



Chiddingly Primary School

2025-2026

School Development Plan (SDP)

&

Self-Evaluation Form (SEF)

Key to Colours	
Green text:	These criteria are fully met
Turquoise text:	Evidence for statements
Amber text:	These criteria are partly met




Context and Characteristics of School

The local context and characteristics of our school

Chiddingly Primary School is a small, half-form entry school located in Muddles Green, East Sussex. It provides education for children aged 4 to 11 and prides itself on delivering a high-quality, inclusive education within a close-knit rural setting.

The school is a proud member of the Pioneer Federation—a collaboration of six village primary schools: East Hoathly, Park Mead, St Mary the Virgin (Hartfield), Groombridge St Thomas, and Nutley. In addition, Framfield and Stonegate schools are in partnership this academic year.

Leadership at Chiddingly is as follows:

-  Mrs Kayleigh Vile – Headteacher
-  Mr James Procter – Executive Headteacher
-  Mrs Erin Mackarness – Senior Teacher

Chiddingly School plays a vital role in the local community, fostering strong relationships with families, local organisations, and neighbouring schools. Its ethos is built on values of kindness, ambition, and community, which are woven into every aspect of school life.

Over recent years, the school has seen a steady rise in pupil numbers, with 106 pupils enrolled for the 2025–2026 academic year. Maintaining pupil numbers is key to providing the school’s learning environment and broad curriculum offer.

Above all, Chiddingly remains dedicated to upholding the high standards of education that its pupils consistently receive—ensuring every child is supported, challenged, and inspired to be the best they can be.

Contextual Data

Number on roll	No./% Boy/Girl	No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
106	Boys – 51 Girls - 55	12/106 11%	17/106 16%	1/106	1/106

July 2025 Outcomes

EYFS		
	Validated teacher assessment 2025	National 2025
	ELG	ELG
Year R Reading	93%	
Year R Writing	93%	
Year R Maths	87%	
Year R GLD	87%	68.5%
Context: 15 pupils in year R 1 child = 6.6% SEND = 1/15 PPG = 1/15		

Year 1 and 2		
	Teacher assessment 2025	
Phonics	85%	40 %
Context:	13 children in Year 1 (15 x2 pupils back-classed to year 1 therefore data is included in year 2 retakes) 1 child = 7.7% SEND = 2/13 EHCP = 0	14 children in Year 2 5 retakes 1 child = 7.1%% SEND = 4 (x 2 back-classed to year 1) EHCP = 1

Year 4 MTC	
% 20+ MTC Score	69%
Context:	16 children in Year 4 1 child = 6.25% SEND = 2 EHCP = 0



Year 6				
	SAT Outcomes 2025		National 2025	
	EXS+	GDS	EXS	GDS
Year 6 Reading	79%	7%	75%	
Year 6 Writing	79%	14%	72%	
Year 6 Maths	79%	21%	74%	
Year 6 Combined	64%	7%	62%	
Context: 14 children in Year 6 1 child =7.1% SEND = 4 EHCP = 0 1 pupil left mid y6 (started in EYFS) and 4 new starters since EYFS as 3 pupils had left at various stages. Therefore, when progress has been calculated 0 for those 4 as no school end of KS1 data) Reading GDS target in September 7% with a possible 14% 2 pupils with 109 scaled score in reading. Re-mark request sent for both.				






	Reading	Writing	Maths	Combined	GPS
A	100		96		98
B	104		107		109
C	108		110		97
D	109		104		110
E	101		100		99
F	104		110		108
G	91		96		97
H	105		105		108
I	95		101		92
J	112		119		120
K	91		107		97
L	109		107		103
M	101		103		95
N	104		97		99
Av SS	102.4	N/A	104.4		102.3
Progress	+1.57		+3.79		





Progress since Previous Inspection





Area for Improvement	Progress since previous inspection
<p>OFSETD November 2024</p> <p>In a small number of subjects, pupils do not have opportunities to deepen their understanding and move on to more complex work. This means that they are not gaining depth and breadth of knowledge in these subjects. The school should support teachers to design activities that are adapted expertly for mixed-age classes.</p>	<ul style="list-style-type: none">• Federation INSET January 2025 – DT, Music and adaptive curriculum CPD• MTP's developed by subject leaders to support curriculum planning, teaching and assessment





School Development Plan (SDP)






 = Identified Group
  = Person Responsible
  = Person Monitoring
  = Person Evaluating







Ofsted Aspect (1-10)	Areas for Development (directly from SEF Ref)		Success criteria and practice indicators	Activities/actions required to fulfil Areas of Development (What milestone activities/actions should happen to achieve the 'key actions'?) (£ & Business Plan Ref)	Activities to monitor & evaluate implementation of key actions & when
1: Leadership and Governance	1.1: To strengthen the leadership structure at Chiddingly that promotes distributed leadership, nurtures staff development, and ensures continuity through effective succession planning.	KV/JP	<ul style="list-style-type: none"> Leadership roles and responsibilities are clearly defined and documented across all phases. Middle leaders demonstrate increased confidence and impact in leading initiatives, as evidenced through monitoring and evaluation. Staff development plans are in place for all teaching and support staff, with CPD linked to school priorities. Internal candidates are successfully appointed to leadership roles, showing effective succession planning. Staff surveys show increased satisfaction with leadership support and professional growth opportunities. Distributed leadership is evident in school improvement activities, with multiple staff leading key areas. Regular leadership team meetings include middle leaders and phase leads, with shared decision-making. Coaching and mentoring systems are in place, pairing experienced leaders with emerging talent. Staff are given opportunities to lead working groups, curriculum areas, or school-wide initiatives. Performance management includes leadership development goals for aspiring leaders. Leadership development is tracked through CPD logs, impact reviews, and feedback loops. Succession planning is discussed annually by SLT, with clear pathways for internal progression. 	July 25 - Inset - timetables shared and structure explained. Time for EB/EM and KV/EM timetable for weekly and bi-weekly meetings. Oct 25 - PM meetings completed with all staff and CPD in place. Review triangulations, meetings and timetables. Jan 26 - stakeholder surveys completed April 26 - mid way PM reviews completed July 26 - review and plan for 26-27	 : FGB  : SIP, OFSTED
	1.2: To sustain pupil numbers through strategic community engagement, enhanced marketing of the school's strengths, and ensuring high standards of teaching and pastoral care that attract and retain families.	All staff	<ul style="list-style-type: none"> An increase in first choice applications for EYFS. Retention rates improve across all year groups and stable numbers of pupils on roll. Parent surveys and feedback forms reflect high levels of satisfaction. The school's strengths—such as its curriculum, ethos, and facilities—are clearly and consistently promoted through the school website, newsletters and community events. Teaching and pastoral care remain consistently strong, as evidenced by lesson observations, pupil progress data, behaviour analysis and safeguarding reviews. Relationships with local nurseries and community groups are active and productive, leading to increased referrals and engagement. The school hosts regular community engagement events, such as open days, parent workshops and seasonal celebrations, to build visibility and trust. EYFS and school-wide strengths are actively marketed through updated website content and printed materials like prospectuses and flyers. Staff receive training in pastoral care and safeguarding, with CPD logs and feedback showing increased confidence and competence. 	July 25 - new intake event at school with class teacher and TA's – information packs sent home. Oct 25 - Open days and parent tours advertised via school website, PFCS and local nurseries. Website up to date with key information. April 26 - Welcome email and admissions packs sent to new reception cohort July 26 - new intake for 26-27 events and information sharing	 : FGB/Cluster  : SIP, OFSTED





			<ul style="list-style-type: none"> Communication with families is consistent and responsive, including timely newsletters, use of parent apps and clear channels for enquiries. Pupil transitions are closely monitored, with individual plans in place and pupil voice used to evaluate the experience. The school's values, achievements, and pupil successes are regularly shared in the local community—through displays, newsletters and celebration assembly. 		
2: Curriculum	2.1: To streamline the Pioneer curriculum (Sept 25- Feb 26) to ensure the progression of skills, knowledge and end points are clear & interlinked across all year groups and within the planning documentation used by staff.	SLT	See FDP 2.1	July 25- Curriculum templates- 1) Streamlined Maps, 2) Overview 3) MTPs. Subject Teams and Leads (L) Crib doc for combining of previous docs into 1 overview per subject Overview example developed- 'Music' External scheme for some subjects agreed- PSHE and Computing scheme-scarf & Kapo Sept 25- Frances Nation curriculum streamlining review- see Sept report Oct 25- Jan 26: Streamlining in SL teams (to include cycle 1 MTPs) See staff meeting agendas 25-26. Jan 26- Staff begin to use new curriculum formats. Frances Nation Feb curriculum final review- see Feb report - pupil and staff voice Feb 26- Curriculum policies updated to reflect new look curriculum overviews April 26- SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum July 26- SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback	 : FGB  : SIP, OFSTED
	2:2: International Links – To ensure that pupils have a greater understanding of different cultures and practices. Pupils have a wide and rich set of experiences as part of the curriculum.		<ul style="list-style-type: none"> Pupils can share knowledge of different cultures, traditions and global issues through discussions, written work and assemblies. International themes are embedded across subjects, with clear links to Geography, RE, PSHE and the wider curriculum. The school establishes and maintains active partnerships with a school in another country. Cultural events and themed days (e.g. International Week, Language Day) are celebrated. Pupil voice reflects increased interest and empathy toward global perspectives. Staff confidently deliver lessons/assemblies that include international content and diverse viewpoints. Curriculum planning includes units that explore global cultures, languages and international issues. Pupils participate in written exchanges, virtual meetings, or collaborative projects with international schools. Displays around the school showcase cultural diversity, international work and pupil reflections. Assemblies and enrichment activities regularly feature global themes, guests or cultural performances. Resources used in lessons reflect a range of cultural perspectives and avoid stereotypes. 	July 25- meeting with PFCS about Lachelle link Oct 25- plan and send first school to school communication (share this on the school newsletter and update website) April 26- plan and send first school to school communication (share this on the school newsletter and update website) July 26- investigate accreditation for link and plan for 26-27	 : JP  : SIP, OFSTED





	<p>2:3: To enhance the curriculum by utilising the new areas of the school grounds. For example garden area, EYFS outside area and sensory wall.</p>	All staff	<ul style="list-style-type: none"> Pupils regularly engage with the garden area, EYFS outdoor space and sensory wall as part of planned curriculum activities. Teachers incorporate outdoor learning into weekly planning across multiple subjects. EYFS children demonstrate increased engagement, independence and curiosity through outdoor play and exploration. Pupil voice reflects enjoyment and perceived benefits of learning outdoors. Staff report increased confidence in using outdoor spaces to support differentiated and inclusive learning. Observations and learning walks show purposeful use of outdoor areas linked to curriculum objectives. Curriculum maps and medium-term plans include specific references to outdoor learning opportunities. EYFS staff use the outdoor area daily for both structured and child-led activities, aligned with Early Learning Goals. The sensory wall is used to support sensory regulation and learning for pupils with SEND. The garden area is maintained and used for cross-curricular projects such as science investigations, forest school and art. Displays and pupil work reflect learning that has taken place in outdoor areas, celebrating creativity and exploration. 	<p>July 25- plan and book in work to be completed in summer holiday</p> <p>Oct 25- monitor via learning walks and pupil voice</p> <p>Jan 26- stakeholder questionnaires</p> <p>April 26- monitor use via book looks, learning walks and pupil voice</p> <p>July 26- evaluate impact with staff and plan further outdoor opportunities</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
<p>3: Developing teaching</p>	<p>3.1: OFSTED report November 2024 In a small number of subjects, pupils do not have opportunities to deepen their understanding and move on to more complex work. This means that they are not gaining depth and breadth of knowledge in these subjects. The school should support teachers to design activities that are adapted expertly for mixed-age classes.</p>	All staff	<ul style="list-style-type: none"> Teachers consistently plan and deliver lessons that include progressive challenge for all within mixed-age classes. Pupils demonstrate increased depth and breadth of knowledge in previously identified subjects, as evidenced through work scrutiny and pupil outcomes. Curriculum planning documents show clear progression pathways and differentiation strategies across year groups. Staff confidence in adapting learning for mixed-age cohorts improves, as reflected in CPD evaluations and staff voice. Lesson observations and learning walks show pupils engaging with tasks that stretch their thinking and promote deeper understanding. Pupil voice reflects increased enjoyment and challenge in subjects where depth was previously lacking. Planning includes differentiated learning objectives and tasks tailored to age and ability within the same class. Teachers use questioning techniques and scaffolding strategies that promote higher-order thinking across age groups. Subject leaders monitor planning and outcomes to ensure progression and challenge are embedded. CPD is provided on curriculum design, differentiation and adaptive teaching for mixed-age settings. Teachers use formative assessment to identify pupils ready for more complex work and adjust planning accordingly. Pupils are given opportunities to apply their learning in extended tasks, investigations, or cross-curricular projects that deepen understanding. 	<p>Sept 25- Conduct a curriculum audit to identify subjects and year groups. Launch streamlining of the curriculum.</p> <p>Oct 25- Gather pupil voice and work samples to assess current levels of challenge and progression.</p> <p>Jan 26- Review planning formats and identify where differentiation and progression can be strengthened.</p> <p>April 26- analyse curriculum data to identify any common areas with less than expected progress.</p> <p>July 26- complete datawalls and review and plan areas of curriculum CPD for 26-27</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>

4: Achievement	<p>4.1 To increase the attainment GDS Reading at KS2 in line with national average. In 24-25 7% of pupils achieved GDS in Reading at the end of KS2.</p>	NC, KV	<ul style="list-style-type: none"> The percentage of pupils achieving GDS in Reading at KS2 rises to meet or exceed the national average (27%+). Target pupils identified early and tracked through pupil progress meetings and assessment cycles. Reading outcomes improve across all year groups, with a clear upward trajectory in internal data. Pupils demonstrate higher-level reading skills in both formative and summative assessments. Pupil voice reflects increased challenge, enjoyment, and engagement with high-quality texts. Teachers use high-quality, challenging texts across KS2 that promote deeper thinking and discussion. Whole-class reading sessions include targeted questioning and vocabulary development for GDS pupils. Planning includes explicit opportunities for pupils to develop inference, authorial intent and critical thinking skills. Regular moderation of reading assessments ensures consistency and accuracy in identifying GDS-level work. CPD is provided on teaching reading at greater depth, including strategies for scaffolding and extending higher-attaining pupils. Reading interventions and enrichment activities (e.g. book clubs, author visits, World Book day) support GDS pupils and raise aspiration. 	<p>July 25- review SATs papers for possible marking reviews. Complete GAP analysis for common areas of difficulty.</p> <p>Oct 25- complete baseline assessments and pupil progress meetings – plan intervention support</p> <p>Jan 26- monitor assessment data and review pupil progress</p> <p>April 26- monitor assessment data and review pupil progress</p> <p>July 26- review data and complete datawalls</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>4.2 To increase the attainment of GPS EXS at KS2 in line with national average. In 24-25 42% of pupils achieved EXS in GPS at the end of KS2.</p>	NC, KV	<ul style="list-style-type: none"> The percentage of pupils achieving GDS in GPS at KS2 increases to match or exceed the national average. Target pupils are identified early and tracked through pupil progress meetings and assessment cycles. Pupils demonstrate mastery of advanced grammar, punctuation, and spelling concepts in both independent writing and formal assessments. Internal assessment data shows upward trends in GPS attainment across all KS2 year groups. Pupil voice reflects increased challenge, enjoyment, and confidence in GPS learning. Teachers plan differentiated GPS lessons that include challenge for higher-attaining pupils. Explicit teaching of complex grammar and punctuation rules is embedded across writing lessons and discrete GPS sessions. Regular use of assessments helps identify gaps and inform targeted teaching. Pupils are given opportunities to apply GPS knowledge in extended writing tasks, editing exercises and peer review. Moderation of writing and GPS assessments ensures consistency in identifying GDS-level work. 	<p>July 25- review SATs papers for possible marking reviews. Complete GAP analysis for common areas of difficulty.</p> <p>Oct 25- complete baseline assessments and pupil progress meetings – plan intervention support</p> <p>Jan 26- monitor assessment data and review pupil progress</p> <p>April 26- monitor assessment data and review pupil progress</p> <p>July 26- review data and complete datawalls</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>





	<p>4:3: To increase the % of pupils in the year 4 MTC achieving scores over 20/25. In 24-25 69% of pupils achieved 20+.</p>	EB, KV	<ul style="list-style-type: none"> The proportion of pupils scoring above 20/25 in the MTC rises (80%+). All pupils demonstrate fluency in multiplication facts up to 12 x 12, with rapid recall and accuracy. Target pupils are identified early and supported through tailored interventions and practice routines. Assessment data shows consistent improvement in times table fluency across Year 3 and Year 4. Staff confidence in teaching and assessing multiplication fluency increases, as reflected in CPD feedback and lesson observations. Pupil voice reflects increased confidence, enjoyment, and motivation in learning times tables. Teachers deliver daily multiplication practice using varied formats (e.g. chanting, games, digital platforms, timed quizzes). Pupils regularly use online tools such as Times Tables Rock Stars to build speed and accuracy. Assessment for learning strategies are used to identify gaps and adapt teaching accordingly. Targeted support is provided for pupils below expected fluency, including small group work and parental engagement. Progress is tracked through half-termly fluency checks and mock MTC assessments, with data used to inform planning. 	<p>Oct 25- complete baseline assessments and analyse. Complete pupil progress meeting and identify intervention support and class activities for pupils.</p> <p>Jan 26- complete assessments, pupil progress meeting and adapt support in place.</p> <p>April 26- complete assessments, pupil progress meeting and adapt support in place.</p> <p>July 26- Final MTC scores available and shared with stakeholders</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>4:4: To incorporate Pioneer based assessment scale systems within ARBOR assessment at Chiddingly in order to streamline the efficiency and accessibility of data systems and analysis.</p>	KV, teachers	See FDP 4.0	<p>June 25- ARBOR to develop bespoke 6 step systems (B, B+, W, W+, S, S+) and % of attainment 10%-100+%)</p> <p></p> <p>Pioneer Assessment System within ARBOR</p> <p>July 25- Pioneer baseline outcomes from all 8 Pioneer schools into ARBOR systems</p> <p>Sept 25- 3rd Sep INSET input from Lisa/Hollie from ARBOR – data entry and analysis</p> <p>Oct 25- ARBOR trackers and ‘live’ datawalls for R/W/M (T2 trackers/datawalls)</p> <p>Jan 26- T2 data generated via new ARBOR systems – SLT review with SIP/SEO</p> <p>April 26- Link ARBOR assessments aligned end of yr reports via ARBOR</p> <p>July 26- review new assessment systems with FGB and SLT- evaluative report</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>

5. Behaviour and attitudes	<p>5.1: To adapt the Pioneer Behaviour Policy to ensure the language/principles used are fully Therapeutic Thinking (TT).</p>	SLT, all staff	See FDP 5.0	<p>Sept/Oct 25-</p> <ul style="list-style-type: none"> - LT meeting T1- review suggestion adaptations- amend policy. SL- to support refine TT terminology - ARBOR recording systems developed with Lisa/Steve and Hollie - Staff cpd via weekly Briefing Meetings <p>Nov 25- FGB approval of changes made & launch with staff/parents (parent Forum)</p> <p>Jan 26- Lucy Fisher 2026 return visit report</p> <p>Feb 26- Co-Chairs review at each Pioneer school- pupil, staff and parent voice</p> <p>April 26- July 26- Review impact of changes- staff and parent questionnaires</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>5:2: To maintain the schools high expectations for behaviour.</p>	EM/KV	<ul style="list-style-type: none"> Behaviour across the school remains consistently positive, with low levels of disruption and high levels of engagement. Pupils demonstrate respect for staff, peers and the school environment, both in and out of the classroom. Staff apply the behaviour policy consistently and confidently, with clear routines and expectations. Pupil voice reflects a strong understanding of behaviour expectations and a sense of safety and belonging. Behaviour incidents are monitored and show a downward trend over time, with effective follow-up and support. Visitors and external stakeholders comment positively on pupil conduct and school culture. Behaviour expectations are explicitly taught, modelled and reinforced across all year groups. Staff use consistent language, routines and consequences aligned with the school's behaviour policy. Positive behaviour is recognised and acknowledged. Restorative approaches are used to resolve conflicts and support emotional development. SLT monitor behaviour logs weekly and respond promptly to emerging patterns. Staff receive regular CPD on behaviour management, de-escalation strategies and inclusive approaches. Pupils contribute to shaping behaviour systems through pupil leaders or pupil voice activities. 	<p>July 25- INSET launch of emotional literacy and regulation lessons for all classes – EM</p> <p>Oct 25- lessons delivered and class displays developed – consistent use of characters and language used by staff and pupils.</p> <p>Jan 26- review behaviour patterns/trends and plan any further lessons/assemblies</p> <p>July 26- review impact and annual behaviour analysis – plan for 26-27</p> <p>Termly behaviour analysis completed and reported to FGB</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
6: Attendance	<p>6.1: To ensure that pupil attendance at Chiddingly is at least NA– (overall, year groups and PA) so that pupils are in school as much as possible and can make the best progress in their learning.</p>	KV, CD	<ul style="list-style-type: none"> Overall attendance meets or exceeds the national average (95%+) Attendance for each year group is monitored and shows improvement where needed. Persistent absence (PA) rates fall below the national threshold (currently around 10%). Attendance data is analysed termly and used to inform targeted interventions. Parents understand the importance of attendance and engage positively with school initiatives. Pupils with previously low attendance show sustained improvement over time. Attendance is tracked bi-weekly, with clear systems for identifying and responding to concerns. First-day calling and follow-up procedures are consistently applied across all year groups. Attendance is promoted through assemblies, newsletters, and pupil voice. Staff engage in regular conversations with families to address barriers to attendance. Targeted support plans are in place for pupils at risk of persistent absence, including ELSA or pastoral input. Governors receive termly reports on attendance trends and the impact of interventions. 	<p>Daily attendance reporting and follow ups</p> <p>Bi-weekly attendance reporting and analysis.</p> <p>Termly SPOC meetings</p> <p>Termly attendance reporting to FGB.</p> <p>Termly attendance letters sent to parents/guardians for all pupils</p> <p>July 26- Review attendance plans. Report end of year attendance to families</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>





7: Personal Development and well-being	<p>7.1: To use the LA MHEW audit to maintain, sustain and enhance the school environment, policy's and provision provided to support staff and pupils.</p>	SLT, staff	<ul style="list-style-type: none"> Use the completed LA MHEW to create a clear action plan. Policies related to wellbeing, behaviour and safeguarding are reviewed and updated in line with audit recommendations. Staff report increased confidence in supporting pupil wellbeing, as reflected in surveys and CPD evaluations. Pupils demonstrate improved emotional literacy and resilience through pupil voice, behaviour data and pastoral records. The school environment reflects a commitment to wellbeing, with safe spaces, sensory resources and inclusive environments. Provision for mental health support is sustained or expanded, including access to ELSA, counselling or external services. Governors receive regular updates on MHEW priorities and progress against audit actions. The LA MHEW audit is completed annually and shared with SLT, governors and relevant stakeholders. A named MHEW lead coordinates actions, monitors impact and liaises with external agencies. Staff receive regular CPD on mental health awareness, trauma-informed practice and emotional regulation strategies. Pupil's access structured wellbeing activities, such as mindfulness sessions or circle time. The school environment includes designated wellbeing zones, sensory walls and calming spaces for pupils. Policies explicitly reference mental health and emotional wellbeing, with clear procedures for early identification and support. Staff wellbeing is prioritised through workload reviews, wellbeing check-ins and access to support services. 	<p>July 25- LA MHEW audit completed</p> <p>Oct 25- Action plan created from audit and shared with stakeholders</p> <p>April 26- stakeholders voice gathered</p> <p>July 26- review, update and report on action plan and updated audit</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>7.2: To enhance the pupils emotional literacy and regulation.</p>	SLT, all staff	<ul style="list-style-type: none"> Pupils can confidently identify and name a range of emotions using age-appropriate vocabulary. Pupils demonstrate improved self-regulation during transitions, conflict resolution and challenging situations. Staff observe a reduction in emotional outbursts and an increase in positive coping strategies. Emotional literacy is embedded across the curriculum, particularly in PSHE, assemblies and break times. Pupil voice reflects increased understanding of emotions and strategies for managing them. Staff report increased confidence in supporting pupils' emotional development, as reflected in CPD feedback and observations. Classrooms use emotion check-ins, mood monsters or zones of regulation to help pupils identify and reflect on their feelings. Staff model emotional vocabulary and regulation strategies during daily interactions. Pupils engage in structured wellbeing activities such as circle time, journaling or mindfulness. Emotional literacy resources (e.g. books, visuals, toolkits) are visible and accessible in learning spaces. Staff receive CPD on emotional coaching, trauma-informed practice, and behaviour as communication. Pupils with additional needs have personalised emotional regulation plans, supported by ELSA or pastoral staff. Assemblies and curriculum themes regularly explore empathy, resilience, and emotional wellbeing. 	<p>July 25- INSET launch of emotional literacy and regulation lessons for all classes – EM</p> <p>Oct 25- lessons delivered and class displays developed – consistent use of characters and language used by staff and pupils.</p> <p>Jan 26- review of learning and plan for further lessons/assemblies</p> <p>July 26- review impact and analyse – plan for 26-27</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>

8. Inclusion	<p>8.1: To establish the shared SEN Role between SENCO and Headteacher.</p>	KV, SL	<ul style="list-style-type: none"> A clearly defined shared leadership model is in place, outlining responsibilities for both the SENCO and Headteacher. Strategic decisions around SEND provision are co-led, with joint input into policy, staffing and resource allocation. Staff understand the shared role and know who to approach for specific SEND-related support or guidance. SEND provision is consistently monitored and evaluated, with both leaders contributing to reviews and action planning. Communication between the SENCO and Headteacher is regular, purposeful and documented. Pupil outcomes for those with SEND improve, with evidence of targeted support and inclusive practice. Governors receive clear updates on SEND provision and leadership impact from both leaders. A shared SEND leadership statement or framework is published and communicated to staff and stakeholders. Joint planning meetings are held regularly to discuss SEND strategy, provision and pupil progress. Both leaders contribute to the annual SEND report and policy review, ensuring alignment with school priorities. CPD for staff includes input from both the SENCO and Headteacher, reinforcing a whole-school approach to inclusion. SEND data is jointly analysed and used to inform interventions, staffing decisions and resource deployment. The SENCO and Headteacher co-lead pupil progress meetings for those with SEND, ensuring strategic oversight. Staff feedback reflects clarity and confidence in the shared leadership model. 	<p>Sept 25 – agree roles and responsibilities between SENCO and HT. Review templates and plan for reviews.</p> <p>Oct 25- joint SEN monitoring SL/KV,</p> <p>Jan 26- review of shared roles, SEN information report updated</p> <p>April 26-</p> <p>July 26-</p> <p>APDORs and Pupil progress meetings completed termly – whole school provision map and intervention mapping updated</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>8.2: The Pioneer overall ‘Inclusion’ target is to ensure Pioneer procedures are welcoming, support individual differences and neuro-affirming language and strategies are seen throughout our Pioneer policies and approaches so through the schools. Compassionate, flexible and adaptive approaches so that all children have a sense of belonging, autonomy, safety and equity; disadvantaged pupils make progress in line with their non-disadvantaged pupils and SEND pupils make at least good progress from their starting points</p>	SL	<ul style="list-style-type: none"> All pupils are able to access appropriate learning for their level All children have a sense of belonging, advocacy, security and equity. Continuously review structures and processes to ensure the above. Teachers are responsible for completing appropriate assessments linked the identified barriers to support the appropriate next steps in learning. 	<p>Oct 25- Learning walk completed (include UAP audit)</p> <p>Jan 26- SEN information report completed</p> <p>April 26- universal available provision updated and shared on website</p> <p>July 26-</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>

9. Early years

	<p>9.1: To develop and utilise the use of the renovated EYFS outside area, encouraging outdoor learning and physical activity daily.</p>	KV, EYFS staff	<ul style="list-style-type: none"> EYFS children access the outdoor area every day for both structured and child-led learning activities. Planning documents reflect regular integration of outdoor learning across all areas of the EYFS curriculum. Observations show children engaging in purposeful play, physical activity and exploration outdoors. Staff confidently use the outdoor space to support learning outcomes, including communication, physical development, and personal, social, and emotional development (PSED). Pupil voice reflects enjoyment, curiosity and a sense of ownership over the outdoor environment. The outdoor area is maintained, well-resourced, and adapted to meet the needs of all learners, including those with SEND Daily routines include open access to the outdoor area, with clear expectations for safe and independent use. Teachers and support staff plan for outdoor learning in weekly provision grids and medium-term plans. Resources in the outdoor area support a range of learning experiences—e.g. mark-making, construction, role play, sensory exploration, and gross motor activities. Staff model and scaffold learning outdoors, using questioning and observation to extend children's thinking. Physical activity is promoted through climbing equipment, obstacle courses and movement games tailored to developmental stages. The outdoor space is used for seasonal and thematic learning, such as planting, weather exploration and nature-based inquiry. Staff receive CPD on outdoor pedagogy and inclusive practice in early years environments. 	<p>July 25- book in works to be completed during the summer break</p> <p>Oct 25- resource audit for outside equipment, review planning and timetabling of space. Observe provision</p> <p>April 26- pupil and staff voice completed</p> <p>July 26- review impact and adapt for 26-27 use</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>9.2 To support newly appointed EYFS phase lead.</p>	KV, KT	<ul style="list-style-type: none"> The EYFS phase lead demonstrates increased confidence in leading the team and managing the EYFS environment. Planning, assessment, and provision across EYFS are consistent, high-quality, and aligned with the Early Years Framework. The phase lead contributes effectively to SLT discussions and whole-school priorities. Staff within EYFS report feeling supported, guided, and clear on expectations. Monitoring activities (e.g. learning walks, book audits, planning reviews) show improvements in teaching and learning. The phase lead engages in relevant CPD and applies learning to drive improvements in practice. A clear induction and mentoring plan is in place, with regular check-ins from SLT. Joint planning and moderation sessions are facilitated to ensure consistency and shared expectations. The phase lead contributes to data analysis and pupil progress discussions, identifying trends and next steps. CPD opportunities are tailored to leadership development, EYFS pedagogy and strategic planning. The phase lead is involved in updating EYFS policies, provision maps and environment audits. Feedback from staff and SLT reflects growing leadership presence and impact 	<p>Sept 25 – meet to check in and go through plan for term and first cohort meeting. EYFS updated statutory guidance and dissemination of information, RBA completion.</p> <p>Maintain check ins and support when needed.</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>

10. Safeguarding

	<p>10.1: To ensure that all aspects of Chiddingly safeguarding are highly effective and that the safeguarding policies and procedures are in place and applied consistently.</p>	KV, all staff	<ul style="list-style-type: none"> Safeguarding policies are reviewed annually, updated in line with statutory guidance and shared with all stakeholders. All staff, governors, and volunteers receive annual safeguarding training and regular updates and understand their responsibilities. Safeguarding procedures are consistently followed, with accurate and timely recording of concerns. DSLs (Designated Safeguarding Leads) maintain detailed records and act promptly on safeguarding issues. Pupils report feeling safe in school through pupil voice surveys and informal feedback. External audits or reviews (e.g. LA safeguarding visits) confirm that safeguarding is robust and compliant. Governors receive termly safeguarding reports and challenge leaders effectively on safeguarding practice. Staff confidently follow reporting procedures and use MyConcern for logging concerns. Induction for new staff includes safeguarding training and clear guidance on school procedures. Safeguarding is a standing item in SLT meetings, staff briefings and governor agendas. DSLs and deputies meet regularly to review cases, update records and monitor trends. The school environment supports safeguarding through clear signage, safe spaces and visible safeguarding leads. Pupils are taught how to keep themselves safe through the curriculum (e.g. PSHE, online safety, assemblies). Safeguarding posters, pupil-friendly policies and worry boxes are visible and accessible throughout the school. Staff receive updates on safeguarding themes (e.g. contextual safeguarding, peer-on-peer abuse, online risks) throughout the year. 	<p>Sept 25- Annual safeguarding and prevent inset training for all staff. Core policies updated and approved by FGB. Update staff room and school with stator information. Update training records and book CPD needed for DSLs/key staff.</p> <p>Jan 26- annual LA QA visit</p> <p>Weekly DSL triangulations Weekly safeguarding updates/reminders to all staff via briefing Termly safeguarding governor review Termly HT/DSL report to FGB SCR checked termly Fire drills completed termly</p>	<p> : JP/FGB</p> <p> : SIP, OFSTED</p>
	<p>10.2: To address and action ways forward from April 2024 LA Health & Safety monitoring report (98%).</p>	KV,CD,LW	<ul style="list-style-type: none"> All actions and recommendations from the April 2024 LA Health & Safety report are completed within the agreed timeframe. Health & Safety policies are reviewed, updated and shared with staff and governors. Staff demonstrate clear understanding of health and safety procedures through daily practice and compliance. Internal audits show sustained or improved compliance across all areas. Governors receive regular updates on health and safety progress and challenge leaders effectively. Pupil and staff surveys reflect confidence in the safety and security of the school environment. Any new risks or issues are identified and addressed promptly through established procedures. A detailed action plan is created based on the LA report, with responsibilities and deadlines clearly assigned. SLT and site staff meet regularly to monitor progress and review site safety. Staff receive refresher training on key health and safety procedures (e.g. fire safety, first aid, risk assessments). Risk assessments are updated and reviewed regularly, especially for trips, outdoor learning, and practical subjects. Health and safety signage, equipment and protocols are visible and consistently maintained across the site. Incident logs are monitored and analysed to identify patterns and inform preventative measures. Governors conduct termly walkabouts or receive visual evidence of site improvements and compliance. 	<p>Sept 25 – July 25 – action plan ways forward from audit, weekly caretaker and H & S administrator meetings and compliance checks.</p>	<p> :JP/FGB</p> <p> : SIP, OFSTED</p>

TARGETS FOR PUPIL OUTCOMES JULY 2026

These have been set by looking at % of pupils at expected standard in July 2025 and adding challenge, we try to ensure no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

		Targets for July 2026 Expected Standard	National Average 2025		
EYFS		% GLD	68.5%		
Y1 Phonics		%	81%		
LKS2 MTC (Y4)		+20 mark = %			
End of KS2 (Y6)	FFT50 estimates for expected standard			Targets for July 2026 Higher Standard	National Average 2025
Reading		%	75%	21%	%
Writing		%	72%	%	%
Maths		%	74%	%	%

Combined		%	62%	%	%
GPS		%	73%	%	%

COHORT ATTENDANCE TARGETS FOR 2025/2026

		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							
Year 6	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							
Year 5	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							
Year 4	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							
Year 3	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							
Year 2	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							
	Target	96%	95%	95%	95%	95%	95%	95%

Year 1	Actual							
EYFS	Target	96%	95%	95%	95%	95%	95%	95%
	Actual							

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	95%		95%		95%		95%		95%		95%	
Gender												
Male	95%		95%		95%		95%		95%		95%	
Female	95%		95%		95%		95%		95%		95%	
Free School Meals												
Non-FSM	95%		95%		95%		95%		95%		95%	

Non-EAL	8.0		8.0		8.0		7.0		7.0		6.0	
EAL	8.0		8.0		8.0		7.0		7.0		6.0	
Special Education Needs												
No SEN	8.0		8.0		8.0		7.0		7.0		6.0	
SEN Support	8.0		8.0		8.0		7.0		7.0		6.0	
EHCP	8.0		8.0		8.0		7.0		7.0		6.0	

Self-Evaluation Form (SEF)

All judgements are based on robust school self-evaluation using updated **Ofsted 2025 criteria**.

Teacher Effectiveness

		TERM 2 (SIP EVALUATED)				TERM 4				TERM 6 (SIP EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET			100%				100%				100%	
	ACTUAL												








Ofsted focus Aspects 25-26 (1-10)

Leadership and governance
Curriculum
Developing teaching
Achievement
Behaviour and attitudes
Attendance
Personal development and well-being
Inclusion
Safeguarding
Early years in schools (where applicable)



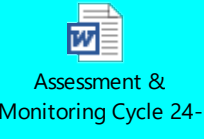

The 5 'Overall Ratings' against each Ofsted aspect:




- **Causing concern (red)**: needs urgent action to provide a suitable standard of education for children and learners
- **Attention needed (amber)**: some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting legal requirements or non-statutory guidance expectations. However, inspectors think leaders "have the capacity to make necessary improvements"
- **Secure (light green)**: offering a "secure standard of education" by meeting the above standards
- **Strong (green)**: practice is "consistently secure across different year groups and subjects". Leaders "working above and beyond" what's expected
- **Exemplary (dark green)**: all evaluation areas are graded at least secure and, in an area that is "consistently strong", there is "a feature of practice that could be considered as exemplary"



For a 'secure' self-evaluation you may wish to highlight 3 to 5 'particular strengths' and potentially 1 to 3 'areas for development'.

Ofsted Aspect (1-10)	Specific Aspect Guidance Criteria Evaluated <small>(RAGGED Ofsted criteria embedded documents below: Green – criteria met, Amber- partially met)</small>	Overall Aspect Self- Evaluation <small>(with brief commentary)</small> Causing concern (red) Attention needed (amber) Secure (light green) Strong (green) Exemplary (dark green)	Particular Strengths & impact <small>(Evidence for statements in turquoise)</small>	Areas for Development <small>(See Ref points in Development Plan below)</small>
1: Leadership and Governance	<p>Strategic leadership and capacity to improve</p> <p>Responsible bodies, including employers, trustees and governance (strategic oversight)</p> <p>Parents, carers and the community</p>	<p>‘Strong’ risk factors:</p> <ul style="list-style-type: none">  New cluster lead and Headteacher role  SENCO and Headteacher shared responsibility for SEN  Phase leads for EYFS and LKS2  HT out supporting partnership school one day a week – senior teacher responsibility increased  New families joining in Reception  New Governing body structure and cluster committees 	<ul style="list-style-type: none"> Strong trust established between the community, stakeholders, leadership and staff – voice of the parents, pupils and staff surveys Effective teamwork and collaboration with other schools within the Pioneer Federation – shared planning, meetings, Federation CPD and subject leadership. Strong emphasis on well-being for pupils, staff and parents – staff, pupil and parent voice surveys, concerns and complaints dealt with swiftly. Strong strategic oversight and support from Exec Head & HT – OFSETD November 2024 https://pioneerfederation.co.uk/chiddingly/wp-content/uploads/2024/12/10341317-Chiddingly-Primary-School-114391-Final-PDF.pdf Vulnerable groups make good progress from their starting points – see data overviews https://pioneerfederation.co.uk/chiddingly/lead-inspector/ 5 strong Inspections in 12 months at Pioneer schools - See Pioneer Inspections 2024-25 https://pioneerfederation.co.uk/ 	<p>1.1: To strengthen the leadership structure at Chiddingly that promotes distributed leadership, nurtures staff development, and ensures continuity through effective succession planning</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.2: To sustain pupil numbers through strategic community engagement, enhanced marketing of the school's strengths, and ensuring high standards of teaching and pastoral care that attract and retain families.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
2: Curriculum	<p>Curriculum</p> <p>Leadership of the curriculum</p> <p>Communication and language, reading, writing and mathematics</p>	<p>‘Secure’ Risk factors:</p> <ul style="list-style-type: none">  Streamlining of the curriculum 	<p>(OFSTED, Nov 2025)</p> <p>‘The curriculum is designed in a way to encourage children to be self-motivated and independent. As a result, most pupils achieve well.’</p> <p>‘The school’s curriculum is designed to meet the needs of all pupils. It is ambitious and clearly identifies what teachers need to teach within each subject.’</p>	<p>2.1: To streamline the Pioneer curriculum (Sept 25- Feb 26) to ensure the progression of skills, knowledge and end points are clear & interlinked across all year groups and within the planning documentation used by staff.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>

	<p><i>Inclusive curriculum culture and practices</i></p> <p><i>Implementation of Climate Change Curriculum</i></p>		<p>‘Adaptations to the delivery of the curriculum and to the environment effectively support all learners.’</p> <p>‘The wider curriculum provides extensive opportunities for pupils to be involved in their local community.’</p> <ul style="list-style-type: none"> Subject leaders have developed their area of the curriculum – progression and skills mapping, medium term planning https://pioneerfederation.co.uk/chiddingly/curriculum-framework/ 	<p>2.2: International Links – To ensure that pupils have a greater understanding of different cultures and practices. Pupils have a wide and rich set of experiences as part of the curriculum. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>2:3: To enhance the curriculum by utilising the new areas of the school grounds. For example garden area, EYFS outside area and sensory wall.</p>
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<p>3: Developing teaching</p>	<p>Leadership of teaching</p> <p>Professional development</p> <p>High-quality & Inclusive teaching</p>	<p>'Secure'</p> <p>Risk factors:</p> 	<ul style="list-style-type: none"> Development of MTP's by subject leads to support planning and delivery of curriculum areas - https://pioneerfederation.co.uk/chiddingly/curriculum-programmes-of-study-medium-term-plans/ Termly dedicated cohort planning for cohorts Subject specific CPD throughout the school year, informed by staff feedback – see staff meeting  <p>Pioneer Staff Meetings 24-25 Year schedule</p> <ul style="list-style-type: none"> Monitoring and assessment cycles in place – subject leader, SENDCO and SLT lesson and book monitoring  <p>Assessment & Monitoring Cycle 24-25</p> <ul style="list-style-type: none"> SIP, SLT, SENDCO, CLASS learning walks completed and feedback given 	<p>3.1:</p> <p>OFSTED report November 2024</p> <p>In a small number of subjects, pupils do not have opportunities to deepen their understanding and move on to more complex work. This means that they are not gaining depth and breadth of knowledge in these subjects. The school should support teachers to design activities that are adapted expertly for mixed-age classes.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p>
<p>4: Achievement</p>	<p>National tests and examinations</p> <p>Achievement across the curriculum: Progress through the curriculum</p> <p>Knowledge and fluency in reading, writing, maths, language and communication</p>	<p>'Secure'</p> <p>Risk factors:</p>  GDS Reading in KS2	<ul style="list-style-type: none"> 23-24 end of KS2 date above NA Pupils make expected or expected+ progress from their starting point Staff are ambitious and pupils build on and remember knowledge over time (OFSTED, Nov 2024) 	<p>4.1:</p> <p>To increase the attainment GDS Reading at KS2 in line with national average. In 24-25 7% of pupils achieved GDS in Reading at the end of KS2.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> <p>4.2:</p> <p>To increase the attainment of GPS EXS at KS2 in line with national average. In 24-25 42% of pupils achieved EXS in GPS at the end of KS2.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> <p>4.3:</p> <p>To increase the % of pupils in the year 4 MTC achieving scores over 20/25. In 24-25 69% of pupils achieved 20+.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> <p>4.4:</p> <p>To incorporate Pioneer based assessment scale systems within ARBOR assessment at Chiddingly in order to streamline the efficiency and accessibility of data systems and analysis.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p>

5: Behaviour and attitudes	<p>Leadership of behaviour and attitudes</p> <p>Developing positive attitudes to learning</p> <p>Inclusive behaviour, culture, policy and practice</p>	<p>‘Strong’ risk factors</p> <p> Consistent use of strategies and language to support pupil wellbeing and regulation</p>	<p>(OFSTED, Nov 2025)</p> <p>‘the school has high expectations for behaviour and pupils are keen to live up to these, right from the early years’</p> <p>‘The school’s values of ‘ambition’, ‘kindness’ and ‘community’ are well embedded and result in high engagement in lessons.’</p> <p>‘Learning is rarely disrupted by the behaviour of other pupils.’</p> <ul style="list-style-type: none"> • The school values are taught, practiced and acknowledged • Mood monsters/zones of regulation strategies are taught and used • Low behaviour incidents across the academic year • Termly reporting to FGB – see reports • Behaviour analysis completed termly and shared with stakeholders 	<p>5.1:</p> <p>To adapt the Pioneer Behaviour Policy to ensure the language/principles used are fully Therapeutic Thinking (TT).</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>5.2:</p> <p>To maintain the schools high expectations for behaviour.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
6: Attendance	<p>Strategic leadership to secure the best possible attendance</p> <p>Working in partnership</p> <p>Inclusive attendance, culture and practices</p>	<p>‘Secure’</p> <p>Risk factors:</p> <p> 24-25 attendance below NA (CP = 93.2%, NA 94.8%)</p>	<ul style="list-style-type: none"> • Fortnightly reports analysed • Attendance letters sent termly for all pupils • Attendance letters and meetings in place for those pupils at risk or PA • SPOC meetings and advice sought regularly • Attendance plans in place to support PA, EBSA pupils • Level 2 attendance support accessed • Transition plans in place to support pupils to attend <p>OFSTED, Nov 2024</p> <p>‘Staff have prioritised building strong relationships with every family. This has had a positive impact on attendance. It has also ensured that the school can respond to each pupil and their needs in a carefully tailored approach.’</p>	<p>6.1:</p> <p>To ensure that pupil attendance at Chiddingly is at least NA– (overall, year groups and PA) so that pupils are in school as much as possible and can make the best progress in their learning.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
7: Personal Development and well-being	<p>Leadership of personal development and well-being</p> <p>Pastoral support and pupils’ well-being</p>	<p>‘Strong’ risk factors</p> <p> Consistent use of strategies and language to support pupil wellbeing and regulation</p>	<ul style="list-style-type: none"> • Embed wellbeing /PHSE Pioneer systems - refining PSHE scheme and MTPs from Sept- see FDP section 7 • Embedded systems of support and intervention • Pupils achievements are celebrated and opportunities for sharing are facilitated in celebration assembly weekly with high attendance from families. 	<p>7.1:</p> <p>To use the LA MHEW audit to maintain, sustain and enhance the school environment, policy’s and provision provided to support staff and pupils.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>

	<i>Inclusive opportunities and practices</i>		<p>OFSTED, Nov 2024</p> <p>‘The approach to pupils’ personal development has been thoughtfully considered. The school’s and federation’s values are explicitly taught and at the centre of the approach. Pupils learn how to value and respect difference. They are keen to celebrate each other’s achievements through weekly whole-school assemblies. Trips and wider experiences are woven into the curriculum and accessibility for all pupils is prioritised. Leadership opportunities for pupils are meaningful. They ensure pupils understand their influence over decisions made about their school. The eco council’s development of the school grounds is one example of this. This work is ensuring that pupils are ready for life beyond the school.</p>	<p>7.2: To enhance the pupils emotional literacy and regulation</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
8: Inclusion	<i>Inclusive practices (across all other toolkits)</i> <i>Identifying and meeting needs, and removing barriers</i> <i>Supporting disadvantaged pupils</i> <i>Supporting pupils with SEND</i>	<p>‘Strong’ risk factors</p> <p> Shared SEN role</p>	<ul style="list-style-type: none"> Adaptive teaching for SEND pupils is effective and pupils achieve well and make progress (OFSTED, Nov 2025) Adaptive learning CPD has strengthened staff’s ability to support all pupils (Jan INSET 2025) External support from TASS, SPOC CLASS, Ed Phycologist, SAL to support pupils and provide specific interventions. Whole school and class provision mapping for SEN & PPG pupils 	<p>8.1: To establish the shared SEN Role between SENCO and Headteacher.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	<i>Leadership of the early years</i> <i>Learning and development requirements</i> <i>Well-being and welfare requirements</i>	<p>‘Secure’ Risk factors:</p> <p> New EYFS phase lead</p>	<ul style="list-style-type: none"> EYFS GLD is above NA (CP = 87% 2025, NA 74.5%) Pupils transition well into the KS1 environment and make good progress. LA EYFS moderation highlighted accurate assessment of pupils– see report 	<p>8.2: The Pioneer overall ‘Inclusion’ target is to ensure Pioneer procedures are welcoming, support individual differences and neuro-affirming language and strategies are seen throughout our Pioneer policies and approaches so through the schools. Compassionate, flexible and adaptive approaches so that all children have a sense of belonging, autonomy, safety and equity; disadvantaged pupils make progress in line with their non-disadvantaged pupils and SEND pupils make at least good progress from their starting points</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
9: Early years				<p>9.1: To develop and utilise the use of the renovated EYFS outside area, encouraging outdoor learning and physical activity daily.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>

	Achievement and preparation for key stage 1			<p>9.2: To support newly appointed EYFS phase lead.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
10: Safeguarding	<p>Culture - Safeguarding information for all staff to know and act on</p> <p>Management of safeguarding & Safer recruitment</p> <p>Safeguarding concerns or allegations & Child-on-child sexual violence and sexual harassment</p>	Met	<ul style="list-style-type: none"> Safeguarding is effective (OFSTED, Nov 2024) Weekly triangulation meetings between DSL and DDSL's – see MyConcern Safeguarding updates, local and school specific context shared, vulnerable pupils discussed – see briefing minutes SCR checked termly Fire drill practice termly Lockdown procedure annually Safeguarding and prevent CPD for all staff annually Local authority Safeguarding QA (May 2025) Strong Health and Safety audit (98%, April 2024) 	<p>10.1: To ensure that all aspects of Chiddingly safeguarding are highly effective and that the safeguarding policies and procedures are in place and applied consistently.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>10.2: To address and action ways forward from April 2024 LA Health & Safety monitoring report (98%).</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>