



SUMMARY OF SELF- EVALUATION

April 2023

Summary SEF Judgements

Overall Effectiveness: **Outstanding**

The Quality of Education: **Outstanding**

Leadership & Management: **Outstanding**

Personal Development: **Outstanding**

Behaviour & Attitudes: **Outstanding**

Early Years: **Good**

Key to Colours

Green text:	These criteria are fully met
Turquoise text:	Evidence for statements
Purple Text:	School Development Plan reference
Amber text:	These criteria are partly met
Red text:	These criteria are areas for further development

All judgements are based on robust school self-evaluation.

This evaluation is updated regularly. Evidence is collected from a range of sources including lesson observations, book scrutiny, talking to learners, staff and parents and analysis of data.

All staff and Governors contribute to evidence included in the SEF. It is shared with the Local Authority and influences key actions in the short term and priorities for the school development plan.

CONTEXT

In May 2019, the School achieved a 'Good' with outstanding elements Ofsted inspection.

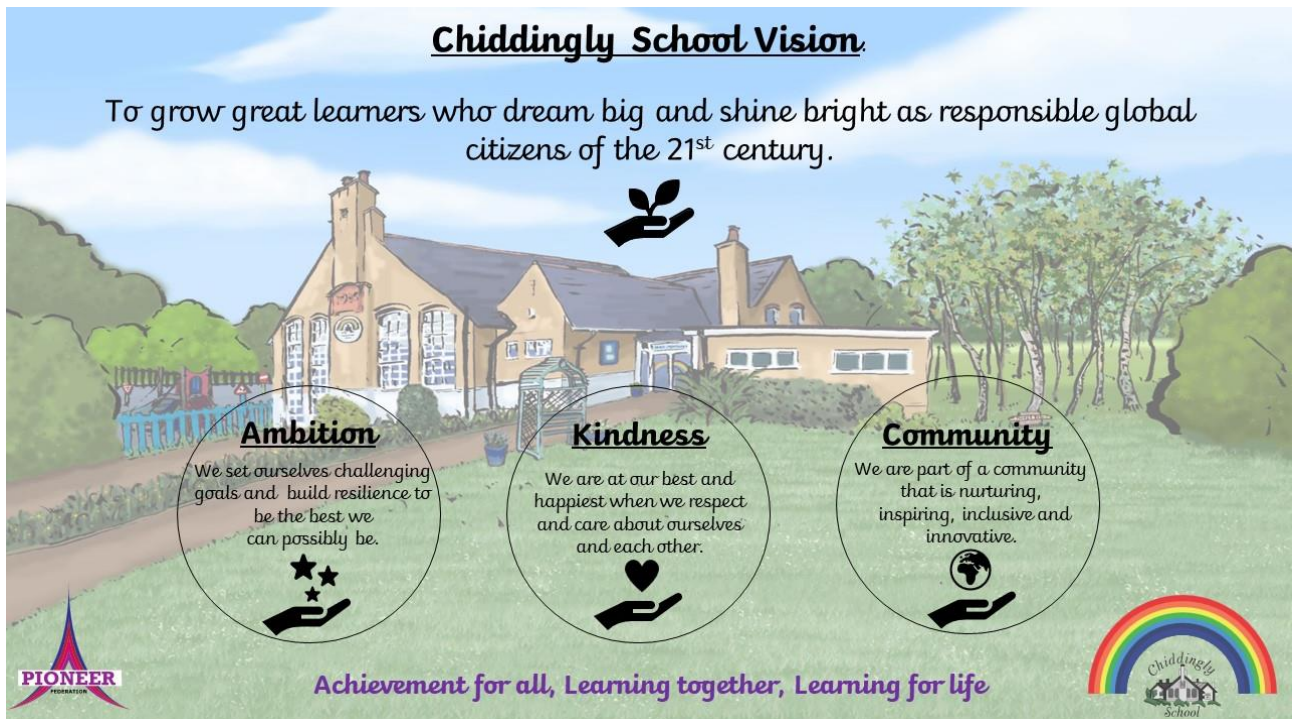



Chiddingly Primary
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The Pioneer Federation consists of 4 Primary schools and has an outward facing approach to school improvement. The Executive Head now splits his time equally between the 4 schools and the 4 schools work very closely & collaboratively in all aspects of school development- e.g. shared subject leadership, combined budget etc. East Hoathly Primary federated with Chiddingly Primary in November 2015. In September 2017 the federation went to a soft partnership with St Mary's CE Primary in Hartfield and Federated in September 2018. In September 2020, the federation went into a soft partnership with Park Mead Primary and they joined the Federation from September 2021.

Mrs Kayleigh Vile was appointed as the full time Head of School at Chiddingly from September 2020. In July 2022, end of Key Stage 2 Maths and reading outcomes were in the top 5% of all East Sussex schools with strong positive progress in all subjects. All other cohort outcomes were mostly above national average with strong progress from starting points. 80% of teaching and learning is outstanding and all teaching is good+ with action plans in place for all teaching/learning to be outstanding 22/23.

We believe that Chiddingly Primary School is at present an 'Outstanding School'.



 <u>Chiddingly Primary School Context & Details</u>	
Executive Headteacher	Mr James Procter
Head of School	Mrs Kayleigh Vile Senior Teacher: Erin Mackerness
Chair of Governors	Mr Alan Brundle
Unique reference number	114391 DFE No: 8402056
Local authority East Sussex	East Sussex
Type of Federation/Partnerships	Pioneer Federation of 3 schools and Nursery
Age range of pupils	4-11
Gender of pupils	Mixed

Number of pupils on roll	Number on roll: 102 Reception: 15 Year 1: 13 Year 2: 15 Year 3: 15 Year 4: 15 Year 5: 16 Year 6: 13 Boys: 50 (49%) Girls: 52 (51%)
Number of pupils eligible for pupil premium	20/102= 20%
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	19/102= SEN 19% 1/102= EHCP 1%
Appropriate authority	East Sussex County Council
Date of previous Ofsted inspection	May 2019
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	Continue to develop pupils' comprehension and vocabulary throughout the school Implement the new curriculum in all classes throughout the school.
Key performance indicators for the next 3 years	See SDP Section 1 and OUTCOME SDP section
Budget information	3 year plan- deficit free
Telephone number	01825 872307
Website	www.pioneerfederation.co.uk
Email address	office@chiddingly.e-sussex.sch.uk

Progress made by the school on areas of development identified in the last full Ofsted inspection



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ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2020-22' SCHOOL IMPROVEMENT PLANS

Ofsted Areas for Development – May 2019	Progress Made
<p>Implement the new curriculum in all classes throughout the school.</p> <p><i>Chiddingly Ofsted 2019- to ensure that the Pioneer curriculum fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.</i></p>	<p>This area of development has been <u>achieved</u>. We know this because the full curriculum is represented through children's book and planning of all subjects – as shown against the 2 year cycle of curriculum.</p> <p>2020 –2022: New curriculum fully embedded across all cohorts. Book audits and triangulations show this full coverage in place and pupil voice showing that they feel challenged and inspired by the curriculum in place. Curriculum continues to evolve with federation subject leaders taking more responsibility for curriculum sequencing (see Road Maps), outcome statements and monitoring of standards. As the federation expands, new ideas are feeding into the curriculum maps to ensure they remain current and enticing. See book monitoring records, evaluated curriculum maps, pupil voice and SIP LA reports.</p> <p>Data and deep dive analysis shows that pupils are making strong progress in all areas of the curriculum with no narrowing in any subject area. See datawall and SL reports.</p> <p>See SDP 20-22 Key Priority 1.5.</p> <p>New EYFS curriculum designed and embedded 2021-22- see SDP section 5</p> <p>2022/2023- To continue to develop the <u>Pioneer curriculum</u> to ensure that that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. Ensure the road maps and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. See SDP 22/23 1.1.</p>
<p>Continue to develop pupils' comprehension and vocabulary throughout the school.</p> <p><i>Chiddingly Ofsted May 2019- To ensure that pupils' reading comprehension and vocabulary develops throughout the</i></p>	<p>This area of development has been <u>achieved</u>. We know this because it is explicitly planned for and delivered in all subjects. Pupil outcomes have improved year on year with a significant increase of EXS and GDS in Literacy.</p> <p>2020 –2022: New KS2 reading book banded system and new library in place. See pupil and parent feedback and also the KS2 reading outcomes 2020 & 2021. Comprehension skills now a specific part of literacy planning and weekly delivery. See comprehension pupil books and planning. QLA showing that comprehension and</p>

school & KS2 reading scheme in school is addressed. 'Some older pupils find it difficult to read and understand complex words and ideas in the books that they are reading. You have addressed this by teaching more comprehension and vocabulary, but this has not had enough impact on skills for some pupils. Pupils also often choose to read books they bring in from home. These books are not always well matched to the pupils' reading ability. Some pupils' reading progress is hampered because they can decode the words in the books but lack comprehension of the story that they are reading.'

vocab development much stronger. Key vocabulary is used as part of all lessons, displays and learning to ensure children understand and use it accurately in their learning. [See SIP reports and SLT triangulation records](#)

Little Wandle phonics scheme and decode-able books in p; ace April 2022. Comprehension directed teaching also part of KS1 planning.

See SDP 20-22 [Key Priority 1.2](#)

Reading [KS2 2022](#) attainment outcomes above NA and positive progress.

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	
Year 6 Reading	20%	80%	33%	74%	

Outcome Areas for Development 20-22

Year 6 GPS GD to at least match NA. ('18'= 14%, '19'= 7%, NA= 34%).

GPS 'expected' to reach NA ('19'= 64%, NA=79%).

Maths GD/Progress (-2-2) to reach NA ('18'=14%, '19'=7%, NA=22%).

Reading GD/Progress (-1.5) to reach NA ('18'=7%, '19'=14% NA=25%).

Year 2 - Maths GD to at least reach NA. (2020 13%, NA 20%)

[See 2020 & 2021 OUTCOME section below](#)

See also Year 6 SAT outcomes excel sheet (attainment outcomes for 2021 achieved)
All 2021 outcome targets met.

[See 2021-22 Datawall](#) – school inline to reach all predicted targets and address 2019 data dip and reach at least NA across all subjects in all year groups. See summary chart below.

[All 2022 target met- See chart below.](#)

In July 2022, end of Key Stage 2 Maths and reading outcomes were in the top 5% of all East Sussex schools with strong positive progress in all subjects. All other cohort outcomes were mostly above national average with strong progress from starting points.

2022 Data Summary –Yr. R, 1, 2,4 & 6

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	20%	80%	33%	74%	18%
Year 6 Writing	13%	87%	27%	69%	13%
Year 6 Maths	7%	93%	47%	71%	22.5%
Year 6 Combined	4 chn 27%	11 chn 73%	3 chn 20 %	59%	7.3%
Year 6 GPS	27%	73%	40%	72%	28%

Context:

15 children in Year 6 1 child = 6.7% SEND = 33% 0 chn with EHCPs in the year group

Year 4 MTC

Average score: 18 % of chn scoring 18+/25 = 60%

Year 1 and 2					
	Teacher assessment 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	14%	86%	21%	67%	18%
Year 2 Writing	14%	86%	14%	57%	8%

Year 2 Maths	7%	93%	14%	67%	15%
Year 2 Combined	7%	86%	7%	54%	6%
	Year 1		Year 2		Year 1
Phonics	87 %		0 retakes		76%

Context:

15 children in Year 1

14 children in Year 2

1 child = 6.7 %

1 child = 7.1%

SEND = 20 %

SEND = 14%

0 chn with EHCPs in the year group

EYFS			
	Validated teacher assessment 2022		National 2022
	WTS	ELG+	ELG
Year R Reading	18%	82%	68%
Year R Writing	18%	82%	68%
Year R Maths	27%	73%	76%
Year R GLD	27%	73%	64%

Context:

11 children in Year R 1 child = 9.1% SEND: 4 children = 36 %

Chiddingly Outcome Summary '2019- 21'

T6 2019/20 School Datawall



Chiddingly T6
Datawall 2019.pdf



Chiddingly T6 VG
Datawall 2019.pdf



Chidd 2020 data.docx

LA School Datawall



Chiddingly Primary
School_2056_2019 SI

Chiddingly School data – KS2 2021

	Chiddingly 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	15%	85%	54%	73%	27%
Year 6 Writing	23%	77%	7.7%	78%	20%
Year 6 Maths	15%	85%	15%	79%	27%
Year 6 Combined		77%	1 child 7.7%	65%	11%
Year 6 GPS	15%	85%	38%	78%	36%
Year 4 Multiplication Test	Average score: 15.3/25 70% achieving over 50%				

Context:

Year 6

13 children in Year 6 1 child = 7.7% 3 x SEND (23%) (1 x EHCP 1x pending EHCP) 0 x PPG

- o 1 pupil achieved EXS in writing having achieved WTS at KS1
- o 1 pupil achieved EXS in Reading having achieved WTS at KS1
- o 3 pupils achieved GDS in Reading having achieved EXS at KS1

- o 2 pupils achieved EXS in Maths having achieved WTS in KS1

Year 4

10 children in year 4 1 child = 10% 1 x SEND (10%) 4 x PPG (40%) 1 pupil significantly below will receive targeted support and intervention in year 5

Chiddingly School Data – KS1 2021

	Chiddingly 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	28%	72%	36%	75%	25%
Year 2 Writing	28%	72%	21%	70%	13%
Year 2 Maths	14%	85%	28%	75%	22%
Year 2 Combined		72%	14%		
	Year 1		Year 2		
Phonics	71% EXS		1 retake 100 % EXS		82%
				82%	91% of cohort

Context:

Year 1

14 children in year 1 1 child = 7.1% 1 SEND = 7.1% 2 PPG = 14% Phonics – 4 pupils WTS of these 3 pupils achieving 29-30/40. Of these pupils 1 is on the SEND register.

Year 2

14 children in year 2 1 child = 7.1% 3 SEND = 21% 3 PPG = 21% 2 pupils at WTS in R,W,M will receive targeted support and intervention in year 3. Of these pupils 1 is on the SEND register.

Chiddingly School Data – EYFS 2021

	Chiddingly 2021			National 2019	
	WTS	ELG+	EXC	ELG	EXC
EYFS Reading	26%	73%	13%	77%	19%
EYFS Writing	26%	73%	13%	74%	11%
EYFS Maths	20%	79%	13%	80%	17%
EYFS GLD	26%	71%	13%	72%	13%

Context:

15 children in Year R 1 child = 6.6% 3 x SEND (5 SEND as of T6) 1x PPG (3 PPG as of T6)

OVERALL EFFECTIVENESS: OUTSTANDING

Outstanding (1)

- 1.1 - The quality of education is outstanding. SDP 21/22
- 1.2- All other key judgements are likely to be outstanding. SDP 21/22- In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- 1.3 - Safeguarding is effective.

Good (2)

- 2.1- The quality of education is at least good.
- 2.2 - All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- 2.3- Safeguarding is effective.

Requires improvement (3)

- **3.1-** Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- **3.2-** Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

Overall Effectiveness

EVIDENCE TO SUPPORT THIS JUDGMENT:

Strengths and Areas for Development 22/23

We believe that Chiddingly Primary School is at present an **'Outstanding School'**.

Children leave Chiddingly School as **confident, resilient learners** who make a very good transition to the next stage in their learning. [See pupil and parent questionnaires and community cohesion folder](#)
 We are an outward facing school and enjoy the benefits of effective collaboration. [See Collaboration Impact Report](#). Chiddingly and the Pioneer Federation are **fully inclusive schools** and meet the needs of all children. [See partnership folder & Inclusion report and outcomes.](#)

- ✓ 80% of teaching and learning is outstanding and all teaching is good+ with action plans in place for all teaching/learning to be outstanding 22/23 & engages pupils in a new broad, rich and challenging curriculum. [See SIP reports, staff effectiveness matrix and curriculum folder.](#)
- ✓ The **inspiring curriculum** shows clarity of purpose through our clear **'Intent, Implementation and Impact'** approach – [See curriculum maps and website links](#)
- ✓ All of cohorts and groups make consistently strong **progress** across the school and **attainment** is above National. [See 2020/21 Datawall section above and Year 6 2022 outcomes.](#)
- ✓ **Attendance** is strong and improving across the school and for different groups- 96.1% and PA 4.2 (July 2019) & 97% (July 2021). [See appendix charts and SDP attendance charts 20-22.](#)
- ✓ **Safeguarding** is highly effective. [See SIP 20-22 reports.](#)
- ✓ Pupil **spiritual, moral, social and cultural development** is excellent and the school takes deliberate and effective action to develop SMSC even further to enrich children's understanding of the world and the people who live in it. We have well attended whole school and partnership events, educational visits, visitors to the school to enrich the curriculum, and singing, art and drama is now embedded to ensure children develop deeper sense of character and appreciation of the awe and wonder of our world. [See Curriculum Folder/displays/website for evidence of enriching curriculum termly events.](#)
- ✓ The school's vision and values are at the heart of the school ethos and drive all elements of school life. Children, families and staff are fully invested in the 3 school values of **'Ambition, Kindness & Community'** and these are evident throughout all elements of school life. [See policies, displays and V/V section of website & stakeholder questionnaires.](#)

Areas for development – what we need to work on to secure 'Outstanding'

- ✓ **To deliver the following outcomes in July 2023**
- ✓ **KS2 Year 6 – Reading Progress** (2022=0) to be well above NA progress in 2023. [See SDP 22/23 1.3](#)
- ✓ **Maths 'Multiplication Test' outcomes in Year 4 to be at least 80%+ 2023.** (2022 CP =60%)(20+ answers correct out of 25 will be at least 80% by June 2023).
- ✓ **EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023.** (CP Com. & Lang Goals **81.8%**, LA **84.3%**) (CP Maths Goal **72.7%**, LA **79.2%**) [See section SDP 5.1 22/23](#)
- ✓ **To continue to develop the Pioneer curriculum** to ensure that that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. Ensure the **road maps** and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. [See SDP 22/23 1.1.](#)

THE QUALITY OF EDUCATION: OUTSTANDING

Outstanding (1)

- **1.1 -** [The school meets all the criteria for a good quality of education securely and consistently.](#) [SDP 20-22 QofE section](#)
- **1.2-** [The quality of education provided is exceptional.](#) [SDP 20-22 QofE section](#)

In addition, the following apply.

- **1.3-** The school's **curriculum** intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. [SDP 20-22 1.5](#), [See SDP 22/23 1.1 for how this criteria will be achieved in 22/23](#)
- **1.4-** [The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.](#) [SDP 20-22 1.5](#), [SDP 22/23 1.1](#)

- 1.5- Pupils' work across the curriculum is consistently of a high quality. SDP 20-22 1.5
- 1.6- Pupils consistently achieve highly (SDP 20/21 1.2, 1.5 and Outcome section SDP, 2022 outcomes- and see 2022/23 datwall), particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. SDP 20-23 Outcome section

Good (2)

Intent

- 2.1- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1 & SDP 18/19, SDP 20-22 1.5
- 2.2- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1, SDP 20-22 1.5
- 2.3- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1, SDP 20-22 1.5
- 2.4- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,¹ and good progress has been made towards this ambition. SDP 19/20 1.1, SDP 20-22 1.5

Implementation

- 2.5- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. SDP 19/20 2.1, SDP 20-22 1.5
- 2.6- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. SDP 19/20 2.1, SDP 20-22 1.5
- 2.7- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. SDP 19/20 2.1 & 2.2.
- 2.8- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. SDP 18/19 2.3, SDP 20-22 1.5
- 2.9- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. SDP 19/20 2.1, SDP 20-22 1.5
- 2.10- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. SDP 19/20 2.1, SDP 20-22 1.5
- 2.11- Reading is prioritised to allow pupils to access the full curriculum offer. SDP 19/20 1.2, SDP 20-22 1.5
- 2.12- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. SDP 19/20 2.1, SDP 20-22 1.5,
- 2.13- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. SDP 20-22 1.2
- 2.14- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. SDP 19/20 1.2, SDP 20-22 1.2

Impact

- 2.15- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. SDP 19/20- 1.9, SDP 20-22 1.5
- 2.16- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. SDP 19/20 2.6.
- 2.17- Pupils' work across the curriculum is of good quality. SDP 18/19 2.5, SDP 20-22 1.5
- 2.18- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge concepts and procedures appropriately for their age. SDP 20-22 1.2

Quality of Education

EVIDENCE TO SUPPORT THIS JUDGMENT:

PRIORITIES FOR IMPROVEMENT (SEPT 19- JULY 2022)

Year 6 GPS GD to at least match NA. ('18'= 14%, '19'= 7%, NA= 34%).

GPS 'expected' to reach NA ('19'= 64%, NA=79%).

Maths GD/Progress (-2-2) to reach NA ('18'=14%, '19'=7%, NA=22%).

Reading GD/Progress (-1.5) to reach NA ('18'=7%, '19'=14% NA=25%).

Key priority – to improve negative progress scores at KS2

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-22' SCHOOL IMPROVEMENT PLANS

Q of E Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2022)

Strengths- why we believe that Chiddingly is 'Outstanding'

Our key area of development was to improve on KS2 progress scores. This has been achieved.

2019= R=-1.5 W=0 M=-2.2

2021= R=+4.3 W=0 M=-0.5

2022= R=+0.03 W=+2 M=+2.6

An inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum**. It enables clarity of purpose and embedding of skills through the '**Intent, Implementation, Impact**' approach. Ensuring strong '**Cultural Capital**' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & development of a wide range of 'Curriculum Enrichment Events'.

EH Ofsted 2018- 'The curriculum offers pupils a rich and varied diet'. **CP Ofsted 2019** 'The curriculum is a strength and is fit for the future'. **SMV March 2020** Ofsted 'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.'

Staff are able to explain the curriculum and what, how and why it is taught the way it is. **Subject leaders can discuss their curriculum area** coherently and explained how it has been developed.

See curriculum maps, topic books, curriculum coverage auditing, website 'curriculum and enrichment', SIP Reports and Pre-Inspection LA Report. **SDP 19-22 1.1**

Staff can discuss how pupils with **special educational needs**, those who are disadvantaged and the lowest performing 20% are identified and supported to progress. SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning. VG make good progress across the school. See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing.

CPD 18-21:

- High quality staff CPD & robust NQT training mentoring programme See staff meeting agendas & CPD staff matrix.
- CPD areas identified through QLA of papers. Training sourced for these specific areas and targeted staff attended through Accelerating Maths programme at the LA. Training, resources and ideas brought into staff meetings for sharing and disseminating.
- Development of the presentation of curriculum topic books and displays ensuring they effectively evidence the high standards and reflect the wide range of curriculum experiences. See Book Policy and Topic Books from September 2018 - July 2021.
- Appropriate systematic assessment and monitoring termly cycles in place to evaluate the effectiveness of performance. Rigorous pupil progress systems to develop the root cause of individual achievement needs & partnership moderation systems ensure validation of assessments. See Assessment & Monitoring Cycles, monitoring folder.
- Systematic approaches to phonics and reading (SDP 19/20 1.2) ensure pupils experience a rich variety of text and attain and progress very well.
- Specialist training for all staff (reading/comprehension and writing at GDS);
- **Impact:** Greater understanding of teaching for GDS, Expected standard in RWM and grammar above national average 2020/21; Standards at GDS above or at national in R, and GPS 2020/21.
- Maths lead (KV – previous SLE) delivered training on raising maths attainment; KV has supported the planning and resourcing of maths at KS2;
- **Impact:** Expected standard in Maths above national average; Standards at GD above or at national in Maths. Progress in maths from KS1-2 at +0.5 2020/21
- No Nonsense Spelling initiative rolled out. Spelling initiative introduced to increase writing and GPS scores; subject leadership development (SDP 19/20 2.3) increasing impact and accountability.

- **Impact:** All staff (including support staff) trained in the delivery of the scheme and expectation for outcomes. Clarity given around how this will be monitored through moderation events. Expected standard and GDS above national at KS2 for GPS 20/21.
- Subject Leaders directly impacting on CPD and standards through leading staff meetings weekly and timetabled monitoring. See SM plan and feedback. Staff using curriculum maps to track coverage and SLT using them to monitor curriculum skills.
- **Feb 2020 INSET-** new curriculum maps adapted from feedback from all teachers following delivery. Subject leaders coordinating the sequencing of their subjects across the maps and skills tweaked to align with these changes. All staff worked together to write the [curriculum blurb on website & subject area curriculum blurbs](#) to ensure clarity of purpose for all.

18-21 OUTCOMES- Leadership actions have ensured improvements in pupil outcomes

[See 'Leadership Actions Since 2019' Document and Datawalls.](#)

- **EYFS GLD and APS** at/above national averages. **17 - 25% value added progress from baseline.** Reception entry data to exit data shows children make very good progress in the EYFS for all areas.
- **Year 1 Phonics** above national averages
- Year 2 Reading, Writing and Maths at or above national. Pupils making expected progress+ across KS1.
- Year 6 attainment for Re, Wr, Ma & GPS above+ NA for EXS. GDS at/above in Reading and GPS this builds on from previous year of above national EXS outcomes.
- SEND and Disadvantaged Pupils make good progress across the school. There is a narrowing or no gap for PPG pupils in most cohorts.

Actions & Impact 20/22-

September 2020: Reading – questionnaire sent to children and evaluated so books in school are ones they ask for – increase engagement and outcomes.

Writing: Displays celebrating and displaying high quality writing; CPD of staff reminders of expectation of policy

Curriculum: Curriculum displays and **road maps** in place for each subject area.

October 2020: Reading: new KS2 reading scheme developed and in place for all KS2 pupils

December 2020: Phonics – Y2 pupils took delayed phonics screening with 87% pass

Triangulations show that all teachers are good+ as validated by SIP [\(see SIP report\)](#)

Writing: improvement in presentation and standard of writing reported by SIP

Curriculum: road maps in place and used as part of teacher triangulation through pupil voice [see monitoring file](#)

Curriculum displays enhanced and developed throughout the school to show development of skills and knowledge through all curriculum areas in an engaging format.

Following national lockdown, implementation of robust and effective remote learning provision



CP Parent

questionnaire results

- Reading development – successful bid for funding to support reading development (c£6k for the Federation) to fund further pupil texts, CPD (phonics and GDS reading), subscription to Literacy Shed resources to aid CPD and enhanced reading planning delivery.
- Beginning of development of EYFS curriculum to be in place for September in line with new EYFS reforms – EYFS team across federation.
- Curriculum developed alongside Park Mead to allow for combined resourcing and planning meaning reduced teacher workload and shared resourcing.



Ofsted Reading
Questions.pdf

Approach to reading evidenced through *questioning*:

In- house data for this year showing attainment at EXS and GDS above national for KS1 and KS2 and within one child of national data for EYFS. Phonics now in line with national data.

EYFS new framework developments fully in place and led by EH EYFS lead – new curriculum and tracking system for Reception in place.

Subject leaders have evaluated and tweaked curriculum maps utilising the recovery curriculum and evaluation from teachers.

- GPS cpd: BH leading staff training on non-nonsense spelling and access to resources. Jane Branson cpd also supporting this development.
- Little Wandle phonics scheme purchased and staff training actioned for EYFS and KS1 staff.
- Curriculum evaluated and updated with broad range of progressive texts. [See Pioneer Approaches to Reading](#)

2022 Outcomes: All targets met addressing gaps on data from 2019. In July 2022, end of Key Stage 2 Maths and reading outcomes were in the top 5% of all East Sussex schools with strong positive progress in all subjects. All other cohort outcomes were mostly above national average with strong progress from starting points. [See outcome charts above.](#)

Q of E- Areas for Development 2022/23 - what we need to work on to secure 'Outstanding'

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2022)

- To deliver the following outcomes in July 2023
- **KS2 Year 6 – Reading Progress** (2022= 0) to be well above NA progress in 2023. [See SDP 22/23 1.3](#)
- **Maths 'Multiplication Test' outcomes in Year 4 to be at least 80%+ 2023.** (2022 CP =60%)(20+ answers correct out of 25 will be at least 80% by June 2023).
- **EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023.** (CP Com. & Lang Goals **81.8%**, LA **84.3%**) (CP Maths Goal **72.7%**, LA **79.2%**) [See section SDP 5.1 22/23](#)
- **To continue to develop the Pioneer curriculum** to ensure that that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. Ensure the **road maps** and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. [See SDP 22/23 1.1.](#)

Q of E ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2022-23' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2022)

- T2 (Dec) 2022 CP Datawall summary outcomes:
- On- track data- 'Dec 22' EYFS=GLD= 60%** (Sept baseline 27% & July 23 target 87%)
Year 2= Re EXS= 73% GDS= 33% **Wr** EXS=73% GDS= 26% **Ma** EXS=85% GDS=33%
Year 6= Re EXS=85% GDS=23% **Wr** EXS=85% GDS=15% **Ma** EXS= 88% GDS=23%
- KS2 Reading progress on track to be +2 by May 2023.
 - Cycle 2 curriculum maps updated- following staff and pupil feedback 2021-22
 - Little Wandle daily delivery in place and reading decodable levelling structure implemented. Parent letters/workshops.
 - GPS and Writing staff meetings – refining understanding terms and GD expectations at KS2.
 - Maths targeted coaching/mentoring from KV and evaluative report regarding impact in place. See Governor reports.
 - Subject leaders have or are in the process of updating curriculum Road Maps (RMs) with SEND provision information and EYFS transition information. See RMs on websites.
 - Medium Term planning now part of cohort planning format. Providing an overview coverage bridge between the curriculum cycles and weekly planning.
 - KV has designed and developed end of unit curriculum pupil voice assessments – following SIP report.
 - Twilights INSET x 2 – [Tuesday 10th January & Tuesday 31st January](#) for subject leaders to monitor books from across all 4 schools. Verbal and written feedback given and evaluation of action in T6 staff meetings.
 - Road Maps now have icons highlighting curriculum adaptations for SEND and explanation of how curriculum caters for transition from EYFS to KS1- see here: <https://pioneerfederation.co.uk/easthoathly/road-maps/>
 - Jenn Hodd has developed a history chronological timeline of curriculum events with cohort coverage and topic links developed- classroom displays and A4 copies on Road Map and display for staff and pupils to be able to be confident to discuss coverage across the curriculum.
 - End of unit pupil self-reflection of skills developed for CP and SMV.

IMPACT (MARCH 2023)

- T4 (March) 2023 CP Datawall summary outcomes: [see Datawall \(SDP Outcomes\) on Lead Inspector Tab](#)
- On- track data- 'March 23' EYFS=GLD= 70%** (Sept baseline 27% & July 23 target 77%)
Year 2= Re EXS= 80% GDS= 33% **Wr** EXS=80% GDS= 26% **Ma** EXS=80% GDS=39%
Year 6= Re EXS=77% GDS=23% **Wr** EXS=77% GDS=15% **Ma** EXS= 85% GDS=15%
- MTP development to include more specific info linked to LO/SC – see below template



MTP T4.docx

- Development of history curriculum visual timeline for pupil and staff knowledge of sequencing
- **Curriculum steering group**- STs (JH and EM) – development of curriculum skill links and overarching bigger question/topic – see areas for development identified below. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/03/Pioneer-Curriculum-Journey-Website-Edition-1.pdf>



Pioneer Curriculum Journey.docx

IMPACT (JULY 2023)

BEHAVIOUR AND ATTITUDES: OUTSTANDING

Outstanding (1)

- 1.1 - The school meets all the criteria for good in behaviour and attitudes securely and consistently SDP 19-23 Section 3
- 1.2- Behaviour and attitudes are exceptional. SDP 19/20 3.1 & 3.4, SDP 19-23 Section 3

In addition, the following apply:

- 1.3- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. SDP 18/19 2.4/ 3.8 & SDP 19/20 3.2 & 4.3, SDP 19-23 Section 3
- 1.4- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. SDP 19/20 3.1 & 4.1 SDP 19-21 Section 3 & 20-23 4.2
- 1.5- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. SDP 18/19 4.3 & 19/20 4.3, 20-22 4.2 & 4.1- skills builder initiative

Good (2)

- 2.1- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. SDP 18/19 3.8, SDP 19-22 Section 3
- 2.2- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. SDP 19/20 3.2, SDP 19-22 Section 3
- 2.3- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. See appendix attendance charts & SDP 19/20 3.4 SDP 19-22 Section 3
- 2.4- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. SDP 17-19 2.5 & SDP 19/20 3.4, 20-22 4.2 & 4.1- skills builder initiative
- 2.5- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. See appendix attendance charts & SDP 19-22- 3.3
- 2.6- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately² as a last resort. See behaviour records & ESBS Reports
- 2.7- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. See Behaviour Logs, pupil/parent voice, SIP reports, Behaviour Recorded Incidents Folders

BEHAVIOUR AND ATTITUDES

EVIDENCE TO SUPPORT THIS JUDGMENT: PRIORITIES FOR IMPROVEMENT (SEPT 2018- JULY 2022)

SDP 18-19

2.4 **Growth Mindset and Learning Powers:** To develop pupil ability to recognise, articulate and adapt their thinking processes through embedding a strong Pioneer growth mindset culture, incorporating metacognition Learning Powers initiative.

4.1- **Attendance:** To improve by 0.5% at CP so at 96.3% and PA continues to be at NA by July 2019. No differences between groups.

SDP 19/21

3.1 - **Pupils as Leaders** – development/ embedding of pupil roles to ensure they are making highly positive, tangible contribution to the life of the school and/or the wider community. Develop/ embed our meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society. (Ofsted Criteria: 3.1)

3.2- **Anti-bullying** – Develop/embed strategies where leaders, staff and pupils create a positive environment in which bullying is not tolerated. Ensuring they play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. To refine and embed anti-bullying strategies from 17-19 (Ofsted Criteria: 1.3 & 2.2)

3.3- **Attendance** – Ensure pupils have high attendance (98.6%+). Swift action is taken if this is not the case. (Ofsted Criteria: 2.5)

SDP 21/22

3.1-**Therapeutic Thinking (TT)** – Ensure key aspects of TT philosophy embed within behaviour policy and procedures.

3.2- **Catch- Up Curriculum/Funding-** To continue to implement a catch-up curriculum that enables pupils to make up any loss of learning/ progress in their learning as the consequence of Lockdown.

3.3- **Attendance** – Ensure pupils have high attendance (at least at NA) and that swift action is taken if not.

3.4- **Medical Tracker-** Ensure that the latest policies and procedures regarding first aid, enable pupils and all stakeholders to be safe and they feel safe.

3.5- **Anti-bullying Awards-** to ensure that each school achieves/embed next stage of AB award.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2018-22' SCHOOL IMPROVEMENT PLANS

B&A- Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2022)

Strengths- why we believe that Chiddingly is 'outstanding'

- ✓ **Behaviour is excellent and pupils demonstrate very good attitudes to learning.** High expectations of behaviour at all levels across the school are evident as a consequence of consistent and embedded policy. There have been no incidents of racist or homophobic bullying and pupils say they feel safe at school. Incidents of bullying are rare and effectively and rapidly acted on, as the result of clear systems for monitoring and dealing with such issues. See behaviour grid in appendix. **See Behaviour Logs, pupil/parent voice, SIP reports, Behaviour Recorded Incidents Folders**
- ✓ Pioneer Federation has embedded a Therapeutic thinking approach to Behaviour Management, utilising pro-social approaches. Whole staff training in INSET – Jan 4th 2022, Parent Forum 10th Jan 2022 and formal Behaviour Policy launch 14th Jan 2022. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at Chiddingly. **Staff, pupil and parent question showing support for new approaches, see new behaviour policy. Reflection and repair part of school ethos. See behaviour management folders of evidence.**
- ✓ Children are resilient and independent, embracing initiatives to empower them such as learning ambassadors, playground pals, peer mediation and school monitor responsibilities. **See 'Pupil as Leaders' Subject leader report and policy 2021. Pupil/parent voice evaluations**
- ✓ Our **Growth Mindset (2018-20)** and **INDEPENDENT ME/6Bs (2017-20) and LEARNING POWERS/SKILLS BUILDER (2018-20, 2021), SKILLS BUILDER (2022)** initiatives ensure pupils are confident, self-assured learners and this impacts on progress. **Pupil/parent voice evaluations & Learning Powers certificates.**
- ✓ **New school vision and values** leads the ethos of the school – **See website** Leadership refreshed the school vision and values in November 2021, after full consultation with all stakeholders. **See website link: <https://pioneerfederation.co.uk/chiddingly/school-vision/>** The school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. **The school values are embedded within the school ethos- see pupil and parent voice and SIP/DEP & Governor monitoring reports.**
- ✓ There are a range of meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society. **See SDP 19/20 3.1.** These include:
Learning Ambassadors Pupil Governors Eco Helpers School Choir Sports Leaders Librarians Involvement in PFCS
- ✓ **Attendance- above NA - See appendix below-** Attendance and persistence absence is good and strategies to increase attendance have impacted **(Policy review, ESBAS involvement & weekly checks and meetings where required).** See **Attendance evidence folder.**
- ✓ **Anti-Bullying:** ABQM bronze award completed and achieved July 2021. Pupil questionnaires show that Anti-Bullying is dealt with effectively (89% of pupils questioned) **See Pupil Questionnaires '19-21'.** Staff questionnaires show that 100% of staff believe that bully is dealt with effectively **See Staff Questionnaires- '19-21'**

Areas for development – what we need to work on to secure 'Outstanding'

- ✓ **Fully embed the Therapeutic Approach to behaviour management-** utilising pro-social approaches. **See SDP 22/23 3.1**
- ✓ **Fully embed the school vision and values** and begin to incorporate Skills Builder traits at Chiddingly. **See SDP 22/23 3.2**

B&A - Areas for Development 2022/23

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2022)

- 3.1- Therapeutic Thinking (TT):** embed the TT philosophy within Federation behaviour policy/procedures and ensure associated cpd in place, including Zones of Regulation and Physical Intervention.
- 3.2 - Skills Builder (SB)-** to support pupils understanding of the Federation value 'Learning for Life', skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiatives impact on pupil aspirations, standards and the Quality of Education for all.
- 3.3- Attendance –** ensure pupils have high attendance (at least at NA) and that swift action is taken if not.
- 3.4 - Anti-bullying & Sports Awards-** to ensure that each school achieves/embed next stage of AB & Sports awards.

B&A - ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2022-23' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2022)

- All staff 'Zones of Regulation' cpd & Mood Monster displays in all classrooms.
- Skills Builder weekly certificates now in all school – see hall display and weekly certificates.
- Anti-bullying investigation across Pioneer following a consistent approach. Reporting template tweaked after LA monitoring- Nov 22. See updated AB Policy on website.
- Anti-Bullying Silver Award in the process to development- See EM development plan actions.
- Various Pioneer sporting events happening- see sport section of website. Games Award application made.
- Attendance: 96% (NA 93.5) LA review report highlighted Pioneer attendance procedure as exemplary to be shared with other E.Sussex schools. See LA report Non 22 and correspondence with LA.

- Physical Intervention- Jan Inset- de-escalation strategies and 24 staff safe holding techniques. Policy updated.
- Children’s mental health week 6th-12th February and Online safety staff meeting via Andrew Gunn and focus day on 6th Feb. See website folders for photos and write-ups from these days. Online safety termly touch-base- to be highlighted with curriculum maps and a pupil survey about knowledge and use of technology to happen T4. EB to lead on these developments.
- International link schools now established at each Pioneer school- see school displays & website pages for updates.

IMPACT (MARCH 2023)

- Attendance: 95% (NA: 93.8%) See attendance records file for actions taken linked to [new Attendance Policy](#)- see below.
<https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/01/Attendance-Policy-Pioneer-Federation-1.pdf>

IMPACT (JULY 2023)

PERSONAL DEVELOPMENT: OUTSTANDING

Outstanding (1)

- 1.1- The school meets **all** the criteria for good in personal development **securely and consistently**. SDP 20-223 Section 4
- 1.2- **Personal development is exceptional**. SDP 20-2 Section 4

In addition, the following apply:

- 1.3- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. SDP 19/20 3.1, 4.1 & 4.2, SDP 20-23 Section 4
- 1.4- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- 1.5- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. SDP 19/20 4.1, SDP 20-23 Section 4
- 1.6- The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others. SDP 19/20 4.3, SDP 21-22- 4.1 & 4.2 and leadership SDP 4.2

Good (2)

- 2.1- The **curriculum** extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. SDP 19/20 4.1, SDP 20-23 Section 4
- 2.2- The **curriculum** and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. SDP 18/19 2.6- ‘Learning Powers’, SDP 20-23 Section 4.1- skills builder, pupils as leaders and new school vision/values
- 2.3- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. SDP 19/20 4.2 & SDP 20/21 4.2 They have an age-appropriate understanding of healthy relationships. SDP 20-22 Section 4.4, Thrive 22/23
- 2.4- The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. SDP 19/20 4.3, SDP 20-23 Section 4
- 2.5- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. SDP 19/20 4.4 & SDP 20/21 3.1, SDP 20-23 Section 4.1- skills builder, pupils as leaders and new school vision/values
- 2.6- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 2.7- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. SDP 19/20 3.2, SDP 20-23 Section 4
- 2.8- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. SDP 19/20 3.1, SDP 20-23 Section 4

Personal Development

EVIDENCE TO SUPPORT THIS JUDGEMENT:

PRIORITIES FOR IMPROVEMENT (SEPT 2018- JULY 2022)

SDP 18/19

4.2- Mental Health Quality Mark- Wellbeing Award: To develop pupil’s ability to make informed decisions about emotional and mental well-being.

4.3- Federation Thrive and Mindfulness Initiative: Develop pupil emotional wellbeing and engagement with learning through whole school Thrive

and mindfulness approaches to learning.

SDP 19/21

4.1- Curriculum Enrichment & Cultural Capital– ensuring a broad enhancement of pupils’ spiritual, moral, social and cultural development through planned curriculum events and extra-curricular activities. (Ofsted Criteria: 2.1 & 2.2)

4.2- Wellbeing/Sports Initiatives- ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy and that they have an age-appropriate understanding of healthy relationships. Bronze National Sports Award and Wellbeing Award 2020. (Ofsted Criteria: 2.3)

4.3- Learning Powers/GMS/Independent Me- develop/embed strategies to support pupils to be confident, resilient and independent, and to develop strength of character. (Ofsted Criteria: 1.6 & 4.3)

4.4- British Values – develop/embed pupil understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. (Ofsted Criteria: 2.5)

SDP 21/22

4.1- Learning Powers/ Skills Builder- To ensure that these leadership initiatives impact on standards and the Quality of Education for all.

4.2- Pupils as Leaders- To ensure that initiatives to develop pupil character and voice are exemplary and consistently applied across the Federation.

4.3- Community Cohesion- To ensure that each school fully develops local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.

4.4- Wellbeing Provision and Boxall Profiling- replace Thrive approaches with Nurture Groups & Boxall tracking- enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE ‘2018-22’ SCHOOL IMPROVEMENT PLANS

PD- Strengths & IMPACT OF ACTIONS TAKEN

Strengths- why we believe that Chiddingly is ‘Outstanding’

Enriching Curriculum- including Forest School, Wellbeing Initiative and termly bespoke curriculum events (See [SDP 19/20 4.1](#) -International Days, Enrichment Days, Awe & Wonder Days, Vision & Values Day, Federation United Day). [See Curriculum Events Tab on website.](#) Our curriculum is highly effective in promoting pupils moral and social understanding and is diverse in the development spiritual and cultural understanding- [Curriculum Folder, curriculum newsletters & events.](#) Children’s sense of awe and wonder is strong across the curriculum through whole school events, points of reflection, whole school projects and extensive programme of visits. All pupils have weekly singing with a choir master. [See pupil/parent questionnaires & newsletter covering all curriculum events and website.](#)

Chiddingly (& all Pioneer Schools) is a **Thrive School** (after trialling Boxall profiling 21-22). Thrive provision has become embedded over 5 Years and significantly impacted on pupils’ social and emotional development and therefore ability to access the curriculum. This has then impacted on attainment and progress for these vulnerable pupils. Since September 2019 (see SDP 18/19 section 4.3), the Federation now has a Thrive Lead who coordinates Thrive across the 4 schools and we have Thrive trained staff in each school to deliver Thrive weekly. [See Thrive impact reports.](#)

Chiddingly (& all Pioneer Schools) is a **Forest School**, enabling effective provision for outside learning using the local forest areas in the village. Staff have been trained to lead Forest School effectively to ensure maximum impact is achieved. [See Forest School weekly reports on website and impact report from the Forest School Lead.](#)

Wide range of **extra-curricular activities** available with a strong take up, including disadvantaged pupils. Chiddingly also takes part in a range of Local Sport Competitive events and celebrates talents and achievements weekly. Chiddingly was awarded the Bronze Sports Mark Award in July 2019 [See Sports Premium report.](#)

Our curriculum and events help pupils understand how to keep themselves healthy and there is strong and developed understanding about sustainability. They make informed choices about healthy eating, fitness and how to look after the planet. [See Sport Report, PE Planning and Reduce Plastic Initiatives 2018-19.](#)

Pupils also have an excellent understanding of how to stay safe online due to the effective training the curriculum provides [See e-safety curriculum events and Purple Mash initiative.](#)

The deliberate and effective action to ensure that the curriculum enhances the **spiritual and cultural experiences** has promoted high attainment in all areas and enriched pupil’s experiences. [See curriculum folder and International curriculum events.](#)

Through our thriving **Pupil Governors (SDP 4.2 19/20)**, pupils discuss and debate issues in a considered way and are significantly involved in the developments of the school.

Pupils develop **physical well-being** through the curriculum and events and well-structured PE teaching and with an expert coach who visits the school. There are Inter- federation and alliance school sporting competitions and these have evolved even more into 2019-20. Sports Crews have been developed to allow pupils to develop leadership opportunities within sport and games. [See PE assessments/planning, SP report/evidence folder, newsletters and sport events section on website](#)

IMPACT 19-22

- Bronze Sport Award achieved Sept 2020 [See also PE planning & Sports Funding Report](#) showing pupil’s development of physical wellbeing, impacting on pupils physical and mental wellbeing.
- **WELLBEING DAY.** [See website and newsletters impact statements.](#) Pupils developed understanding of the brain and how it functions and dictates behaviour
- **Wellbeing Award for Schools** achieved [see website](#) – impact on pupil and staff wellbeing, including knowledge and understanding around mental health [see parent and pupil questionnaires](#)
- Recovery curriculum developed to support pupils’ wellbeing on return to school in September 2020. Impacting on welfare and school-readiness.
- Redesigning of Forest School curriculum to link with new curriculum topics and embed learning effectively through the provision.
- Key aspects of Wellbeing Award have been embedded – use of recovery curriculum to support wellbeing, staff CPD around

- Therapeutic Thinking Approach organised; assemblies to enforce importance of wellbeing, including Anti-Bullying and Friendship. Community wellbeing is high profile. CPD in place from CEOP around Online Safety Ambassador.
- **Wellbeing** approaches embedded through ethos & vision. Pupils and parents report that wellbeing is a high priority and needs are being met (see parent and pupil questionnaire)
- Skills Builder replacing Learning Powers. See main school display and class displays. See evidence of impact from pupil voice and weekly newsletters- Skills Builder certificates.
- **New school vision and values** leads the ethos of the school – See website Leadership refreshed the school vision and values, after full consultation with all stakeholders. See website link: <https://pioneerfederation.co.uk/chiddingly/school-vision/> The school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. The school values are embedded within the school ethos- see pupil and parent voice and SIP/DEP & Governor monitoring reports.

Areas for development – what we need to work on to secure ‘Outstanding’

- ✓ Embed Thrive initiative 22/23. See SDP 22/23 4.1
- ✓ Ensure that **mental health is high profile** for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. See SDP 4.2
- ✓ Embed **international school links** to further enrich the curriculum experiences. See SDP 22/23 4.3.

PD- Areas for Development 2022/23

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2022)

4.1- Federation Thrive Initiative: develop pupil emotional wellbeing and engagement with learning through Federation Thrive approaches to learning whereby enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.

4.2- Staff and Pupil Mental Health: create Mental Health Subject Leadership Lead role for whole Federation who will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness.

4.3- Local & International Pupil/School Links- each school to fully develop local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.

PD- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE ‘2022-23’ SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2022)

- Thrive profiling completed and ‘Drawing for Talking’ in place across all 4 schools for identified pupils. PPMs tracking impact.
- International School initiatives in place- all school have identified link school and plan to make specific links for Christmas- cards/Google-Meet
- Staff mental Health displays in place across all schools – signposting to services, termly MHWB newsletter and signpost to cpd and support contacts
- Mental Health and Wellbeing Policy developed alongside new MHWB Lead Pioneer position. Staff questionnaires T2 indicate that staff feel that their welfare and workload is a high priority for leaders. See Questionnaire summary report.
- Therapeutic Behaviour management approach- embedded across Federation. LA contacting AB to utilise Pioneer as example of strong practice.
- All staff Physical Intervention INSET booked in for 3rd January. ‘Mental Health & Wellbeing’ folders developed on each website- ‘Pupils’, ‘Staff’, ‘Parents’, ‘Community’ represented sections (HW- presentation at FGB meeting) <https://pioneerfederation.co.uk/mental-health-emotional-wellbeing/>

IMPACT (MARCH 2023)

- New Attendance Policy (approved at the last FGB meeting) and parent letters in place across T4. See attendance info in SDP and HOS reports.
- PE/Sport Bids for 2 yr funding in development. Potential same provider across all 4 schs.
- International school initiatives developed –see website link.

IMPACT (JULY 2023)

LEADERSHIP AND MANAGEMENT: OUTSTANDING

Outstanding (1)

- 1.1- The school meets all the criteria for good in leadership and management securely and consistently.
- 1.2- Leadership and management are exceptional SDP 20-23 Section 2

In addition, the following apply:

- 1.3- Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. SDP 19/20 1.2, 1.2, 2.1 & 2.3, SDP 20-23 Section 2
- 1.4- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. SDP 19/20 2.2, teacher monitoring and performance management summary records SDP 20-23 Section 2
- 1.5- Staff consistently report high levels of support for well-being issues. SDP 19/20 2.2, SDP 20/22 section 2, Staff questionnaires and PM feedback scores SDP 20-23 Section 2

Good (2)

- 2.1- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. SDP 18/19 3.8 & SDP 19/20 2.1, SDP 21/23- 2.1
- 2.2- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. SDP 19/20 2.1, 2.3 & 1.1, SDP 20-23 Section 1
- 2.3- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. SDP 19/20 1.1 & 2.3, SDP 20-23- section 3 and 4
- 2.4- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. SDP 19/20 4.1, SDP 20-22- section 3 and 4, see parent questionnaire feedback – community cohesion folder
- 2.5- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. SDP 18/19 3.6 & SDP 19/20 2.2, SDP 20/22 section 2, Staff questionnaires and PM feedback scores
- 2.6- Leaders protect staff from bullying and harassment. SDP 19/20 2.5, SDP 20-23 Section 2
- 2.7- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. SDP 19/20 2.4, SDP 21/22- 2.2, SDP 20-23 Section 2
- 2.8- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. SDP 19/20 2.4 & 2.5, CPD and INSET records
- 2.9- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. SDP 19/20 2.5, CPD and INSET records, Safeguarding monitoring reports SDP 20-23 Section 2

Leadership & Management EVIDENCE TO SUPPORT THIS JUDGEMENT:

PRIORITIES FOR IMPROVEMENT (SEPT 2019- JULY 2022)

SDP 19/20 -

- 2.1- **Pioneer Pedagogy:** To clearly define the core Pioneer teaching and learning vision, values and expectations within a 4 sided succinct 'Every Lesson Counts' document. (Ofsted Criteria: 2.1 & 2.2)
- 2.2- **Reducing Workload/ Staff Wellbeing-** Ensure staff workload & wellbeing is effectively managed and that leadership actions enable staff to carry out their roles even more effectively that takes account of the main pressures on them and in a way that does not create unnecessary workload for staff. (Ofsted Criteria: 2.5)
- 2.3- **Subject Leadership-** Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. (Ofsted Criteria: 2.3)
- 2.4- **Governors-** Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. (Ofsted Criteria: 2.7 & 2.8)
- 2.5- **Safeguarding-** Ensure that each school has a highly effective culture of safeguarding. (Ofsted Criteria: 2.9)
- 2.6- **Vulnerable Groups-** Leaders ensure that for children with particular needs, such as those with SEND, their curriculum/provision is designed to be ambitious and to meet their needs. (Ofsted Criteria: 2.3)

SDP 20/21 -

- 2.1 **Subject Leadership & Governance-** To embed the Federation subject leadership approach and begin the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.2- **Park Mead Partnership-** to ensure a strong partnership is developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.3- **School Resources-** To ensure that leaders effectively utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.4- **Pioneer School Profile-** to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders. Pioneer schools to be the first choice for parent within the locality.

SDP 21/22

- 2.1 **Federation and Individual School Vision and Values** – to ensure the ambitious aims (highest quality of education for all) of the Federation and schools are clear to all stakeholders through the 'living and breathing' vision and values.
- 2.2 **4 School Federation Subject Leadership & Governance-** to embed the Federation subject leadership and the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.3 **Outwards Facing Leadership** - to ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.4 **Church School Developments-** To ensure that East Hoathly is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.

- 2.5 **School Learning Environment & Resources**- To ensure that leaders effectively develop the highest quality learning environment & utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.6 **Pioneer School Profile & Marketing**- to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders through websites and advertising.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-22' SCHOOL IMPROVEMENT PLANS

L&M- Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2022)

Strengths- why we believe that Chiddingly is 'Outstanding'

- Leadership refreshed the **school vision and values** in November 2021, after full consultation with all stakeholders. <https://pioneerfederation.co.uk/chiddingly/school-vision/> The school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. **The school values are embedded within the school ethos- see pupil and parent voice and SIP & Governor monitoring reports.**
 - Effective collaborative working** is a strength of Pioneer Federation. There is strong support and challenge at staffing levels to ensure that staff and pupils perform at the best they can be. **See staff questionnaires, SIP/external monitoring reports & Federation strength documentation.** See how collaborative working will be further developed **SDP 22/23 -2.2.**
 - Leaders have worked closely with staff to develop an inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum**. It enables clarity of purpose and embedding of skills through the 'Intent, Implementation, Impact' approach. Ensuring strong 'Cultural Capital' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & development of a wide range of 'Curriculum Enrichment Events'. Staff are able to explain the curriculum and what, how and why it is taught the way it is due to explicit leadership curriculum cpd. Subject leaders can discuss their curriculum area coherently and explained how it has been developed due to explicit leadership curriculum cpd.
 - All **key policies** are constantly reviewed to ensure they underpin consistency and high expectations in core subjects and the wider curriculum. **See Policy Review Plan, 2017-19 Every Lesson Counts, Book and Learning Environment Booklet Policies & Policy Folders.**
 - High quality **staff CPD & robust NQT training** mentoring programme, ensuring strong subject knowledge. **see NQT folder evidence of NQTs moving to good/outstanding within first year.** Cross federation development opportunities support teachers in sharing effective pedagogy and learning from skilled and inspiring practitioners. **See staff meeting agendas & CPD staff matrix.**
 - Leadership cohort **curriculum coverage** monitoring ensures that all pupils successfully complete their programmes of study. **See monitoring folder.**
 - School self-evaluation is robust** due to deep interrogation of data over time, triangulation and work scrutinies and regular classroom observations. As a result, the SDP is keenly focused on key areas identified as crucial to raising standards across the school. **See monitoring files & SDPs.**
 - Leadership at all levels is focused on driving change against 5 agreed SDP key priorities with 26 sub-foci for development (SDP 19-20) **See SDPs and SIP & DEP reports**
 - Staff feel empowered and morale** is high. **Staff questionnaires**
 - The leadership structure is clear**, with precise accountabilities and expectations around precisely defined roles. Leaders promote a **coaching and growth mindset culture** for staff and pupils. Pioneer teaching and learning framework is embedded and teachers are trusted to **take risks and innovate** in ways that are right for their pupils. **See SDP 19/20 2.1 & staff meetings mins, staff questionnaires and Leadership Action Plans**
 - The school has a strong **Metacognition (Learning Powers), Growth Mindset ethos** 'thinking about thinking' and **Skills Builder** learning traits (learner empowerment- **see website**). Staff develop pupil's ability to recognise, articulate and adapt their thinking process very well. **Learning powers displays, pupil/parent voice and SDPs**
 - The strength of **Federation subject leadership** on school development has been externally recognised & staff regularly support other local schools and EIP (EYFS, KS1 and KS2 County moderators & Lead County Maths Teacher) - **See SIP monitoring reports, subject leader reports/action plans and Leadership Folders.** From 2019, subject leaders are now developed across the 4 federation schools and staff meetings are carefully planned to enable staff to visit and monitor standards on all schools across the year. They show through their actions that they are highly ambitious for the pupils and demonstrated an uncompromising and highly successful drive to strongly improve.
- Effective Subject Leadership identified by SMV March 2020 Ofsted** – Deep Dives were led by Subject leaders from across the federation. *'Leaders and teachers have a very clear picture of the school's curriculum, carefully considering the knowledge and skills they want pupils to learn in all subjects. Linking subjects to the local area helps to provide a useful context to the learning.'*
- Management of Teaching and Learning is strong.** Judgements about teaching are robustly triangulated by all leaders (including SENCOs) and subject leaders so that we have a secure picture of quality of teaching over time for all pupils. **See 'Staff Effectiveness Matrix' and related triangulation monitoring paperwork in monitoring folder**
 - Leadership development** is continuous and precise, including: cross federation mentoring and placements, Local Alliance and London partnership hub CPD opportunities, Lead teacher status, SLE, Leaders of EYFS County hub, AHT- NPQML, HOS- NPQH, Literacy Hub Lead and part of LA Assessment Task Group, ExHt- Ofsted Inspector training & LLE consultancy. The ExHt is regularly required to support other HTs strategic development within East Sussex and other local authorities and is training to be an Ofsted Inspector. **See PM summary SLT CPD and SDP intent for leadership cpd year on year.** See also further leadership cpd developments **SDP 22/23 2.5.**

- Present COG is a LA Support Governor. **Governors** have a strong strategic involvement in school improvement are an integral part of the school leadership team and have a very detailed understanding of the school strengths and areas for development. [See Governors Annual Monitoring Matrix](#) **Governance** is highly effective and challenging; governors are an integrated part of the evaluation process through focused monitoring visits where lines of enquiry are pursued. The effective use of **pupil premium and SEN funding and outcomes** are a standing item in FGB meetings/HT reports and there are Pupil Premium and SEND champion governors who specifically monitor and report on provision and outcomes for disadvantaged pupils. [See termly Governor monitoring reports and FGB minutes.](#)
- Pupils make strong progress across the school in all curriculum areas. The proportions are similar for PPG pupils so that the gaps in attainment and progress between Pupil Premium and non-Pupil Premium children continues to narrow Children with SEND and high achievers make good progress [See datawalls, SENCo reports and SEND County Review Report.](#)
- **Safeguarding** and Health & Safety procedures and policies are robust and effective. [H/S ESCC Inspection reports and safeguarding folders and Safeguarding County Reviews](#) Health and Safety Audit in March 2020 2019 showed effective practice (99%) [see reports.](#)
- Leadership of **teaching and learning** is robust, managing teacher's performance in line with National Teaching Standards. Performance management systems are systematic and effective- with clearly defined targets matched to staff needs and providing clarity of accountability for impact on school improvement. **Staff feel supported and deeply involved in their own professional development** and all staff have a clear CPD journey within Pioneer Schools. [See PM summary targets and staff questionnaires.](#)
- The **curriculum** (dove tailing with all federation schools) meets the needs of the children closely and the children have a thirst for learning. *EH Ofsted 2018- 'The curriculum offers pupils a rich and varied diet'. CP Ofsted 2019 'The curriculum is a strength and is fit for the future'. SMV March 2020 Ofsted 'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.'*
- **PPG funding** has been successfully targeted to narrow the gaps in attainment and **Sports Premium** being used to provide weekly sports coaching for teaching staff and pupils, as well as access to extra-curricular sports clubs. [See PPG & SP folders and reports.](#)
- Federation links make a significant impact on school improvements and facilitates social cohesion and pupils regularly partake in shared learning experiences with children from SMV and CP and other local schools (Alliance and Ashdown EIP). [See weekly newsletters and partnership evidence folder.](#)
- Pupils have a love of learning and this is evident through the behaviour for learning in the classrooms and the high standards of learning produced in pupil's books and outcomes. [See Pioneer Approach to Reading Policy pupil questionnaires, pupil voice and book/lesson triangulation.](#)
- A wide range of initiatives are utilised to **engage with the community**- including regular curriculum workshops, curriculum enrichment events, strong PTFA, termly parent forums, home-learning projects, celebratory termly curriculum events, strong community links & involvement in Parish Council. [See weekly newsletters and community folder.](#)
- **Teacher Workload' questionnaire & follow up action plan in place 19-21.** Staff feedback positively to changes. [See teacher workload action plan.](#) See further actions for staff wellbeing/mental health – [SDP 22/23 4.2](#)
- **Advertising:** All schools have been involved in a variety of advertising initiatives including local radio, banners and leaflets. NOR on roll has increase at Chiddingly and federation and September intake full in all schools. [CP is oversubscribed- see SAM outcomes.](#)
 - Parent questionnaires January 2022 shows high % of 'strongly agree/agree' to 18 Ofsted standard questions.



CP Parent

Questionnaire Nov 20

Areas for development – what we need to work on to secure 'Outstanding'

- **Embed the new school vision and values.**
- **Address any outcome gaps – see QofE section.**
- **To continue to develop the Pioneer curriculum** to ensure that that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. Ensure the **road maps** and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. [See SDP 22/23 1.1.](#)

L&M- Areas for Development 2022/23

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2022)

- 2.1 Pioneer Federation expansion & Pioneer MAT exploration:** ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into Trust/MATS- White Paper 2022- & develop effective collaborative partnership strategies with other schools- to ensure strong partnership are developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.2 Pioneer Federation Cohesion/Collaboration:** facilitate collaborative initiatives to ensure that Pioneer school links are in place at all levels- pupil, staff, parent & governance enabling all potential Federation community cohesion has been explored fully to impact on wellbeing and standards.

- 2.3 **Pioneer Subject Leadership:** ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations. In order for them to fulfil their role to effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.4 **Church School development:** to introduce the new LA RE syllabus. To ensure that East Hoathly is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.
- 2.5 **Outwards Facing Leadership** - ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.

L&M- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2022-23 'SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2022)

- Pioneer LA Safeguarding and Vulnerable monitoring- see reports- judged as 'Pupils are safeguarded well' and 'There is an inclusive approach and feel to the school. SEND feels like it is interwoven into all aspects of school life. Clearly defined systems and processes underpin the inclusivity, which are reviewed and improved as needed. It is clear that there is a flexible and inclusive team with strong SEND leadership in your school.' LA contacting Pioneer HOS to share Pioneer system as strong practice in other LA schools.
- Subject Leader action plans written and include the 1-4 criteria from Debbie Bennett EH pre- inspection report. Subject leaders from all schools have observed lessons at EH and Book Look feedback.
- KV onto NPQH and part of LA Strategic Task Force Group and several staff applying for MPQML. JP submitting Ofsted Inspector application
- Pioneer Expansion: AB,) and JP met with Trevor Cristin (CEO) & Mandy Watson (DEP from Diocese to begin discussions regarding Pioneer MAT. Claire Roberts has been in contact with James about 5th Pioneer school.
- Leaders, teachers and support staff have started the peer- to peer links and recording the cpd experiences as part of their performance management.
- Pioneer Cohort Leader Job Descriptions created and adverts are out- interviews early T3.
- Staff and parent questionnaires- Nov 22- indicating that parents are very confidence and happy with the school and that staff feel valued and moral is high. See Questionnaire Summary Reports.
- Feb 2023- Cohort Lead appointed to help streamline and lead cohort planning.

IMPACT (MARCH 2023)

- 1st March- Planning Review: Ensure that all curriculum planning meets expectations against Planning Policy.
- Pioneer expansion: JP will liaise with LA regarding 5th sch and re-look into Ofsted Inspector application after staffing for 23-24 has been secured. Local sch liaison has already taken place. T5/6- Pioneer MAT proposal to be drafted.
- HOS cpd: HOS to visit Compass scs in Summer term for their CPD of outstanding schs
- New Pioneer HOS- Jane Robinson has been appointed as a Pioneer HOS from Sept 23.

IMPACT (July 2023)

-

EARLY YEARS EDUCATION: GOOD

Outstanding (1)

- **1.1-** The school meets **all** the criteria for good in the effectiveness of early years **securely and consistently**. **SDP 21/23- Section 5**
- **1.2-** The quality of early years education provided is **exceptional**. **SDP 21/23- Section 5**

In addition, the following apply:

- **1.3-** The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. **SDP 21/23- Section 5**
- **1.4-** The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. **SDP 21/2- Section 5**
- **1.5-** Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. **SDP 21/223- Section 5**

Good (2)

Intent

- **2.1-** Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. **SDP 19/20 5.1, 4.1 & 1.1, SDP 20/21 1.2, SDP 21/22- Section 5**
- **2.2-** The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. **SDP 19/20 5.1 & 1.1, SDP 20/21- 5.3, SDP 21/22- Section 5**
- **2.3-** There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. **SDP 19/20 5.4, SDP 20/21, SDP 21/22- Section 5**
- **2.4-** The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. **SDP 19/20 5.4, SDP 20/21 5.5, SDP 21/22- Section 5**

- 2.5- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. SDP 19/20 5.1 & 1.1, SDP 20/21 5.4, SDP 21/22- Section 5

Implementation

- 2.6- Children benefit from meaningful learning across the curriculum. SDP 19/20 5.3, SDP 20/21
- 2.7- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. SDP 19/20 5.3 & 5.4, SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.8- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. SDP 19/20 5.3 & 5.4, SDP 20/21 Section 5, SDP 21/22- Section 5
- 2.9- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. SDP 19/20 5.4, SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.10- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. SDP 19/20 1.3 & 5.3, SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.11- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- 2.12- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs. SDP 19/20 5.1 & 1.1, SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.13- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. SDP 19/20 4.2, SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.14- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. SDP 19/20 5.3, SDP 20/21- Section 5, SDP 21/22- Section 5

Impact

- 2.15- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.16- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. SDP 19/20 1.3, SDP 20/21 - Section 5, SDP 21/22- Section 5
- 2.17- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy. SDP 19/20 1.3, SDP 20/21- Section 5, SDP 21/22- Section 5
- 2.18- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning. SDP 19/20 5.4, SDP 20/21 - Section 5, SDP 21/22- Section 5
- 2.19- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. SDP 19/20 Section 5 and 'EYFS Characteristics of Effective Learning' & SDP 4.3, SDP 20/21 - Section 5, SDP 21/22- Section 5
- 2.20- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. SDP 19/20 5.3, SDP 20/21 - Section 5, SDP 21/22- Section 5

EYFS Datawalls 2019



Chiddingly Primary School_2056_2019 SI



CP EYFSP_Trend (2).pdf



CP EYFSP_Stage_on_a_Pe



Chiddingly T6 Datawall 2019.pdf



Chiddingly T6 VG Datawall 2019.pdf

EYFS 2021

Chiddingly 2021			National 2019	
WTS	ELG+	EXC	ELG	EXC
26%	73%	13%	77%	19%

26%	73%	13%	74%	11%	
20%	79%	13%	80%	17%	
26%	71%	13%	72%	13%	
Context: 15 children in Year R 1 child = 6.6% 3 x SEND (5 SEND as of T6) 1x PPG (3 PPG as of T6)					

- ✓ 2019 GLD =87% (NA 71%)
- ✓ Sept 2020 NQT in EYFS post. GLD outcomes 20/21- at or above NA. See above chart.
- ✓ June 2022 LA moderation – all outcomes upheld – GLD = 82%

July 2022 EYFS Outcomes below.

EYFS			
	Validated teacher assessment 2022		LA/ National 2022
	WTS	ELG+	ELG
Year R Reading	18%	82%	71%
Year R Writing	18%	82%	71%
Year R Maths	27%	73%	79%
Year R GLD	27%	73%	69%/72%

SDP 22/23 EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023. (CP Com. & Lang Goals 81.8%, LA 84.3%) (CP Maths Goal 72.7%, LA 79.2%) See section [SDP 5.1 22/23](#)

Early Years
EVIDENCE TO SUPPORT THIS JUDGEMENT:
PRIORITIES FOR IMPROVEMENT (SEPT 2019- JULY 2022)
<p>SDP 18/19 EYFS- effective baseline progression tracker system established. Assessment Systems: To develop a Federation assessment framework- utilising TT as the assessment vehicle, developing individualised scale scores to evaluate cohort progress rigorously and develop FFT predictions- both expected and aspiring tracked</p> <p>SDP 19/20- 5.2- EYFS Curriculum- ensure EYFS leaders construct a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. (Ofsted Criteria: 2.1 & 2.2) 5.4- Reading, Phonics & Mathematics- Ensure the curriculum caters for the expected systematic approaches for these areas of learning to ensure the highest possible outcomes. (Ofsted Criteria: 2.3)</p> <p>SDP 20/21- 5.1- Nursery Leadership Succession Plan – To ensure that a clear succession plan is in place to enable future leadership stability. 5.2- EYFS Leadership self-evaluation- ensure EYFS leaders have ownership of the EYFS SEF and areas for development under new Ofsted criteria/framework. 5.3- EYFS Curriculum- ensure EYFS leaders construct a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. 5.4- Teachers pedagogical knowledge developments – ensure children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this. 5.5- Reading, Phonics & Mathematics- Ensure the curriculum caters for the expected systematic approaches for these areas of learning to enable the highest possible outcomes. 5.6- Pioneer EYFS Hub- Pioneer EYFS provision to be exemplary and is worthy of being shared with others.</p> <p>SDP 21/22 5.1- EYFS New Curriculum & Baseline- leaders construct a new curriculum that fulfils the new framework expectations and is still is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. 5.2- Teachers pedagogical knowledge developments – ensure all staff are aware of how EYFS pupils develop detailed knowledge and skills across the areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.</p>
<p>ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE ‘2019-22’ SCHOOL IMPROVEMENT PLANS</p> <p><u>EY-</u> Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2022)</p>

Strengths- why we believe that Chiddingly is 'Very Good'

Teaching and Learning triangulations 20-22- evidence improvements over time. 21/22- showing strong good consistently by July 2022. [See monitoring folder reports](#)

LA EYFS moderation 21/22- reinforcing strong good judgement on Teaching and Learning

- Development of EYFS outside space following LA pre-moderation report



EYFS pre-mod 1.tif



EYFS pre-mod 2.tif



EYFS pre-mod 3.tif



EYFS pre-mod 4.tif

- June 2022 LA moderation – all outcomes upheld – (GLD = 73 %)



Oak June 2022 moderation.pdf

EYFS outcomes mostly at or above LA/NA. 2 exceptions 2022- (CP Com. & Lang Goals 81.8%, LA 84.3%) (CP Maths Goal 72.7%, LA 79.2%)

Pioneer EYFS Hub and Expertise (see SDP 19/20 5.5): Within the Pioneer Federation EYFS team we have 2 County moderators and an SLE. The teachers also lead the County Pioneer EYFS Hub, providing training and support for East Sussex Pre-schools, Nursery and Reception Classes. [See 'Pioneer Hub' tab on website](#)

CPD: Strong collaboration between Pioneer EYFS teachers means that teachers are supported and challenged to ensure the highest standards of provision are in place. Termly EYFS Pioneer moderation ensures that judgements are calibrated effectively.

EYFS Curriculum 21/22: leadership have worked with EYFS Pioneer teams and LA consultants to develop an ambitious new curriculum that fulfils the new framework expectations and is still designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. [See website link: https://pioneerfederation.co.uk/easthoathly/development-of-eyfs-curriculum/](https://pioneerfederation.co.uk/easthoathly/development-of-eyfs-curriculum/)

EYFS OUTCOMES (See EYFS Trackers and Datawalls)- EYFS GLD and APS at/above national averages. 17 – 25% value added progress from baseline. Reception entry data to exit data shows children make very good progress in the EYFS for all areas. Disadvantaged pupils (PPG, SEN) make very good progress.

EY- Areas for Development 2022/23

Areas for development – what we need to work on to move towards 'Outstanding'

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2022)

- **EYFS Curriculum**- to embed the new Pioneer EYFS curriculum and ensure that it fulfils all framework expectations enabling impact, knowledge gained and progression of skills to be clear for all stakeholders. [SDP 22/23 5.1](#).
- **SDP 22/23 EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023.** (CP Com. & Lang Goals 81.8%, LA 84.3%) (CP Maths Goal 72.7%, LA 79.2%) [See section SDP 5.1 22/23](#)

EY- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2022-23 'SCHOOL IMPROVEMENT PLAN'

IMPACT (DECEMBER 2022)

T2 (Dec) 2022 Chiddingly Datawall summary outcomes: **On- track data- 'Dec 22' EYFS=GLD= 60%** (Sept baseline 27% & July 23 target 87%)

- EYFS curriculum maps adapted following Claire Green (LA Report) feedback
- Pioneer journal evidence expectations further defined– Book Policy EYFS section updated
- Termly cohort moderation in place.
- Curriculum cycle, Road Maps and policy updated.
- Racheal Boldero appointed as EYFS Cohort Lead- plans to streamline planning and develop consistency in planning approaches across EYFS Pioneer cohorts.
- Moderation events planned for EYFS cohorts both within Pioneer and externally with Alliance and LA.

IMPACT (MARCH 2023)

On- track data- 'March 23' EYFS=GLD= 70% (Sept baseline 27% & July 23 target 77%)

- EYFS Cohort leader has organised EYFS moderation events for Pioneer teachers – see moderation notes March 23

IMPACT (JULY 2023)

Appendix:

Additional Documents of Potential Interest

	Term 1		Term 2	
	NoR	%	NoR	%
Whole School	102	97%	102	97%
PPG	22	21.5%	22	21.5%
SEN	22	21.5%	22	21.5%
Reception	15	14.7%	15	14.7%
Year 1	13	12.7%	13	12.7%
Year 2	15	14.7%	15	14.7%
Year 3	15	14.7%	15	14.7%
Year 4	15	14.7%	15	14.7%
Year 5	16	15.7%	16	15.7%
Year 6	13	12.7%	13	12.7%

- **Vulnerable Groups** - SEN 22 (21.5% of school pop), EHP= 2 (1.9% of school population)

EHCP

R	3	
1	5	1
2	3	
3	1	
4	5	
5	3	1
6	2	
	22	2

PPG –22 21.5% of school population

		B	G
R	2	2	
1	1	1	0
2	2	1	1
3	4	2	2
4	4	3	1
5	3	2	1
6	6	4	2
	22		

Chiddingly COHORT ATTENDANCE TARGETS FOR 2022/2023

Chiddingly		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 3 (without HM)	Term 4	Term 5	Term 6
WHOLE SCHOOL	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		96.4%	95.71%	94.78%	95.12%	94.6%		
YEAR 6	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		98.5%	96.22%	96.02%		95.9%		
YEAR 5	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		96.2%	96.46%	95.22%		95.3%		
YEAR 4	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		96.4%	96.78%	96.11%		94.9%		

YEAR 3	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		95.9%	96.78%	95.17%		94.6%		
YEAR 2	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		94.2%	93.89%	93.68%		93.8%		
YEAR 1	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		95.3%	93.97%	92.08%	94.59%	95.6%		
RECEPTION	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		98.9%	95.68%	95.02%		92.89%		

Chiddingly Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	96	95	95.71	95.5	94.78 95.12 (w/o HM)	96	94.6	96		96.5	
Gender												
Male	94	97	95	95.25	95.5	93.72 94.38(w/o HM)	96	93.8	96		96.5	
Female	94	96	95	96.16	95.5	95.8	96	95.4	96		96.5	
Free School Meals												
Non-FSM	93	96	94	95.92	95	95.34	95	95	95		96.5	

						95.77 (w/o HM)						
FSM	95	97	96	94.92	96	92.68	96	92	96		96.5	
English as a First Language												
Non-EAL	93	96	94	95.71	95	94.78 95.12 (w/o HM)	95	94.6	95		96.5	
EAL	95	0	96	0	96	0	96	0	96		96.5	
Special Education Needs												
No SEN	94	96	95	96.21	95.5	95.81	96	95.4	96		96.5	
SEN Support	94	96	95	94.14	95.5	91.5 93.06 (w/o HM)	96	92.3	96		96.5	
EHC	94	100	95	91.67	95.5	87.36	96	89.96	96		96.5	

Chiddingly		Persistent Absence (PA) % under 90% attendance											
		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	14/102 13.7%	8.0	11 10.78%	8.0	16 under 90% (15.53 %)	7.5	15	7.5		6.0		
Gender													

Male	8.0	5 (4.9%)	8.0	5	8.0	10	7.5	10	7.5		6.0	
Female	8.0	9 (8.82%)	8.0	6	8.0	6	7.5	5	7.5		6.0	
Free School Meals												
Non FSM	8.0	12 11.77%	8.0	8	8.0	8	7.5	9	7.5		6.0	
FSM	8.0	2 (1.96%)	8.0	3	8.0	8	7.5	6	7.5		6.0	
English as a First Language												
Non-EAL	8.0	14 13.73%	8.0	11	8.0	16	7.5	15	7.5		6.0	
EAL	8.0	0	8.0	0	8.0	0	7.5	0	7.5		6.0	
Special Education Needs												
No SEN	8.0	10 (9.8%)	8.0	5	8.0	7	7.5	8	7.5		6.0	
SEN Support	8.0	4 (3.33%)	8.0	5	8.0	8	7.5	6	7.5		6.0	
EHCP	8.0	0	8.0	1	8.0	1	7.5	1	7.5		6.0	

Attendance 20/21

Chiddingly COHORT ATTENDANCE TARGETS FOR 2020/2021

Chiddingly		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		97%	97%	98.7%	96.5%	97%	97%

YEAR 6	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		96.8%	95%	99%	96.7%	96%	96.4%
YEAR 5	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		97.7%	97%	100%	98%	96%	97.1%
YEAR 4	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.9%	98%	96%	95%	96%	95.1%
YEAR 3	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		98.05%	99%	98%	97.7%	97.5%	97.5%
YEAR 2	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.25%	94%	98%	94%	98%	96%
YEAR 1	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		97.15%	96%	100%	94.4%	98%	96.2%
RECEPTION	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		97.9%	98%	100%	96%	97%	96%

Chiddingly 20/21 Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	97	95	97	95.5	97	96	97	96	97	96.5	97
Gender												
Male	94	96	95	96	95.5	97	96	95	96	96	96.5	96
Female	94	98	95	97	95.5	98	96	98	96	98	96.5	98

Free School Meals												
Non-FSM	93	98	94	98	95	98	95	98	95	98	96.5	98
FSM	95	95	96	91	96	94	96	92	96	94	96.5	93
English as a First Language												
Non-EAL	93	97	94	92	95	97	95	97	95	97	96.5	97
EAL	95	97	96	97	96		96	96	96		96.5	
Special Education Needs												
No SEN	94	97	95	95	95.5	97	96	97	96	97	96.5	97
SEN Support	94	97	95	95	95.5	97	96	95	96	96	96.5	96
EHC	94	98	95	95	95.5	98	96	96	96	96	96.5	96

Chiddingly COHORT ATTENDANCE TARGETS FOR 2021/2022

Chiddingly		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5/6
WHOLE SCHOOL	Whole School Target	96.5	94%	95%	95.5%	96%	93%
	Actual		95.9%	95.17%	94.8%	92.7%	93%
YEAR 6	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		96.4%	94.02%	93.22%	90.4	91%
YEAR 5	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		88.3%	90.87%	92.47%	91%	91%
YEAR 4	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		94.7%	95.73%	96.07%	94.3%	93%
YEAR 3	Target	96.5	94%	95%	95.5%	96%	96.5%

	Actual		95.9%	95.24%	95.71%	92.6%	93%
YEAR 2	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		98.9%	96.24%	95.74%	95.7%	95%
YEAR 1	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		97.8%	96.82%	94.07%	92.7%	94%
RECEPTION	Target	96.5	94%	95%	95.5%	96%	96.5%
	Actual		98.1%	96.65%	96.01%	92.7%	93%

Term 2

Period:01/09/2021 to 03/12/2021

Scope: Whole School

30 pupils have had code X	204 sessions total out of possible 3300 - 6.18%
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Chiddingly Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	95.9	95	95.17	95.5	94.8	96	92.6	96		96.5	92.95
Gender												
Male	94	95.4	95	93.68	95.5	93.54	96	91.5	96		96.5	91.7
Female	94	96.5	95	96.27	95.5	95.88	96	93.7	96		96.5	94.01
Free School Meals												
Non-FSM	93	96.9	94	96.03	95	95.67	95	93.6	95		96.5	93.92
FSM	95	93.2	96	92.79	96	92.38	96	89.9	96		96.5	90.19
English as a First Language												
Non-EAL	93	95.9	94	95.17	95	94.8	95	92.6	95		96.5	92.95
EAL	95	n/a	96	n/a	96	n/a	96	n/a	96		96.5	n/a

Special Education Needs												
No SEN	94	96.5	95	95.5	95.5	95.31	96	93.4	96		96.5	93.6%
SEN Support	94	93.7	95	93.29	95.5	92.88	96	89.9	96		96.5	90.59
EHC	94	100	95	100	95.5	97.6	96	93.4	96		96.5	94.5

Chiddingly	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	9	8.0	12	8.0	17/94 18.1%	7.5	30/95 31.6%	7.5		6.0	23/96 23.96 %
Gender												
Male	8.0	4	8.0	8	8.0	8	7.5	19/95	7.5		6.0	15/96 15.63 %
Female	8.0	5	8.0	4	8.0	9	7.5	11/95	7.5		6.0	8/96 8.33%
Free School Meals												
Non FSM	8.0	3	8.0	5	8.0	12	7.5	18/95	7.5		6.0	13/96 13.54 %
FSM	8.0	6	8.0	7	8.0	5	7.5	12/95	7.5		6.0	10/96 10.42 %
English as a First Language												
Non-EAL	8.0	9	8.0	12	8.0	17	7.5	30/95	7.5		6.0	23/96 23.96 %
EAL	8.0	n/a	8.0	n/a	8.0	n/a	7.5	n/a	7.5		6.0	n/a

Special Education Needs												
No SEN	8.0	6	8.0	9	8.0	11	7.5	18/95	7.5		6.0	13/96 13.54 %
SEN Support	8.0	3	8.0	3	8.0	6	7.5	12/95	7.5		6.0	10/96 10.42 %
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5		6.0	0