



# St Mary's CE Primary School

## 2025-2026

### Self-Evaluation Form (SEF)

&

### School Development Plan (SDP)

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

This **SDP/SEF** provides an overview of the strategic development plan for **St Mary's Primary School** from September 2025 to July 2026. We also have a Federation Development Plan (**FDP**) providing an overview of the joint strategic development plans for all Pioneer Schools. Both this 'FDP' and each 'school individualised SDP/SEF' should be referenced when evaluating Pioneer schools.

## Context and Characteristics of School

### The local context and characteristics of our school

- St Marys the Virgin Hartfield is situated in the Heart of the Ashdown Forest. Mostly local families attend the school, as well as families from neighbouring towns and villages.
- The school is a voluntary-controlled Church of England school in the Diocese of Chichester. It has a strong connection with the local church, and both school and church work collaboratively to ensure the school's vision is at the centre of school life.
- St Marys the Virgin (SMV) has been part of The Pioneer Federation since 2017.
- February 2025 Jane Robinson current Head of School resigned. Jane Robinson reduced her days from 5 to 3. Naomi Fry, (Senior teacher) took on the 2 days. In March 2025 Naomi Fry, (Senior Teacher already in role was at SMV) was appointed as the new HOS from September 2025.
- April 2025 St Marys had a successful ungraded OFSTED inspection. The school was found to have maintained the standards identified in the previous inspection. <https://reports.ofsted.gov.uk/provider/21/114553>
- The intake for September 25' out of 15 places was only 7 with one child back classing, bringing the total to 8. Due to low NOR Teaching Assistant hours needed to reduce by 27 hours.
- SEND at SMV is a high proportion 27%
- From September 2025, there is additional Pioneer leadership support alongside Naomi Fry (HOS). Executive Head teacher (HT) (James Procter), a Pioneer Cluster Lead HT for half a day a week (Alice Briley - AB). Geraldine Wood will be the LA SIP '25-26' for all 8 Pioneer School, having worked with the core Pioneer schools.

### Contextual Data

Number on roll	No./% Boy/Girl	No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
81	40 49% / 33 41%	15 / 18%	20 / 27%	1 / 1%	4 / 5%

### July 2025 Outcomes

EYFS		
	Validated teacher assessment 2025	National 2024
	ELG	ELG
Year R Reading	91%	68%
Year R Writing	91%	68%
Year R Maths	91%	76%
Year R GLD	82%	64%

Context: -11- children in Year R 1 child = --9% SEND = 1


Year 4 MTC	
% 20+ MTC Score	90%
Context:	10 children in Year 4 1 child = 10% SEND = 7 EHCP = 0

Year 1 and 2		
	Year 1	Year 2
Phonics	80%	90%
Context:	15 children in Year 1 1 child = 6.6% SFND = 3 EHCP = 1	10 children in Year 2 - 3 retakes 1 child = 10% SFND = 5 EHCP = 1

Year 6				
	SAT Outcomes 2025		National 2024	
	EXS+	GDS	EXS	GDS
Year 6 Reading	63%	38%	73%	27%
Year 6 Writing	50%	0%	71%	10%
Year 6 Maths	63%	38%	72%	17%
Year 6 Combined	50%	0%	59%	8%
GPS	50%	25%		

Context:  
 9 children in Year 6  
 1 child = 12.5%  
 SEND = 75% on SEND register for variety of needs. 50% on there for a learning need.  
 EHCP = 25%

## Progress since Previous Inspection

Area for Improvement	Progress since previous inspection
<p><b>OFSTED April 2025</b> - <i>"In some subjects, the school's adaptive teaching approaches are not firmly embedded. This affects how well some pupils with SEND learn the intended curriculum. Where this is the case, the school should ensure that these approaches are firmly embedded so that pupils with SEND gain the important subject knowledge they need."</i></p>	<p>Curriculum development September 2025</p> <div style="text-align: center;">  <p><b>SMV OFSTED INSEPCION REPORT</b></p> <p>See SDP 25-26 Section2 below:            Impact Dec25:            Impact March 26:            Impact Jul26:</p> </div>

# Self-Evaluation Form (SEF)

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

## Teacher Effectiveness

		TERM 2 (SIP EVALUATED)				TERM 4				TERM 6 (SIP EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
<b>OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)</b>	TARGET	0%	0%	100%	30%	0%	0%	100%	50%	0%	0%	100%	75%
	ACTUAL												

### Ofsted focus Aspects 25-26 (1-10)

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

### The 5 'Overall Ratings' against each Ofsted aspect:

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

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

Ofsted Aspect (1-10)	Specific Aspect Guided Criteria Evaluated <small>(RAGGED Ofsted criteria embedded documents below: Green – criteria met, Amber-partially met)</small>	Overall Aspect Self-Evaluation <small>(with brief commentary)</small>  Causing concern (red) Attention needed (amber) Secure (light green) Strong (green) Exemplary (dark green)	Particular Strengths <small>(Evidence for statements in turquoise)</small>	Areas for Development <small>(See Ref points in Development Plan below)</small>
1: Leadership and Governance	<p>Strategic leadership and capacity to improve</p> <hr/> <p>Responsible bodies, including employers, trustees and governance (strategic oversight)</p> <hr/> <p>Parents, carers and the community</p>	<p style="text-align: center;"><b>‘Secure’ Risk Factors:</b></p> <ul style="list-style-type: none"> <li>• New HOS</li> <li>• NOR has been decreasing over recent years</li> </ul>	<ul style="list-style-type: none"> <li>✓ Distinctive Christina Ethos and identity valued by pupils, staff, and the wider community</li> <li>✓ Effective teamwork and collaboration with other schools within the Pioneer Federation</li> <li>✓ High priority placed on well-being for pupils, staff, and parents</li> <li>✓ Dedicated and committed staff, focused on teaching, nurturing, and inspiring learners.</li> <li>✓ Strong strategic oversight and support from Exec Head &amp; HOS</li> <li>✓ Strong community and parental support.</li> <li>✓ Gaps in KS2 pupil outcomes have been addressed and plans are in place to sustain progress. (data)</li> <li>✓ Vulnerable groups make good progress from their starting points</li> <li>✓ 5 strong Inspections in 12 months at Pioneer schools</li> <li>✓ See Pioneer Inspections 2024-25</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.1: 1.1:</b> To embed new HOS Naomi Fry at SMV. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> <li>➤ <b>1.2: NOR/Budget:</b> Overall NOR at SMV to be increased from 80s to 90s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> <li>➤ <b>1.3:</b> To develop school premises so that all areas are purposeful for learning, inspiring and aesthetically pleasing. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> <li>➤ <b>1.4:</b> To ensure that on an individual school level, that SMVs unique identity and development is represented within the Pioneer committee and also FGB level. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> </ul>
2: Curriculum	<p>Curriculum</p> <hr/> <p>Leadership of the curriculum</p> <hr/> <p>Communication and language, reading, writing and mathematics</p> <hr/> <p>Inclusive curriculum culture and practices</p> <hr/> <p>Implementation of Climate Change Curriculum</p>	<p style="text-align: center;"><i>Attention Needed</i> Curriculum to be adapted in all areas.</p>	<ul style="list-style-type: none"> <li>✓ The school is ambitious for its pupils. Pupils achieve well across a broad range of subjects. They produce high-quality work that adorns the corridors. They explore their learning through a variety of engaging activities. OFSTED 2025</li> <li>✓ Rigorous Pioneer monitoring cycle - subject leader book monitoring and visits across the Pioneer schools has successfully informed ways forward / developments in each subject area. (cycle – feedback example)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.1:</b> To streamline the Pioneer curriculum to ensure the progression of skills, knowledge and end points are clear and interlinked across all year groups and within the planning documentation used by staff IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> <li>➤ <b>2.2:</b> To ensure all subjects are suitably adapted to meet the needs of all learners (OFSTED April 2025) IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> </ul>

			<ul style="list-style-type: none"> <li>✓ <b>Staff meeting schedule</b> – with subject leaders disseminating information and CPD about their subject</li> <li>✓</li> </ul>	
<b>3:</b> Developing teaching	Leadership of teaching	<p><b>‘Secure’</b> (with brief commentary)</p>	<ul style="list-style-type: none"> <li>➤ The school provides an engaging and well-sequenced curriculum. The school has worked diligently to refine the curriculum since the previous inspection. The curriculum is crafted to meet the needs and the interests of the pupils well. Teachers collaborate across the schools in the federation. They work together to share curriculum ideas that enhance Inspection report: St Mary the Virgin Church of England Primary School 29 April 2025 2 learning. <b>OFSTED 2025</b></li> </ul>	<p><b>3.1:</b> To develop the learning environment in order that it is of highest quality at all times, with a particular focus on EYFS/KS1 outside areas.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	Professional development			
	High-quality & Inclusive teaching			
<b>4:</b> Achievement	National tests and examinations	<p>Writing Greater Depth end of KS2</p>	<ul style="list-style-type: none"> <li>➤ Consistent monitoring through triangulations and pupil progress meetings to ensure pupils are attaining.</li> </ul>	<p style="text-align: center;"><b>4.1: GDS Year 6 Writing to reach NA by July 2026</b> (2025 0 %, NA= 12.9%)</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	Achievement across the curriculum: Progress through the curriculum			
	Knowledge and fluency in reading, writing, maths, language and communication			
<b>5:</b> Behaviour and attitudes	Leadership of behaviour and attitudes	<p><b>‘Secure’</b> <b>Risk Factors:</b> Ensure policy is consistently applied across the school.</p>	<ul style="list-style-type: none"> <li>➤ Clear communication with parents. Parent feedback was positive with: <b>95% positive feedback from parental surveys.</b></li> <li>➤ <i>The school has a positive and effective approach to behaviour management. Pupils are clear about the school’s expectations for their behaviour. They behave well in class. They listen attentively to staff and are respectful of the views of their peers. Staff support pupils to manage and regulate their emotions. This enables pupils to access learning well.</i> <b>Ofsted 2025</b></li> </ul>	<p><b>5.1 Adaptions to include:</b></p> <ul style="list-style-type: none"> <li>• Positive relationship development language review with policy i.e. changing ‘consequence language’ for TT ethos- ‘potentially step 1 and Step 2 are only for internal sch use only - ARBOR</li> <li>• Develop a ‘Consequence level’ that takes into account -‘intent’ &amp; ‘proportionate actions’ (i.e. a 1.5 step)</li> <li>• Behaviour policy reviewed and audited for neuro-affirming language</li> </ul> <p>‘Consequence reporting’ to parents is carried out we respect, sensitively and subtly – sense of walk of shame’ is eradicated.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	Developing positive attitudes to learning			


	Inclusive behaviour, culture, policy and practice			IMPACT July 26:
6: Attendance	Strategic leadership to secure the best possible attendance	<p>6.1: To ensure that the pupils attendance at SMV continues to reach at least NA– (overall, year groups and PA) so that pupils are in school as much as possible so that they make the best progress in their learning.</p> <p>July 2025- SMV Attendance Whole school SEND 95% EAL 96.6%, Disadvantage 95.4% PA 4.8%</p>	SMV July 2025' attendance figures are strength:	<p>➤ <b>6.1: Attendance.</b> To ensure that <b>the pupils attendance at SMV continue to at least NA–</b> (overall, year groups and PA) so that pupils are in school as much as possible so that they make the best progress in their learning possible. July 2025- 96% Attendance (i.e. at NA).</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	Working in partnership		<p>July 2025- SMV Attendance Whole school SEND 95% EAL 96.6%, Disadvantage 95.4% PA 4.8%</p> <p>➤ Pioneer also have effective approaches to managing pupil attendance-</p> <p>➤ <b>SMV Ofsted April 25</b> 'While <b>attendance has been low in the past, the school has diligently addressed this.</b> It works closely with families to ensure that <b>pupils who have been absent now attend well.</b>'</p>	
	Inclusive attendance, culture and practices			
7: Personal Development and well-being	Leadership of personal development and well-being		<p>➤ <b>Healthy Eating Award 2024</b></p> <p>➤ <i>The school provides a range of meaningful opportunities for pupils. Pupils engage in a variety of community and global projects. These help pupils to develop their moral and cultural understanding well. For example, pupils learn about the impact of loneliness on the elderly. They visit a local care home to put what they learn into practice. The school ensures that pupils' ideas and opinions are heard</i> <b>OFSTED 2025</b></p>	<p>➤ <b>7.1: 7.1:</b> To ensure that <b>SMV embeds (sept 25- July 26) all aspects from the healthy Schools Award 2025</b> so that pupils have an even strong awareness of a balanced diet, including where their food comes from so they can apply health living principles in their lives</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	Pastoral support and pupils' well-being		<p>➤ <b>7.2: Music</b> To offer opportunities for all children to participate in a range of music experiences and opportunity to perform.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>	







	<p>Inclusive opportunities and practices</p>			<p>➤ <b>7.3: Church School Development:</b> To ensure that SMV <b>SIAMS Inspection 25-26</b> will be a grade 1, showing that SMV is a strong church school with deeply embedded Christian vision and values.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
<p><b>8:</b> Inclusion</p>	<p>Inclusive practices (across all other toolkits) Identifying and meeting needs, and removing barriers</p>	<p><b>'Secure'</b> <b>Risk Factors:</b> Establishing NF as new HOS.</p>	<p>➤ Adaptive learning training and development has ensured staff gained a greater understand of pupils' needs.</p> <p>(inset)</p> <p>➤ Successful OFSTEED recognising the school's impact of an inclusive environment. <b>Teachers reflect on what pupils know. They use this to adjust future learning so that pupils embed what they learn. Teachers are ambitious for pupils with special educational needs and/or disabilities (SEND). Teachers identify the needs of pupils well. They provide helpful guidance for pupils with SEND. The school has developed clear guidelines on how teaching could be adjusted to meet pupils' different needs. OFSTED 2025</b></p> <p>➤ External support across the academic year to target specific need; involvement from TASS, SPOC, CLASS, CLASS+, Ed Pysch</p> <p>➤ Successful provision mapping (interventions inc Social and emotional groups) to ensure that staff are utilised effectively and disadvantaged pupils benefit.</p>	<p>➤ <b>8.1: New HOS</b> to develop systems to ensure VGs are fully catered for and making strong progress</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	<p>Supporting disadvantaged pupils</p>			<p>➤ <b>8.2: Complete self-review</b> of schools, UAP, review and update the schools universal provision documents</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
	<p>Supporting pupils with SEND</p>			<p><b>8.3:</b> Coach teachers to complete the appropriate assessments linked to the identified barriers to support the identification of next steps in learning for SEND pupils.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
				<p>➤ <b>8.4 Review and adapt provision mapping format for targeted SEND and PP information.</b></p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
				<p>➤ <b>8:5: Adaptive teaching</b> Maintaining and expanding the adaptive approach so covers all structures and processes resulting in all children have a sense of belonging and advocacy delivered through a compassionate, flexible and adaptive approach.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>










<b>10: Safeguarding</b>	<i>Culture - Safeguarding information for all staff to know and act on</i>	<p style="color: #2196F3; font-weight: bold; font-size: 1.2em;">Secure</p> <p style="font-weight: bold; font-size: 1.1em;">Risk Factors:</p> <p>New DDSL 25-26 (AB)</p>	<p><b>Safeguarding is effective / not effective</b></p> <ul style="list-style-type: none"> <li>✓ Successful safeguarding review OCT 24' <b>Ways forward and next steps here from report</b></li> <li>✓ Regular triangulation meetings with DSL &amp; DDSL</li> <li>✓ Staff briefings – safeguarding information consistently shared with staff.</li> <li>✓ SCR / Fire drill/ lock down drill all took place across the year</li> <li>✓ All staff to attend up to date training September 2025 with other Pioneer schools.</li> </ul>	<p><b>10.1:</b> To ensure that all aspects of <b>SMV safeguarding</b> are <b>highly effective</b> and that the safeguarding policies and procedures in place and applied consistently</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p>
	<i>Management of safeguarding &amp; Safer recruitment</i>			
	<i>Safeguarding concerns or allegations &amp; Child-on-child sexual violence and sexual harassment</i>			





# School Development Plan (SDP)







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





Ofsted Aspect (1-10)	Areas for Development (directly from SEF Ref)		Success criteria and practice indicators	Activities/actions required to fulfil Areas of Development <small>(£ &amp; Business Plan Ref)</small> <small>(What milestone activities/actions should happen to achieve the 'key actions'?)</small>	Activities to monitor & evaluate implementation of key actions & when
1: Leadership and Governance	1.1: To embed new HOS Naomi Fry at SMV.	JP/NF/AB	<ul style="list-style-type: none"> <li>SMV Leadership is supported and challenged and KPs are achieved. Clear systems are in place. Staff questionnaires feel the school is well run.</li> </ul>	July 25- NF set out vision with staff at July INSET Sep – NF to make SDP clear with all staff. Sep – Coffee morning with the head. Introduction from NF to parents. Sharing school values and future priorities. Oct 25-Mar 26 – Governor monitoring of SDP/SEF KPs – <b>(Gov Reports)</b>	<ul style="list-style-type: none"> <li> : JB/AB</li> <li> : SEO, SIP, SIAMS &amp; Ofsted reports</li> </ul>
	1.2: NOR/Budget: Overall NOR at SMV to be increased from 80s to 90s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes.	NF/AB	<ul style="list-style-type: none"> <li>In 25-26 the NOR in SMV has increased due to effective marketing and advertising. The budget will be balanced and support staff in school will increase in proportion to the NOR. NOR increases from 80's to 90's by July 26.</li> </ul>	July 25- Flyers and leaflets printed for Village Fete. Sept 25- Open mornings advertised. Oct 25- Open mornings and an Information evening – to include PTFA Meet with Marketing committee. Nov-25- Monthly Pre-school story class running successfully. Building relationships with Pre-school. Jan 26- Mar 26 Review marketing. Offer further open days. July – Review success/ways forward.	
	1.3: To develop school premises so that all areas are purposeful for learning, inspiring and aesthetically pleasing.	NF	<ul style="list-style-type: none"> <li>All areas look welcoming</li> <li>All areas are purposeful</li> <li>Children are excited to use the spaces.</li> </ul> Pupil questionnaires, visitors and external monitoring, all report that the school feels and looks purposeful and inspiring.	<ul style="list-style-type: none"> <li>July 25- Wall between Larch and Maple to be knocked through to make a large classroom for Cherry. Window in Library taken out and replaced with door. Rainbow Room wall taken door. New fencing to create outside area for Cherry Class.</li> <li>Sept 25 – Weekly schedule meets with KP/NF for monitoring of site.                             <ul style="list-style-type: none"> <li>Sept 25' – Jan 26'</li> </ul> </li> <li>Outdoor areas, Maple and Cherry are tidy and purposeful.</li> <li>Rainbow Room is ordered and functional</li> <li>Gardeners appointed.</li> <li>Reading Garden outside of Library developed</li> <li>Playground Markings to be updated and new Active Trail added (sports premium budget).                             <ul style="list-style-type: none"> <li>Feb – June</li> </ul> </li> <li>Termly observations of classrooms</li> <li>Pupil governors evaluate growing areas</li> </ul>	<ul style="list-style-type: none"> <li> : Premises reviews via governors</li> <li> : SEO, SIP, SIAMS &amp; Ofsted reports</li> </ul>
	1.4: To ensure that on an individual school level, that SMV's unique	JP/NF/JB	<ul style="list-style-type: none"> <li>SG &amp; JB (Co-chair of Ashdown Committee) and JB (special</li> </ul>	<ul style="list-style-type: none"> <li>SG &amp; JB meet with NF regularly to understand KPs</li> <li>JB attend ethos committee meetings</li> </ul>	<ul style="list-style-type: none"> <li> : Chair of Governors</li> </ul>

	identity and development is represented within the Pioneer committee and also FGB level.		interest for SMV) have the knowledge about SMV developments so that they are to be the school's advocate in governance meetings. Governor meetings show that this is the case.	<ul style="list-style-type: none"> <li>• <b>JB to be familiar with SIAMS expectations.</b> <ul style="list-style-type: none"> <li>• Jan- June</li> </ul> </li> <li>• Parental survey is undertaken.</li> <li>• Feedback from SIAMS is acted upon and implemented.</li> </ul>	 : SEO, SIP, SIAMS & Ofsted reports
2: Curriculum	2.1: To streamline the Pioneer curriculum to ensure the progression of skills, knowledge and end points are clear and interlinked across all year groups and within the planning documentation used by staff		<ul style="list-style-type: none"> <li>➤ 'Sept 25- Feb 26'- Subject Teams and SLs have detailed understanding of the curriculum subject progression/sequencing-through their involvement designing the newly streamlined Pioneer curriculum. (See FDP section 2)</li> <li>➤ March 26- July 26' – Cluster Subject leaders are provided with the necessary time and support to lead and support the teachers to deliver subject effectively.</li> </ul> <p>External curriculum reviews (Sept &amp; Feb)' (frances.nation@talktalk.net) shows that the new streamlined Pioneer curriculum is fit for purpose and judged as well created and sequenced. FN Review Report</p>	<ul style="list-style-type: none"> <li>• <b>Jan 26-</b> Staff begin to use new curriculum formats. <ul style="list-style-type: none"> <li>- Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice</li> </ul> </li> <li>• <b>Feb 26-</b> Curriculum policies updated to reflect new look curriculum overviews</li> <li>• <b>April 26-</b> SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum</li> </ul> <p><b>July 26-</b> SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback</p>	 :Curriculum based governors   :Eternal monitoring SEO, SIP, SIAMS & Ofsted reports
	2.2: To ensure all subjects are suitably adapted to meet the needs of all learners (OFSTED April 2025)	Subject Leads/ Class Teachers	<ul style="list-style-type: none"> <li>➤ The adaptive teaching approaches will be embedded and all groups of pupils gain the intended subject knowledge. All groups of pupils will make strong progress from their starting points and retain the important subject knowledge. Ultimately, leading to a stronger Quality of Education and pupil outcomes. Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>• 'Sept 25- Feb 26'- Subject Teams and SLs have detailed understanding of the curriculum subject progression/sequencing-through their involvement designing the newly streamlined Pioneer curriculum. (See FDP section 2)</li> <li>• <b>March 26- July 26'</b> – Cluster Subject leaders are provided with the necessary time and support to lead and support the teachers to deliver subject effectively.</li> <li>• <b>Sep-25'-July26'</b> Termly book monitoring of all subjects to ensure subjects are clearly adapted for all learners.</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>3: Developing teaching</b></p>	<p>3.1: To develop the learning environment in order that it is of highest quality at all times, with a particular focus on EYFS/KS1 outside areas.</p>	<p>NF/All teaching staff</p>	<ul style="list-style-type: none"> <li>➤ The SMV learning environment will be purposeful and well looked after at all times and staff and pupils will feel proud of their school environment. Staff will be empowered to develop and maintain high quality classrooms and corridor/hall displays and the outside EYFS/KS1 environment will be worthy of sharing with others (exceptional). Pupils will support to keep areas looking the best at all times.</li> </ul> <p>Learning environment, pupil voice termly monitoring and SIP/SEO reports- <a href="#">see reports</a></p>	<p><b>July 25-</b> Classroom swap of Maple and Cherry class.  <b>Sep 25-</b> Classrooms and spaces are tidy clear and purposeful</p> <p><b>Sep 25'-Jul 26' –</b></p> <ul style="list-style-type: none"> <li>➤ Areas both inside and outside, are organised clearly. Pupils know what the spaces are used for and teachers use them effectively to improve the quality of teaching and learning. Children are excited and positive to use spaces and are respectful of the areas that they use.</li> </ul>	<p> : Termly QofE  Triangulation by SLT</p> <p> : <a href="#">SEO, SIP, SIAMS &amp; Ofsted reports</a></p>
<ul style="list-style-type: none"> <li>• <b>4: Achievement - To address any data gaps from July 2025 outcomes to ensure that pupil make at least good progress and pupil outcomes are at least at the national averages</b></li> </ul>	<p style="text-align: center;"><b>4.1:</b>  <b>GDS Year 6 Writing to reach NA by July 2026</b>  <b>(2025 0 %, NA= 12.9%)</b></p>	<p>NF/AH</p>	<ul style="list-style-type: none"> <li>➤ Pupils make very good progress from their starting points in all subject areas.</li> <li>➤ July 2026 outcomes will be at/or above the national averages and the outcomes gaps will have been addressed.</li> <li>➤ Termly cohorts trackers, Datawalls and external monitoring reports.</li> <li>➤ See also SLT termly triangulations of QofE &amp; subject leader monitoring</li> </ul>	<p><b>July 25-</b> Identify areas of development</p> <ul style="list-style-type: none"> <li>• <b>Oct 25-</b> Pupil progress meetings identify pupils not making the expected progress and interventions put in place. Moderate planning/ learning with AH to ensure on track.</li> <li>• <b>Dec 25-</b> Cohort moderation SM. Pupil progress meetings measure progress and interventions in place since previous meeting. Assessment week.</li> <li>• <b>Feb 26-</b>May26- Pupil progress meetings measure progress and interventions in place since previous meeting. Cohort moderation SMs. (May) Assessment week.</li> <li>• <b>Sept25-July 26</b> Book audits. Datawalls T2/4/6. PPMs termly x6</li> </ul>	<p> : Governor <a href="#">termly scrutiny</a> of outcome datawalls</p> <p>SLT termly QofE <a href="#">Triangulations</a></p> <p> : External monitoring <a href="#">SEO, SIP, SIAMS &amp; Ofsted reports</a></p>

5. Behaviour and attitudes	<p><b>5.1 Adaptions to include:</b></p> <ul style="list-style-type: none"> <li>Positive relationship development language review with policy i.e. changing 'consequence language' for TT ethos- 'potentially step 1 and Step 2 are only for internal sch use only - ARBOR</li> <li>Develop a 'Consequence level' that takes into account -'intent' &amp; 'proportionate actions' (i.e. a 1.5 step)</li> <li>Behaviour policy reviewed and audited for neuro-affirming language</li> </ul> <p>'Consequence reporting' to parents is carried out we respect, sensitively and subtly – sense of walk of shame' is eradicated.</p>	NF	<ul style="list-style-type: none"> <li>Parents to be well informed around behaviour policy. SEPT Parent letter</li> <li>Children will have a strong understanding of the expectations at school. Respect for each other and our school.</li> <li>Pupil voice will show that they are proud of their school and know what expectations are set. All children to have aspirations to achieve their best.</li> </ul>	<p><b>July 25</b> – Behaviour policy adapted to reflect how parents are communicated with around children's behaviour.</p> <p style="text-align: center;"><b>Sept25 - January</b></p> <p>NF to share expectation of behaviour with pupils. New reward systems shared. Working in Houses to earn raffle tickets for showing Love, Strength and Faith. Children to earn wow points in classes</p> <p><b>April 26</b>-Pupil voice collected about their experiences in school. <b>July 26</b>-Review from Staff and pupil voices what is successful and what needs to improve.</p>	<p> :Behaviour based governors &amp; HOS reports with Beh analysis included</p> <p> : External monitoring: SEO, SIP, SIAMS &amp; Ofsted reports</p>
	<p>5.2</p> <ul style="list-style-type: none"> <li>All staff to be secure in understanding behaviour policy.</li> </ul>	NF/AH SMV Staff	<ul style="list-style-type: none"> <li>Support Staff to attend CPD meetings support around behaviour so staff feel equipped to manage challenging behaviour.</li> <li>Staff will have high aspirations for all pupils and will use the Behaviour policy effectively to support children to be their best.</li> </ul> <p>Consequence analysis is now within ARBOR so enables quick access to evaluation by SLT (See termly Heads reports for Behaviour)</p>	<p><b>July 25</b>- Expectations shared with staff. Scripts displayed and shared. <b>Oct 25</b>- TA staff meeting to focus of Behaviour management and impact of Therapeutic thinking <b>Jan 26</b>- Staff questionnaire. NF to review <b>April 26'</b> – Governor mointoring <b>July 26</b>- Review of Rewards used.</p>	
6: Attendance	<p><b>6.1: Attendance.</b> To ensure that the pupils attendance at SMV continue to at least NA– (overall, year groups and PA) so that pupils ae in school as much as possible so that they make the best progress in their learning possible. July 2025- 96% Attendance (i.e. at NA).</p>	NF	<ul style="list-style-type: none"> <li>Children happy and motivated to be coming to school. Swift action is taken if attendance is an issue. SMV attendance for all groups continues to be least at NA.</li> <li>PA families met with promptly and action plan developed with time frame expectations. Advice and support sought from other agencies where necessary.</li> </ul> <p>HOS termly report ansee sch attendance chart and chronology of actions/follow ups</p>	<p><b>Sept 25</b>-NF to meet with attendance officer. Identify families to monitor</p> <p><b>Daily</b> – Attendance registers and collation of attendance information. <b>Fortnightly</b> - attendance tracking and notes logs completed. <b>Termly</b> - attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. SDP attendance charts and HoS reporting.</p>	<p> : Attendance based Governors – termly review report &amp; HOS Reports- with attendance analysis included</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>

7: Personal Development and well-being	<ul style="list-style-type: none"> <li>7.1: To ensure that SMV embeds (sept 25- July 26) all aspects from the healthy Schools Award 2025 so that pupils have an even strong awareness of a balanced diet, including where their food comes from so they can apply health living principles in their lives.</li> </ul>	NF/CP	<ul style="list-style-type: none"> <li>Pupil understand balance healthy living and diet.</li> <li>The school grounds (new raised bed and defined growing areas around the school) have develop so that all cohorts of pupil are actively involved in growing veg etc and created receipts and selling produce.</li> <li>By July 26, pupil and parent questionnaires show that pupil awareness of a healthy lifestyle has development from the starting point in July 25.</li> <li>SMV retains Healthy eating award. Pupil voice shows that they are proud of their school, are clear about the SMV Vision and Values and know that staff expected them to do their best and they will be supported well in their learning. They have high aspirations.</li> </ul>	<p><b>July 25-</b> Planning in place for Healthy Eating Week. Liaise with Phunky Foods to support delivery of this. Raised Borders built in developed growing area and she moved to be repurposed. Healthy eating policy developed and shared with all stakeholders. Sept. Baseline assessment of Children’s understanding of Healthy eating lifestyles.</p> <p><b>Oct 25-</b> Healthy Eating Week/Cycle to School Week</p> <p><b>Jan 26-</b> Phunky Foods to deliver workshops with families. Growing areas ready. Seeds/plants ordered and classes decided on what they will grow.</p> <p><b>April 26-</b> All classes to be actively growing. May/June -Classes to sell produce. Mrs Rowberry’s growing club to support organisation of this.</p> <p><b>July 26-</b> Internal assessment of children’s understanding of what a healthy lifestyle is.</p>	<p> : Ethos P.C based governors</p> <p> : SEO, SIP, SIAMS &amp; Ofsted reports</p>
	<ul style="list-style-type: none"> <li>7.2: Music To offer opportunities for all children to participate in a range of music experiences and opportunity to perform.</li> </ul>	NF/IH	<ul style="list-style-type: none"> <li>To be a school that recognises music as a cross curricular tool. To give opportunities to ALL pupils to have music as part of their school diet.</li> <li>To ensure music is valued and celebrated within displays and presentation of instruments. Pupil voice shows that music is something pupils engage with and enjoy, that Music promotes positive wellbeing.</li> </ul>	<p><b>July 25-</b> Children introduced to being part of a school choir.</p> <p><b>Sep 25-</b> Final application for Young Voices/ develop music zone in old rainbow Room space. Look at storage of instruments in school to ensure purposeful. Work with Beautiful Noise around funding for lessons for SEND and Children’s access to music lessons.</p> <p><b>Dec 25-</b> KS1 and KS2 Christmas Performances. Choir to perform at Christmas events.</p> <p><b>Jan 26’</b> – Explore how children are contributing to leading worship by playing their instruments.</p> <p><b>Feb 26</b> – Young Voices Concert</p> <p><b>April 26-</b> Pupil governors to share pupil voice around music in school.</p> <p><b>July 26-</b> Review Feedback and actions.</p>	<p> : Curriculum based governors</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
	<p>7.3: Church School Development: To ensure that SMV SIAMS Inspection 25-26 will be a grade 1, showing that SMV is a strong church school with deeply embedded Christian vision and values.</p>	NF	<ul style="list-style-type: none"> <li>SMV achieve grade 1 SIAMS inspection 25-26 and all self-evaluated SMV SEF judgements are upheld. SIAMS Report DEP advisor</li> </ul>	<p style="text-align: center;"><u>Sept-June</u></p> <ul style="list-style-type: none"> <li><b>NF notes:</b> Embed spirituality policy in order to ensure that all stakeholders have a strong awareness of their own spirituality – in order for them to be more reflective learners and .....‘Windows, mirrors and doors’....what is spirituality? Focus Day – Alice B...with Diocese and JV.....and V/V embedding and Ethos committees evidence file with all paperwork linked to SEF statements ‘turquoise aspects’.</li> </ul>	<p> : Ethos Committee/ Foundation governors.</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>

<b>8. Inclusion</b>	<p><b>8.1:</b> :New HOS to develop systems to ensure VGs are fully catered for and making strong progress</p>	SL/NF	<ul style="list-style-type: none"> <li>➤ SEND register has been reviewed and level of need clearly established</li> <li>➤ Assessment processes and reviews are diarised for the year</li> <li>➤ Communication systems are clear to all stakeholders</li> <li>➤ SEND SEF completed and SEND action plan identified.</li> <li>➤ UAP document reviewed and updated in line with Pioneer developments</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Oct 25-</b> Ensure Paperwork is up to date. To ensure timetables are in place for interventions</li> <li>➤ <b>Jan 26-</b> To ensure SEND SEF of SMV, review and update school's UAP documents have been completed. Share clear criteria of SEND with Stakeholders.</li> <li>➤ <b>April 26-</b> staff are confident and able to assess and identify barriers to learning.</li> </ul>	<p> :SEND based Governors</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports:</b></p>
	<p><b>8.2</b> Complete self review of schools, UAP, review and update the schools universal provision documents</p>				
<p><b>8.3</b> Coach teachers to complete the appropriate assessments linked to the identified barriers to support the identification of next steps in learning for SEND pupils.</p>					
<p><b>8.4</b> Review and adapt provision mapping format for targeted SEND and PP information.</p>					
	<p><b>8.5: Adaptive teaching</b> Maintaining and expanding the adaptive approach so covers all structures and processes resulting in all children have a sense of belonging and advocacy delivered through a compassionate, flexible and adaptive approach.</p>	NF/SL/Subject Leaders	<ul style="list-style-type: none"> <li>➤ Staff are confident to adapt lessons across the entire curriculum.</li> <li>➤ Planning is carefully considered to enable all learners to access the desired outcome</li> <li>➤ Children express success and value their learning through the adaptations made.</li> </ul> <p><b>SMV SEND triangulations</b> show that QofE is at least 'strong' and developing to 'exemplary'</p>	<p><b>Oct 25-</b> Triangulation of SEND within planning, and lessons. Identify where adaptations have been made</p> <p><b>Jan 26-</b> Liaise with Subject leaders around clear adaptations in planning.</p> <p><b>April 26-</b> Ensure staff continue to develop adaptive lessons and provision.</p> <p><b>May 26-</b> Further SEND triangulation to include subject deep dive into adaptations within planning.</p> <p><b>July 26-</b> Actions and ways forward for 26/27</p>	
<b>10. Safeguarding</b>	<p><b>10.1:</b> To ensure that all aspects of <b>SMV safeguarding</b> are <b>highly</b> effective and that the safeguarding policies and procedures in place and applied consistently</p>	NF/KM	<ul style="list-style-type: none"> <li>➤ SMV Pupils and staff are kept safe and safeguarding and health/ safety procedures are judged as highly effective at SMV 25-26..</li> <li>➤ SMV Leaders &amp; staff receive the appropriate CPD for their roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are keep safe at SMV, applying these when required</li> <li>➤ All external monitoring validates the safeguarding at SMV is highly effective...</li> </ul> <p><b>Head termly report-</b> safeguarding summary charts, <b>MyConcern records,</b> <b>weekly triangulation meetings</b> notes</p>	<ul style="list-style-type: none"> <li>➤ <b>July 25-</b> SMV SLT established and DSL/DDSL &amp; mentors (AB). CP/AH. <b>See SMV SLT JDs and safeguarding role allocation</b></li> <li>➤ <b>Sept 25 - July 26-meet weekly with Caretaker and Health and Safety admin to ensure compliant.</b></li> <li>➤ <b>Sept 25-</b> 4<sup>th</sup> Sept LA Safeguarding cpd for all staff <ul style="list-style-type: none"> <li>-Weekly DSL triangulation systems established – AB modelling for NF.</li> <li>-AH Training as DDSL</li> <li>-Briefing weekly- safeguarding quiz as standing item</li> <li>-Safeguarding Governor termly visit dates and pro-forma agreed</li> <li>-New LA SCR format in place at SMV</li> <li>-HT Termly safeguarding reporting format established</li> </ul> </li> <li>➤ <b>Oct 25-</b> DSL refresher CPD for AH and SCR training for NF and office SMV staff</li> <li>➤ <b>Nov-25-</b> Safer Recruitment CPD for NF</li> <li>➤ <b>Jan 26- June-</b> Termly review for SMV safeguarding- SIP/LA/Governor visit</li> </ul> <p><b>July 26-</b> Feedback and actions in summary report 25-26 – actions for 26-27</p>	<p> : Safeguarding based Governors – <b>termly review report</b></p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
	<p><b>Safeguarding Audit (Oct 24) Ways forward:</b></p> <ul style="list-style-type: none"> <li>• All staff aware of designated teacher for LAC and where to go if they had a concern about HOS.</li> <li>• Less detail in SPOA. Summary to make more impactful.</li> <li>• Consistency around logging of FA incidents.</li> <li>• EY online safety. Consider use of Project Evolve.</li> <li>• Governors to ask questions during curriculum visits.</li> </ul>				

## TARGETS FOR PUPIL OUTCOMES JULY 2026

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

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



### COHORT ATTENDANCE TARGETS FOR 2025/2026

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



EHC	96%		96%		96%		96%		96%		96%	
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	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		8.0		8.0		7.5		7.5		6.0	
Gender												
Male	8.0		8.0		8.0		7.5		7.5		6.0	
Female	8.0		8.0		8.0		7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0		8.0		8.0		7.5		7.5		6.0	
FSM	8.0		8.0		8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0		8.0		8.0		7.5		7.5		6.0	
EAL	8.0		8.0		8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0		8.0		8.0		7.5		7.5		6.0	
SEN Support	8.0		8.0		8.0		7.5		7.5		6.0	
EHCP	8.0		8.0		8.0		7.5		7.5		6.0	