



# Park Mead Primary School

## SUMMARY OF SELF- EVALUATION

### September 2023

#### Summary SEF Judgements

Overall Effectiveness: **Good**

The Quality of Education: **Good**

Leadership & Management: **Good**

Personal Development: **Good**

Behaviour & Attitudes: **Good**

Early Years: **Good**

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<b>Key to Colours</b>	
<b>Green text:</b>	These criteria are fully met
<b>Turquoise text:</b>	Evidence for statements
<b>Purple Text:</b>	School Development Plan reference
<b>Amber text:</b>	These criteria are partly met
<b>Red text:</b>	These criteria are areas for further development

All judgements are based on robust school self-evaluation using updated Ofsted September 2023 criteria.

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.

# CONTEXT

## Park Mead Primary School Context & Details

In April 2019, Park Mead achieved a ‘Good’ Ofsted.

In July 2019, the KS2 outcomes were in the bottom 5% nationally with Maths progress scores of -9.6 and attainment outcomes below NA in KS2 and KS1.

In August 2020, the previous Park Mead headteacher left and the school went to partnership with Pioneer Federation. In October 2020, LA categorised the school as ‘Requires Improvement’.

In 2020-21, significant school improvements were made in terms of curriculum, premises and learning environment, policies, book standards, pupil expectations and behaviour and outcomes. [See SIP reports 20-21](#)

In August 2021, the previous inherited Head of School left after being off work for 4 months.

In September 2021, Park Mead formally joined Pioneer Federation as the 4<sup>th</sup> school. In 2021/22 school improvements (curriculum redesign) and staff cpd continued and were embedded. Park Mead was categorised by LA as a ‘Good’ school – October 2021. [See SIP reports 21-23](#)

In September 2021, Mrs Heidi West (previous Park Mead Senior Teacher) was appointed as permanent Head of School and Mrs Jenn Hodd as Senior Teacher (previously KS1 Teacher). The Executive Head, James Procter, splits his time equally between the 4 Pioneer schools.

In July 2022, KS2 outcomes were in the top 20% of East Sussex schools, all outcomes above NA/LA with significant positive progress in all subjects. (Maths now at +1.6, Reading +3.1 & Writing +2.8). In 2023, KS2 outcomes were above NA with positive progress figures and Reading outcomes were in the top 10% of East Sussex schools.

<https://pioneerfederation.co.uk/pupil-outcomes/>

Park Mead Primary School is at present a ‘good school with outstanding qualities’ with aspirations to be outstanding in all areas in the very near future.

Executive Headteacher	Mr James Procter
Head of School	Mrs Heidi West
Assistant Headteacher	Mrs Jenn Adams
Chair of Governors	Mr Alan Brundle
Unique reference number	845/2076
Type of Federation/Partnerships	Part of Pioneer Federation from September 2021 after being in soft partnership with Pioneer Federation September 2020- July 2021
Age range of pupils	4-11 Years
Number of pupils on roll & each year group	NOR: 100 Reception - 14 Year 1 - 14 Year 2 - 15 Year 3 - 12 Year 4 - 15 Year 5 - 15 Year 6 - 15
Number of pupils eligible for pupil premium	<b>PPG</b> – 21 pupils <b>SEN</b> 27 pupils
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan and in which year group	EHCP 0
Appropriate authority	East Sussex
Date of previous Ofsted inspection	April 2019
Overall Ofsted judgement	Good
Key Ofsted actions from last report- Key areas to improve	Leaders and those responsible for governance should ensure that: <ul style="list-style-type: none"> <li>■ pupils to have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics</li> <li>■ current work to develop the curriculum includes clear progression in knowledge and skills in all subject areas</li> <li>■ continue to work with families to improve attendance.</li> </ul>
Key performance indicators for the next 3 years	See outcome sections 1.2, 1.3 & 1.4 and also OUTCOME SDP.
Telephone number	01323 844247
Website	<a href="https://pioneerfederation.co.uk/parkmead/">https://pioneerfederation.co.uk/parkmead/</a>
Email address	office@parkmead.e-sussex.sch.uk

## 2023 Park Mead Data Summary –Yr R, 1, 2,4 & 6

Early Years Foundation Stage		National	ESCC	Pioneer Average	Park Mead
% exp. + Communication & Language		79%	84%	86%	78%
% exp. + Physical Development		85%	88%	94%	93%
% exp. + PSED		83%	88%	89%	86%
% exp. + Literacy		68%	72%	81%	65%
% exp. + Maths		76%	80%	83%	86%
% exp. + Understanding of the World		79%	83%	87%	78%
% exp. + Expressive Arts and Design		84%	88%	94%	93%
GLD Baseline (Sept)				53%	58%
% exp. + Good Level of Development (GLD)		64%	70%	74%	65%
Phonics		National	ESCC	Pioneer Average	Park Mead
Year 1 % working at req. standard (WA)		76%	76%	73%	73%
% WA by end of year 2		81%	89%	85%	80%
Key Stage 1 (Year 2)		National	ESCC	Pioneer Average	Park Mead *see HOS review report 2021 GLD = 43%
Reading	% exp. std	69%	68%	68%	58%
	% Greater D	18%	18%	18%	8.3%
Writing	% exp. std	61%	59%	65%	58%
	% Greater D	8%	7%	12%	0%
Maths	% exp. std	72%	69%	66%	50%
	% Greater D	15%	14%	14%	0%
RW&M Combined	% exp. std	53%	55%	63%	50%
	% Greater D	59%	6%	10%	0%
Key Stage 2 (Year 4)					
Multiplication Test 20+ points/25				76%	80%
Average Score /25				21/25	21
Key Stage 2 (Year 6)		National	ESCC	Pioneer Average	Park Mead
Reading Test	% exp. std	73%	71%	84%	93%
	% Greater D	27%	28%	35%	50%
	Av. Scaled Score	104.8	104.8	107	109.8
Writing TA	% exp. std	71%	69%	87.2%	71%
	% Greater D	13%	9.9%	20%	21%
Maths Test	% exp. std	73%	67%	80%	86%
	% Greater D	22%	17.6%	14%	14.2%
	Av. Scaled Score	103.8	103	104.1	105.4
RW&M Combined	% exp. std	59%	56%	71%	86%
	% Greater D	7.3%	5%	4%	7.1%
GP&S	% exp. std	72%	65%	90%	100%
	% Greater D	28%	21%	21%	21%
	Av. Scaled Score	104	103.1	105.6	107.5
Reading Progress		0	-0.82	+0.8	+2.29
Writing Progress		0	-1.16	+1.4	+0.85
Maths Progress		0	-1.65	-1.3	-0.96

## 2022 Park Mead Data Summary –Yr R, 1, 2,4 & 6

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
<b>Year 6 Reading</b>	20%	80%	40%	74%	18%
<b>Year 6 Writing</b>	20 %	80 %	20 %	69%	13%
<b>Year 6 Maths</b>	20%	80%	20 %	71%	22.5%

<b>Year 6 Combined</b>	5 chn 33 %	10 chn 67%	1 chd 6.7%	59%	7.3%
<b>Year 6 GPS</b>	20 %	80%	40%	72%	28%

Context: 15 children in Year 6 1 child = 6.7% 5 SEND pupils = 33 %

No children with EHCPs in the year group

#### Year 4 MTC-

Average score: 21 Pupil total: 14 % of children scoring 18+ / 2 = 80%

Context:

Year 1 and 2					
	Teacher assessment 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
<b>Year 2 Reading</b>	25 %	75 %	12.5%	65%	16%
<b>Year 2 Writing</b>	44 %	56 %	6.25 %	56%	6.4%
<b>Year 2 Maths</b>	25 %	75 %	12.5%	65%	11%
<b>Year 2 Combined</b>	--%	--%	-%	55%	6%
	Year 1		Year 2		
<b>Phonics</b>	64 %		3 retakes: 2 out of 3 passed		73% 76%

14 children in Year 1

16 children in Year 2

1 child = 7 %

1 child = 6.25 %

5 SEND children = 36 %

6 SEND children = 38% (writing focus APDRS)

No children with EHCPs in the year group

EYFS			
	Validated teacher assessment 2022		LA/National 2022
	WTS	ELG+	ELG
<b>Year R Reading</b>	20 %	80 %	71%
<b>Year R Writing</b>	26 %	74 %	71%
<b>Year R Maths</b>	20 %	80 %	79%
<b>Year R GLD</b>	34%	66 %	70%

Context: 15 children in Year R 1 child = 6.7 % 2 SEND - children = 13.3 %

### 2021 Summary Data

(Each pupil= 7.7%)	Park Mead 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
<b>Year 6 Reading</b>	0%	100%	50%	73%	27%
<b>Year 6 Writing</b>	7.7%	92%	23%	78%	20%
<b>Year 6 Maths</b>	7.7%	92%	23%	79%	27%
<b>Year 6 Combined</b>	1 chn 7.7%	92%	3 chn 23%	65%	11%
<b>Year 6 GPS</b>	31%	69%	0%	78%	36%

Context: more time needed to embed effective GPS teaching and learning and no-nonsense spelling initiative – SDP 21/22 focus.

### Park Mead Data – KS1 2021

(Each pupil= 6%)	Park Mead 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
<b>Year 2 Reading</b>	34%	66%	12%	75%	25%
<b>Year 2 Writing</b>	34%	66%	6%	70%	13%
<b>Year 2 Maths</b>	24%	76%	12%	75%	22%
<b>Year 2 Combined</b>	34%	66%	6%		
	Year 1		Year 2 (2020 Oct)		
					Year 1 Year 2

Phonics	80% EXS	66% Did not pass % EXS	82%	82%
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**Context:** 36% SEND in Year 2. This cohort had a difficult Year 1 (staffing and quality of education). Although catch-up funding has been directed to this cohort and progress has been made, lockdown did impact on Year 2 attainment. Senior Park Mead staff feel that there will be significant 'value added' across KS2 for this cohort. Same teacher in place for cohort in Year 3- she is very aware of gaps and will continue intervention from 1<sup>st</sup>. September. Supportive catch-up work going out for Summer holiday too.

**Progress made by the school on areas of development identified in the last full Ofsted inspection- 'April 2019'**



Park Mead Ofsted  
April 2019.PDF

Ofsted Areas for Development April 2019	Progress Made																				
<p><b>Mathematics</b> Pupils to have a secure grasp of basic number facts and multiplication tables before progressing to more challenging mathematics.</p> <p><i>'Not enough has been done to help pupils who find mathematics more difficult to keep up or catch up. As a result, too many pupils have gaps in their knowledge of basic calculations, number bonds and multiplication tables.'</i> <i>Over time, progress and attainment in mathematics, especially in key stage 2 has declined and is been weaker than in English. The school introduced a new Mathematics scheme that aimed to help all pupils master key aspects of mathematics by moving through a textbook at the same pace. Teachers are now beginning to use the textbooks and other resources, such as practical apparatus, more intelligently.</i></p> <p><b>3 year decline in outcomes (2017-19).</b> <b>Progress:</b> Mathematics progress has declined between 2017 and 2019. The three-year average mathematics attainment score (100.4) was in the lowest 20%. Year 6 2019 progress in mathematics (-9.6) was significantly below national and in the lowest 20% of all schools in 2019 as well as in 2018. Progress was -3 in 2018. <b>Attainment:</b> Below national average for EXS and GDS for 2 years. 2018- EXS=70% NA =76%, GDS=10% NA=24% 2019- EXS=31%, NA=79%, GDS=7.7%, NA= 26.6% QLA- question level analysis shows that the following are the areas of focus: 2017-19 – ratio/proportion and geometry (PoS)</p>	<p><b>This area of development has been <i>achieved</i>.</b></p> <ul style="list-style-type: none"> <li><b>2020-21- SDP Section 1.1 SDP OUTCOME section &amp; 2020-21- SDP 1.2 section</b></li> </ul> <p><b>July 2021-</b> See SIP reports across 'Sept 20- July 21' <b>Year 6 Maths 2021:</b> 92% Expected, 23% GD. <b>NA:</b> 80% Expected, 27% GD. <b>Park Mead KS2 outcomes matching or exceeding NA and progress figures positive.</b></p> <ul style="list-style-type: none"> <li><b>2021-22- SDP Section 1.1 SDP OUTCOME section &amp; 2021-22- SDP 1.5 section</b></li> </ul> <p><b>July 2022-</b> targets met –see above charts. KS2 outcomes (including Year 4 MTC) v.strong.</p> <p><b>July 2023-</b> Year 4 MTC string outcomes. 80% 20+ score and average score 21/25. KS2 EXS above NA and GDS in-line with NA. Progress slightly negative.</p>																				
<p><b>Curriculum</b> Current work to develop the curriculum includes clear progression in knowledge and skills in all subject areas.</p>	<p><b>This area of development has been <i>achieved</i>.</b></p> <p><b>July 2021-</b> see SIP reports Sept20- July 21- significant development of PM curriculum cycles linked to Pioneer partnership – <a href="#">See SIP reports</a></p> <ul style="list-style-type: none"> <li><b>2021-22- SDP 1.5 section – Curriculum Developments</b></li> </ul> <p><b>2022/2023: To continue to develop the Pioneer curriculum</b> 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 <b>road maps</b> and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. <a href="#">See SDP 22/23 1.1 - ACHIEVED</a></p> <p><b>2023/2024: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils.</b> 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 &amp; defined key vocabulary &amp; Website subject folders.</p>																				
<p><b>Attendance</b> Continue to work with families to improve attendance.</p> <p><i>'Rates of attendance are below average, and the proportion of pupils who are persistently absent is high. Staff are working with families to help improve attendance. However, for some, the improvement is minimal.'</i> <b>Ofsted 2019.</b></p> <p><b>Attendance Information about Park Mead 2017-19</b></p> <ul style="list-style-type: none"> <li><b>Absence</b> (5.5%) was in the <b>highest</b> 20% of all schools in 2019 as well as in 2018 and 2017.</li> </ul>	<p><b>This area of development has been <i>mostly achieved</i>.</b></p> <p><b>Attendance Data 20/21: 7/09/20 – 27/06/21: 96.5%</b></p> <table border="1"> <thead> <tr> <th></th> <th>%Att</th> <th>%Auth</th> <th>%Unauth</th> </tr> </thead> <tbody> <tr> <td>Filtered</td> <td>96.50%</td> <td>2.75%</td> <td>0.75%</td> </tr> <tr> <td>Overall</td> <td>95.38%</td> <td>3.55%</td> <td>1.06%</td> </tr> </tbody> </table> <p><b>Threshold Counts</b></p> <table border="1"> <thead> <tr> <th></th> <th>96</th> <th>96-98</th> <th>98</th> </tr> </thead> <tbody> <tr> <td>Filtered</td> <td>36</td> <td>25</td> <td>47</td> </tr> </tbody> </table>		%Att	%Auth	%Unauth	Filtered	96.50%	2.75%	0.75%	Overall	95.38%	3.55%	1.06%		96	96-98	98	Filtered	36	25	47
	%Att	%Auth	%Unauth																		
Filtered	96.50%	2.75%	0.75%																		
Overall	95.38%	3.55%	1.06%																		
	96	96-98	98																		
Filtered	36	25	47																		

<ul style="list-style-type: none"> <li>• <b>Persistent absence</b> (11.7%) was in the <b>highest 20%</b> of all schools in 2019 as well as in 2018 and 2017.</li> <li>• The <b>rates of overall absence</b> (5.5%) and <b>persistent absence</b> (11.7%) in 2018/19 were in the <b>highest 20%</b> of schools with a similar level of deprivation.</li> </ul>	<p style="text-align: right;">Overall</p> <p style="text-align: right;">42                      25                      47</p>
<p>'Filtered' is without 6 pupils- 4 who have left the school after ESBAS and iSEND involvement linked to attendance/behaviour. 2 pupil who have been on a part timetable and one who is at present signed off from CAMHS.</p> <ul style="list-style-type: none"> <li>• <b>2021-22- SDP 3.3 section</b>— Ensure pupils have high attendance (at least at NA) and that swift action is taken if not.</li> <li>• <b>Attendance Data 21/22:</b> See SEF appendix attendance charts 21/22- pages 23-26. <b>Mostly NA levels.</b></li> <li>• <b>SDP 22/23 3.3-</b> See appendix attendance charts 22/23- pages 25 onwards in SEF. <b>Mostly NA levels.</b></li> </ul>	

## OVERALL EFFECTIVENESS: GOOD

<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ <b>1.1</b> - The quality of education is outstanding.</li> <li>■ <b>1.2</b>- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as <b>there is convincing evidence that the school is improving this area</b> See <b>SIP reports 2021-24</b>, 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.</li> <li>■ <b>1.3</b> - <b>Safeguarding is effective.</b></li> </ul> <p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ <b>2.1</b>- <b>The quality of education is at least good.</b> (See <b>1.1 &amp; 1.2 SDP 20/21 &amp; SDP 1.5 21/22</b>). See <b>SIP reports 2021-24</b>.</li> <li>■ <b>2.2</b> - <b>All other key judgements are likely to be good or outstanding.</b></li> <li>■ <b>2.3</b>- <b>Safeguarding is effective.</b></li> </ul> <p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ <b>3.1</b>- Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.</li> <li>■ <b>3.2</b>- Safeguarding is effective.</li> </ul>
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### Overall Effectiveness

#### EVIDENCE TO SUPPORT THIS JUDGMENT:

#### Strengths and Areas for Development 23/24

We believe that **Park Mead Primary School** is at present a '**Good School**'.

Children leave Park Mead 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**.

Park Mead and the Pioneer Federation are **fully inclusive schools** and meet the needs of all children. See **partnership folder & Inclusion report and outcomes**.

50% of teaching and learning is outstanding and all teaching is good+ with action plans in place for all teaching/learning to be outstanding 23/24 & engages pupils in a new broad, rich and challenging curriculum. See **SIP reports, staff effectiveness matrix and curriculum folder**.

The **inspiring curriculum** shows clarity of purpose through our clear '**Intent, Implementation and Impact**' approach – See **curriculum maps and website links**

All of cohorts and groups now make consistent progress across the school and **the majority of attainment** is at/ above National. See **2020/21 Datawall section above, Year 6 2022 outcomes & data ways forward for 22/23- phonics and KS1 GDS**.

**Attendance** is good and improving across the school and for different groups 96.5% (July 2021) & at NA 2022/3. See **appendix charts and SDP attendance charts 20-23**.

**Safeguarding** is highly effective. See **SIP 20-23 reports and LA Monitoring report Nov 2023**.

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. **Skills Builder traits** are embedded within the school vision and values, ensure pupils are confident, self-assured learners and this impacts on progress. We have well attended whole school and partnership events, educational visits, visitors to the school to enrich the curriculum, and singing, art/drama is now embedded to ensure children develop deeper sense of character and appreciation of the awe and wonder of our world. See **Curriculum Folder/displays/website for evidence of enriching curriculum termly events**.

The **new school's vision and values (2022/23/24- SDP 2.6)** is at the heart of the school ethos and drive all elements of school life. Children, families and staff are fully invested in the school vision and the **3 core values of 'Respect, Resilience and Responsibility'**. and these will be evident

throughout all elements of school life. See SDP 2.6, policies, displays and V/V section of website & stakeholder questionnaires. <https://pioneerfederation.co.uk/parkmead/school-vision/>

### Areas for development 23/24 – what we need to work on to move towards ‘Outstanding’

➤ To deliver the following outcomes in July 2024:

To ensure that all outcomes at **KS1** are **much stronger in 2024** and reach at least match national averages by July 2024. See [SDP section 1.6](#)

- Reading EXS PM 2023= **58%** (NA averages EXS Re= 69%)
- Reading GDS PM 2023= **8.3%** (NA averages GDS Re= 18%)
- Writing EXS PM 2023= **58%** (NA averages EXS Wr= 61%)
- Writing GDS PM 2022= **0%** (NA averages GDS Wr= 8%)
- Maths EXS PM 2023= **50%** (NA averages EXS Ma= 72%)
- Maths GDS PM 2023= **0%** (NA averages EXS Ma= 15%)

To ensure that **Year 6 GDS combined** is stronger in 2024. (2023 & 2022 Year 6 GDS combined 6.7%/7%. Target 2024 14% GDS combined)

- **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.

## THE QUALITY OF EDUCATION: GOOD

### Outstanding (1)

- **1.1** - The school meets all the criteria for a good quality of education **securely** and **consistently**.
- **1.2**- The quality of education provided is **exceptional**.

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 21/22- 1.5. SIP Reports July 2021/22. SDP 22/24 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 21/22- 1.5. SIP Reports July 2021/22. SDP 22/24 1.1](#)
- **1.5**- Pupils’ work across the **curriculum** is consistently of a high quality. [SDP 21/22- 1.5. SIP Reports July 2021/22. SDP 22/23 1.1 SDP 22/24 1.1](#)
- **1.6**- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. [SDP OUTCOME section 21/22/23. SDP 22/24 1.2](#)

### 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 20/21, 1.1, SDP 20/21 section 1 and 1.5. See SIP reports Sept 20- July 22. SDP 22/23 1.1.](#)
- **2.2**- The school’s **curriculum** is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [SDP 20/21, 1.1, SDP 20/21 section 1 and 1.5. See SIP reports Sept 20- July 21. SDP 22/23 1.1.](#)
- **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. SDP 20/21, 1.1, SDP 20/21 section 1 and 1.5. See SIP reports Sept 20- July 21. SDP 22/23 1.1.

- 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,<sup>1</sup> and good progress has been made towards this ambition. SDP 20/21, 1.1, SDP 20/21 section 1 and 1.5. See SIP reports Sept 20- July 21. SDP 22/23 1.1.

#### 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 20/21 section 1 and 2.3, SDP 22/24 Section 1
- 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 20/21 section 1 and 2.3, SDP 22/24 Section 1
- 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 20/21 section 1 and 2.3, SDP 22/24 Section 1
- 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 20/21 section 1 and 2.3. Monitoring and Assessment Cycles SDP 22/23 1.2
- 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 20/21 section 1 and 2.3, SDP 22/23 1.2
- 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 20/21 section 1 and 2.3, SDP 22/24 Section 1
- 2.11- Reading is prioritised to allow pupils to access the full curriculum offer. SDP 20/21 section 1
- 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 20/23 section 1
- 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 20/21 1.7, SDP 22/23 1.3- Little Wandle
- 2.14- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. SDP 20/21 section 1 and 2.3, SDP 20/23 section 1

#### 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 20/21 OUTCOME Section 1.1-1.4, SDP 21/22 1.4 and 1.5. See SIP reports Sept 20- July 22. See 22/24 Outcome SDP
- 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.



- 2.17- Pupils' work across the curriculum is of good quality. **Monitoring and Assessment Cycles**
- 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 20/21 section 1 and 2.3.**

## Quality of Education

### EVIDENCE TO SUPPORT THIS JUDGMENT:

#### PRIORITIES FOR IMPROVEMENT (SEPT 20- JULY 2022)

- **Ofsted April 2019** -To ensure that current work to develop the new **Park Mead Curriculum** includes clear progression in knowledge and skills in all subject areas so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. **ACHIEVED.**

#### SDP 20-22

- **Year 6 Maths** –To ensure that outcomes in KS2 Mathematics at least match national averages in 2022. **ACHIEVED.**  
3-year decline in outcomes (2017-19). Progress: Mathematics progress has declined between 2017 and 2019. The three-year average mathematics attainment score (100.4) was in the lowest 20%. Year 6 2019 progress in mathematics (-9.6) was significantly below national and in the lowest 20% of all schools in 2019 as well as in 2018. Progress was -3 in 2018. Attainment: Below national average for EXS and GDS for 2 years. 2018- EXS=70% NA =76%, GDS=10% NA=24%, 2019- EXS=31%, NA=79%, GDS=7.7%, NA= 26.6%
- **1.2- Year 6 GPS-** To ensure that outcomes in KS2 GPS at least match national averages in 2022. **ACHIEVED.**
- 2019- EXS 61.5%, NA= 78%, GDS =0%, NA 35.7%. 2021- EXS= 69%, GDS= 0%. QLA- question level analysis shows that the following are the areas of focus: **Comb. words & phrases (40% difference from NA), Grammatical terms (20% difference from NA), Spelling (20% difference from NA).**
- **1.3-** To ensure that outcomes in KS1 at least match national averages in 2022. (2021 outcomes below in all areas, apart from Maths expected) **Achieved 2022, Ongoing 2023-24- see SDP 23/24 1.6.**
- **1.4-** To ensure Year 2 phonics to reach NA in 2021 (2019 = 66.7%, NA=78.5%, 2021= 66%). **Achieved 2022, Ongoing 2023-24- see SDP 23/24 1.6.**

#### SDP 22/23

- Park Mead EYFS** – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023. **ACHIEVED**  
(Park Mead GLD **66%**, LA **70%**) (Park Mead PSE Goal **73%**, LA **87%**) (Park Mead Prime Goal EXP+ =**73%**, LA **78%**) See section **SDP 5.1 22/23**
- To ensure that outcomes in **KS1 GDS** at least match national averages in 2023 and that **KS1 writing EXS** is stronger in 2023. **Ongoing 2023-24- see SDP 1.6**
  - Reading GDS PM 2022= **12.5%** (LA averages GDS Re= 16.5%) See **SDP section 1.3**
  - Writing GDS PM 2022= **6.3%** (LA averages GDS Wr= 6.4%) **HW- HOS focus area 22/23**
  - Writing EXS PM 2022= **56.3%** (LA averages EXS Wr= 55.4%) **HW- HOS focus area 22/23**

To ensure **Year 1 phonics** to reach NA in 2023 (2021= **66%**, 2022=**64%**, NA=**73%**). See **SDP section 1.3- Ongoing 2023-24- see SDP 1.6**

To ensure that **Year 6 GDS combined** is stronger in 2023. (2022 Year 6 GDS combined **6.7%**. Target 2023 **15% GDS combined**) **ACHIEVED**

**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**

### ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2020-23' SCHOOL IMPROVEMENT PLANS

### Q of E Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2023)

#### Strengths- why we believe that Park Mead is 'Good'

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

2019= R=-1.5 W=-2 M=-9.6

2022= R=+3.1 W=+2.8 M=+1.6

2023= R=+2.3 W=+0.9 M=-0.9

In September 2020, staff lack clarity about book, marking and lesson expectations. As a result, there no consistency in how books were presented, attainment and progress was below NA and 80% of Teaching and Learning 'Required Improvement'. See 'Rf' SIP Report Oct 2020. A new Book/Lesson Policy was introduced across 2020/21 and embedded 21/22. Staff received effective cpd. Teaching and Learning is now 100% Good +and the quality of work in books is good. Outcomes are now strong. See Staff Effectiveness Matrix.

- ✓ 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’.
  - ✓ **CP Ofsted 2019** ‘The curriculum is a strength and is fit for the future’. **SMV March 2020 Ofsted** ‘Leaders have designed an interesting, varied and ambitious curriculum for all pupils.’
  - ✓ **Staff are able to explain the curriculum and what, how and why it is taught the way it is.** [SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23.](#)
  - ✓ **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 19-24 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’. These will be provided by the subject leaders. 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 increasingly -50%- 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 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.](#) SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning. VG make good progress across the school. [See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing.](#) *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.](#)
- Teaching & Learning Improvement initiatives have impacted on outcome gaps over time: (SEPT 2019 - JULY 2023)**
- ✓ 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 20-23. Spelling initiative introduced to increase GPS scores. GPS has consistently been at or above NA 20- 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.**
- ✓ Pioneer Maths lead coaching staff individually 20-22. **See Maths SL Report & impact evaluation.** Maths lead (KV – previous SLE) delivered training on raising maths attainment; KV has supported the planning and resourcing of maths at KS2. **Impact:** Expected standard in Maths above national average; Standards at GD above or at national in Maths. Progress in maths from KS1-2 at +1.6 2022.

**2022 & 2023 OUTCOMES** - Leadership actions have ensured improvements in pupil outcomes. **See outcome charts above.**

- *EYFS GLD and APS at national averages. 20% value added progress from baseline. Reception entry data to exit data shows children make good progress in the EYFS for majority of areas. See 22/23 focus areas below.*
- Year 6 attainment for Re, Wr, Ma & GPS at/above+ NA for EXS & GDS. Progress significantly positive.
- SEND and Disadvantaged Pupils make good progress across the school. There is a narrowing or no gap for PPG pupils in most cohorts.
- Year 4 MTC – strong outcomes – 80% 20+ and average score 21/25.
- 2022 Year 2 EXS Reading, Writing and Maths at national. Pupils making expected progress+ across KS1.
- **See HOS Report below linked to KS1 2023 outcomes and SDP 1.6 22/23 for actions this year.**



Year 2 outcomes rationale for Park Mead

### Q of E- Areas for Development 2023/24 - what we need to work towards 'Outstanding'

#### **PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023)**

#### Areas for development 22/23 – what we need to work on to move towards 'Outstanding'

##### ➤ To deliver the following outcomes in July 2023

To ensure that all outcomes at **KS1** are **much stronger in 2024** and reach at least match national averages by July 2024. See [SDP section 1.6](#)

- Reading EXS PM 2023= **58%** (NA averages EXS Re= 69%)
- Reading GDS PM 2023= **8.3%** (NA averages GDS Re= 18%)
- Writing EXS PM 2023= **58%** (NA averages EXS Wr= 61%)
- Writing GDS PM 2022= **0%** (NA averages GDS Wr= 8%)
- Maths EXS PM 2023= **50%** (NA averages EXS Ma= 72%)
- Maths GDS PM 2023= **0%** (NA averages EXS Ma= 15%)

To ensure that **Year 6 GDS combined** is stronger in 2024. (2023 & 2022 Year 6 GDS combined 6.7%/7%. Target 2024 14% GDS combined)

**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.

- Embed Little Wandle Phonics scheme – **SDP 1.3 23/24- Little Wandle (LW) Phonics & Reading Schemes:** To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems and rigorously track impact on pupil standards. 23-24 Initiatives to include: Ensure that all LW procedures are fully in place at Park Mead. Launch and monitor LW reading scheme in Park Mead.

### Q of E ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24' SCHOOL IMPROVEMENT PLAN

#### **IMPACT (DECEMBER 2023)**

#### **IMPACT (MARCH 2024)**

#### **IMPACT (JULY 2024)**

## BEHAVIOUR AND ATTITUDES: GOOD

### Outstanding (1)-

- **1.1** - The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**.
- **1.2**- Behaviour and attitudes are **exceptional**.

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 20/21- Section 3 SDP 21/22- section 2 & 3, SDP 22/24 Section
- **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 20-24- sections 2, 3 & 4
- **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 21/22- section 2 & 3, SDP 20-24- sections 2, 3 & 4

### 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 20/21, 3.2, SDP 21/24- 2.1
- **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.
- **2.3**- There is demonstrable improvement in the behaviour and **attendance of pupils** who have particular needs. SDP 20/21, 3.1, SDP 21/24- 3.3
- **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 20-24- sections 2, 3 & 4
- **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. SDP 20/21, 3.1, SDP 21/24- 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 appropriately<sup>2</sup> as a last resort.
- **2.7**- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

### Requires improvement (3)

- **3.1**- Behaviour and attitudes in the school are not good.
- **3.2**- Pupils are safe and they feel safe.

## BEHAVIOUR AND ATTITUDES EVIDENCE TO SUPPORT THIS JUDGMENT: PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2023)

### SDP 20/21

**3.1- Ofsted April 2019-** To ensure that **attendance** improves to at least national average in 2021.

**3.2- Behaviour Policy 'Engagement and Mood management' & Procedures** – To ensure that **behaviour** expectations are commonly understood and applied consistently and fairly and that this is reflected in pupils' positive behaviour and conduct.

### 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.

**SDP 22/23**

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

**ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE ‘2020-23’ SCHOOL IMPROVEMENT PLANS**

**B&A- Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2023)**

***Strengths- why we believe that Park Mead is ‘Good’***

In September 2020, Park Mead stakeholders lack clarity about behaviour expectations and management. As a result, behaviour was poor and lessons were disrupted by low and high level behaviour issues, and pupil expectations were inconsistent across the school. **See ‘RI’ SIP October 2020 report.** A new Behaviour Policy was introduced across 2020/21 and embedded 21/22. Staff received effective cpd. **Behaviour is now good and pupils demonstrate very good attitudes to learning.** High expectations of behaviour at all levels across the school are now evident as a consequence of consistent and embedded policy. There are no incidents of racist or homophobic bullying and pupils say they feel safe at school. Incidents of bullying are now 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 4<sup>th</sup> 2022, Parent Forum 10<sup>th</sup> Jan 2022 and formal Behaviour Policy launch 14<sup>th</sup> Jan 2022. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at Park Mead. **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 **SKILLS BUILDER (2020-23, 2021)** initiative 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 2022, after full consultation with all stakeholders. See website link: <https://pioneerfederation.co.uk/parkmead/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.**
- ✓ 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, ESAS 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/parkmead/wp-content/uploads/2023/02/Attendance-Policy-Pioneer-Federation-PM-07.02.23.pdf> 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. School figures are at NA – see appendix attendance charts 18-23.

✓ In July 2023, Park Mead achieved the 'Gold' Games Mark Award. <https://pioneerfederation.co.uk/parkmead/sport-pe/>

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

- ✓ Embed the school vision and values and incorporate Skills Builder traits in school rules. See SDP 23/24 2.6.
- ✓ Improve overall attendance and PA. See SDP 23/24- 3.2

**B&A - Areas for Development 2023/24**

**PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023)**

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

**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.

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

**B&A - ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24' SCHOOL IMPROVEMENT PLAN**

**IMPACT (DECEMBER 2023)**

**IMPACT (MARCH 2024)**

**IMPACT (JULY 2024)**

**PERSONAL DEVELOPMENT: GOOD**

**Outstanding (1)**

- **1.1-** The school meets **all** the criteria for good in personal development **securely and consistently**.
- **1.2-** Personal development is **exceptional**.

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.
- **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.
- **1.6-** The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. [SDP 21-23 4.1- Skills Builder](#)

**Good (2)** – See SDP 20-23 section 4 for improvements plans to embed 'Good' criteria. [See stakeholder questionnaire feedback](#).

- **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.
- **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.



- **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. They have an age-appropriate understanding of healthy relationships.
  - **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.
  - **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
  - **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.
  - **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.
- Requires improvement (3)**
- **3.1-** Personal development in the school is not good.

## Personal Development

### EVIDENCE TO SUPPORT THIS JUDGEMENT:

#### PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2023)

##### SDP 20/21

**4.1- Recovery Curriculum-** To implement a recovery curriculum that enables all pupils to catch up in their learning and reinforce the Park Mead values and attitudes.

**4.2 -Therapeutic Thinking Approach -** To ensure that this initiative impacts effectively on personal development and supports pupils to be confident, resilient and independent, and to develop strength of character.

##### 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.

#### ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2020-23' SCHOOL IMPROVEMENT PLANS

#### PD- Strengths & IMPACT OF ACTIONS TAKEN (up to July 2023)

##### *Strengths- why we believe that Park Mead is 'Good.'*

- ✓ **Enriching Curriculum-** including Forest School, Wellbeing Initiative and termly bespoke curriculum events (See **SDP 20/23 4.1** -International Days, Enrichment Days, Awe & Wonder Days, Vision & Values Day, Federation United Day). **See Curriculum Events Tab on website.** Our curriculum is highly effective in promoting pupils moral and social understanding and is diverse in the development spiritual and cultural understanding- **Curriculum Folder, curriculum newsletters & events.** Children's sense of awe and wonder is strong across the curriculum through whole school events, points of reflection, whole school projects and extensive programme of visits. All pupils have weekly singing with a choir master. **See pupil/ parent questionnaires & newsletter covering all curriculum events and website.**
- ✓ Chiddingly (& all Pioneer Schools) is a **Thrive School** (after trialling Boxall profiling 21-22). Thrive provision has become embedded over 5 Years and significantly impacted on pupils' social and emotional development and therefore ability to access the curriculum. This has then impacted on attainment and progress for these vulnerable pupils. Since September 2020, 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.**

- ✓ Park Mead (& 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 Gold Sports Mark Award in July 2023 [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](#)
- ✓ 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**, pupils discuss and debate issues in a considered way and are significantly involved in the developments of the school.
- ✓ Pupils develop **physical well-being** through the curriculum and events and well-structured PE teaching and with an expert coach who visits the school. There are Inter- federation and alliance school sporting competitions and these have evolved even more into 2019-20. Sports Crews have been developed to allow pupils to develop leadership opportunities within sport and games. [See PE assessments/planning, SP report/evidence folder, newsletters and sport events section on website](#)
- ✓ **Mental Health & Wellbeing-** <https://pioneerfederation.co.uk/parkmead/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. 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 6<sup>th</sup>-12<sup>th</sup> February 2023 and Online safety staff meeting via Andrew Gunn and focus day on 6<sup>th</sup> 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 at 4:45, 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 **school in Finland 2022/23**. The schools link up by google-meet, 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/parkmead/international-school-links/> [See curriculum event evidence: https://pioneerfederation.co.uk/parkmead/curriculum-framework/](#)

#### **FURTHER IMPACT 19-23**

- **Gold Games Mark Award July 2023** [See also PE planning & Sports Funding Report](#) showing pupil's development of physical wellbeing, impacting on pupils physical and mental wellbeing.
- **WELLBEING DAY.** [See website and newsletters impact statements.](#) Pupils developed understanding of the brain and how it functions and dictates behaviour
- **Wellbeing Award for Schools** achieved [see website](#) – impact on pupil and staff wellbeing, including knowledge and understanding around mental health. [See parent and pupil questionnaires](#)
- Recovery curriculum developed to support pupils' wellbeing on return to school in September 2020. Impacting on welfare and school-readiness. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/08/EH-Recovery-Curriculum-2020-update.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 22/23** leads the ethos of the school – See website Leadership refreshed the school vision and values, after full consultation with all stakeholders. <https://pioneerfederation.co.uk/parkmead/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 moving towards ‘Outstanding’

- ✓ Embed Thrive/wellbeing initiative 22/23. See SDP 23/24 4.1
- ✓ Embed international school links to further enrich the curriculum experiences. See SDP 23/24 4.3.
- ✓ Achieved National Wellbeing Award by July 2024.

### PD- Areas for Development 2023/24

#### PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023)

**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.

**4.2- Pioneer Wellbeing/Health Schools Award:** Mental Health Subject Leadership Lead will continue will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness. Pioneer schools achieve the accredited Wellbeing/HS Awards by July 2024.

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

### PD- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE ‘2023-24 ‘SCHOOL IMPROVEMENT PLAN

#### IMPACT (DECEMBER 2023)

#### IMPACT (MARCH 2024)

#### IMPACT (JULY 2024)

## LEADERSHIP AND MANAGEMENT: GOOD

#### Outstanding (1)

- **1.1-** The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- **1.2-** Leadership and management are **exceptional**.

In addition, the following apply: See SDP 20-23 section 2 for improvements plans to embed ‘Good’ criteria.

- **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. See SDP 21/22- 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. See SDP 21/22- section 2 See stakeholder questionnaire feedback.
- **1.5-** Staff consistently report high levels of support for well-being issues. See SDP 21/22- section 2 See stakeholder questionnaire feedback.

#### Good (2) See stakeholder questionnaire feedback.

- **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 20/21, 2.1, SDP 21/22- section 2- vision development 2021, SDP 22/23 2.6

- **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 20/21, 1.1 & 2.1, SDP 21/22- section 2](#)
- **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.
- **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.
- **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.
- **2.6-** Leaders protect staff from bullying and harassment.
- **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.
- **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.
- **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.

**Requires improvement (3)**

- **3.1-** Leadership and management are not good.
- **3.2-** Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

## Leadership & Management

### EVIDENCE TO SUPPORT THIS JUDGEMENT:

#### PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2023)

[SDP 20/21 -](#)

**Subject Leadership & Governance-** To ensure that subject leaders effectively hold teachers to account for pupil outcomes and focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and pupil outcomes. Also ensuring that Governors effectively hold subject leaders to account for pupil outcomes.

**Pioneer Partnership-** To ensure a strong partnership is developed and that collaboration results in raised pupil outcomes and staff effectiveness.

**School Resources & Health and Safety --** To ensure that leaders effectively utilise all school resources & premises fully, to ensure all stakeholders to be safe and enable all pupils needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.

**School Profile-** To ensure that the school continues to have a high profile within the community and the excellent provision provided is highlighted for all stakeholders through all available means, including an updated website.

**Schools Partnership & Career Hub/Skills Builder Programmes –** To ensure that these embedded leadership initiatives impact on standards and the Quality of Education.

[SDP 21/22](#)

**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.

**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.

**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.

**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.

**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](#)

**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.

**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.

**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.

**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.

## ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2020-23' SCHOOL IMPROVEMENT PLANS

### L&M- Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2023)

#### Strengths- why we believe that Park Mead is 'Good'

In **April 2019**, Park Mead achieved a 'Good' Ofsted.

In **July 2019**, the KS2 outcomes were in the bottom 5% nationally with Maths progress scores of -9.6 and attainment outcomes below NA in KS2 and KS1.

In **August 2020**, the previous Park Mead headteacher left and the school went to partnership with Pioneer Federation.

In **October 2020**, LA categorised the school as 'Requires Improvement'.

In **2020-21**, significant school improvements were made in terms of curriculum, premises and learning environment, policies, book standards, pupil expectations and behaviour and outcomes. [See SIP reports 20/21.](#)

In **August 2021**, the previous inherited Head of School left after being off work for 4 months.

In **September 2021**, Park Mead formally joined Pioneer Federation as the 4<sup>th</sup> school. In 2021/22 school improvements (curriculum redesign) and staff cpd continued and were embedded. Park Mead was categorised by LA as a 'Good' school – October 2021. [See SIP reports 21/22](#)

In **September 2021**, Mrs Heidi West (previous Park Mead Senior Teacher) was appointed as permanent Head of School and Mrs Jenn Hodd as Senior Teacher (previously KS1 Teacher). The Executive Head, James Procter, splits his time equally between the 4 Pioneer schools.

In **July 2022**, KS2 outcomes were in the top 20% of East Sussex schools, all outcomes above NA/LA with significant positive progress in all subjects. (Maths now at +1.6, Reading +3.1 & Writing +2.8). In 2023, KS2 outcomes were above NA with positive progress figures and Reading outcomes were in the top 10% of East Sussex schools. <https://pioneerfederation.co.uk/pupil-outcomes/>

Park Mead Primary School is at present a 'good school with outstanding qualities' with aspirations to be outstanding in all areas in the very near future.

- ✓ Leaders have worked closely with staff to develop an inspiring, challenging, inclusive & fully broad and balanced **Park Mead & 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 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.
- 
- ✓ **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 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.

- ✓ The school has a strong **Metacognition (Learning Powers) 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** – 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.'*
- ✓ **In June 2023, Park Mead/Pioneer 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 March 2020 showed effective practice (85% (outstanding)) [see reports](#). **Re-auditing Dec 2023**.
- ✓ **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 wit alternative provision/TLP 22-23](#).
- ✓ **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.'*
- ✓ **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 CP and other local schools (Alliance and Ashdown EIP). [See weekly newsletters and partnership evidence folder.](#)
- ✓ Pupils have a love of learning and this is evident through the behaviour for learning in the classrooms and the high standards of learning produced in pupil's books and outcomes. [See Pioneer '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 20-21.** 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 and 2023 shows high % of 'strongly agree/agree' to 18 Ofsted standard questions.

### Areas for development 23/24 – what we need to work on to move towards to 'Outstanding'

- **Embed the school vision and values** and incorporate **Skills Builder traits in school rules.** [See SDP 23/24 2.6.](#)
- **To deliver the following outcomes in July 2024:**

[To ensure that all outcomes at KS1 are much stronger in 2024 and reach at least match national averages by July 2024. See SDP section 1.6](#)

- **Reading EXS PM 2023= 58%** (NA averages EXS Re= 69%)
- **Reading GDS PM 2023= 8.3%** (NA averages GDS Re= 18%)
- **Writing EXS PM 2023= 58%** (NA averages EXS Wr= 61%)
- **Writing GDS PM 2022= 0%** (NA averages GDS Wr= 8%)
- **Maths EXS PM 2023= 50%** (NA averages EXS Ma= 72%)
- **Maths GDS PM 2023= 0%** (NA averages EXS Ma= 15%)

[To ensure that Year 6 GDS combined is stronger in 2024. \(2023 & 2022 Year 6 GDS combined 6.7%/7%. Target 2024 14% GDS combined\)](#)

- **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
- **Improve overall attendance and PA.** [See SDP 23/24- 3.2](#)
- **Increase parental involvement at parent meeting and weekly reading at home.** [SDP 23/24 2.11](#)

### L&M- Areas for Development 2023/24

#### **PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023)**

- **Embed the school vision and values** and incorporate **Skills Builder traits in school rules.** [See SDP 23/24 2.6.](#)
- **Outwards Facing Pioneer Leadership** – Ensure that effective mentoring/coaching is in place for new leaders so that they are highly effective in their roles. To also ensure all senior leaders develop cpd collaboration both within & outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- **Pioneer Governance:** To streamline governor monitoring to include subject visits to focus schools bi-annually, ensuring that Pioneer Governance is highly effective in both supporting, challenging & holding leaders to account.
- **Pioneer MAT and Expansion:** Pioneer school expansion & Trust/MAT developed within 23/24. Continue effective collaborative partnership strategies with other schools- expanding to a 5<sup>th</sup> Pioneer school and ensure that collaboration results in raised pupil outcomes and staff effectiveness.
- **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.
- **Health and Safety LA Monitoring Inspections-** To ensure that all school are safe and have successful LA inspections and achieve at least 90%+. PM (Dec 23), EH (Jan 24) CP (March 24)
- **Safeguarding:** To ensure that all Pioneer schools have highly effective safeguarding policies and procedures in place. PM (Nov 23) and CP (Sept 23) to have successful LA safeguarding monitoring reports.
- **Pioneer NOR and Advertising Strategies-** To ensure that Pioneer schools are pursuing all potential advertising strategies to enable NOR to be the highest possible.
- **Community Cohesion:** To ensure that each Pioneer school is proactive in developing strong community cohesion and effectively engaging/involving parents in their child/ren's education.

IMPACT (DECEMBER 2023)

IMPACT (MARCH 2024)

IMPACT (July 2024)

## EARLY YEARS EDUCATION: GOOD

### Outstanding (1)

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

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 20-24- 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 20-24- 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 20-24- 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 20-23 Section 5.1, 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 20-21 Section 5.1, 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 20-21 Section 5.3, 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 20-21 Section 5.3, 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.

#### Implementation

- 2.6- Children benefit from meaningful learning across the curriculum. SDP 20-21 Section 5.1, SDP 21/22 section 5, PM EYFS book evidence development – T1 2021 focus
- 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 20-21 Section 5.2, SDP 21/22 section 5 and 1.7
- 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.
- 2.9- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.



- **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 20-21 Section 5.3, SDP 21/22 section 5](#)
- **2.11-** Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning. [SDP 20-21 Section 5.1, SDP 21/22 section 5](#)
- **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 21/22 section 5](#)
- **2.13-** Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. [SDP 21/22 section 5](#)
- **2.14-** Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. [SDP 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 21/22 section 5](#)
- **2.16-** Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. [SDP 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.
- **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 21/22 section 5](#)
- **2.19-** Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. [SDP 21/22 section 5](#)
- **2.20-** Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. [SDP 21/22 section 5](#)

**Requires improvement (3)**

- **3.1-** The effectiveness of the early years is not yet good.

✓ **2019 GLD =85% (NA 71%)**

**June 2022 LA moderation – all outcomes upheld – GLD = 66%**

	EYFS Validated teacher assessment 2022		LA/National 2022
	WTS	ELG+	ELG
<b>Year R Reading</b>	20 %	80 %	71%
<b>Year R Writing</b>	26 %	74 %	71%
<b>Year R Maths</b>	20 %	80 %	79%
<b>Year R GLD</b>	34%	66 %	70%

**2023 Park Mead EYFS Outcomes – at/above NA – 10% VA**

Early Years Foundation Stage	National	ESCC	Pioneer Average	Park Mead
% exp. + Communication & Language	79%	84%	86%	78%
% exp. + Physical Development	85%	88%	94%	93%
% exp. + PSED	83%	88%	89%	86%
% exp. + Literacy	68%	72%	81%	65%
% exp. + Maths	76%	80%	83%	86%
% exp. + Understanding of the World	79%	83%	87%	78%
% exp. + Expressive Arts and Design	84%	88%	94%	93%
GLD Baseline (Sept)			53%	58%
% exp. + Good Level of Development (GLD)	64%	70%	74%	65%

**Early Years**  
**EVIDENCE TO SUPPORT THIS JUDGEMENT:**  
**PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2023)**

**SDP 20/21-**

**5.1- Significant development of EYFS outside and inside learning environments.**

**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.

**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.

**SDP 22/23**

**Park Mead EYFS – To ensure that EYFS scores are at least at LA/NA averages in all areas in 2023. ACHIEVED July 2023**

**(Park Mead GLD 66%, LA 70%) (Park Mead PSE Goal 73%, LA 87%) (Park Mead Prime Goal EXP+ =73%, LA 78%) See section SDP 5.1 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.**

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

**EY- Strengths & IMPACT OF ACTIONS TAKEN (up to JULY 2023)**

*Strengths- why we believe that Park Mead is 'Good'*

**2020-22-** Significant development of EYFS outside and inside learning environments. Externally recognised as strength. **See SIP reports 20-22 and LA Moderation Reports 2021/22**

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

- Nov 21- Development of EYFS outside space following LA pre-moderation report
- June 2022 LA moderation – all outcomes upheld – (GLD = 66%) & outside environment developments reported as strength **See website EYFS classroom video**
- **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 21-23:** 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/parkmead/development-of-eyfs-curriculum/>

### **EY- Areas for Development 2023/24**

#### **Areas for development – what we need to work on to move towards ‘Outstanding’**

#### **PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023)**

**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 practioners 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.

#### **EY- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE ‘2023-24 ‘SCHOOL IMPROVEMENT PLAN’**

**IMPACT (DECEMBER 2023)**

**IMPACT (MARCH 2024)**

**IMPACT (JULY 2024)**

## Appendix:

### Additional Documents of Potential Interest

	Term 1		Term 2	
	NoR	%	NoR	%
Whole School	104	99%	105	100
PPG	21	20.1%	22	21%
SEN	26	25%	25	23.8%
Reception	15	14.4%	15	14.28%
Year 1	15	14.4%	15	14.28%
Year 2	14	13.4%	14	13.33%
Year 3	16	15.4%	16	15.24%
Year 4	15	14.4%	15	14.28%
Year 5	16	15.4%	16	15.4%
Year 6	14	13.4%	14	13.4%

- Vulnerable Groups**

SEN 25 (25/105 = 23.8 % of school pop), EHCP= (1 pending) (1% of school population)

		total	EHCP	K	b	g
<b>SEN</b>	<b>25</b>	15	<b>R</b>	2	2	0
	<b>107</b>	15	<b>1</b>	4	4	4
	<b>23%</b>	14	<b>2</b>	5	5	4
<b>Nat</b>	<b>14%</b>	16	<b>3</b>	5	5	2
<b>EHCP</b>	<b>0</b>	15	<b>4</b>	5	5	4
	<b>0.0%</b>	16	<b>5</b>	2	2	1
<b>NAT</b>	<b>3.0%</b>	14	<b>6</b>	2	2	2
		<b>105</b>		<b>25</b>	<b>0</b>	<b>25</b>

PPG -23      23/105 = 22% of school population (10/23 are also SEND – 43%)

Total			B	G
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<b>PPG</b>	<b>23</b>	<b>15</b>	R	1				1
	<b>22%</b>	<b>15</b>	1	1				1
<b>SEND</b>	<b>10</b>	<b>14</b>	2	6			5	1
	<b>%</b>	<b>43.5</b>	<b>16</b>	3	7		4	3
<b>Nat</b>	<b>20.8</b>	<b>15</b>	4	4			3	1
			5	2			0	2
<b>FSM</b>	<b>Jan-21</b>	<b>14</b>	6	2			2	0
		<b>105</b>	<b>23</b>					

Attendance 22/23

**Park Mead COHORT ATTENDANCE TARGETS FOR 2022/2023**

		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.21%	93.99%	93.04%	93.33%	94.87%	94.38%
YEAR 6	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		92.96%	94.58%	94.48%	95.82%	96.51%	93.04%
YEAR 5	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.43%	93.43%	95.04%	88.36%	93.75%	91.72%

YEAR 4	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		89.7%	92.53%	94.85%	92.28%	96.46%	93.83%	
YEAR 3	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		96.6%	93.75%	91.22%	92.11%	96.68%	95.17%	
YEAR 2	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.75%	95.57%	90.84%	92.68%	96.89%	93.54%	
YEAR 1	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.9%	94.71%	93.33%	96.72%	92.89%	98.17%	
RECEPTION	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		96.13%	93.56%	91.59%	95.75%	91.67%	95.18%	

### Park Mead 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	95.5%	94.21	96%	93.9%	96.2%	93.04%	96.5%	93.33%	96.8%	94.87%	97%	94.38%
Gender												
Male	95.5%	94	96%	95.4%	96.2%	94.25%	96.5%	94.95%	96.8%	95.44%	97%	96.09%
Female	95.5%	94	96%	92.7%	96.2%	92.02%	96.5%	91.97%	96.8%	94.40%	97%	92.95%
Free School Meals												
Non-FSM	95.5%	94.4	96%	94.2%	96.2%	94.18%	96.5%	93.13%	96.8%	95.01%	97%	94.18%

FSM	95.5%	93.4	96%	93.1%	96.2%	88.74%	96.5%	94.17%	96.8%	94.26%	97%	95.26%
English as a First Language												
Non-EAL	95.5%	94.21	96%	93.8%	96.2%	93.04%	96.5%	100%	96.8%	94.87%	97%	94.38%
EAL	95.5%	n/a	96%	n/a	96.2%	n/a	96.5%	n/a	96.8%	N/A	97%	N/A
Special Education Needs												
No SEN	95.5%	94	96%	94.1%	96.2%	93.34%	96.5%	93.35%	96.8%	94.45%	97%	94.74%
SEN Support	95.5%	93	96%	93.3%	96.2%	92.07%	96.5%	93.26%	96.8%	96.23%	97%	93.23%
EHC	95.5%	n/a	96%	n/a	96.2%	n/a	96.5%	n/a	96.8%	N/A	97%	N/A

Park Mead													
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	19/105 18.1%	8.0	20/105 19%	8.0	24/105 22.86%	7.5	25/104 24%	7.5	19/101 18.81%	6.0	17/101 16.83%
Gender													
Male		8.0	10/105 9.5%	8.0	7/105 6.6%	8.0	8/105 7.62%	7.5	12/104 11.5%	7.5	5/101 4.95%	6.0	4/101 3.96%
Female		8.0	9/105 8.5%	8.0	13/105 12.3%	8.0	16/105 15.24%	7.5	13/104 12.5%	7.5	14/101 13.86%	6.0	13/101 12.87%
Free School Meals													
Non FSM		8.0	14/105 13.3%	8.0	14/105 13.3%	8.0	16/105 15.24%	7.5	19/104 18.27%	7.5	14/101 13.86%	6.0	14/101 13.86%

		13%				15.24%		18.3%		13.86%		13.86%
FSM	8.0	5/105 4.7%	8.0	6/105 5.7%	8.0	8/105 7.62%	7.5	6/104 5.7%	7.5	5/101 4.95%	6.0	3/101 2.97%
English as a First Language												
Non-EAL	8.0	19/105 1.1%	8.0	20/105 19%	8.0	24/105 22.86%	7.5	25/104 24%	7.5	19/101 18.81%	6.0	17/101 16.83%
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	13/105 12%	8.0	14/105 13.3%	8.0	17/105 16.19%	7.5	16/104 15.38%	7.5	15/101 14.85%	6.0	12/101 11.88%
SEN Support	8.0	6/105 5.7%	8.0	6/105 5.71%	8.0	7/105 6.67%	7.5	9/104 8.65%	7.5	4/101 3.96%	6.0	5/101 4.95%
EHC	8.0	n/a	8.0	n/a	8.0	N/A	7.5	n/a	7.5	N/A	6.0	

### Attendance 21/22

## Park Mead COHORT ATTENDANCE TARGETS FOR 2021/2022

	Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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WHOLE SCHOOL	Whole School Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	93%
	Actual		95.16%	93.57%	93.73%	93.77%	93.86%	93.87%

YEAR 6	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		92.63%	94.01%	96.67%	93.56%	93.22%	93.18%	
YEAR 5	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		97.45%	93.97%	94.16%	93.75%	93.89%	94.21%	
YEAR 4	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		93.74%	93.25%	93.93%	93.43%	93.61%	94.03%	
YEAR 3	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		94.17%	92.59%	88.61%	92.13%	92.81%	92.69%	
YEAR 2	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		93.23%	92.04%	95.03%	93.35%	93.61%	93.32%	
YEAR 1	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		98.34%	92.14%	94.65%	94.48%	93.98%	93.66%	
RECEPTION	Target	97%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	97%
	Actual		97.41%	97.18%	93.79%	95.97%	96.07%	96.23%	

### **Park Mead 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	95.5%	95.16%	96%	93.57%	96.2%	93.73%	96.5%	93.77%	96.8%	93.86%	97%	93.87%
Gender												

Male	95.5%	95.81%	96%	92.74%	96.2%	93.39%	96.5%	93.5%	96.8%	93.95%	97%	93.88%
Female	95.5%	94.55%	96%	94.35%	96.2%	94.05%	96.5%	94.02%	96.8%	93.78%	97%	93.86%
<b>Free School Meals</b>												
Non-FSM	95.5%	95.36%	96%	94.3%	96.2%	93.35%	96.5%	94.2%	96.8%	94.29%	97%	91.98%
FSM	95.5%	94.33%	96%	90.53%	96.2%	95.36%	96.5%	92.07%	96.8%	92.14%	97%	94.35%
<b>English as a First Language</b>												
Non-EAL	95.5%	95.16%	96%	93.57%	96.2%	93.73%	96.5%	93.77%	96.8%	93.86%	97%	93.87%
EAL	95.5%	N/A	96%	N/A	96.2%	N/A	96.5%	N/A	96.8%	94.74%	97%	94.59%
<b>Special Education Needs</b>												
No SEN	95.5%	95.93%	96%	93.82%	96.2%	95%	96.5%	94.25%	96.8%	94.14%	97%	94.19%
SEN Support	95.5%	91.49%	96%	92.89%	96.2%	90.18%	96.5%	92.44%	96.8%	93.17%	97%	93.09%
EHC	95.5%	91.07%	96%	77.94%	96.2%	57.14%	96.5%	77.32%	96.8%	0	97%	0

Park Mead	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	4	8.0	6	8.0	5	7.5	4	7.5	15	6.0	12
Gender												
Male	8.0	1	8.0	4	8.0	3	7.5	4	7.5	7.0	6.0	7.0
Female	8.0	3	8.0	2	8.0	2	7.5	0	7.5	8.0	6.0	5.0
Free School Meals												
Non FSM	8.0	2	8.0	4	8.0	3	7.5	3	7.5	11.0	6.0	7.0
FSM	8.0	2	8.0	2	8.0	2	7.5	1	7.5	4.0	6.0	5.0
English as a First Language												
Non-EAL	8.0	4	8.0	6	8.0	5	7.5	4	7.5	15.0	6.0	12.0
EAL	8.0		8.0	0	8.0	0	7.5	0	7.5	0	6.0	0
Special Education Needs												



No SEN	8.0	2	8.0	3	8.0	2	7.5	1	7.5	12.0	6.0	9.0
SEN Support	8.0	2	8.0	3	8.0	3	7.5	2	7.5	3.0	6.0	3.0
EHC	8.0	0	8.0	0	8.0	0	7.5	1	7.5	0	6.0	0

## Attendance 20/21

Attendance Data: 7/09/20 – 27/06/21: 96.5%

		%Att	%Auth	%Unauth	%Late (L & U)
%	Filtered	96.50%	2.75%	0.75%	0.28%
	Overall	95.38%	3.55%	1.06%	0.28%
		<b>96</b>	<b>96-98</b>	<b>98</b>	Total Pupils
Threshold Counts	Filtered	36	25	47	108
	Overall	42	25	47	114