at Lindfield attain well and the academy performs above national averages in the vast majority of its statutory assessed years. However, we recognise that there are some children</p>	<p>To achieve data in statutory-assessed year groups that increase on last year and track above national averages. Targets are:</p>	<p>We will engage fully with the HET MER cycle, using their support and expertise and learn from what has worked in other schools to gain the very best</p>	<p>All staff</p>	<p>Ongoing</p>	<p>HET reports will identify progress being made towards supporting key groups of children make good or better progress</p>	<p>Aut: Leaders have joined MZ as part of lesson visits.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	not attaining the expected or GD standards who have the potential to do so. This has been evident in Reading and Writing in particular.	EYFS GLD = >85% Yr1 Phonics = >94% Yr4 MTC = >50% achieving 25/25 Yr6 SATs: Read = 90% EXS 40% GD Write = 87% EXS 20% GD Maths = 90% EXS 40% GD Comb = 85% EXS 17% GD	outcomes we can (<i>HET Trust-wide SDP</i>) We will ensure that there is a focus on those children with the potential of reaching GD in Pupil Progress Meetings, discussing opportunities for challenge and extension (<i>Link to HET SI document - point 9</i>) We will put a specific focus on aiding the Year 6 children in receipt of Pupil Premium who have the potential to attain GD, reach this level (<i>Link to HET SI document - point 9</i>) We will study the new writing framework and run PDMs to help teachers identify GD writers across all year groups and phases	NG and SLT RA LD and MH	Termly Ongoing Ongoing	Children with the potential to attain at the greater depth standard will be evidenced on teachers' Pupil Progress Action Plans The progress and attainment of the PP children in Year 6 will be recorded by the PP Lead, alongside an outlined costed provision map for each individual PDM minutes will show the dissemination of best practice linked to the new writing framework. Books and moderation will	Aut: New Pupil Progress Proforma created and used in Autumn which has specific focus on identifying, goal setting and plans for GD pupils

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			<i>(Link to HET SI document - point 8)</i>			evidence the framework in use	
	UoBAT schools have historically used Target Tracker and, currently, it's successor, Sonar. HET schools use Insight and this led to difficulties in reporting, analysing and comparing data at the end of the last academic year.	<p>To ensure all teachers are recording summative data on Insight by autumn half term.</p> <p>To embed Insight and it's wider recording and reporting functions across the academy by the end of the academic year.</p>	<p>We will run a teacher twilight session in Term 1 to get staff using the new system quickly and effectively</p> <p>We will ensure that all teachers have recorded their summative assessment judgements for all foundation subjects from the end of Term 1 onwards</p> <p>We will explore the reporting and further analysis tools within Insight ready to apply from next academic year</p> <p>We will ensure that Lindfield aligns its data collection and reporting</p>	<p>NG</p> <p>Teachers</p> <p>NG and SLT</p> <p>NG</p>	<p>By Oct half term</p> <p>By Oct half term</p> <p>Ongoing</p> <p>By July 2026</p>	<p>A twilight will be attended by all contracted to work teachers</p> <p>All summative judgements will be used as part of Pupil Progress Meetings in Nov 2025</p> <p>Analysis tools and reporting features will be evident in Assessment Lead's reporting to staff/SLT/parents/HET and Govs</p> <p>LPA data will be included in HET</p>	<p>Aut: Twilight held to introduce Insight as a data assessment tool.</p> <p>Aut: All teachers have recorded summative judgements in all subjects using the new tool</p> <p>Aut: Assessment Lead has created overview Headlines and used Reports function to identify attainment for key pupil groups</p> <p>Aut: LPA has begun to move towards aligning data captures with HET</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			with other HET schools (Link to HET SI document - point 10)			produced comparison charts at the end of Term 6.	requirements, including offering full data for Nov data drop

ACTION PLAN 4 of 4- Transition from UBAT to HURST

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
i		Being collaborative with other schools	Attending Trust and locality meeting.	SLT	2025-26		This has been rated as amber as there has been progress

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Lindfield has worked very closely with Blackthorns, but not as much with other schools.	in the Trust and locality	Getting involved with other schools within the locality and Trust Inter trust PE competitions (HET SDP) Writing a clear list of cross working for staff with subject leadership (HET 17)	SMT SMT ABM/SLT	2025-26 2025-26 2025-26	Success in children attending locality/trust events Success in children attending locality/trust events Success in children attending locality/trust events Staff engaged with events that locality and HET put on.	with HET schools such as INSET, lesson drop ins, HET Heads and Maths leads meetings. It has been good to be involved with HET and understand the way of their working. We have also been involved in SALT moderation, heads meetings and planning the locality INSET, which Lindfield are hosting.
	Lindfield needs to assist in the completion of due diligence	Lindfield to be a Hurst school asap	Completion of due diligence exercises, such as School Improvement, budget, premises, staffing/HR	ABM/SLT	2025-26	Successful completion of due diligence exercises and transfer to HET	This is in progress but there is little that the school can do which they are in control over.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			SCR review of outgoing UBAT central team members. (HET 1)	ABM	Jan 2026	SCR updated with new information and up to date staff.	The ABM has been in touch with HR and Finance on both sides, in understanding the process. Expecting transfer on 1 st June 2026.
	Lindfield stakeholders not happy with the current produce from Chartwells. (financially and food)	For a better provider to give our children more nutritious food.	Cancelling the Chartwells contract Having another provider in place	ABM/SLT	Sept 2026	Cancelling the contract with WSCC and moving to a new provider for Sept 2026	Lindfield have already opted out of the Chartwells contract and now have signed into agreement with ISS. Kitchen to be repropose over the summer ready for September 2026
	LPA requires urgent playground improvement.	Children of the school have better play space to	By gaining work for Early years outside space (HET 3) This has	ABM/SLT	Jan 2026	For Early Years playground to be extended for the	Early Years- funding has been granted by

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		discover, learn and play	<p>been stalled under UBAT whilst the transfer is taking place, with PTA funding, so this needs to be picked up by HET / LPA during the transfer</p> <p>By accessing the S106 from WSCC. (HET 15)</p> <p>By improving the Year 1 outside area</p> <p>By improving the general school appearance-painting/furniture</p>	<p>ABM/MS</p> <p>ABM/SLT</p> <p>ABM/SLT</p>	<p>Jan 2026</p> <p>Spr 26</p> <p>2025-26</p>	<p>current new starters by Spring 2026</p> <p>Projects set aside for the S106 money to be in the process of starting by Summer 2026</p> <p>Contract with a new firm to improve the year 1 area-budget needs to be approved.</p> <p>Premises team supported with a bigger team or less schools to work with. Use of 'make our school look</p>	<p>PTA and awaiting release of funds from our budget when HET transfer over.</p> <p>S106- WSCC has approved money and now we are discussing the process to begin. We have sent requests to WSCC as to how we would like to use the money for the playground extension and SEND hub. Money on hold until after transfer.</p> <p>Quotes have been received</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						great' days by the PTA	and shared with staff. Classrooms in the process
	Communication with stakeholders is good, need to maintain this during the transfer between Trusts	All stakeholders to have a voice and have been heard. Governance model needs to be adjusted and communicated.	Regular communication (HET 16)	SLT/govenors	2025-26	Clear newsletter articles, letters when needed, visible presence on gates and community.	Sent out letters from UBAT when needed. Governance will change and now beginning to focus on meetings for a new Finance Sub Committee. Letter written to Regional School Director to speed process up.
	Supportive and clear policies and procedures from UBAT in place	To use these documents as ours when joining Hurst	Editing and coping UBAT policies (HET 6)	Admin staff / ABM/ SLT	Jan 2026	All statutory policies on the website ready for the transfer completion.	Still have access to all UBAT policies. A member of SLT will oversee an improvement cycle of the policies

