

SCHOOL DEVELOPMENT PLAN SUMMARY
For

LINDFIELD PRIMARY ACADEMY

2025-26
Reviewed T4

Strategic Priority	WHY	Where are we now	MST2	MST4	MST6	Where do we want to be?
<p>1. Recruitment and Retention</p>	<p>The need to develop and retain high quality teaching staff at our Academy is paramount in delivering Quality First Teaching and therefore outcomes for all children.</p>	<p>The quality of teaching across the school is very high. Teacher retention this year was incredibly high with only three teachers leaving us. One retired, one went travelling and one was unsuccessful in gaining a permanent contract.</p>	<p>Marking and feedback policy to have been refreshed with staff and reviewed. Any necessary changes then made and communicated to staff.</p> <p>Try three before me revisited with staff and reviewed.</p> <p>Teaching and learning policy reviewed, adapted as necessary and communicated with staff.</p> <p>Weekly dates to be part of the culture.</p> <p>Online calendar to be regularly used with additional calendars added for additional shared spaces.</p> <p>Policy for communication with parents to have been written and shared with staff and wider school community.</p> <p>System for parents helping on trips to have been clarified and shared with staff and wider school community.</p> <p>Homework policy to have been reviewed and communicated with staff and wider school community.</p>	<p>Any further changes to marking and feedback policy after review to be made and communicated to staff.</p> <p>'Try three before me' fully embedded across the school.</p> <p>Staff to receive further training/support with teaching and learning policy.</p> <p>Staff survey to have been completed to understand impact of changes already made and identify next steps.</p> <p>Opportunities to reflect on PDM's, insets, training etc to have been built in and the effectiveness of this reviewed to identify next steps.</p> <p>CPD opportunities to have been communicated frequently with many staff accessing these and having the opportunity to feedback to staff where appropriate.</p> <p>To make clear to subject leaders their budgets and to begin training with them as to how to use those budgets effectively.</p> <p>Homework policy fully embedded across school.</p>	<p>Staff to have received training/support with changes made to marking and feedback policy (if any)/marking and feedback policy to be embedded across the school.</p> <p>Teaching and learning policy fully embedded across the school.</p> <p>To have a completed CPD register that will help inform next year's areas for priority.</p>	<p>To have a fully embedded marking and feedback policy that ensures children receive effective feedback that impacts their learning and that teachers have a manageable workload in relation marking and feedback.</p> <p>To have a fully embedded teaching and learning policy that includes 'try three before me' as part of the culture across the school.</p> <p>To ensure that communication is effective across the school and between staff and the wider school community and that this is reflected in the staff survey.</p> <p>To ensure that we have a detailed record of CPD over the academic year to identify areas/members of staff to focus on going forward and that CPD accessed is shared with staff where necessary/appropriate.</p> <p>To ensure that staff are aware of their budgets and have received training as to how best to use these.</p>

<p>2. Curriculum</p>	<p>We want to maintain our broad and balanced curriculum without overloading subjects with content from previous years that is no longer required or purposeful.</p>	<p>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>	<p>To focus on teaching sequences in Geography. Each year group to revisit their end points on the knowledge rich documents and use this to inform their half termly overviews and year group intent documents.</p> <p>To update our E-Safety objectives and ensure E-safety Salamander is being used regularly.</p> <p>To develop a plan for gaining the evidence required to update the Artsmark.</p> <p>To use PDM best practice slots to raise the profile of reading and provide support on whole class reading sessions.</p> <p>To continue to improve diversity in the curriculum and celebrate Black History Month (African drumming, black authors and significant people)</p> <p>Rwinc coaching is taking place regularly to improved practice and fidelity. Year 1 children identified for rwinc catch up</p> <p>To provide a termly overview of key dates for staff to forward plan.</p>	<p>To have planning documents that demonstrate rich sequences of learning in Geography.</p> <p>To have E-safety objectives clearly mapped out on half termly overviews.</p> <p>To have local artists visit as inspiration for a whole school art project.</p> <p>Early years have a focus on phonics catch up. Year 1 interventions are regular, and the impact is monitored. Parent pop ins to begin.</p>	<p>To observe confident geography lessons that have clear leaning objective</p> <p>To observe confident e-safety lessons that have clear leaning objective</p> <p>To showcase an art project with parents.</p> <p>To celebrate Pride month and continue work on significant figures.</p>	<p>All subject leaders are clear on their subject intent, implementation and impact.</p> <p>Subject intent documents are revisited and revised.</p> <p>Learning sequences and end points for geography and e-safety are clear and the children are able to talk about their learning confidently.</p> <p>Reading data at the end of year 6 is improved and in line with the very strong key stage 1 results.</p> <p>To achieve 94% minimum in the phonics screening.</p> <p>To have a higher percentage of pupils reading for pleasure.</p>
<p>3. Quality First Teaching</p>	<p>Our children deserve the very highest standards of teaching so that they can reach their full potential. Quality First Teaching is proven to be the greatest resource in delivering improved progress and attainment.</p>	<p>We already have very good behaviour, excellent teaching and strong data outcomes. However, there is always room for improvement.</p>	<p>To 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>To have the teaching across our whole academy rated as 'excellent' by external observers</p> <p>To use physical adjustment resources, such as standing desks and flexible seating, with</p>	<p>To achieve data in statutory-assessed year groups that increase on last year and track above national averages.</p> <p>To record focused assessment and monitoring</p>	<p>We want to have as many of our children as possible attaining at their true potential. This means increases in percentages of children attaining at the expected and greater depth levels, as well as specific evidence of progress and</p>

			To ensure all teachers are recording summative data on Insight by autumn half term.	those children showing specific need.	of the progress of individual children with SEND.	attainment for children with SEND or in receipt of the Pupil Premium
4. Transition from UBAT to HET	There is an enormous amount of work to do for the smooth transition between UBAT and HET. This will take priority.	We are in between UBAT and HET Trusts. Policies and procedures need to be moved over and put in place by Jan 26. Communication needs to be clear to stakeholders. Budgets need to be approved and S106 money needs to be secured.	To enable due diligence to take place for the smooth transition from UBAT to HET. Transfer date is scheduled for Jan 26.-now 1 st March 2026 Policies and procedures to be moved across. Work and engage with other Trust schools.	Budget to be approved. S106 money to be agreed, play spaces to be agreed and contractors organised.	Consider other school meal providers for value for money and quality of final product.	By the end of the summer term 2026, Lindfield PA will hopefully be a proud member of HET, with contented and happy staff, strong results and an infrastructure, supported by HET, moving the Academy forward.