



SUMMARY OF SELF- EVALUATION '2024 - 2025'

Updated: September 2024

All judgements are based on robust school self-evaluation using updated Ofsted April 2024 criteria.

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

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.

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 (SDP). SDP 24-25 and previous development plans are available on the school website.

Summary statement for each area in *italics* at the beginning of each section below.

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CONTEXT

In **May 2019**, the School achieved a 'Good' Ofsted inspection.

The Pioneer Federation consists of 6 Primary schools and has an outward facing approach to school improvement. The Executive Head now splits his time equally between the 6 schools and the 6 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. In September, Groombridge St Thomas Primary & Nutley CE Primary went into partnership with Pioneer. The Pioneer Federation is in consultation with the Chichester Diocese, DOCET, DBE, ESCC, RSC and DfE regarding become a separate Multi-Academy Trust (MAT) in its own right by January 2025, catering for small school in Sussex. [See SDP 24-25 section 2.4.](#)

The Pioneer Federation has an outward facing approach to school improvement and are active members of local school Alliances. We have a very dedicated talented staff team who have impacted greatly and leaders have blossomed in their leadership roles.

Mrs Kayleigh Vile was appointed as the full time Head of School at Chiddingly in 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. In **July 2023**, all other cohort outcomes were mostly above national average with strong progress from starting points. **100% of teaching and learning is outstanding.** In **July 2024**, all outcomes across the school were in the top 5% of East Sussex schools and significantly above National averages.

As a staff team **2019-2024**, we have collaboratively redesigned the Pioneer curriculum to ensure total clarity of intent/purpose, developing a broad/balance/ inclusive and inspiring curriculum for all. East Hoathly had an Ofsted inspection in **June 2024** & the 'Pioneer Curriculum' was judged as *'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'* <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2024/07/East-Hoathly-CofE-Primary-School-Ofsted-Report-June-2024.pdf>

Our LA School Improvement Partner (DG) concluded in **March 2024**, that *'The Exec Head and HoS know Chiddingly very well and this knowledge is put to excellent use. They are driven and passionate about their children succeeding and have developed a school in which they can do just that.'*

In **2023-2024**, Chiddingly had Local Authority monitoring visits for both **'Safeguarding- Sept 2023 & March 2024'** and **'Health & Safety' April 2024**. The reports concluded that **'Safeguarding is effective'** and **'pupils are safeguarded very well at this school'** & *'pupils were very positive attitudes about school, their confidence that school is a safe place and that adults in the school are always there to help them'* & **'98% healthy and safety outcome, classified as outstanding.'**

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

Chiddingly School Vision.

To grow great learners who dream big and shine bright as responsible global citizens of the 21st century.

Ambition
We set ourselves challenging goals and build resilience to be the best we can possibly be.

Kindness
We are at our best and happiest when we respect and care about ourselves and each other.

Community
We are part of a community that is nurturing, inspiring, inclusive and innovative.

PIONEER FEDERATION

Achievement for all, Learning together, Learning for life

Chiddingly School













The graphic features a central illustration of Chiddingly Primary School with a green leaf icon above it. Three circular callouts describe the school's values: Ambition (with a star icon), Kindness (with a heart icon), and Community (with a globe icon). The Pioneer Federation logo is in the bottom left, and the school's logo with a rainbow is in the bottom right.








Chiddingly Primary School Context & Details

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: 12 Year 2: 16 Year 3: 15 Year 4: 15 Year 5: 14 Year 6: 15 Boys: 48 Girls: 54
Number of pupils eligible for pupil premium	17/103 (17%)
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	SEN 22/103 (22%) EHCP 1/103 (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

East Sussex School Improvement Partners (SIP) Reports:

 SIP Oct 2023- Chiddingly Primary Sr	 Pioneer Curriculum Review- SIP June 2023	 Shaun Collins Visit 7.2.23 Maths Deep Div	 SIP June 2022 Chiddingly Primary Sr	 SIP Sept 2022 Pioneer Visit.docx	 SIP July 2022 Chiddingly Primary Sr
 SIP Feb 2022 Chiddingly Primary Sr	 SIP March 2021 Chiddingly T4 Adviser	 SIP Sept 2021 - Chiddingly Primary Sr	 SIP May 2021 Chiddingly T5 Adviser	 SIP Sept 2020 Chiddingly T1 Adviser	 SIP Dec 2020 Chiddingly T2 Adviser

Local Authority Monitoring Reports:

 Park Mead Follow Up Visit Report 20.03.2022	 Safeguarding Review Report Chiddingly 21.	 Chiddingly Health & Safety Audit April 202	 EYFS LA Monitoring Nov 2023- Chiddingly	 EYFS Moderation June 2024- Chiddingly
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2024 Data Summary –Yr. R, 1, 2,4 & 6

EYFS		
	Validated teacher assessment 2024	National 2023
	ELG	ELG
Year R Reading	91%	68%
Year R Writing	91%	68%
Year R Maths	91%	76%
Year R GLD	91%	64%

Context: 11 children in Year R 1 child = 9.09% SEND = 2

Year 1 and 2		
	Teacher assessment 2024	
	EXS+	GDS
Year 2 Reading	80%	26%
Year 2 Writing	73%	26%
Year 2 Maths	80%	26%
Year 2 Combined	67%	26%
Year 1		
Phonics	75%	
Context:	16 children in Year 1 1 child = 6.25% SEND = 4 EHCP = 0	

Year 6					
	SAT Outcomes 2024			National 2023	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	20%	80%	53%	73%	27%
Year 6 Writing	13%	87%	20%	71%	10%
Year 6 Maths	13%	87%	27%	72%	17%
Year 6 Combined	20%	80%	20%	59%	7.2%

Context: 15 children in Year 6 1 child = 6.6% SEND = 3 EHCP = 2

2023 Data Summary –Yr. R, 1, 2,4 & 6

Year 6					
	SAT Outcomes 2023			National 2023	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	30%	69%	8%	71%	28%
Year 6 Writing	8%	93%	23%	71%	13%
Year 6 Maths	15%	85%	15%	73%	22%
Year 6 Combined	46%	54%	8%	59%	8%
Year 6 GPS	15%	85%	23%	72%	28%

	Reading	Writing	Maths	GPS
A	101	EXS	101	101
B	111	GDS	110	111
C	99	EXS	103	100
D	99	EXS	101	105
E	108	GDS	109	117
F	102	WTS	98	96
G	107	EXS	107	104
H	98	EXS	101	99
I	97	EXS	107	101
J	109	GDS	113	120
K	101	EXS	102	100
L	107	EXS	105	105
M	101	EXS	99	102
Av SS	103.1		104.3	104.6

Context: 13 children in Year 6 1 child = 7.6% SEND = 2 0 chn with EHCPs in the year group

Year 1 and 2					
	Teacher assessment 2023			National 2023	
	WTS	EXS+	GDS	EXS	GDS

Year 2 Reading	20%	80%	26%	69%	18%
Year 2 Writing	27%	73%	26%	61%	8%
Year 2 Maths	20%	80%	33%	72%	15%
Year 2 Combined	26%	73%	26%	53%	8%
	Year 1		Year 2		Year 1
Phonics	80%		50% (1/2)		76%

Context: 15 children in Year 1 15 children in Year 2
 1 child = 6.7% 1 child = 6.7%
 SEND = 4 SEND = 3
 1 EHCP

EYFS			
	Validated teacher assessment 2023		National 2023
	WTS	ELG	ELG
Year R Reading	21%	78%	68%
Year R Writing	21%	78%	68%
Year R Maths	21%	78%	76%
Year R GLD	28%	71%	64%

Context: 14 children in Year R 1 child = 7.1% SEND: 4

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 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'

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%
				Year 1	Year 2
					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)

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



Ofsted June 2019-
Chiddingly.PDF

ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE 2020-24 SCHOOL IMPROVEMENT PLANS

Ofsted Areas for Development – May 2019

Progress Made

Implement the new curriculum in all classes throughout the school.

This area of development has been achieved. We know this because the full broad/balanced curriculum is represented through children's book and planning of all subjects – as shown against the 2-year cycle of curriculum, unit progression documents, Road Maps and MTPs.

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.

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. 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.

See SDP 20-22 Key Priority 1.5.

New EYFS curriculum designed and embedded 2021-22- see SDP section 5

2022/2023: 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 - ACHIEVED

2023/2024: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. See SDP 23/24 1.1 – ACHIEVED

East Hoathly had an Ofsted inspection in **June 2024** & the 'Pioneer Curriculum' was judged as '*The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.*'

In **February 2024**, our Local Authority school Improvement partner (Duncan Greig) concluded in his monitoring report that '*The curriculum is a strength of the Federation. There is a very clear strategy into how the curriculum has been developed across the Federation. It is clear and consistent, aims to drive expectations and is resourced. The subject leaders are empowered to develop their areas and because the responsibility is shared across the federation senior leaders can deploy staff with expertise and degree level qualifications to lead curricular areas. This has helped ensure the curriculum has rigour and challenge in built. Senior leaders ensure the curriculum is reviewed regularly, learning and reflecting on the impact teaching sequences have on the children's learning. This is ambitious and is supportive of teachers and their workload.*'

2024/2025: Pioneer Curriculum: To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. **24-25 Initiatives:** Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders. See SDP 24/25 1.1

ACHIEVED

Continue to develop pupils' comprehension and vocabulary throughout the school.

Chiddingly Ofsted May 2019- To ensure that pupils' reading comprehension and vocabulary develops throughout the 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.'

ACHIEVED

*This area of development has been **achieved**. 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.*

- ✓ **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 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 place 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
	WTS	EXS+	GDS	EXS
Year 6 Reading	20%	80%	33%	74%

- ✓ Reading **KS2 2023 EXS attainment outcomes at NA.** See above charts.
- ✓ In **July 2024**, all outcomes across the school were in the top 5% of East Sussex schools and significantly above National averages.

Year 6					
	SAT Outcomes 2024			National 2023	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	20%	80%	53%	73%	27%
Year 6 Writing	13%	87%	20%	71%	10%

Outcome Areas for Development 20-24

ACHIEVED

Year 6 GPS GD to at least match NA. **ACHIEVED**

GPS 'expected' to reach NA- **ACHIEVED**

Maths GD/Progress to reach NA - **ACHIEVED**

Year 2 - Maths GD to at least reach NA. **ACHIEVED**

- ✓ See **2020 & 2021 OUTCOME section above**
- ✓ 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 above.**
- ✓ 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.
- ✓ **2023 targets met- 'at or above NA'** See chart below and outcome comments in QofE section.
- ✓ In **July 2024**, all outcomes across the school were in the top 5% of East Sussex schools and significantly above National averages.

OVERALL EFFECTIVENESS: **OUTSTANDING**

- Outstanding (1)**
- **1.1 - The quality of education is outstanding** SDP 21-24
 - **1.2- All other key judgements are likely to be outstanding** SDP 21-24- 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.** SDP 21-24-session 2
- 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.**
 - **2.3- Safeguarding is effective.**

Overall Effectiveness
EVIDENCE TO SUPPORT THIS JUDGMENT:

Strengths and Areas for Development **24/25**

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

- 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.
 - 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.
-
- 100% of teaching and learning is outstanding & 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 and Road Maps, MTPs and Subject Skills Progression Documents – See curriculum maps and website links
-
- All of cohorts and groups make consistently strong progress across the school and attainment is above National. See 2020-24 Datawall section above.
 - Attendance is strong and improving across the school and for different groups- 96.1% and PA 4.2 (July 2019) & 97% (July 2021) At NA 2022, 2023 & 2024 for overall attendance. See appendix charts and SDP attendance charts 20-24. Persistence absence (July 24= 13.7%) remains an area of focus for leadership – see attendance evidence file & fortnightly checks.
 - Safeguarding is highly effective. See SIP 20-24 reports & Sept 2023/March 2024 LA 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.

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

To deliver the following outcomes in **July 2025:**

- To develop further 'Wider Curriculum' aspects see SDP 24/25 Section 3 & section 4
- Outstanding Ofsted criteria BA reached by July 2024: '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'.
- Outstanding Ofsted criteria PD reached by July 2024: 'The school consistently promotes the extensive personal development of pupils. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character'.
- 2024/2025: Pioneer Curriculum: To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 24-25 Initiatives: Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders. See SDP 24/25 1.1
- Improve PA attendance. (July24=13.7%) See SDP 24/25- 3.2

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 20-23 QofE section
- 1.2- The quality of education provided is exceptional SDP 20-23 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 20-25 1.1
- 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 22-25 1.1
- 1.5- Pupils' work across the curriculum is consistently of a high quality. SDP 20-25 1.1
- 1.6- Pupils consistently achieve highly (SDP 20/21 1.2, 1.5 and Outcome section SDP, 2022 outcomes- and see 2022-25 datwall), particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. SDP 20-25 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 2024)

Year 6 GPS GD to at least match NA. ('18'= 14%, '19'= 7%, NA= 34%). Achieved.
GPS 'expected' to reach NA ('19'= 64%, NA=79%). Achieved.
Maths GD/Progress (-2-2) to reach NA ('18'=14%, '19'=7%, NA=22%). Achieved 22 and 23 attainments.

Reading GD/Progress (-1.5) to reach NA ('18'=7%, '19'=14% NA=25%). **Achieved 22. See SDP 23/24.**

Maths 'Multiplication Test' outcomes in Year 4 to be at least 80%+ 2023. **Achieved.**

EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023. **Achieved.**

Key priority – to improve negative progress scores at KS2

23/24

Year 6 Reading SS/Progress to at least reach NA (104.8/0) (2023= 103.1/-2.07) **Achieved.**

Year 6 Reading GDS to at least reach NA (28%) (2023= 8%) **See SDP section 1.4- Lexia Achieved.**

2022/2023: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. **Achieved.**

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-24' SCHOOL IMPROVEMENT PLANS

Q of E Strengths & IMPACT OF ACTIONS TAKEN (SEPT 19- JULY 2024)

Strengths- why we believe that Chiddingly is **Outstanding**

Our key area of development '20-24' were to:

- **Improve on KS2 progress scores. This has been achieved.** (see HOS report for 2023)
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
2023= R=-1.3 W=+1.4 M=-2
2024= all outcomes across the school were in the top 5% of East Sussex schools and significantly above National averages.
- **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). **Achieved.**
- **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 Achieved.**
- **Year 6 Reading SS/Progress** to at least reach NA (104.8/0) (2023= 103.1/-2.07) **Achieved.**
- **Year 6 Reading GDS** to at least reach NA (28%) (2023= 8%) **See SDP section 1.4- Lexia Achieved.**
- We have an inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum**, which is continuously evolving from feedback via stakeholders/Curriculum Steering Group to ensure that our curriculum offer is the best it can be for all pupils.
- Our Curriculum enables clarity of purpose and embedding of skills through the '**Curriculum Maps- Intent, Implementation and Impact**' approach and the development of **Road Maps, Medium Term Planning (MTPs) and Subject Skills Progression Documents** – see curriculum documents/planning, curriculum website blurbs & subject books.
- Our curriculum planning ensures strong '**Cultural Capital**' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & the development of a wide range of 'Curriculum Enrichment Events'.
- **PIONEER CURRICULUM: 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.' EH Ofsted June 2024- 'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'**
- **Staff are able to explain the curriculum and what, how and why it is sequenced and taught in that way.** SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022-25. Pupils are becoming more confident to talk about the purpose of their learning. LA School Improvement Partner concluded in **March 2024**, that '**Chiddingly children are confident and able to speak about their learning and how it relates to what they learnt in previous classes**'.
- **Subject leaders can discuss their curriculum area** coherently and explained how it has been developed. They have developed clear curriculum documents to map subject skills and knowledge progression. **See curriculum maps/offer, subject books, curriculum coverage auditing, website 'curriculum and enrichment', SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23. SDP 19-25 1.1**
- Staff & pupils have **total clarity of curriculum intent and teaching standards expectations** through our refined **teaching & learning policies & subject pupil toolkits** at the front of each subject book.
- All **subject books** have a **Subject Specific Toolkit** at the beginning. This lists the overall skills the children need to be successful in the subject. i.e. 'What does a Pioneer Scientist, Historian, Geographer etc look like?' All subject termly units will start with a 'Subject Cover', which includes key vocabulary and what the children already know and will end with a 'Subject Unit Quiz'. The subject leaders will provide these. The **key vocabulary words** will be defined and written in by the pupils when they are introduced to them throughout the unit of work. Teachers will use the information from the end of term subject quizzes to adapt the next linked unit to address and gaps in unit skills. All termly Pioneer Cohort Meetings will start by evaluating the previous term subject **Medium Term Plans (MTPs)** and then adapting the next unit from this information. Opportunities for the children to explain what they already know about a unit of

work will be provided for below the Key Vocabulary Sheet at the beginning of the unit. This will provide teachers with a reminder of pupil baseline of knowledge for the unit of work and also something to reflect back on after the unit quiz has been completed. The quizzes will also have an opportunity for greater depth knowledge recall by asking the children to reflect on what they have learnt linked to the overall subject big question for the term's work (represented in MTPs), **making progress explicit**.

- **Teaching** is consistently good and 100% is outstanding over time. If teaching/learning ever requires improvement, rapid developments are actioned (SLT and Pioneer subject leader coaching, mentoring) to ensure that good T&L is ensured. High quality staff CPD & robust NQT/ECT training mentoring programme [See staff meeting agendas & CPD staff matrix](#). There is strong progress in lessons as a result of well-planned differentiated & challenging learning tasks and effective use of assessment information to inform planning. [See termly lessons triangulations, SIP reports and planning feedback monitoring](#).
- Staff can discuss how pupils with **special educational needs**, those who are **disadvantaged** and the **lowest performing 20%** are identified and supported to progress. [Road Maps now have icons highlighting curriculum adaptations for SEND](#). Specific targeted SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning is in place and use of **PPG** and **SEND funding** is directed towards defined areas of need and rigorously tracked for impact & value for money. [See PPG and SEND Reports and Summary Documents 24/25](#). VG make good progress across the school. [See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing](#). *SEND and Disadvantaged Pupils make good progress across the school. There is a narrowing or no gap for PPG pupils in most cohorts.* Progress of children with support from outside agencies as a result of personalised provision (APDORS) that enables the child to close the gaps in learning. [See Vulnerable Pupil Folder and Datawalls](#).
- 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](#).
- Investment in ICT for classrooms and shared areas. Each classroom has an interactive screen and IPAD that is fundamental in the teaching and learning provision – enabling staff to utilise technology to improve outcomes.

Teaching & Learning Improvement initiatives have impacted on outcome gaps over time: (SEPT 2019 - JULY 2024)

- Systematic approaches to phonics ([Little Wandle 2022/23](#)) and reading ensure pupils experience a rich variety of text and attain and progress well. [See SDP 23-24 1.2 and HOS report](#).
- 'No-Nonsense Spelling' initiative developed 19-23. Spelling initiative introduced to increase GPS scores. GPS has consistently been at or above NA 19- 23.
- Multiplication initiatives to ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal multiplication testing have had significant impact. [Yr4 MTC outcome achieved June 2023](#). [See 2023 Outcome charts](#).
- Our Pioneer Maths Lead (Kayleigh Vile) has led a range of training, coaching and mentoring sessions 19-24 and has been involved in weekly team teaching Maths Mastery initiatives- [see Maths Action Plans and monitoring/support evidence](#).

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](#).

2023 Outcomes: KS1 & EYFS outcomes significantly above NA in all areas with strong progress from ETFS/baseline. KS2 outcomes mostly at or above NA.

2024 Outcomes: - all outcomes across the school were in the top 5% of East Sussex schools and significantly above National averages. [\(see above outcome charts\)](#)

Q of E- Areas for Development 2024/25 - what we need to work on to secure 'Outstanding'

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

To deliver the following outcomes in July 2025:

- To develop further 'Wider Curriculum' aspects see [SDP 24/25 Section 3 & section 4](#)
- Outstanding Ofsted criteria BA reached by July 2024: *'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'*.
- Outstanding Ofsted criteria PD reached by July 2024: *'The school consistently promotes the extensive personal development of pupils. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character'*.
- **2024/2025: Pioneer Curriculum:** To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. **24-25 Initiatives:** Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders. [See SDP 24/25 1.1](#)

Q of E ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2024)

IMPACT (MARCH 2025)

BEHAVIOUR AND ATTITUDES: OUTSTANDING

Outstanding (1)

- 1.1 - The school meets all the criteria for good in behaviour and attitudes **securely and consistently** SDP 19-25 Section 3
- 1.2- Behaviour and attitudes are **exceptional** SDP 19/20 3.1 & 3.4, SDP 19-25 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 19-24 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 19-24 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 19-24 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 & ESBAS 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 2019- JULY 2024)

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.

Coach stakeholders in order to implement new **Chiddingly Vision** centred around KV's core values

SDP 22-23

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 initiative 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.

SDP 22-23

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

3.3 - Anti-Bullying Policy: Ensure that the policy & procedures for investigating bullying are robust and consistently applied across all Pioneer schools- utilising ESBAS monitoring ways forward as stimulus- enabling clarity for all. **ACHIEVED**

3.4- Active Education Sussex & Sport Sports Games Marks –Embed impact from coaching team from AES across Federation. Achieving 'Gold' award at EH, PM and CP. **ACHIEVED**

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-24' SCHOOL IMPROVEMENT PLANS

B&A- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 19- JULY 2024)

Strengths- why we believe that Chiddingly is Outstanding

- **Behaviour is excellent and pupils demonstrate 'outstanding' 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.**
- Staff receive regular **Physical Intervention & de-escalation strategy training** – Jan INSET 23 and 24 pioneer staff safe holding techniques cpd. <https://pioneerfederation.co.uk/chiddingly/wp-content/uploads/2023/01/Physical-Intervention-Policy-Pioneer-Federation-Jan-202332.pdf>
- 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. These include:
 - *Learning Ambassadors Pupil Governors Eco Helpers School Choir Sports Leaders Librarians Involvement in PFCS*
- **Attendance- at 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.** Leaders do all it reasonably can to achieve the highest possible attendance and have a strong understanding of the cause of absence. We have a robust attendance policy and procedure that is consistently implemented. <https://pioneerfederation.co.uk/chiddingly/wp-content/uploads/2023/01/Attendance-Policy-Pioneer-Federation-1.pdf> **Persistence absence remains an area of focus for leadership – see attendance evidence file & fortnightly checks.** We analyse absence and persistent absence rates for all pupils weekly, and different groups and this information feeds into our school approach- meeting parent & action planning –challenging/supporting/consequence. Attendance and persistence absence is at NA and strategies to increase attendance have impacted (Policy review, ESBAS involvement & weekly checks and meetings where required). **See attendance folders.** Where pupils can't attend school, all possible strategies (external agencies and professionals and use of TLP/alternative provision) are utilised to support pupils and their family. figures are at NA – **see appendix attendance charts 19-24.**
- **Anti-Bullying:** We have a robust anti-bullying policy and procedure that is consistently implemented. Thorough investigations are carried out for any allegations of 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- '19-24'.**

Sept 23 and March 2024- LA Safeguarding Inspection commented- *Allegations/incidents of bullying are taken seriously by school staff and systems are in place to ensure any incidents/allegations of bullying are investigated robustly, records are kept and communications between school staff,*

pupils and parents are prioritised. High expectations are set by senior leaders, and support is secured to address children's behaviour where needed. Information is shared with governors for scrutiny. The sample of pupil voice gathered during the review demonstrates children's positive attitudes about school, their confidence that school is a safe place, that adults in the school are there to help them, and their understanding of risks they may face (both on and offline) and different ways to respond to keep themselves safe.

➤ In July 2023, Chiddingly achieved the 'Gold' Games Mark Award. <https://pioneerfederation.co.uk/chiddingly/sport-pe/>

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

- Improve PA attendance. See SDP 24/25- 3.2
- SDP 3.1- 'Social Justice' Cohort Initiatives

B&A - Areas for Development 2024/25- what we need to work on to secure 'Outstanding'

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

- Improve PA attendance. See SDP 24/25- 3.2
- SDP 3.1- 'Social Justice' Cohort Initiatives

B&A - ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2024)

IMPACT (MARCH 2025)

IMPACT (JULY 2025)

PERSONAL DEVELOPMENT: OUTSTANDING

Outstanding (1)

- 1.1- The school meets all the criteria for good in personal development securely and consistently SDP 20-25 Section 4
- 1.2- Personal development is exceptional. SDP 20-25 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 2019- JULY 2024)

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

SDP 22/23

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.

SDP 23/24

4.1- Federation Thrive/Wellbeing Initiative: To develop pupil emotional wellbeing and engagement with learning through the 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. **ACHIEVED**

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. **ACHIEVED**

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-24' SCHOOL IMPROVEMENT PLANS

PD- Strengths & IMPACT OF ACTIONS (SEPT 2019- JULY 2024)

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 our music lead and KS2 have music lessons with (Nathan Cline). See pupil/ parent questionnaires & newsletter covering all curriculum events and website.
- Chiddingly (& all Pioneer Schools) are **Thrive Schools**. 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. Thrive profiling completed termly and 'Drawing for Talking' in place across all 4 Pioneer schools for identified pupils. [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 (20-24)**, 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. **Active Mile in place weekly** for all cohorts- tracking of fitness by PE coaches. [See hall PE display.](#) 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](#)
- **Mental Health & Wellbeing-** <https://pioneerfederation.co.uk/chiddingly/mhew/mental-health-emotional-wellbeing/> **Mental health & wellbeing is high profile** for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. [See staff signposting boards & parent and pupil questionnaires.](#) [Also LA Monitoring report Sept 2023/24.](#) We have a designated MHWB Lead (Heidi West- Park Mead HOS) and below are some of the areas she developed 22/23:
 - 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.](#)
 - '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/>
 - Children's mental health week 6th-12th February 2023 and Online safety staff meeting via Andrew Gunn and focus day on 6th Feb 2023. See website folders for photos and write-ups from these days. Online safety termly touch-base- to be highlighted with curriculum maps.
 - **Staff Workload-** leadership are very proactive to ensure that staff have a good work/life balance. Initiatives include: designated areas for PPA – outside of staffroom areas, subject leadership and monitoring within staff meeting times, all after-sch meetings finishing by 4:45pm, workload and MHWB part of all performance management areas, appropriate amount of assessment and monitoring – [see cycles.](#) [See staff questionnaire feedback questionnaires.](#)
 - **International School Links-** Chiddingly developed international links with a **village twinned French school in 2022/23/24.** The schools share photos and write to each other and this link enables pupils at Chiddingly to secure an understanding of life beyond their own front door. Pupils have a wide & rich set of experiences as part of the curriculum due to this international link and the broad and rich curriculum offer. <https://pioneerfederation.co.uk/chiddingly/international-school-links/> [See curriculum event evidence:](#) <https://pioneerfederation.co.uk/chiddingly/curriculum-events/>

FURTHER IMPACT '20-24'

- **Gold Games Mark Award July 2023 & 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. <https://pioneerfederation.co.uk/chiddingly/sport-pe/>
- **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. <https://pioneerfederation.co.uk/chiddingly/wp-content/uploads/2020/07/CP-Recovery-Curriculum-2020.pdf>
- 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’

- Achieve **National Wellbeing Award** by July 2025.
- **4.1- Better Planet School curriculum HOS** To use this **sustainability learning** for each Pioneer school by July 25.
- **4.2- Healthy Schools Award: HW & HOS** Pioneer schools achieve the **accredited Health School award** by July 2025.
- **4.3- British Council International Award- HOS** Pioneer schools achieve the **accredited International award** by July 2025.

PD- Areas for Development 2024/25- what we need to work on to secure ‘Outstanding’

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

- 4.1- Better Planet School Awards HOS** Better Planet School curriculum **HOS** To use this **sustainability learning** for each Pioneer school by July 25.
- 4.2- Health Schools Award: HW & HOS** Pioneer schools achieve the **accredited Health School award** by July 2025.
- 4.3- British Council International Award- HOS** Pioneer schools achieve the **accredited International award** by July 2025.

PD- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE ‘2024-25’ SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2024)

IMPACT (MARCH 2025)

IMPACT (JULY 2025)

LEADERSHIP AND MANAGEMENT: OUTSTANDING

Outstanding (1)

- **1.1- The school meets all the criteria for good in leadership and management securely and consistently.** SDP 20-25 Section 2
- **1.2- Leadership and management are exceptional.** SDP 20-25 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 20-24 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 20-24 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 20-24 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 2024)

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 -

- 2.7 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.
- 2.8 Park Mead Partnership-** to ensure a strong partnership is developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.9 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.
- 2.10 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

- 2.11 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.
- 2.12 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.
- 2.13 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.
- 2.14 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.
- 2.15 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.
- 2.16 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.

SDP 22-23

- 2.17 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.
- 2.18 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.
- 2.19 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.
- 2.20 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.
- 2.21 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.

SDP 23-24

- Health and Safety LA Monitoring Inspections-** To ensure that all school are safe and have successful LA inspections and achieve at least 90%+. CP (March 24)

ACHIEVED

Year 6 Reading SS/Progress to at least reach NA (104.8/0) (2023= 103.1/-2.07) Achieved.

Year 6 Reading GDS to at least reach NA (28%) (2023= 8%) See SDP section 1.4- Lexia Achieved.

2022/2023: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. Achieved.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-24' SCHOOL IMPROVEMENT PLANS

L&M- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 2019- JULY 2024)

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 all staffing levels to ensure that staff and pupils perform at the best they can be. Our strong collaborative working enables Federation schools- to -school support when required **See staff questionnaires, SIP/external monitoring reports & Federation strength documentation.**
 - ✓ Leaders have worked closely with staff to develop an inspiring, challenging, inclusive & fully broad and balanced **Chiddingly & 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, Book and Learning Environment Booklet Policies & Policy Folders.**
 - ✓ High quality **staff CPD & robust NQT/ECT training** mentoring programme, ensuring strong subject knowledge & leadership. **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 19-24) **See SDPs and SIP & DEP reports**
 - ✓ **Staff feel empowered and morale** is high. **Staff questionnaires** - Staff and parent questionnaires- March 23- indicating that parents are very confidence and happy with the school and that staff feel valued and moral is high. **See Questionnaire Summary Reports.**
 - ✓ **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 SDPs section 2 & staff meetings mins, and Leadership Action Plans** New positions developed 22-23 to enable further clarity and communication within year group planning- Cohort Planning Lead. Staff feedback was strong from this development.
 - ✓ Funding secured to 'Decarbonise' Chiddingly Schools heating system, from an oil system to electric system, replacing the schools radiators, pipework, external doors and fitting Solar panels across the sports hall roof.
 - ✓ **The Pioneer Federation has an outward facing approach to school improvement** and are active members of local school Alliances & has strong with The Compass Partnership of Schools in London. We have a very dedicated talented staff team who have impacted greatly and leaders have blossomed in their leadership roles.
 - ✓ In January 2023, **Kayleigh Vile** was asked to joined the Local Authority Assessment and Curriculum Strategic Group- LA requested Pioneer Federation to be represented within this group. This group was created to formulate East Sussex School Assessments and Curriculum development expectations for schools.
 - ✓ In May 2023, **James Procter** joined the Small School Local Authority Leadership Strategic Group - LA requested Pioneer Federation to be represented within this group and to present about the collaborative aspects of the Federation working. This group was created to formulate East Sussex Small School development expectations.
 - ✓ **Sian Leahy (Pioneer Inclusion Manager)** is now (from September 23) a Lead Local Authority SENCo in East Sussex, supporting inclusion in other local schools.
-
- ✓ The school has a strong **Metacognition (Skills builders) and Growth Mindset ethos** 'thinking about thinking'. 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- each teacher leading 1 subject from their area of expertise/particular interest **(see Subject Leadership structure & roles on Lead Inspector tab on website)** and staff meetings are carefully planned to enable staff to visit and **monitor standards in books and lessons** in 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 Shared Federation Subject Leadership identified by SMV March 2020 Ofsted & East Hoathly Ofsted June 2024** – 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.’* Staff are very positive about the school. They benefit from the high-quality training across the federation. As a result, staff deliver the curriculum confidently. Teachers have secure subject knowledge. They explain learning clearly and design activities that interest pupils and deepen their learning over time.
- ✓ **In June 2023, Chiddingfold had a Local Authority Curriculum Review & Deep Dive.** See reports in Ofsted files & website ‘Lead Inspector’ tab. The report concluded that *‘subject leaders were very strong, with a clear understanding of what teaching & learning looked like in their subjects and how future developments will have a very positive effect on the offer given to children.’* As an indication of what subject leadership looks like across Pioneer, they showed that this was strong with a desire to continue to develop their subjects in order to improve outcomes for children. *‘It was clear that subject leaders knew what outcomes looked like from their focussed work scrutinies.’*
- ✓ **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- LLE consultancy. The ExHt is regularly required to support other HTs strategic development within East Sussex and other local authorities and both James Procter and Kayleigh Vile, will be applying to become School Leader Ofsted Inspectors 23-24 and will use the Ofsted training and school inspection experiences to develop Pioneer school’s future.
- ✓ 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 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. All are vigilant and constantly maintain an attitude of ‘it could happen here’. DSLs effectively identify pupils who may need early help & secure the help pupils need. All staff receive annual **safeguarding and prevent training** and weekly refreshers are built into briefing meetings. **H/S ESCC Inspection reports and safeguarding folders and Safeguarding County Reviews**
- ✓ Health and Safety Audit in **April 2024** showed effective practice (98% (outstanding)) **see reports.**
- ✓ **If pupils, particularly vulnerable pupils, are not on site** the school is very clear where those pupils are and take the necessary steps to safeguard them when off-site. (external agencies and professionals and use of TLP/alternative provision) **See school case studies for pupil with alternative provision/TLP 22-24.**
- ✓ **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 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.’ EH Ofsted June 2024- ‘The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.’*
- ✓ **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, Park Mead and EH 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 ‘Approaches to Reading’ Policy, pupil questionnaires, pupil voice and book/lesson triangulation.**
- ✓ A wide range of initiatives are utilised to **engage with the community and SMSC initiatives are a strength of the school-** including regular curriculum workshops, curriculum enrichment events, strong PTFA, termly parent forums, home-learning projects, celebratory termly curriculum events, strong links & involvement in Parish Council. **See weekly newsletters and community folder. See SMSC folders on website.**
- ✓ **‘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**
- ✓ **Parent questionnaires January 2022-2024** shows high % of ‘strongly agree/agree’ to 18 Ofsted standard questions.

Areas for development **2024/25** – what we need to work on to secure ‘**Outstanding**’

- To improve on attendance - PA % by July 2025 **so better than NA.**
- **Sussex Pioneer Trust:** To convert 'Pioneer Federation' to a MAT by January 2025.
- **Pioneer Subject Leadership:** Ensure that subject leaders have the appropriate time set aside in termly

L&M- Areas for Development 2024/25 - what we need to work on to secure 'Outstanding'

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024 - JULY 2025)

- 2.1- **Headteacher Leadership model across Pioneer schools & SENCO Consultant/Lead alongside**
- 2.2- **Early Years Classes for all Pioneer school (to include Rising 5'sWrap Around Care: HOS** To develop Breakfast and After School Clubs for each Pioneer school by March 25, enabling working parents to send their children to Pioneer schools.
- 2.3- **Sussex Pioneer Trust:** To convert 'Pioneer Federation' to a MAT by January 2025.
- 2.4- **Pioneer Subject Leadership:** Ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations which dovetail with Pioneer curriculum developments. (2 x SMs termly for MTPs, time set aside for action planning and meetings with Governors)
- 2.5- **Safeguarding:** To ensure that all Pioneer schools have highly effective safeguarding policies and procedures in place. **24-25 Initiatives to include:** Confide and new SCR format embedded.

L&M- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2024)

IMPACT (MARCH 2025)

IMPACT (July 2025)

EARLY YEARS EDUCATION: OUTSTANDING

Outstanding (1)

- 1.1- **The school meets all the criteria for good in the effectiveness of early years securely and consistently.** SDP 21-25- Section 5
- 1.2- **The quality of early years education provided is exceptional.** SDP 21-25- 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 21-25- 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 21-25- 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 21-25- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24- 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 21/24 Section 5

July 2024 EYFS Outcomes All at/above NA with 30% value added from baseline.

EYFS		
	Validated teacher assessment 2024	National 2023
	ELG	ELG
Year R Reading	91%	68%
Year R Writing	91%	68%
Year R Maths	91%	76%
Year R GLD	91%	64%
Context: 11 children in Year R / 1 child = 9.09% SEND = 2		

July 2023 EYFS Outcomes All at/above NA with 25% value added from baseline.

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 %

July 2022 EYFS Outcomes

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

EYFS Datawalls 2019 - 2019 GLD =87% (NA 71%)

Early Years
EVIDENCE TO SUPPORT THIS JUDGEMENT:
PRIORITIES FOR IMPROVEMENT (SEPT 2019- JULY 2024)
<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>SDP 22/23 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</p> <p>SDP 2023/24 5.1- EYFS Maths Curriculum- To embed the development of White Rose Mastery approaches – aligning with other Pioneer year groups. 5.2- Pioneer EYFS Cohort Planning – To ensure that staff learn from more experienced/EYFS Lead practitioners through a more consistent and coherent planning approach across Pioneer EYFS. 5.3- To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems with Pioneer EYFS and rigorously track impact on pupil standards.</p>
<p>ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-24' SCHOOL IMPROVEMENT PLANS</p> <p>EY- Strengths & IMPACT OF ACTIONS TAKEN - (SEPT 2019- JULY 2024)</p>
<p>Strengths- why we believe that Chiddingly is 'Outstanding'</p>
<p>✓ LA EYFS moderation 21/22- reinforcing strong good judgement on Teaching and Learning</p> <p style="padding-left: 40px;">✓ Development of EYFS outside space following LA pre-moderation report</p>



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 (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. EYFS outcomes mostly at or above LA/NA and improvements made yearly- see progress in attainment 22-23.

- ✓ ‘EYFS Lead reflections on East Hoathly/Pioneer EYFS Strengths- July 23’ - *Thorough processes for assessing children’s abilities when they enter Reception and rigorous ongoing assessments staff are able to plan very effectively for the needs of all children. Strong links with parents, supported by an effective programme of pop in and play sessions and home visits, ensure that transition is managed very well. Thorough mid-term and short term planning across the Federation, as well as spontaneous and responsive planning, which follows the interests of the individual cohorts leads, to the greatest levels of involvement and interest from the children. Creative environments and inspiring resources support children’s learning and development very successfully, enabling them to build up high levels of independence, curiosity and imagination. Children can make excellent progress in their reading and writing skills through the competent implementation of the Little Wandle Scheme and through both structured and unstructured opportunities to write and become authors. Extremely frequent reading, both in groups and 1-1 supports this progress. The systematic teaching of core mathematical concepts is well supported through the use of the White Rose mathematics scheme and the extensive use of a wide range of manipulatives that are readily available to the children.*

- ✓ EYFS 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 and externally with Alliance and LA. ensures that judgements are calibrated effectively. See moderation mins and LA moderation reports.

- ✓ EYFS Curriculum 21-24: 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/chiddingly/development-of-eyfs-curriculum/>

- ✓ Pioneer EYFS Hub and Expertise: Within the Pioneer Federation EYFS team we have County moderators. The teachers have also previously led the County Pioneer EYFS Hub, providing training and support for East Sussex Pre-schools, Nursery and Reception Classes.

EY- Areas for Development 2024/25

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

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

5.1- EYFS Curriculum to redesign the EYFS curriculum to enable Rising 5’s to be incorporated within EYFS classes across Pioneer from September 2025.

5.2- Early Years Classes for all Pioneer school (to include Rising 5’s) –To ensure that all premises logistically & staff training aspects are in place for new early years classes from September 2025.

EY- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE ‘2024-25’ SCHOOL IMPROVEMENT PLAN’

IMPACT (DECEMBER 2024)

IMPACT (MARCH 2025)

IMPACT (JULY 2025)

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		

Attendance **23/24**

Chiddingly COHORT ATTENDANCE TARGETS FOR **2023/2024**

Chiddingly		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96.5%	96%	96%	96%	96%	96.5%	96.5%
	Actual	94.5%	94.8%	94.2%	94%	93.8%	94%	94.2%
Year 6	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	96.32%	93.2%	92.5%	91.8%	91.8%	92%	93.6%
Year 5	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	94.66%	95.9%	94.5%	92.9%	92.9%	92.6%	92.3%
Year 4	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	94.36%	92.8%	93.1%	94%	94.5%	95%	95.2%
Year 3	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	95.29%	95.9%	94.4%	95%	93.9%	94%	94.4%

Year 2	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	94.71%	96.1%	96.3%	95.2%	94.8%	95%	95.7%
Year 1	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	93.98%	93.3%	93.1%	94.1%	94%	94%	93.5%
EYFS	Target	96.5%	96%	95%	96%	96%	96.5%	96.5%
	Actual	92.23%	98.8%	96.8%	96%	94.9%	96%	95.3%

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	96%	94.8	96	94.2	96	94	96	93.8	96.5	94	96.5	94.2
Gender												
Male	96%	93.7	96	94.6	96	94	96	94.1	96.5	94	96.5	94.2
Female	96%	96.2	96	93.9	96	94	96	93.6	96.5	94	96.5	94.2
Free School Meals												
Non-FSM	96%	94.6	96	94.5	96	94.3	95	93.9	96.5	94	96.5	94.4
FSM	96%	96.1	96	93.1	96	92.7	96	93.6	96.5	93	96.5	93.1
English as a First Language												
Non-EAL	96%	94.8	94	94.2	96	94	96	93.8	96.5	94	96.5	94.2

EAL	96%	n/a	96	n/a	96	n/a	96	n/a	96.5	n/a	96.5	n/a
Special Education Needs												
No SEN	96%	95.5	96	94.6	96	92	96	94.2	96.5	94	96.5	94.6
SEN Support	96%	93.7	96	93.8	96	94	96	93.9	96.5	94	96.5	93.8
EHC	96%	81.9	96	88.1	96	83.9	96	82.7	96.5	84	96.5	86.2

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	16/101 = 15.8%	8.0	18/101 = 17.82%	8.0	13/101 12.9%	7.5	13/101 12.9%	7.5	10/101 = 9.9%	6.0	14/102 = 13.7%
Gender												
Male	8.0	9/46 = 19.57%	8.0	9/46 = 19.57%	8.0	6/46 13%	7.5	5/47 = 10.6%	7.5	5/47 = 10.6%	6.0	7/48 = 14.5%
Female	8.0	7/55 = 12.72%	8.0	9/55 = 16.36%	8.0	7/55 12.7%	7.5	8/54 = 14.8%	7.5	5/54 = 9.2%	6.0	7/54 = 13%
Free School Meals												
Non FSM	8.0	14/81 = 17.28%	8.0	14/80 = 17.5%	8.0	11/80 13.8%	7.5	10/82 = 12.2%	7.5	8/82 = 9.7%	6.0	11/83 = 13.3%
FSM	8.0	2/20 = 10%	8.0	4/21 = 19.05%	8.0	2/21 9.5%	7.5	3/19 = 15.8%	7.5	2/19 = 10.5%	6.0	3/19 = 15.8%
English as a First Language												
Non-EAL	8.0	16/101 = 15.8%	8.0	18/101 = 17.82%	8.0	13/101 13.9%	7.5	13/101 = 12.8%	7.5	10/101 = 9.9%	6.0	14/102 = 13.7%

EAL	8.0	n/a	8.0	n/a	8.0	n/a	7.5	n/a	7.5	n/a	6.0	n/a
Special Education Needs												
No SEN	8.0	10/79= 12.66%	8.0	13/79 = 16.46%	8.0	11/79 13.9%	7.5	10/79 = 12.6%	7.5	6/79= 7.5%	6.0	9/78 = 11.6%
SEN Support	8.0	5/19= 26.32%	8.0	4/19= 21.05%	8.0	2/19 = 10.52%	7.5	2/19 = 10.5%	7.5	3/19= 15.7%	6.0	4/21 = 19.1%
EHCP	8.0	1/3= 33.33%	8.0	1/3 = 33.33%	8.0	1/3 = 33.33%	7.5	1/3 = 33.3%	7.5	1/3= 33.3%	6.0	1/3= 33.3%

Attendance **22/23**

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 x 1)	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%	94.3%	94.4%
YEAR 6	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		98.5%	96.22%	96.02%		95.9%	96.3%	96.3%
YEAR 5	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		96.2%	96.46%	95.22%		95.3%	95.2%	94.6%
YEAR 4	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		96.4%	96.78%	96.11%		94.9%	94.3%	94.4%
YEAR 3	Target	96.5	94%	95%	95.5%		96%	96%	96.5%
	Actual		95.9%	96.78%	95.17%		94.6%	95.1%	95.1%

YEAR 2	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		94.2%	93.89%	93.68%	93.8%	94.2%	94.4%
YEAR 1	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.3%	93.97%	92.08%	94.59%	95.6%	93.7%
RECEPTION	Target	96.5	94%	95%	95.5%	96%	96%	96.5%
	Actual		98.9%	95.68%	95.02%	92.89%	92.1%	92.3%

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	94.3	96.5	94.4
Gender												
Male	94	97	95	95.25	95.5	93.72 94.38(w/o HM)	96	93.8	96	93.3	96.5	93.5
Female	94	96	95	96.16	95.5	95.8	96	95.4	96	95.4	96.5	95.3
Free School Meals												
Non-FSM	93	96	94	95.92	95	95.34 95.77 (w/o HM)	95	95	95	94.9	96.5	94.9
FSM	95	97	96	94.92	96	92.68	96	92	96	92.4	96.5	92.5
English as a First Language												

Non-EAL	93	96	94	95.71	95	94.78 95.12 (w/o x1)	95	94.6	95	94.3	96.5	94.4
EAL	95	0	96	0	96	0	96	0	96	0	96.5	0
Special Education Needs												
No SEN	94	96	95	96.21	95.5	95.81	96	95.4	96	95.3	96.5	95.2
SEN Support	94	96	95	94.14	95.5	91.5 93.06 (w/o HM)	96	92.3	96	91	96.5	91.5
EHC	94	100	95	91.67	95.5	87.36	96	89.96	96	91.8	96.5	92.4

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	15 (without HM, HC &JC) (14.29%)	6.0	14
Gender												
Male	8.0	5 (4.9%)	8.0	5	8.0	10	7.5	10	7.5	10 (9.52%)	6.0	8
Female	8.0	9 (8.82%)	8.0	6	8.0	6	7.5	5	7.5	5 (4.76%)	6.0	6
Free School Meals												
Non FSM	8.0	12 11.77%	8.0	8	8.0	8	7.5	9	7.5	9 (8.57%)	6.0	8
FSM	8.0	2 (1.96%)	8.0	3	8.0	8	7.5	6	7.5	6 (5.71%)	6.0	6

English as a First Language												
Non-EAL	8.0	14 13.73%	8.0	11	8.0	16	7.5	15	7.5	15 (14.29%)	6.0	14
EAL	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0
Special Education Needs												
No SEN	8.0	10 (9.8%)	8.0	5	8.0	7	7.5	8	7.5	8 (7.62%)	6.0	7
SEN Support	8.0	4 (3.33%)	8.0	5	8.0	8	7.5	6	7.5	6 (5.71%)	6.0	6
EHCP	8.0	0	8.0	1	8.0	1	7.5	1	7.5	1 (0.95%)	6.0	1