



St Mary the Virgin (SMV) C E Primary School



SUMMARY OF SELF- EVALUATION '2024- 2025'

Updated: March 2025

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

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

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

Staff and Governors contribute to evidence included in the SEF. It is shared with the Local Authority and influences key actions in the short term and priorities for the school development plan (SDP). SDP 24-25 and previous development plans are available on the school website.

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

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CONTEXT



In **March 2020**, the School achieved a 'Good' Ofsted inspection.

The Pioneer Federation consists of 6 Primary schools and has an outward facing approach to school improvement. The Executive Head now splits his time equally between the 6 schools and the 6 schools work very closely & collaboratively in all aspects of school development- e.g. shared subject leadership, combined budget etc. East Hoathly Primary federated with Chiddingly Primary in November 2015. In September 2017 the federation went to a soft partnership with St Mary's CE Primary in Hartfield and Federated in September 2018. In September 2020, the federation went into a soft partnership with Park Mead Primary and they joined the Federation from September 2021. In September, Groombridge Primary & Nutley CE Primary went into partnership with Pioneer. The Pioneer Federation is in consultation with the Chichester Diocese, DOCET, DBE, ESCC, RSC and DfE regarding become a separate Multi-Academy Trust (MAT) in its own right by January 2025, catering for small school in Sussex. [See SDP 24-25 section 2.4.](#)

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

In **2022- 23**, there had been a Co-Head of School leadership model in place- previous HoS (pt) and Senior Teacher stepping up. After a period of staff stability at SMV (2019- 2023), **from September 2023** there were 60% teacher changes and a new Head of School and Senior Teacher. These changes were due to maternity leave and staff seeking to gain experience at other Pioneer Schools. Mrs Jane Robinson was appointed as the full time Head of School at St Mary's from **September 2023**. She is a qualified SENCo and was previous an Assistant Principal in a large 'outstanding' Primary School in Sussex. Mrs Robinson ensured consistency across the school, embedded initiatives across 2023-24 & built our 'high exception ethos- *be the best you can be*'. **From September 2024**, we have an ECT in the LKS2 class (previous Pioneer teaching university student) and Mrs Bastin (previous SMV Head of School '19-23') will be returning to the UKS2 class. **Our expectation is that 100% of teaching will be judged as outstanding by March 2025.**

Teaching & Learning Improvement initiatives have impacted on standards in the school & federation. Over time, outcomes are inline or above NA with some exceptional attainment/progress records e.g. **2023 & 2024 KS2 Reading outcomes** were some of the strongest in East Sussex (attainment and progress) and in the top 5% of schools nationally. **In 2023-24**- all teaching was good+ and 40% of teaching and learning was outstanding. **In 2024/25**- all teaching is good+ and **70% of teaching and learning is outstanding** with the expectation that 100% of teaching will be outstanding by March 2025. **In July 2024**, all pupil outcomes were at or above NA, apart from Year 1 phonics (33% SEND) and Year 6 GDS Maths ([see SDP 24/25 2.3](#)).

As a staff team **2019-2024**, we have collaboratively redesigned the **Pioneer curriculum** to ensure total clarity of intent/purpose, developing a broad/balance/ inclusive and inspiring curriculum for all. Our School Improvement partner (SC- **Nov 2023**) concluded- that *'The development of the federation curriculum is something that other schools would benefit from seeing.'* East Hoathly had an Ofsted inspection in **June 2024** & the 'Pioneer Curriculum' was judged as *'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'* <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2024/07/East-Hoathly-CofE-Primary-School-Ofsted-Report-June-2024.pdf>

In **March 2023**, SMV had Local Authority monitoring visits for 'Health & Safety' ([see report March 23](#)). The reports concluded that '90% healthy and safety outcome, classified as **outstanding**.'













Our LA School Improvement Partner (Shaun Collins) concluded in **November 2023/March 2024**, that *'St Mary the Virgin Primary is at present a good school with aspirations to be outstanding in all areas in the future. The new head of school has invested time in building relationships. The school has moved forward both culturally and in terms of its ethos and is stronger for this.'* *Overall the school presents as a caring and inclusive setting which is meeting the children's needs. The children are lucky to attend St Mary the Virgin Primary School.' The school is a safe and inclusive environment where individual children's needs are understood and met.*

In October 2024, SMV had Local Authority monitoring visits for 'Safeguarding 2024'. The report concluded that 'Safeguarding is effective' and 'pupils are safeguarded very well at this school' & 'pupils were very positive attitudes about school, their confidence that school is a safe place and that adults in the school are always there to help them'.

We believe that St Mary's Primary School is at present a 'Good School' with outstanding aspects. St Mary's Primary School aspires to be an 'outstanding school' by July 2025.

| | |
|---|--|
| Executive Headteacher | Mr James Procter |
| Heads of School | Mrs Jane Robinson |
| Chair of Governors | Mr Alan Brundle |
| Unique reference number | 114553 DfE No: 8453326 |
| Local authority East Sussex | East Sussex |
| Type of Federation/Partnerships | Pioneer Federation of 4 schools and Nursery |
| Church School Type | Voluntary Aided - Diocesan (Diocese of Chichester) |
| Age range of pupils | 4-11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | Number on roll: 81 YR: 11 Y1: 14 Y2: 9 Y3: 13 Y4: 12 Y5: 14 Y6: 8 |
| Number of pupils eligible for pupil premium | PPG – 16 (19.75% of the school population) |
| Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan | SEN – 25: 30% EHCP= 5 (6.17%) |

East Sussex School Improvement Partners (SIP) & Local Authority Monitoring Reports:

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| SIP Nov 2023 - St Mary the Virgin Church | SIP SMV Visit 18th March 2024.docx | SMV Health & Safety Inspection 15-3-23.doc | SIP Feb 2022 - St Mary the Virgin Church | SIP June 2022 - St Mary the Virgin Church | SIP July 2021 - SMV |
|  |  |  |  |  |  |
| SIP May 2021 - SMV | SIP March 2021 - SMV | SIP - Oct 2021 - St Mary the Virgin T1 Dr | SIP Dec 2020 - SMV | SIP Sept 2020 - St Mary the Virgin | SIP Safeguarding Review |

2024 SMV Data Summary

| EYFS | | |
|----------------|-----------------------------------|---------------|
| | Validated teacher assessment 2024 | National 2023 |
| | ELG | ELG |
| Year R Reading | 79% | 68% |
| Year R Writing | 79% | 68% |
| Year R Maths | 86% | 76% |
| Year R GLD | 79% | 64% |

Context: 14 children in Year R 1 child = 7.2% SEND:

| Year 1 and 2 | | | | |
|-----------------|-------------------------|------|---------------|-----|
| | Teacher assessment 2024 | | National 2023 | |
| | EXS+ | GDS | EXS | GDS |
| Year 2 Reading | 77% | 15% | 69% | 18% |
| Year 2 Writing | 70% | 7.6% | 61% | 8% |
| Year 2 Maths | 77% | 23% | 72% | 15% |
| Year 2 Combined | 77% | 7.6% | 53% | 8% |
| | Year 1 | | Year 1 | |
| Phonics | 67% | | 76% | |

Context:

13 children in Year 1

1 child = 7.6%

children in Year 2

1 child = 6.7%

In year 1 the pass rate for the phonics screening was: 67%. The three children who did not pass are on the SEND register. (Each child was worth 11%). One of which has an EHCP. These children all have passports and APDR documents outlining the support needed in and out of class to aid progress. All of these children have made progress, albeit small over the course of the past year.

| Year 6 | | | | |
|-----------------|-------------------|----------|---------------|------|
| | SAT Outcomes 2024 | | National 2023 | |
| | EXS+ | GDS | EXS | GDS |
| Year 6 Reading | 100% | 42% | 73% | 27% |
| Year 6 Writing | 75% | 25% | 71% | 10% |
| Year 6 Maths | 83% (91%) | 8.3%/17% | 72% | 17% |
| Year 6 Combined | 67% | 8.3% | 59% | 7.2% |

Context: 12 children in Year 6 1 child = 8.3% SEND = 2 0 chn with EHCPs in the year group

In year 6, the Greater depth rate for Maths was 8.3%. However, each child is 8.3%. One child was one mark off and we are asking for a remark as looking at the paper we can see two inaccuracies in the marking. Teacher assessment of this child is GD. i.e. 17%

2023 SMV Data Summary –Yr R, 1, 2, 4 & 6

| Early Years Foundation Stage | | National | ESCC | Pioneer Average | St Mary's |
|--|------------------|----------|-------|-----------------|--|
| % exp. + Communication & Language | | 79% | 84% | 86% | 73% |
| % exp. + Physical Development | | 85% | 88% | 94% | 93% |
| % exp. + PSED | | 83% | 88% | 89% | 93% |
| % exp. + Literacy | | 68% | 72% | 81% | 93% |
| % exp. + Maths | | 76% | 80% | 83% | 81% |
| % exp. + Understanding of the World | | 79% | 83% | 87% | 93% |
| % exp. + Expressive Arts and Design | | 84% | 88% | 94% | 100% |
| GLD Baseline (Sept) | | | | 53% | 65% |
| % exp. + Good Level of Development (GLD) | | 64% | 70% | 74% | 73% |
| Phonics | | National | ESCC | Pioneer Average | St Mary's |
| Year 1 % working at req. standard (WA) | | 76% | 76% | 73% | 77% |
| % WA by end of year 2 | | 81% | 89% | 85% | 87% |
| Key Stage 1 (Year 2) | | National | ESCC | Pioneer Average | St Mary's |
| Reading | % exp. std | 69% | 68% | 68% | 60% |
| | % Greater D | 18% | 18% | 18% | 20% |
| Writing | % exp. std | 61% | 59% | 65% | 60% |
| | % Greater D | 8% | 7% | 12% | 20% |
| Maths | % exp. std | 72% | 69% | 66% | 67% |
| | % Greater D | 15% | 14% | 14% | 13.4% |
| RW&M Combined | % exp. std | 53% | 55% | 63% | 60% |
| | % Greater D | 59% | 6% | 10% | 13% |
| Key Stage 2 (Year 4) | | | | | *see HOS review report 8 in cohort (3 SEND) |
| Multiplication Test 20+ points/25 | | | | 76% | 63% |
| Average Score /25 | | | | 21/25 | 20 |
| Key Stage 2 (Year 6) | | National | ESCC | Pioneer Average | St Mary's |
| Reading Test | % exp. std | 73% | 71% | 84% | 100% |
| | % Greater D | 27% | 28% | 35% | 57% |
| | Av. Scaled Score | 104.8 | 104.8 | 107 | 109.6 |

| | | | | | |
|--------------------------|------------------|-------|-------|-------|--------------|
| Writing TA | % exp. std | 71% | 69% | 87.2% | 86% |
| | % Greater D | 13% | 9.9% | 20% | 14% |
| Maths Test | % exp. std | 73% | 67% | 80% | 79% |
| | % Greater D | 22% | 17.6% | 14% | 7.1% (2x109) |
| | Av. Scaled Score | 103.8 | 103 | 104.1 | 104.4 |
| RW&M Combined | % exp. std | 59% | 56% | 71% | 79% |
| GP&S | % exp. std | 72% | 65% | 90% | 93% |
| | % Greater D | 28% | 21% | 21% | 28% |
| | Av. Scaled Score | 104 | 103.1 | 105.6 | 106.7 |
| Reading Progress | | 0 | -0.82 | +0.8 | +4.26 |
| Writing Progress | | 0 | -1.16 | +1.4 | +0.14 |
| Maths Progress | | 0 | -1.65 | -1.3 | -0.68 |

2022 SMV Data Summary –Yr R, 1, 2, 4 & 6

| Year 6 | | | | | |
|-----------------|-------------------|------|-----|---------------|-------|
| | SAT Outcomes 2022 | | | National 2022 | |
| | WTS | EXS+ | GDS | EXS | GDS |
| Year 6 Reading | 26% | 73% | 13% | 74% | 18% |
| Year 6 Writing | 20% | 80% | 7% | 69% | 13% |
| Year 6 Maths | 13% | 86% | 7% | 71% | 22.5% |
| Year 6 Combined | 40% | 60% | 0 % | 59% | 7.3% |
| Year 6 GPS | 27% | 79% | 20% | 72% | 28% |

Context: 15 children in Year 6 1 child = 6% SEND = 18 % 1 chd with EHCP in the year group

Year 4 MTC

Average score: 20.5 % of chn scoring 18+/25 = 92% SEND = 15.4%

| Year 1 and 2 | | | | | |
|-----------------|-------------------------|-------|--|---------------|---------------|
| | Teacher assessment 2022 | | | National 2022 | |
| | WTS | EXS+ | GDS | EXS | GDS |
| Year 2 Reading | 26.5% | 73.5% | 26.7% | 65% | 16% |
| Year 2 Writing | 33% | 66% | 6.6% | 56% | 6.4% |
| Year 2 Maths | 26.4% | 73.6% | 13.3% | 65% | 11% |
| Year 2 Combined | 33% | 66% | 6.6% | 55% | 6% |
| | Year 1 | | Year 2 | Year 1 | Year 2 |
| Phonics | 59.4% | | 4 retakes: 1 did not pass 93% EXS (of cohort) | 73% | 93% of cohort |

Context:

15 children in Year 1

15 children in Year 2

1 child = 6.6%

1 child = 6.6%

SEND = 26.4%


SEND = 26.4%

1 chn with EHCP in the year group and 1 in progress

| EYFS | | | |
|----------------|-----------------------------------|------|------------------|
| | Validated teacher assessment 2022 | | LA/National 2022 |
| | WTS | ELG+ | ELG |
| Year R Reading | 17% | 83% | 71% |
| Year R Writing | 17% | 83 % | 71% |
| Year R Maths | 9% | 91% | 79% |
| Year R GLD | 25% | 75% | 69% |

Context: 12 children in Year R 1 child = 8% SEND: 3 children = 24%

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

| <p>Ofsted Areas for Development</p> <p>'March 2020'</p>  <p>SMV Ofsted Report- 'March 2020'.PDF</p> | <p>Progress Made</p> <p>ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2020-24' SCHOOL IMPROVEMENT PLANS</p> |
|--|---|
| <p>Reading- To ensure pupils develop the necessary language comprehension skills in reading by the end of key stage 1. <i>'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'</i></p> <p>ACHIEVED</p> | <p>This area of development has been achieved. 22-24- embedded of new reading scheme and consistency of Re EXS KS1 outcues expected.</p> <ul style="list-style-type: none"> 2021/22- Little Wandle phonics and reading scheme introduced. <ul style="list-style-type: none"> CPD comprehension key questions for all staff 2022- KS1 Reading outcomes above NA – see charts below – and progress from starting points was strong. 2023- KS1 GDS above NA. EXS below (-9%) 2023/24- KS1 Reading EXS at 77%- above NA (July 2024) <p><u>Actions since Sept 24</u></p> <ul style="list-style-type: none"> Adjustment of the reading record template to increase focus on comprehension Training for reading volunteers including some doing LW training (ensuring the embedding of the language around the comprehension key questions) All new staff received LW training and parent workshops Targeted LW phonics and reading groups across R/1/2/3 introduced based on LW tracking Lexia intervention for all 3/4/5/6 – cohorts identified at the time of last inspection Clear reading culture and reading band system created- https://pioneerfederation.co.uk/stmarys/reading/ |
| <p>Curriculum Development- To raise levels of challenge so that pupils make even greater progress across the breadth of subjects. <i>Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.</i></p> <p>ACHIEVED</p> | <p>This area of development has been partially achieved. 23/24- curriculum developments are expected to ensure full achievement of the development area by July 2024.</p> <ul style="list-style-type: none"> 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 2022/2023: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. 2023/2024: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. See SDP 23/24 1.1 – ACHIEVED <p>East Hoathly had an Ofsted inspection in June 2024 & the <i>'Pioneer Curriculum' was judged as 'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'</i></p> <p>In February 2024, our Local Authority school Improvement partner (Duncan Greig) concluded in his monitoring report that <i>'The curriculum is a strength of the Federation. There is a very clear strategy into how the curriculum has been developed across the Federation. It is clear and consistent, aims to drive expectations and is resourced. The subject leaders are empowered to develop their areas and because the responsibility is shared across the federation senior leaders can deploy staff with expertise and degree level qualifications to lead curricular areas. This has helped ensure the curriculum has rigour and challenge in built. Senior leaders ensure the curriculum is reviewed regularly, learning and reflecting on the impact teaching sequences have on the children's learning. This is ambitious and is supportive of teachers and their workload.'</i></p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> • 2024/2025: Pioneer Curriculum: To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 24-25 Initiatives: Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders. See SDP 24/25 1.1 <p>Actions since Sept 2023/24</p> <ul style="list-style-type: none"> - Introduction of a 'Adaptive Curriculum' Lead role across the Federation - Definitions agreed and language clarity for all staff between 'differentiation' and 'adaptions' – Loom Video training - Audit of current adaptive teaching methods, strategies and resources undertaken - Whole Federation wide INSET on Adaptive Teaching Methods Jan 2025 - Evolution of the 'LO' model to ensure curriculum is adaptive limiting - Introduction and evolution of 'Knowledge Organisers' - Teaching and Learning Policy reviewed and updated to ensure Adaptive Teaching is central in consultation with teaching staff - Greater Depth in Maths element strengthened by the 'Awesome 8' application/extension model - Chiddingly Ofsted November 2024 - 'The school's curriculum is designed to meet the needs of all pupils. It is ambitious and clearly identifies what teachers need to teach within each subject. - Adaptations for pupils with SEND are effective. This means that every pupil can learn the curriculum and achieve well. Staff have a strong subject knowledge and are confident to teach the curriculum. This has been supported by the work and training across the federation.' - Park Mead Ofsted October 2024 - 'The school and the federation it is part of have worked skilfully together to design an ambitious curriculum. It is clearly sequenced and planned so that new concepts build on - prior learning. The school has identified the important knowledge and subject content that they want all pupils to learn and remember. This helps teachers know what to teach and to explain curriculum content clearly. - Greater clarity for how Pioneer curriculum mixed year group classrooms- https://pioneerfederation.co.uk/stmarys/key-information-about-our-curriculum/ - Adaptive Curriculum INSET – January 2025- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Adaptive-Teaching-take-away-resource.pdf - Feb 2025- Update of LO/SC model and within Marking and Feedback Policy to enable clarity around adaptive curriculum expectations for all abilities/age groups. |
|--|---|

OVERALL EFFECTIVENESS: **GOOD**

Outstanding (1)

- **1.1** - The quality of education is outstanding.
- **1.2** - All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as **there is convincing evidence that the school is improving this area** **See SIP reports 2021-25.** sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- **1.3** - **Safeguarding is effective.**

Good (2)

- **2.1** - **The quality of education is at least good.** (See SDP 20-25 Section 1). **See SIP reports 2021-25.**
- **2.2** - **All other key judgements are likely to be good or outstanding.**
- **2.3** - **Safeguarding is effective.**

Overall Effectiveness

EVIDENCE TO SUPPORT THIS JUDGMENT:

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

We believe that St Mary's Primary School is at present a **'Good School'**.

Children leave St Mary's 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](#)

The school's vision and values are at the heart of the school ethos and drive all elements of school life. (**Refreshed and relaunched 'April 2024'** by Mrs Robinson) Children, families and staff are fully invested in the **3 core school values of 'Love, Strength & Faith' (LSF)** and these are evident throughout all elements of school life- a **'living breathing entity'**. <https://pioneerfederation.co.uk/stmarys/school-vision/>

We are an outward facing school and enjoy the benefits of effective collaboration. [See Collaboration Impact Report & See SDP 23/24 2.6, policies, displays and V/V section of website & stakeholder questionnaires](#)

SMV and the Pioneer Federation are **fully inclusive schools** and meet the needs of all children. [See partnership folder & Inclusion report and outcomes.](#)

70% (Sept 24) of teaching and learning is **outstanding** and all teaching is good+ with action plans in place for all teaching/learning to be outstanding 24/25 & engages pupils in a new broad, rich and challenging curriculum. [See SIP reports, staff effectiveness matrix and curriculum folder.](#)

The **inspiring curriculum** shows clarity of purpose through our clear **'Intent, Implementation and Impact'** approach and **Road Maps, MTPs and Subject Skills Progression Documents** – [See curriculum maps and website links](#)

All of cohorts and groups now make consistent progress across the school and **the majority of attainment over time (20-24)** is at/ above National. [See 2020-24 Datawall section above, Year 6 2022-24 outcomes & data ways forward for 24/25- KS2 Ma GDS & Yr1 phonics.](#)

Attendance is good and improving across the school and for different groups **95.8% for overall attendance (March 2025)**. [See appendix charts and SDP attendance charts 20-23.](#) **Persistence absence** remains an area of focus for leadership July 2023 17%. [See attendance evidence file & fortnightly checks.](#)

Safeguarding is highly effective. [See SIP 20-24 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 & School Values traits** are embedded within the school celebration of learning, ensure pupils are confident, self-assured learners and these 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.](#)

Areas for development 24/25 – what we need to work on to 'sustain good' to move towards 'Outstanding'

- **Improve PA attendance 17% July 2023.** [See SDP 24/25- 3.2](#)

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

KS2 – Year 6 - Maths GDS to reach NA (22%) (SMV 2022/23/24= **6.7%/7.3%/8.3%**) [See SDP section 1.3](#)

Year 1 PHONICS - **SDP 1.4 Objective:** To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards. To ensure that **SMV Year 1 phonics outcomes** (2022= **60%** & 2024= **67%**) reach NA (76%) by June 2025.

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

THE QUALITY OF EDUCATION: **GOOD**

Outstanding (1)

- 1.1 - The school meets **all** the criteria for a good quality of education **securely** and **consistently**. [SDP 21-24 Section 1](#)
- 1.2 - The quality of education provided is **exceptional**. [SDP 21-24 Section 1](#)

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, SDP 22-25 1.1](#)
- 1.4 - The work given to pupils, over time and across the school, consistently matches the aims of the **curriculum**. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [SDP 21/22 1.5, SDP 22-25 1.1](#)
- 1.5 - Pupils' work across the **curriculum** is consistently of a high quality. [SDP 21/22 1.5, SDP 22-24 5.1](#)
- 1.6 - Pupils consistently **achieve highly** (SDP 23/24- 1.2.1.5 & Outcome SDPs, SDP 24/25 2.3), particularly the most disadvantaged. Pupils with SEND **achieve exceptionally well**.

Good (2)

Intent

- 2.1 - Leaders adopt or construct a **curriculum** that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] [SDP 19/20 1.1 & SDP 18/19, SDP 21/22 1.5, SDP 22-25 1.1](#)
- 2.2 - The school's **curriculum** is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] [SDP 19/20 1.1, SDP 21/22 1.5, SDP 22-25 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. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] [SDP 19/20 1.1, SDP 21/22 1.5, SDP 22-24 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,¹ and good progress has been made towards this ambition. SDP 19/20 2.1, SDP 21/22 1.5, SDP 22-25 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 19/20 2.1, SDP 21/22 1.5, 2.3, SDP 22-25 1.1

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 19/20 2.1 SDP 21/22 1.5, SDP 22-24 1.1

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 19/20 2.1 & 2.2. SDP 21/22 1.5, SDP 22-25 1.1

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 18/19 2.3 SDP 22/23 1.2 & Assessment Cycles

2.9- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. SDP 19/20 2.1, SDP 21/22 2.6 & Curriculum Offer Docs & Book/Marking Policy

2.10- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. SDP 19/20 2.1, SDP 21/22 1.5, SDP 22-25 1.1, Curriculum Offer Docs

2.11 Reading is prioritised to allow pupils to access the full curriculum offer SDP 19/20 1.2 SDP 22/23 1.3 and SDP 23/24- 1.2 & 1.3

2.12- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. SDP 19/20 2.1, SDP 22/23 1.3 and SDP 23/25- 1.2 & 1.3

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 23/24- 1.2

2.14- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

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 23/25- 1.2.1.5 & Outcome SDPs/ SDP 24/25 1.3

2.16- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. SDP 19/20 1.3 and 2.6. SDP 21/22 4.1 and SEND Reports & Outcome Reviews

2.17- Pupils' work across the curriculum is of good quality. SDP 18/19 2.5. SDP 21/22 1.5

2.18- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Quality of Education

EVIDENCE TO SUPPORT THIS JUDGMENT:

PRIORITIES FOR IMPROVEMENT (SEPT 20- JULY 2024)

- **KS2 – Year 6**
Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= 6.7%/7.3%) See SDP section 1.5 - Focus for 24/25
Combined GDS/High Score to reach NA (7%) 2023. (2023 & 2022= 0%) See SDP section 1.5 Achieved.
- **KS1 – Year 2 - Reading 'EXS'** to increase to at least NA (70%) (2023 60%) See SDP section 1.3 Achieved.

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

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

Q of E Strengths & IMPACT OF ACTIONS TAKEN (SEPT 20- JULY 2024)

Strengths- why we believe that St Mary's is **Good.**

- ✓ **Our key area of development '20-24' was to improve on KS1 Reading EXS. This has been achieved.** KS1 Reading EXS at 77%- above NA (July 2024) we have had a focus on implementing staff training linked to KS1 reading and comprehension (Ofsted way forward 2020)- we have achieved this via the introduction of Little Wandle phonics 2021-24. See SDP section 1 Quality of Education 21-24.

- ✓ We have an inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum** which is continuously evolving from feedback via stakeholders/Curriculum Steering Group to ensure that our curriculum offer is the best it can be for all pupils.
- ✓ Our Curriculum enables clarity of purpose and embedding of skills through the 'Curriculum Maps- Intent, Implementation and Impact' approach and the development of **Road Maps, Medium Term Planning (MTPs) and Subject Skills Progression Documents** – [see curriculum documents/planning, curriculum website blurbs & subject books](#).
- ✓ Our curriculum planning ensures strong 'Cultural Capital' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & the development of a wide range of 'Curriculum Enrichment Events'.
- ✓ **PIONEER CURRICULUM: CP Ofsted 2019** 'The curriculum is a strength and is fit for the future'. **SMV March 2020 Ofsted** 'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.' **EH Ofsted June 2024-** 'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'
- ✓ **Staff are able to explain the curriculum and what, how and why it is taught the way it is.** [SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022-25](#), Pupils are becoming more confident to talk about the purpose of their learning. LA School Improvement Partner concluded in **March 2024**, that ['The development of the federation curriculum is something that other schools would benefit from seeing.'](#) [Overall the school presents as a caring and inclusive setting which is meeting the children's needs. The children are lucky to attend St Mary the Virgin Primary School.'](#)
- ✓ **Subject leaders can discuss their curriculum area** coherently and explained how it has been developed. They have developed clear curriculum documents to map subject skills and knowledge progression. [See curriculum maps/offer, subject books, curriculum coverage auditing, website 'curriculum and enrichment', SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23, SDP 19-25 1.1](#)
- ✓ Staff & pupils have **total clarity of curriculum intent and teaching standards expectations** through our refined [teaching & learning policies & subject pupil toolkits](#) at the front of each subject book.
- ✓ All **subject books** have a [Subject Specific Toolkit](#) at the beginning. This lists the overall skills the children need to be successful in the subject. i.e. 'What does a Pioneer Scientist, Historian, Geographer etc look like?'. All subject termly units will start with a 'Subject Cover' which includes key vocabulary and what the children already know and will end with a 'Subject Unit Quiz'. 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 70% (Sept 24) is outstanding over time. If teaching/learning ever requires improvement, rapid developments are actioned (SLT and Pioneer subject leader coaching, mentoring) to ensure that good T&L is ensured. High quality staff CPD & robust NQT/ECT training mentoring programme [See staff meeting agendas & CPD staff matrix](#). There is strong progress in lessons as a result of well-planned differentiated & challenging learning tasks and effective use of assessment information to inform planning. [See termly lessons triangulations, SIP reports and planning feedback monitoring.](#)
- ✓ Staff can discuss how pupils with **special educational needs**, those who are **disadvantaged** and the **lowest performing 20%** are identified and supported to progress. [Road Maps now have icons highlighting curriculum adaptations for SEND](#). Specific targeted SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning is in place and use of **PPG and SEND funding** is directed towards defined areas of need and rigorously tracked for impact & value for money. [See PPG and SEND Reports and Summary Documents 24/25](#). VG make good progress across the school. [See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing](#). [SEND and Disadvantaged Pupils make good progress across the school.](#) [There is a narrowing or no gap for PPG pupils in most cohorts.](#) Progress of children with support from outside agencies as a result of personalised provision (APDORS) that enables the child to close the gaps in learning. [See Vulnerable Pupil Folder and Datawalls.](#)
- ✓ Appropriate systematic assessment and monitoring termly cycles in place to evaluate the effectiveness of performance. Rigorous pupil progress systems to develop the root cause of individual achievement needs & partnership moderation systems ensure validation of assessments. [See Assessment & Monitoring Cycles, monitoring folder.](#)

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

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

2022, 2023 & 2024 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.*
- Year 6 attainment for Re, Wr, Ma & GPS at/above+ NA for EXS & GDS (apart from GDS Ma 2024).
- 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.
- 2022/24 Year 2 EXS Reading, Writing and Maths at national. Pupils making expected progress+ across KS1.

[Q of E- Areas for Development 2024/25](#) - *what we need to work on to secure 'Outstanding'*

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

To deliver the following outcomes in [July 2025:](#)

KS2 – Year 6 - [Maths GDS](#) to reach NA (22%) ([SMV 2022/23/24= 6.7%/7.3%/8.3%](#)) [See SDP section 1.3](#)

[Year 1 PHONICS- SDP 1.4 Objective:](#) To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards. To ensure that [SMV Year 1 phonics outcomes](#) ([2022= 60% & 2024= 67%](#)) reach NA (76%) by June 2025.

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

[Q of E ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN](#)

IMPACT (DECEMBER 2024)

- SIP visit (Oct 24) observation of Phonics and Maths (GD) noted the quality of the teaching in these areas. Next



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steps identified and actioned.

- Year 6 Outcomes 24/25 case study document created to share with all stakeholders. – [see case study](#)



Expected Outcomes
Summer 2025 St Mary

- Phonics action plan well underway – all children assessed on the LW online tracker to identify gaps and groupings – [T2 data walls](#)
- New Phonics teaching structure in place to group by stage not age across R/1/2/3 – [whole school timetable](#) adjusted to ensure daily phonics runs in targeted model
- Curriculum – Adaptive Curriculum priority added to [T&L policy](#) to be ratified in Dec
- [Ad Cur](#) subject lead recorded and shared Loom video for all staff and audited current practice to inform Jan INSET input – [evaluations from staff post inset](#)
- Jan INSET planned with SLT and SENCO's – [raised awareness and clarity around adaptive curriculum expectations](#) – [see book/learning environment triangulations](#)

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|---|
| <ul style="list-style-type: none"> - MTPs adjusted to ensure that purpose and previous learning clear – see T3 MTPs on websites. - EYFS overview and EY MTPs developed to ensure that objective clear for end outcomes – see website for EYFS cycle and T3 MTPs. |
| IMPACT (MARCH 2025) <ul style="list-style-type: none"> - Feb 2025- Clear reading culture and reading band system created - https://pioneerfederation.co.uk/stmarys/reading/ - Greater clarity for how Pioneer curriculum mixed year group classrooms- https://pioneerfederation.co.uk/stmarys/key-information-about-our-curriculum/ - Adaptive Curriculum INSET – January 2025- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Adaptive-Teaching-take-away-resource.pdf - Feb 2025- Update of LO/SC model and within Marking and Feedback Policy to enable clarity around adaptive curriculum expectations for all abilities/age groups |
| IMPACT (JULY 2025) |

BEHAVIOUR AND ATTITUDES: **GOOD**

Outstanding (1)-

- **1.1** - The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**. SDP 21-25 Section 3
- **1.2**- Behaviour and attitudes are **exceptional**. SDP 21-25 Section 3

In addition, the following apply:

- **1.3**- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. SDP 20/21- Section 3 SDP 21/22- section 2 & 3, SDP 22/25 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 20-25- 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 20-25- 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 21/25- 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 21/25- 3.3
- **2.6**- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately² as a last resort.
- **2.7**- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

BEHAVIOUR AND ATTITUDES
EVIDENCE TO SUPPORT THIS JUDGMENT:
PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2024)

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.

3.4- 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

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.

SDP 23/24

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. **ACHIEVED**

Incorporate **Skills Builder traits in school rules**. See SDP 23/24 2.6. **ACHIEVED**

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

B&A- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 2020- JULY 2024)

Strengths- why we believe that *St Mary's* is **Good.**

- ✓ **Behaviour is good and pupils demonstrate 'good' attitudes to learning.** High expectations of behaviour at all levels across the school are evident as a consequence of consistent and embedded policy. There have been no incidents of racist or homophobic bullying and pupils say they feel safe at school. Incidents of bullying are rare and effectively and rapidly acted on, as the result of clear systems for monitoring and dealing with such issues. See behaviour grid in appendix. **See Behaviour Logs, pupil/parent voice, SIP reports, Behaviour Recorded Incidents Folders**
- ✓ **Anti-Bullying:** We have a robust anti-bullying policy and procedure that is consistently implemented. Thorough investigations are carried out for any allegations of bullying. **See Pupil Questionnaires '21-24'.**

November and March 2024- SMV LA SIP Report: 'The new head of school has invested time in building relationships. The school has moved forward both culturally and in terms of its ethos and is stronger for this.'

Overall the school presents as a caring and inclusive setting which is meeting the children's needs. The children are lucky to attend St Mary the Virgin Primary School.' A school regulation station was in place for children to take time to self regulate. The school is a safe and inclusive environment where individual children's needs are understood and met.'

- ✓ Pioneer Federation has embedded a **Therapeutic thinking approach to Behaviour Management**, utilising pro-social approaches. Whole staff training in INSET – Jan 4th 2022, Parent Forum 10th Jan 2022 and formal Behaviour Policy launch 14th Jan 2022. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at St Mary's. **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)** 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 April 2024, after full consultation with all stakeholders. 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 PTFA*
- ✓ **Attendance- at NA - See appendix below- Overall attendance** is good and strategies to increase attendance have impacted (Policy review, ESBAS involvement & weekly checks and meetings where required). **See Attendance evidence folder.** Leaders do all it reasonably can to achieve the highest possible attendance and have a strong understanding of the cause of absence. We have a robust attendance policy and procedure that is consistently implemented. **See Governor Reports and LA attendance monitoring reports 23-24.**

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| <p>Persistence absence remains an area of focus for leadership 17% July 2024– see attendance evidence file & fortnightly checks. 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 20-25.</p> <p>Areas for development – <i>what we need to work on to maintain 'Good' and begin to move towards 'Outstanding'</i></p> <ul style="list-style-type: none"> ➤ Improve PA attendance. See SDP 24/25- 3.2 ➤ SDP 3.1- 'Social Justice' Cohort Initiatives |
| <p>B&A - Current Areas for Development 2024/25 <i>what we need to work on to continue to maintain 'Good' and begin to move towards 'Outstanding'</i></p> |
| <p>PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)</p> <ul style="list-style-type: none"> ➤ Improve PA attendance. See SDP 24/25- 3.2 ➤ SDP 3.1- Social Justice Cohort Initiatives: each SMV class to take the lead on a 'local area of Improvement'- demonstrating a strong advocate approaches for social justice. |
| <p>B&A - ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN</p> |
| <p>IMPACT (DECEMBER 2024)</p> <ul style="list-style-type: none"> - Safeguarding Review from LA in Oct '24 stated attendance processes and procedures were robust and effective. <div data-bbox="355 922 411 987" data-label="Image"> </div> <div data-bbox="161 987 488 1064" data-label="Text"> <p>St Mary the Virgin Safeguarding Review</p> </div> - Review in Nov '24 from LA attendance office stated we were exceeding the LA average figures and all % were above their levels this time last year. See SDP showing that attendance T2 95.9% and PA 14.6% - Social Justice projects set up and underway in all classes: Maple – supporting Hartfield elderly, first village lunch attended Nov 24, Cherry – adoption of Toto supported with Gov visit and art work gallery idea to raise money shared with parents, Willow class work on 'Better World Schools' successfully completed first module on endangered species, Lilac organised and ran 'MacMillan Coffee morning' raising £500 and reinstated link <div data-bbox="576 1319 635 1384" data-label="Image"> </div> <div data-bbox="537 1384 675 1447" data-label="Text"> <p>Social justice projects.docx</p> </div> <div data-bbox="705 1314 1037 1462" data-label="Text"> <p>See newsletter and website</p> </div> |
| <p>IMPACT (MARCH 2025)</p> <ul style="list-style-type: none"> -Developed new 'stage 2 reflection sheet for pupils using CIP'. (Step 2 visual support for comic strip conversation) <div data-bbox="140 1610 199 1675" data-label="Image"> </div> <div data-bbox="67 1673 274 1733" data-label="Text"> <p>Step 2 visual support (1).docx</p> </div> - New Behaviour system explained document added to appendix of policy (see page 16) in response to CommuniTEA parent workshops- to ensure clarity for all. (closing the circle as a flow diagram) <div data-bbox="140 1818 199 1883" data-label="Image"> </div> <div data-bbox="70 1881 480 1942" data-label="Text"> <p>PF_Behaviour Policy closing the circle as a 25-26.docx flow diagram.docx</p> </div> |
| <p>IMPACT (JULY 2025)</p> |

PERSONAL DEVELOPMENT: GOOD

Outstanding (1)

- **1.1-** The school meets **all** the criteria for good in personal development **securely** and **consistently**. SDP 21-25 Section 4
- **1.2-** Personal development is **exceptional**. SDP 21-25 Section 3

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.

Personal Development EVIDENCE TO SUPPORT THIS JUDGEMENT:

PRIORITIES FOR IMPROVEMENT FOR PD (SEPT 2020- JULY 2024)

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 ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness.

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

SDP 23/24

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

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 '2020-24' SCHOOL IMPROVEMENT PLANS

PD- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 2020- JULY 2024)

Strengths- why we believe that *St Mary's* 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 (Naomi Fry). **See pupil/ parent questionnaires & newsletter covering all curriculum events and website.**
- ✓ **St Mary's** (& all Pioneer Schools) is a **Thrive School**. 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.**
- ✓ **St Mary's** (& 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. SMV also takes part in a range of Local Sport Competitive events and celebrates talents and achievements weekly.
- ✓ 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 SIAMS 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. **Active Mile in place weekly** for all cohorts- tracking of fitness by PE coaches. **See hall PE display.** There are **Inter- federation and alliance school sporting competitions** and these have evolved even more into 2020-25. 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/stmarys/mhew/mental-health-emotional-wellbeing/> **Mental health & wellbeing is high profile** for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. **See staff signposting boards & parent and pupil questionnaires.** Also LA Monitoring report Sept 2023/24. We have a designated MHWB Lead (Heidi West- Park Mead HOS) and below are some of the areas she developed 22/23:
 - Staff mental Health displays in place across all schools – signposting to services, termly MHWB newsletter and signpost to cpd and support contacts
 - Mental Health and Wellbeing Policy developed alongside new MHWB Lead Pioneer position. Staff questionnaires T2 indicate that staff feel that their welfare and workload is a high priority for leaders. **See Questionnaire summary report**
 - 'Mental Health & Wellbeing' folders developed on each website- 'Pupils', 'Staff', 'Parents', 'Community' represented sections (HW- presentation at FGB meeting) <https://pioneerfederation.co.uk/mental-health-emotional-wellbeing/>
 - Children's mental health week 6th-12th February 2023 and Online safety staff meeting via Andrew Gunn and focus day on 6th Feb 2023. See website folders for photos and write-ups from these days. Online safety termly touch-base- to be highlighted with curriculum maps.

- ✓ **Staff Workload**- leadership are very proactive to ensure that staff have a good work/life balance. Initiatives include: designated areas for PPA – outside of staffroom areas, subject leadership and monitoring within staff meeting times, all after-sch meetings finishing at 4:45, workload and MHWP part of all performance management areas, appropriate amount of assessment and monitoring – [see cycles](#). [See staff questionnaire feedback questionnaires](#).
- ✓ **International School Links**- Park Mead developed international links with a [school in Southern France 2022/23/24](#). <https://pioneerfederation.co.uk/stmarys/international-school-links/> The schools link up by google-meet, share photos and write to each other and this link enables pupils at Park Mead 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.
- ✓ **There are now plans to develop links with a school in Malawi- 24/25** [See SDP 24/25- 4.3](#)
- ✓ **New school vision and values 21-24** leads the ethos of the school – [See website](#) Leadership refreshed the school vision and values, after full consultation with all stakeholders. The school vision & vales of 'Love, Strength & Faith' 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 24/25 – what we need to work on moving towards 'Outstanding'

- ✓ Achieve **National Wellbeing Award** by July 2025.

4.1- **Better Planet School Awards** To achieve this **sustainability award** for each Pioneer school by July 25.

4.2- **Health Schools Award**: Pioneer schools achieve the **accredited Health School award** by July 2025.

4.3- **British Council International Award**- Pioneer schools achieve the **accredited International award** by July 2025.

PD- Areas for Development 2024/25- what we need to work on to continue to maintain 'Good' and begin to move towards 'Outstanding'

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 25)

4.1- **Better Planet School Awards** - To achieve this **sustainability award** for each Pioneer school by July 25.

4.2- **Health Schools Award**: Pioneer schools achieve the **accredited Health School award** by July 2025.

4.3- **British Council International Award** - Pioneer schools achieve the **accredited International award** by July 2025.

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

IMPACT (DECEMBER 2024)

- 1/3 of the **Better Planet school** award achieved. On track to fully achieve by July 25. [Hallway display & Socail Justice tab on website.](#)
- Funding for **Healthy Schools Award** successfully bid for and received. Focus on healthy eating based on whole school audit. [Healthy Eating Policy](#). Mobile kitchen units created and new sink area added to mini kitchen off hall for food tech teaching opportunities. Recipe book for healthy lunchboxes being created, workshops for parents and children booked for January. Senior Teacher planning opportunities for all classes to mirror the curriculum cycles. School displays
- Healthy snack message received and being adhered to across the school. [On track to receive accreditation July 2025](#)
- **British council international award** criteria being met through Starfish Malawi link [\(see website tab\)](#) and work being completed by Lilac class. [On track to achieve by July 2025.](#)

IMPACT (MARCH 2025)

- National Healthy Award achieved - March 2025- <https://pioneerfederation.co.uk/stmarys/healthy-schools/>

IMPACT (JULY 2025)

LEADERSHIP AND MANAGEMENT: OUTSTANDING

Outstanding (1)

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

In addition, the following apply: [See SDP 20-25 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 21-25- 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 21-25- section 2 See stakeholder questionnaire feedback.
 - 1.5- Staff consistently report high levels of support for well being issues. See SDP 21-25- 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.

Leadership & Management

EVIDENCE TO SUPPORT THIS JUDGEMENT:

PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2024)

SDP 20/21 -

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

SDP 21/22

- 2.5 **Federation and Individual School Vision and Values** – to ensure the ambitious aims (highest quality of education for all) of the Federation and schools are clear to all stakeholders through the 'living and breathing' vision and values.
- 2.6 **4 School Federation Subject Leadership & Governance**- to embed the Federation subject leadership and the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.7 **Outwards Facing Leadership** - to ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.8 **Church School Developments**- To ensure that SMV is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.
- 2.9 **School Learning Environment & Resources**- To ensure that leaders effectively develop the highest quality learning environment & utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.10 **Pioneer School Profile & Marketing**- to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders through websites and advertising.

SDP 22-23

- 2.11 **Pioneer Federation expansion & Pioneer MAT exploration**: ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into

Trust/MATS- White Paper 2022- & develop effective collaborative partnership strategies with other schools- to ensure strong partnership are developed and that collaboration results in raised pupil outcomes and staff effectiveness.

2.12 Pioneer Federation Cohesion/Collaboration: facilitate collaborative initiatives to ensure that Pioneer school links are in place at all levels- pupil, staff, parent & governance enabling all potential Federation community cohesion has been explored fully to impact on wellbeing and standards.

2.13 Pioneer Subject Leadership: ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations. In order for them to fulfil their role to effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.

2.14 Church School development: to introduce the new LA RE syllabus. To ensure that SMV is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.

2.15 Outwards Facing Leadership - ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.

SDP 23-24

Health and Safety LA Monitoring Inspections- To ensure that all school are safe and have successful LA inspections and achieve at least 90%+. CP (March 23)

ACHIEVED

- **KS2 – Year 6**

Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= 6.7%/7.3%) See SDP section 1.5 - Focus for 24/25

Combined GDS/High Score to reach NA (7%) 2023. (2023 & 2022= 0%) See SDP section 1.5 Achieved.

- **KS1 – Year 2 - Reading 'EXS'** to increase to at least NA (70%) (2023 60%) See SDP section 1.3 Achieved.

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

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

L&M- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 2020- JULY 2024)

Strengths- why we believe that St Mary's is 'Good' with 'outstanding leadership'

- ✓ Leadership refreshed the **SMV school vision and values** in April 2024, after full consultation with all stakeholders. The school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. The school values are embedded within the school ethos- see pupil and parent voice and SIP & Governor monitoring reports.
- ✓ **Effective collaborative working** is a strength of Pioneer Federation. There is strong support and challenge at all staffing levels to ensure that staff and pupils perform at the best they can be. Our strong collaborative working enables Federation schools- to -school support when required See staff questionnaires, SIP/external monitoring reports & Federation strength documentation.
- ✓ Leaders have worked closely with staff to develop an inspiring, challenging, inclusive & fully broad and balanced **SMV & Pioneer Curriculum**. It enables clarity of purpose and embedding of skills through the 'Intent, Implementation, Impact' approach. Ensuring strong 'Cultural Capital' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & development of a wide range of 'Curriculum Enrichment Events'. Staff are able to explain the curriculum and what, how and why it is taught the way it is due to explicit leadership curriculum cpd. Subject leaders can discuss their curriculum area coherently and explained how it has been developed due to explicit leadership curriculum cpd.
- ✓ All **key policies** are constantly reviewed to ensure they underpin consistency and high expectations in core subjects and the wider curriculum. See Policy Review Plan, Book and Learning Environment Booklet Policies & Policy Folders.
- ✓ High quality **staff CPD & robust NQT/ECT training** mentoring programme, ensuring strong subject knowledge & leadership. See NQT folder evidence of NQTs moving to good/outstanding within first year. Cross federation development opportunities support teachers in sharing effective pedagogy and learning from skilled and inspiring practitioners. See staff meeting agendas & CPD staff matrix.
- ✓ Leadership cohort **curriculum coverage** monitoring ensures that all pupils successfully complete their programmes of study. See monitoring folder.
- ✓ **School self-evaluation is robust** due to deep interrogation of data over time, triangulation and work scrutinies and regular classroom observations. As a result, the SDP is keenly focused on key areas identified as crucial to raising standards across the school. See monitoring files & SDPs.
- ✓ Leadership at all levels is focused on driving change against 5 agreed SDP key priorities with 26 sub-foci for development (SDP 19-24) See SDPs and SIP & DEP reports
- ✓ **Staff feel empowered and morale** is high. Staff questionnaires - Staff and parent questionnaires- March 23- indicating that parents are very confidence and happy with the school and that staff feel valued and moral is high. See Questionnaire Summary Reports.
- ✓ **The leadership structure is clear**, with precise accountabilities and expectations around precisely defined roles. Leaders promote a **coaching and growth mindset culture** for staff and pupils. Pioneer teaching and learning framework is embedded and teachers are trusted to **take risks and innovate** in ways that are right for their pupils. See SDPs section 2 & staff meetings mins, and Leadership Action Plans New positions developed 22-23 to enable further clarity and communication within year group planning- Cohort Planning Lead. Staff feedback was strong from this development.
- ✓ **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.

- ✓ **Sian Leahy (Pioneer Inclusion Manager)** is now (from September 23) a Lead Local Authority SENCo in East Sussex, supporting inclusion in other local schools.
- ✓ The school has a strong **Metacognition (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 & East Hoathly Ofsted June 2024 – Deep Dives** were led by Subject leaders from across the federation. *'Leaders and teachers have a very clear picture of the school's curriculum, carefully considering the knowledge and skills they want pupils to learn in all subjects. Linking subjects to the local area helps to provide a useful context to the learning.'* Staff are very positive about the school. They benefit from the high-quality training across the federation. As a result, staff deliver the curriculum confidently. Teachers have secure subject knowledge. They explain learning clearly and design activities that interest pupils and deepen their learning over time.
- ✓ **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 2023** showed effective practice (**90%** (outstanding)) [see reports](#).
- ✓ **If pupils, particularly vulnerable pupils, are not on site** the school is very clear where those pupils are and take the necessary steps to safeguard them when off-site. (external agencies and professionals and use of TLP/alternative provision) [See school case studies for pupil with alternative provision/TLP 22-24](#).
- ✓ **Management of Teaching and Learning is strong**. Judgements about teaching are robustly triangulated by all leaders (including SENCOs) and subject leaders so that we have a secure picture of quality of teaching over time for all pupils. [See 'Staff Effectiveness Matrix' and related triangulation monitoring paperwork in monitoring folder](#)
- ✓ Leadership of teaching and learning is robust, **managing teacher's performance** in line with National Teaching Standards. Performance management systems are systematic and effective- with clearly defined targets matched to staff needs and providing clarity of accountability for impact on school improvement. **Staff feel supported and deeply involved in their own professional development** and all staff have a clear CPD journey within Pioneer Schools. [See PM summary targets and staff questionnaires](#).
- ✓ The **curriculum (dove tailing with all federation schools)** meets the needs of the children closely and the children have a thirst for learning. *EH Ofsted 2018- 'The curriculum offers pupils a rich and varied diet'. CP Ofsted 2019 'The curriculum is a strength and is fit for the future'. SMV March 2020 Ofsted 'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.'* **EH Ofsted June 2024- 'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'**
- ✓ **PPG funding** has been successfully targeted to narrow the gaps in attainment and **Sports Premium** being used to provide weekly sports coaching for teaching staff and pupils, as well as access to extra-curricular sports clubs. [See PPG & SP folders and reports](#).
- ✓ Federation links make a significant impact on school improvements and facilitates social cohesion and pupils regularly partake in shared learning experiences with children from CP, Park Mead and EH and other local schools (Alliance and Ashdown EIP). [See weekly newsletters and partnership evidence folder](#).

- ✓ **Pupils have a love of learning** and this is evident through the behaviour for learning in the classrooms and the high standards of learning produced in pupil's books and outcomes. See Pioneer 'Approaches to Reading' Policy, pupil questionnaires, pupil voice and book/lesson triangulation.
- ✓ A wide range of initiatives are utilised to **engage with the community and SMSC initiatives are a strength of the school**- including regular curriculum workshops, curriculum enrichment events, strong PTFA, termly parent forums, home-learning projects, celebratory termly curriculum events, strong links & involvement in Parish Council. See weekly newsletters and community folder. See SMSC folders on website.
- ✓ **'Teacher Workload' questionnaire & follow up action plan in place 19-21**. Staff feedback positively to changes. See teacher workload action plan. See further actions for staff wellbeing/mental health – SDP 22/23 4.2
- ✓ **Parent questionnaires January 2022-2024** shows high % of 'strongly agree/agree' to 18 Ofsted standard questions.

Areas for development 2024/25 – what we need to work on to secure 'Outstanding'

- To improve on attendance - PA % by July 2025 so better than NA (July 2023 17%).
- **Sussex Pioneer Trust:** To convert 'Pioneer Federation' to a MAT by January 2025.
- **Pioneer Subject Leadership:** Ensure that subject leaders have the appropriate time set aside in termly

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

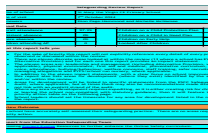
PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024 - JULY 2025)

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

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

IMPACT (DECEMBER 2024)

- Contact made with EY LA lead re Rising 5, consultation underway with local Playschool. Initial contact raised barriers. Awaiting feedback from EYLA lead.
- Wrap around care funding approved – funding released from Central Gov to Local LA, funding with 'legal' team – SMV chase weekly. **9 regular pupils now attending wrap around care clubs.**
- Safeguarding monitoring visit at SMV successful Oct 24. No substantial areas of improvement identified.



IMPACT (MARCH 2025)

- 2 new partnership schs voted to join Pioneer (6 schools Federation). 2 new schs in partnership from sept 25 (8 sch federation)
- Leadership model evolved to accommodate Headteachers and HOS. 50% HT and 50% HOS across Pioneer schools from Sept 25.
- NF appointed as SMV HOS from sept 25. 2 days a week HOS from April 25.

IMPACT (July 2025)

EARLY YEARS EDUCATION: GOOD

Outstanding (1)

- **1.1-** The school meets **all** the criteria for good in the effectiveness of early years **securely and consistently**. SDP 20-25 Section 5
- **1.2-** The quality of early years education provided is **exceptional**. SDP 20-25 Section 5

In addition, the following apply:

- **1.3-** The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. SDP 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

2024 SMV Data Summary –EYFS – above NA – 20% VA

| EYFS | | |
|----------------|-----------------------------------|---------------|
| | Validated teacher assessment 2024 | National 2023 |
| | ELG | ELG |
| Year R Reading | 79% | 68% |
| Year R Writing | 79% | 68% |
| Year R Maths | 86% | 76% |
| Year R GLD | 79% | 64% |

Context: 14 children in Year R 1 child = 7.2%

2023 SMV Data Summary –EYFS – at/above NA – 25% VA

| Early Years Foundation Stage | National | ESCC | Pioneer Average | St Mary's |
|--|----------|------|-----------------|-----------|
| % exp. + Communication & Language | 79% | 84% | 86% | 73% |
| % exp. + Physical Development | 85% | 88% | 94% | 93% |
| % exp. + PSED | 83% | 88% | 89% | 93% |
| % exp. + Literacy | 68% | 72% | 81% | 93% |
| % exp. + Maths | 76% | 80% | 83% | 81% |
| % exp. + Understanding of the World | 79% | 83% | 87% | 93% |
| % exp. + Expressive Arts and Design | 84% | 88% | 94% | 100% |
| GLD Baseline (Sept) | | | 53% | 65% |
| % exp. + Good Level of Development (GLD) | 64% | 70% | 74% | 73% |

2022 SMV Data Summary –EYFS – above NA – 30% VA

| EYFS | | | |
|----------------|-----------------------------------|------|------------------|
| | Validated teacher assessment 2022 | | LA/National 2022 |
| | WTS | ELG+ | ELG |
| Year R Reading | 17% | 83% | 71% |
| Year R Writing | 17% | 83 % | 71% |
| Year R Maths | 9% | 91% | 79% |
| Year R GLD | 25% | 75% | 69% |

Context: 12 children in Year R 1 child = 8% SEND: 3 children = 24%

| Early Years | |
|--|--|
| EVIDENCE TO SUPPORT THIS JUDGEMENT: | |
| PRIORITIES FOR IMPROVEMENT (SEPT 2020- JULY 2024) | |
| 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 ACHIEVED**

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. ACHIEVED**

SDP 2023/24

5.1- EYFS Maths Curriculum- To embed the development of White Rose Mastery approaches – aligning with other Pioneer year groups.

5.2- Pioneer EYFS Cohort Planning – To ensure that staff learn from more experienced/EYFS Lead 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.

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

EY- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 2020-JULY 2024)

Strengths- why we believe that *St Mary's* is 'Good.'

- SMV EYFS teacher RB (3 days week) is the Pioneer EYFS Lead.
- **EYFS OUTCOMES** (See EYFS Trackers and Datawalls)- EYFS GLD and APS at/above national averages. **20 – 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 at or above LA/NA and improvements made yearly- see progress in attainment 22-24.**
- **'EYFS Lead reflections on Park Mead/Pioneer EYFS Strengths- 'July 23' -** *Thorough processes for assessing children's abilities when they enter Reception and rigorous ongoing assessments staff are able to plan very effectively for the needs of all children. Strong links with parents, supported by an effective programme of pop in and play sessions and home visits, ensure that transition is managed very well. Thorough mid-term and short term planning across the Federation, as well as spontaneous and responsive planning, which follows the interests of the individual cohorts leads, to the greatest levels of involvement and interest from the children. Creative environments and inspiring resources support children's learning and development very successfully, enabling them to build up high levels of independence, curiosity and imagination. Children can make excellent progress in their reading and writing skills through the competent implementation of the Little Wandle Scheme and through both structured and unstructured opportunities to write and become authors. Extremely frequent reading, both in groups and 1-1 supports this progress. The systematic teaching of core mathematical concepts is well supported through the use of the White Rose mathematics scheme and the extensive use of a wide range of manipulatives that are readily available to the children.*
- **EYFS CPD:** Strong collaboration between Pioneer EYFS teachers means that teachers are supported and challenged to ensure the highest standards of provision are in place. Termly EYFS Pioneer moderation and externally with Alliance and LA. ensures that judgements are calibrated effectively. **See moderation mins and LA moderation reports.**
- **EYFS Curriculum 21-24:** leadership have worked with EYFS Pioneer teams and LA consultants to develop an ambitious new curriculum that fulfils the new framework expectations and is still designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- **Pioneer EYFS Hub and Expertise:** Within the Pioneer Federation EYFS team we have County moderators. The teachers have also previously led the County Pioneer EYFS Hub, providing training and support for East Sussex Pre-schools, Nursery and Reception Classes.
- **23/24- Development of EYFS outside space** (£20k). Effective development of the premises outside EYFS area and now need to **embed (24/25)** the 'provision and use of EYFS outside area' & develop the skills of EYFS support staff in understand how to effective extract 'child initiated' pupil evidence for EYFS core areas of development.

EY- Areas for Development 2024/25

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

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024-JULY 2025)

SMV school specific area of development 24/25 – 'Outside EYFS Area Provision' – now need to **embed (24/25)** the 'provision and use of EYFS outside area' & develop the skills of EYFS support staff in understand how to effective extract 'child initiated' pupil evidence for EYFS core areas of development.

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

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

classes from September 2025.

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

IMPACT (DECEMBER 2024)

- LA lead for Fed working on improvements to all EY planning overviews to include EYFS outcome wording (move away from activity based – Chidd OFSTED feedback).
EYFS overview and EY MTPs developed to ensure that objective clear for end outcomes – see website for EYFS cycle and T3 MTPS.

IMPACT (MARCH 2025)

- New EYFS MTP system now embedded. See website- <https://pioneerfederation.co.uk/stmarys/curriculum-programmes-of-study-medium-term-plans/>
- EYFS curriculum overview now covers 'rising 5's- to enable strong adaptations within EYFS planning/delivery- [HTTPS://PIONEERFEDERATION.CO.UK/STMARYS/WP-CONTENT/UPLOADS/2025/01/2024-2025-EYFS-CURRICULUM-MAP.PDF](https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/2024-2025-EYFS-CURRICULUM-MAP.PDF)

IMPACT (JULY 2025)

Appendix:

Additional Documents of Potential Interest

- Vulnerable Groups**

SEN-25/81 (30% of school population) EHCP= 5 (6.1%)

| | | class no | | TOTAL | EHCP | K | B | G |
|------|------|----------|---|-------|------|----|---|---|
| SEN | 24 | 12 | R | 2 | | 2 | 2 | |
| | | 12 | 1 | 4 | | 4 | 4 | |
| % | 26.4 | 15 | 2 | 4 | | 4 | 2 | 2 |
| Nat | 14% | 15 | 3 | 4 | | 4 | 2 | 3 |
| EHCP | 2.2 | 9 | 4 | 4 | 2 | 2 | 5 | |
| 4/90 | | 14 | 5 | 1 | | 1 | 1 | |
| NAT | 3% | 14 | 6 | 5 | | 5 | 4 | 1 |
| | | 91 | | 24 | 2 | 22 | | |

PPG—16 (19.75% of school pop)

| | | | | TOTAL | B | G |
|----------|--------|--|---|-------|---|---|
| PPG | 13 | | R | 1 | | |
| | | | 1 | 1 | | 1 |
| SEND X 3 | 27% | | 2 | 4 | 3 | 1 |
| | | | 3 | 3 | 2 | |
| Nat FSM | 20.80% | | 4 | 0 | | |
| | Jan-21 | | 5 | 2 | | 1 |
| | | | 6 | 2 | 2 | |
| | | | | 13 | | |

St Mary's COHORT ATTENDANCE TARGETS FOR 2024/2025

| <u>St Mary's</u> | | Attendance figure for previous year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|--------|-------------------------------------|--------|--------|--------|--------|--------|--------|
| Whole School | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 97.3% | 95.9% | 95.5% | 95.8% | | |
| Year 6 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 93.3% | 92.6% | 92.6% | 93.99 | | |
| Year 5 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 98.7% | 96.14% | 96.14% | 96.87 | | |
| Year 4 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 96.5% | 94.15% | 94.15% | 93.12 | | |
| Year 3 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 97.9% | 97.31% | 97.31% | 97.66 | | |
| Year 2 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 99.7% | 99.17% | 99.17% | 98.08 | | |
| Year 1 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 97.4% | 95.48% | 95.48% | 94.99 | | |
| EYFS | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | % | 96.1% | 95.99% | 95.99% | 96.66 | | |

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils

| | Absence | | | | | | | | | | | |
|--|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
| | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual |

| | | | | | | | | | | | | |
|-----------------------------|-----|--------|-----|--------|-----|--------|-----|-------|-----|--|-----|--|
| All Pupils | 96% | 97.3% | 96% | 95.9% | 96% | 95.9% | 96% | 95.8% | 96% | | 96% | |
| Gender | | | | | | | | | | | | |
| Male | 96% | 96.1% | 96% | 94.73% | 96% | 94.73% | 96% | 95.08 | 96% | | 96% | |
| Female | 96% | 98.8% | 96% | 97.5% | 96% | 97.5% | 96% | 95.6 | 96% | | 96% | |
| Free School Meals | | | | | | | | | | | | |
| Non-FSM | 96% | 96.28% | 96% | 96.42% | 96% | 96.42% | 96% | | 96% | | 96% | |
| FSM | 96% | 98.6% | 96% | 93.1% | 96% | 93.18% | 96% | 93.18 | 96% | | 96% | |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 96% | 96.16% | 96% | 95.94% | 96% | 95.94% | 96% | | 96% | | 96% | |
| EAL | 96% | 91.78% | 96% | 91.74% | 96% | 93.55% | 96% | | 96% | | 96% | |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 96% | 97.12% | 96% | 96.96% | 96% | 96.68% | 96% | | 96% | | 96% | |
| SEN Support | 96% | 95.8% | 96% | 93.66% | 96% | 93.99% | 96% | 94.75 | 96% | | 96% | |
| EHC | 96% | 97.52% | 96% | 95.03% | 96% | 96.01% | 96% | | 96% | | 96% | |

St Mary's COHORT ATTENDANCE TARGETS FOR 2023/2024

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils

| | Absence | | | | | | | | | | | |
|-----------------------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
| | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual |
| All Pupils | 96% | 96% | 96 | 95% | 96 | 94.6% | 96 | 94.4% | 96.5 | 94.5% | 96.5 | 94.4% |
| Gender | | | | | | | | | | | | |
| Male | 96% | 96% | 96 | 96% | 96 | 94.5% | 96 | 94.2% | 96.5 | 94.2% | 96.5 | 94.1% |
| Female | 96% | 96% | 96 | 95% | 96 | 94.1% | 96 | 94.7% | 96.5 | 94.7% | 96.5 | 94.8% |
| Free School Meals | | | | | | | | | | | | |
| Non-FSM | 96% | 98% | 96 | 96% | 96 | 95.4% | 96 | 95.3% | 96.5 | 95.2% | 96.5 | 95.2% |
| FSM | 96% | 90% | 96 | 90% | 96 | 90.6% | 96 | 90.2% | 96.5 | 90.8% | 96.5 | 90.5% |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 96% | 96. % | 94 | 95% | 96 | 94.6% | 96 | 94.4% | 96.5 | 94.5% | 96.5 | 94.4% |
| EAL | 96% | 100% | 96 | 92% | 96 | 94.1% | 96 | 93.4% | 96.5 | 94.6% | 96.5 | 93.8% |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 96% | 95% | 96 | 97% | 96 | 95.9% | 96 | 95.6% | 96.5 | 95.6% | 96.5 | 95.4% |
| SEN Support | 96% | 93% | 96 | 92% | 96 | 90.6% | 96 | 92.4% | 96.5 | 92.5% | 96.5 | 92.6% |
| EHC | 96% | 100% | 96 | 95% | 96 | 96.4% | 96 | 95% | 96.5 | 94.9% | 96.5 | 94.1% |

| St Mary's | 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 | 12.2% | 8.0 | 13.6% | 8.0 | 17.3% | 7.5 | 17.1% | 7.5 | 18.1% | 6.0 | 17.7% |
| Gender | | | | | | | | | | | | |
| Male | 8.0 | 10.6% | 8.0 | 12.7% | 8.0 | 19.6% | 7.5 | 12.2% | 7.5 | 21.3% | 6.0 | 25% |
| Female | 8.0 | 14.3% | 8.0 | 14.2% | 8.0 | 15.6% | 7.5 | 11.4% | 7.5 | 13.9% | 6.0 | 12.9% |
| Free School Meals | | | | | | | | | | | | |
| Non FSM | 8.0 | 7.7% | 8.0 | 8.9% | 8.0 | 14.9% | 7.5 | 13.0% | 7.5 | 12.7% | 6.0 | 15.5% |
| FSM | 8.0 | 29.4% | 8.0 | 35.7% | 8.0 | 28.6% | 7.5 | 38.5% | 7.5 | 35.7% | 6.0 | 38.5% |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 8.0 | 12.5% | 8.0 | 12.5% | 8.0 | 17.7% | 7.5 | 17.5% | 7.5 | 18.5% | 6.0 | 20% |
| EAL | 8.0 | 0.0% | 8.0 | 50% | 8.0 | 0.0% | 7.5 | 0.0% | 7.5 | 0.0% | 6.0 | 0.0% |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 8.0 | 8.5% | 8.0 | 8.5% | 8.0 | 12.1% | 7.5 | 8.8% | 7.5 | 12.3% | 6.0 | 10.9% |
| SEN Support | 8.0 | 26.3% | 8.0 | 27.3% | 8.0 | 30.4% | 7.5 | 35% | 7.5 | 33.3% | 6.0 | 36.0% |
| EHC | 8.0 | 0.0% | 8.0 | 0.0% | 8.0 | 0.0% | 7.5 | 20% | 7.5 | 20% | 6.0 | 0.0% |

St Mary's COHORT ATTENDANCE TARGETS FOR 2022/2023

| <u>St Mary's</u> | | Attendance figure for previous year (same cohort's attendance figure) | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|---------------------|---|--------|--------|--------|--------|--------|--------|
| WHOLE SCHOOL | Whole School Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 93.2% | 95.6 | 95.3 | 94.2 | 94.2 | 94.4 | 94.1 |
| YEAR 6 | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 93.1% | 96.3 | 94.9 | 95.5 | 95.8 | 95.8 | 95.9 |
| YEAR 5 | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 95% | 95 | 95.9 | 94.0 | 93.8 | 93.5 | 93.6 |
| YEAR 4 | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 96.5% | 94.4 | 92.7 | 95.2 | 95.0 | 94.6 | 94.3 |
| YEAR 3 | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 94.5% | 95.7 | 96.5 | 94.2 | 94.0 | 94.9 | 94.8 |
| YEAR 2 | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 93.2% | 96.8 | 96.1 | 91.6 | 92.4 | 92.5 | 91.7 |
| YEAR 1 | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 91.9% | 96.3 | 96.9 | 94.9 | 94.5 | 94.7 | 94 |
| RECEPTION | Target | 96.5% | 94% | 95% | 95.5% | 96% | 96% | 96.5% |
| | Actual | 94.7% | 93.8 | 91.9 | 94.4 | 94.7 | 95.0 | 94.5 |

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils



| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|-----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual |
| All Pupils | 94 | 95.6 | 95 | 94.8 | 95.5 | 94.2 | 96 | 94.2 | 96 | 94.4 | 96.5 | 94.1 |
| Gender | | | | | | | | | | | | |
| Male | 94 | 95.6 | 95 | 94.5 | 95.5 | 93.9 | 96 | 94 | 96 | 94.2 | 96.5 | 93.7 |
| Female | 94 | 95.6 | 95 | 95.4 | 95.5 | 94.5 | 96 | 94.5 | 96 | 94.7 | 96.5 | 94.6 |
| Free School Meals | | | | | | | | | | | | |
| Non-FSM | 93 | 96.0 | 94 | 95.6 | 95 | 95.1 | 95 | 95.1 | 95 | 95.0 | 96.5 | 94.7 |
| FSM | 95 | 93.1 | 96 | 89.3 | 96 | 87.9 | 96 | 89.1 | 96 | 90.2 | 96.5 | 90.0 |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 93 | 65.5 | 94 | 94.4 | 95 | 93.6 | 95 | 94.3 | 95 | 94.8 | 96.5 | 93.9 |
| EAL | 95 | 100 | 96 | 94.3 | 96 | 91.1 | 96 | 92.6 | 96 | 91.6 | 96.5 | 92.9 |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 94 | 96.3 | 95 | 95.5 | 95.5 | 93.8 | 96 | 94.3 | 96 | 95.0 | 96.5 | 94.6 |
| SEN Support | 94 | 94.0 | 95 | 92.4 | 95.5 | 91.4 | 96 | 91.6 | 96 | 91.5 | 96.5 | 92.8 |
| EHC | 94 | 92.6 | 95 | 93.4 | 95.5 | 96.8 | 96 | 95.8 | 96 | 94.1 | 96.5 | 94.6 |

| St Mary's | 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 | 17.8 | 8.0 | 14.4 | 8.0 | 16.7 | 7.5 | 11.7 | 7.5 | 13.5 | 6.0 | 13.6 |
| Gender | | | | | | | | | | | | |
| Male | 8.0 | 15.4 | 8.0 | 13.5 | 8.0 | 15.4 | 7.5 | 11.8 | 7.5 | 13.7 | 6.0 | 17.6 |
| Female | 8.0 | 20.5 | 8.0 | 15.8 | 8.0 | 18.4 | 7.5 | 10.8 | 7.5 | 13.5 | 6.0 | 8.1 |
| Free School Meals | | | | | | | | | | | | |
| Non FSM | 8.0 | 16.5 | 8.0 | 11.4 | 8.0 | 11.7 | 7.5 | 13.3 | 7.5 | 11.8 | 6.0 | 10.7 |

| | | | | | | | | | | | | |
|-----------------------------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|
| FSM | 8.0 | 25 | 8.0 | 36.4 | 8.0 | 46.2 | 7.5 | 16.6 | 7.5 | 23.1 | 6.0 | 30.8 |
| English as a First Language | | | | | | | | | | | | |
| Non-EAL | 8.0 | 11.4 | 8.0 | 15.9 | 8.0 | 17.0 | 7.5 | 11.6 | 7.5 | 12.6 | 6.0 | 13.6 |
| EAL | 8.0 | 0.0 | 8.0 | 0.0 | 8.0 | 0.0 | 7.5 | 0.0 | 7.5 | 50 | 6.0 | 0.0 |
| Special Education Needs | | | | | | | | | | | | |
| No SEN | 8.0 | 18.9 | 8.0 | 6.4 | 8.0 | 10.6 | 7.5 | 13.3 | 7.5 | 9.4 | 6.0 | 5.0 |
| SEN Support | 8.0 | 84.4 | 8.0 | 27.3 | 8.0 | 33.3 | 7.5 | 33.3 | 7.5 | 22.7 | 6.0 | 75.0 |
| EHC | 8.0 | 50.0 | 8.0 | 50.0 | 8.0 | 0.0 | 7.5 | 0.0 | 7.5 | 33.3 | 6.0 | 0.0 |