

# SIAMS Self-Evaluation Form – ‘2025 – 2026’

## St Mary the Virgin (SMV) Church of England (Voluntary Aided) Primary School



siams-framework-se  
pember-2024.pdf

All judgements are based on robust school self-evaluation using the updated SIAMS ‘Revisited 2024’ Framework.

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

*This evaluation document is updated regularly. This SIAMS SEF provides evidence-based knowledge of the impact of the vision, policy, and practice of the school. Evidence is collected from a range of sources including worship & lesson observations, book scrutiny, talking to learners, staff and parents and analysis of data. Staff and Governors contribute to evidence included in the SIAMS SEF. It is shared with the Diocese and influences key actions in the short term and priorities for the school development plan (SDP). SDP 25-26 and previous development plans are available on the school website.*

*Summary statements for each Inspection Question are in **italics** at the beginning of each section below.*

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<u>School’s theologically-rooted Christian Vision:</u>		



SMV Theologically  
Rooted Vision & Values



<https://pioneerfederation.co.uk/stmarys/school-vision/>

Comments from parents 2025 questionnaires show that pupils are taking their learning from the vision and values home with them and this is impacting on their development and behaviour –

*"Great community spirit." "Engaging Vision"*  
*"Kind nurturing environment" "School has values of Christianity at its heart."*  
*"The staff build great relationships with the children."*

### Our vision: 'Being the best we can be, in a thriving Community, following the example of Jesus'.

Along with the vision, our core values of **Love**, **Strength** and **Faith** underpin everything we do at St Mary's. In John 10:10, Jesus tells us He came to give us life in all its fullness, and we believe that we help give children the best start in their education by giving them the stepping stones they need to enjoy all the opportunities life has to offer. As a Christian school, we believe that children live their best lives when they know they are **loved** and being loving; shown how to use their **strengths** and taught that having **faith** in themselves and others can lead to life-long learning and positive change. Our purpose at St Mary's is for all children to achieve their true potential, lead happy and fulfilled lives and contribute positively to their communities and wider world, experiencing 'life in its fullness'. All 3 values have specific biblical reference as their origins, which are intertwined into the ethos of St Mary's School.

**Pioneer Federation Vision & Values:** <https://pioneerfederation.co.uk/pioneer-federation-growth/> Our Church Pioneer Schools work closely with the Diocese of Chichester, under God's rule and 'following the example of Jesus'.

#### Useful Recent External Monitoring Reports for Reference:

##### Previous SIAMS Inspection Report- 2018:



Hartfield\_St\_Mary\_the\_Virgin\_S48\_Januar

##### Ofsted Report – April 2025:



10379757-St-Mary-the-Virgin-CofE-11455

##### Diocese School Education Partner (SEO) Reports:



SMTV November 24 (1).doc



SMTV March 24.doc



SMTV December 2023.doc



St Mary the Virgin June 23 (2).doc

#### SMV Key Terminology Definitions:

**'Theologically rooted Christian'**= a vision based on the teaching of Jesus.

**'Flourishing'**= all are achieving the 'best that they can be', have high confidence and self-belief & we all care for each other.

**'Spirituality'**: Outward (windows), Inward (mirrors) & forward (doors). Those opportunities to experience beyond ourselves to understand your place in the world and have a relationship with God'. 'That which inspires us, moves us, makes us wonder & makes us feel loved.'

A **'Courageous Advocate'** is someone who champions a cause that is special and meaningful to them. At SMV, we teach our pupils that it is important to help others when we can no matter who they are, where they come from or what challenges they may face.

## Inspection Conversations: Context

### Who are we?

Is the school a Church of England, Methodist or joint denomination school?

- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

### SIAMS Inspection Initial Conversation Information

Executive Headteacher: **Mr James Procter**, Head of School: **Mrs Naomi Fry** Chair of Governors: **Mr Alan Brundle**, Ashdown Cluster Co-Chairs: **Sue Diggory & John Black**

Unique reference number: 114553 DfE No: 845/3326

Local authority: **East Sussex**, Type of Federation/Partnerships: **Pioneer Federation of 6 schools and 2 other partnership schools - <https://pioneerfederation.co.uk/pioneer-federation-growth/>**

Church School Type: **Church of England & Voluntary Aided (Diocese of Chichester)**, Age range of pupils: **5-11**

- **The school's Christian vision and its theological roots:** <https://pioneerfederation.co.uk/stmarys/school-vision/>
- **Information about how school is organised:** Federation of 6 schools (& 2 additional schools in partnership). <https://pioneerfederation.co.uk/>  
**Pioneer Federation has been in development since 2012-** see growth timeline: <https://pioneerfederation.co.uk/pioneer-federation-growth/>
- The Federation is made up of **6 Primary schools and 2 partnership schools**. There are a mixture of Church (VA & C) and community schools. We work closely together collaboratively with a combined curriculum: St Mary the Virgin (SMV) Groombridge St Thomas (GST), East Hoathly (EH), Chiddingly (CP) Park Mead (PM) Nutley (N), Stonegate (StG) & Framfield (FF).
- EH (2012), CP (2014), SMV (2017) & PM (2020) have been part of the federation for many years. NP & GST were in partnership 24-25 and formally joined the federation in Sept 2025. All schools are small rural primary schools with NOR less than 130 with mixed aged class. The class structure is: EYFS (Yr R), KS1 (Yrs 1 & 2), LKS2 (Yrs 3&4) & UPKS2 (Yrs 5 & 6).

**SMV Teacher Structure:** 6 teachers (Reception (job share), Year 1-2 (job share), Year 3-4 and Year 5-6). 2x Senior Teachers. 1 ECT Sept 24- July 26 (3-4 Teacher). 2 teacher developed from being teaching students in the Federation. Subject Leaders across the federation/clusters- 1 subject each

- **Information about leadership and governance structure:** SLT: Exec Head, HOS, Senior Teacher, Inc Manager. FGB: 17 Governors- 9 Foundation (4Ex- Officio). 2 Cluster Committees Ashdown & Weald. (2 x Chair of Cluster School Committees with the FGB, 1x Ex HT, 2 x Parent Governors, 1 x Staff Governor, 1 x LA Governor, 3 X Co-opted)  
The **leadership and Governance structure** has evolved as the federation has developed. **Executive Headteacher** (James Procter- JP) across all Pioneer schools. Our federation has a **mixture of Headteachers and Heads of School**. Our federation has **2 clusters of schools**, based on location. Weald Cluster: CP, PM, StG & FF and the Ashdown Cluster: SMV, GST, EH & N. We have **2 Cluster Lead Headteachers**- Weald Cluster Lead is Kayleigh Vile. Ashdown Cluster Lead is Alice Briley. We also have 4 **Phase Leaders** (EYFS, KS1, LKS2, UKS2) who lead/manage cohort combined planning etc. Each school also has **Senior Teachers** who work alongside the Head. There is **shared Subjects Leadership** both within and between clusters of schools. <https://pioneerfederation.co.uk/wp-content/uploads/2025/07/Pioneer-Leadership-Governance-2025-26.pdf>

• **Key partners and collaborations, including church/es:** 8 schools in Pioneer Federation. Diocese of Chichester partnership – DEP- Mandy Watson- Senior Improvement Partner. Significant collaboration between the 6 Federated schools on all staff and class/cohort levels. The Pioneer Federation has an outward facing approach to school improvement and are active members of local school Alliances & has strong links 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. **Mandy Watson**- (Diocese Senior School Improvement Officer (previous COG 2012- 18 & Foundation Governor until 2023) and our other Foundation Governors/Ex-Officio-**Reverend Julie Sear** from St Mary's Church - have been instrumental in enhancing the work of the school as a church school.

- **Number on roll (NOR):** School: 81 School. Reception: 8 Year 1: 11 Year 2: 14 Year 3:10 Year 4: 13 Year 5: 11 Year 6: 14 Boys:40(49%) Girls: 33 (31 %)
- **Planned admissions number PAN and number of church places (VA):** 15 Reception PAN. • Number of pupils currently withdrawn from RE and from collective worship (if any). Number of families this represents: n/a
- **Information about RE (if not outlined in policy or on website). How RE is organised, who teaches RE, syllabus followed:** East Sussex RE Syllabus (2022-27) <https://pioneerfederation.co.uk/stmarys/re-curriculum/>



SMV\_Collective

Worship Policy 24-27

<https://pioneerfederation.co.uk/stmarys/church-school-siams-lead/>

- **Information about collective worship (if not outlined in policy or on website). How it is organised, who manages it:**
  - o Special Educational Needs and Disability (SEND) - is this above/below/in line with national averages? 20/27% above NA
  - o Disadvantage- is this above/below/in line with national averages? 15 18%
  - o Ethnicity- how ethnically diverse is the school pupil population? 1 child 1 % of pupils who speak English as an Additional Language?
  - o Pupil mobility? 80.6% were admitted in Reception. o Service children? n/a
  - o Attendance -% year to date/previous 12 months? Above NA – see charts in Appendix. o Persistent absence - % year to date/previous 12 months? 24/25- NA – see charts in Appendix.
  - o Exclusions- year to date/previous 12 months? 24/25- See HOS Reports and Beh file. 1 fixed term suspension.

**o Staff turnover, stability and recent significant appointments & significant events in the life of the school:** 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), in **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. Jane Robinson was appointed as the full time Head of School at St Mary's from September 2023- July 2025. **Very successful SMV Ofsted April 2025 (see report embed above).** In **June 2025, there was a TA restructure** reducing TAs from 4 to 3 full time. **From September 2025, we have a new Head of School-** Naomi Fry (previous Senior Teacher), an ECT in the LKS2 class (previous Pioneer teaching university student) and Mrs Hill (previous SMV Head of School '22-23') will be returning to the UKS2 class. **Our expectation is that 100% of teaching will be judged as outstanding by March 2025.**

**What are we doing here? J1**

- Considering the answers under 'Who are we?', what is the vision of the school and of the trust?
- How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?
- How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?
- Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?
- As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- How do governance, accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?
- What are the school's arrangements for collective worship? Why are these arrangements in place? see IQ3- page 8
- How is religious education structured and organised? Why have these decisions been made? see IQ6&7- page 11
- What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's

**The School Vision and all 3 Values have specific biblical references as their origins which are intertwined into the rules & ethos of SMV School.**

- Vision Statement:** 'Being the best you can be in a thriving community, following the example of Jesus'. In **Matthew 19:26 & John 10:10**, Jesus tells us He came to give us life in all its fullness and all things are possible with God, and we believe that we help give children the best start in their education by giving them the values, confidence & stepping stones they need to enjoy all the opportunities life has to offer.
- Love:** 'Love and respect yourself and all others, treating them as you would like to be treated'. In **Luke 10: 25-37** - the Parable of the Good Samaritan, illustrates the meaning of loving one's neighbour. Our **SMV rules** link specifically with this biblical reference, explaining that we should **'Treat others as you would like to be treated. Be kind and respectful to all members of the school community'**
- Strength:** 'Recognise people's strengths and use your own to be resilient and the best you can be in all you do'. **John 6:1-14** recounts the miracle of Jesus feeding the five thousand. It highlights Jesus' compassion and power, demonstrates God's abundance, and reveals the crowd's initial faith in Jesus as "the Prophet." The passage also emphasises the disciples' limited resources and the importance of giving what little they have to Jesus, who can multiply it for the benefit of others. Reminds us that God is with us, therefore we can be 'strong and courageous' as we pursue his calling in our life and help us face hard things with 'faith and confidence'. Life can be full of challenges, sorrows, and tough decisions. But even amidst hardship, the Lord asks us to be 'strong and courageous'. 'Be strong & courageous. Do not be afraid, do not be discouraged, for Lord your God will be with you wherever you go'. Our **SMV rules** link specifically with this biblical reference, explaining that **'We are resilient, brave and aims to be the best that we can be'**.
- Faith:** 'Have faith in yourself and others, and be honest and truthful. Believe that you never know what you can achieve until you try'. **Luke 5:1-11** describes Jesus performing a miraculous catch of fish, prompting Simon Peter, James, and John to abandon their fishing nets and follow him. The passage highlights Jesus's authority and power, the disciples' immediate response to his call, and the beginning of their journey as followers of Jesus. The passage underscores the importance of obedience/faith to God's call, even when it seems illogical or inconvenient. Our **SMV rules** link specifically with this biblical reference, explaining that **'We continuously strive for high achievements and we are honest, positive thinkers and live our lives by God's example'**.

The **Pioneer Federation Vision/Values** is also clearly rooted in Christianity - <https://pioneerfederation.co.uk/pioneer-federation-growth/>

**'Being the best that we can be in thriving communities, following the example of Jesus and achieving fullness of life'** Our **Church Schools** work closely with the Diocese of Chichester, under God's rule and **'following the example of Jesus'**. In Matthew 19:26 & John 10:10, Jesus tells us He came to give us life in all its fullness and all things are possible with God, and we believe that we help give children the best start in their education by giving them the values, confidence & stepping stones they need to enjoy all the opportunities life has to offer. We believe that children live their best lives when they know that they are loved and are being loving; shown how to use their strengths so they can continuously work hard and strive for high achievements and are taught that being honest and living their lives by God's example can lead to **'life-long learning'** and positive change.'

**School Collaboration: Vision and Values - 'Learning Together' - 'Let us learn together what is good'.**

See 'Pioneer Federation Growth' since 2012- <https://pioneerfederation.co.uk/pioneer-federation-growth/>

**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 SMV & Federation schools- to -school support when required. [See Ofsted, SIP and SEO Reports & staff questionnaires linked to Pioneer collaboration strategies and impact.](#)

- All Pioneer schools are judged as Good+ by OFSTED and as Outstanding/Judgement 1 by SIAMS.** EH (June 24), CP (Oct 24), PM (Nov 24), SMV (May 25) all have had Ofsted Inspections 24-25. **Strong curriculum design/implementation and the effective federated collaborative working consistently identified as strengths:** 'Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools'.
  - St Mary's Ofsted April 2025:** 'The school provides an engaging and well-sequenced curriculum. 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 learning. They review the impact of the curriculum on their pupils. This strengthens the delivery of the curriculum and supports the workload for teachers. Teachers receive training that helps them to develop their practice. This also ensures that they have secure subject knowledge.'
- East Hoathly Ofsted and SIAMS inspections June 2024:** 'Ambitious, inclusive and well-designed curriculum and with staff & pupils benefiting from the very effective collaborative working across the federation of schools.' 'The school's curriculum and wider provision is fully inclusive. Disadvantaged and vulnerable pupils are nurtured.' **Chiddingly Ofsted October 2024:** 'Adaptions to the delivery of the curriculum and environment effectively support all learners. It is ambitious. Staff have strong subject knowledge and are confident to teach the curriculum'. **Park Mead Ofsted November 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.'

<p>ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> <p>What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p>	<p><b>Governance and church relationship:</b> experienced Governor Team &amp; strong relationship with local church/es (17 Governors- 9Foundation (4Ex- Officio)) <a href="https://pioneerfederation.co.uk/roles-responsibilities/">https://pioneerfederation.co.uk/roles-responsibilities/</a> <b>Mandy Watson-</b> (Diocese Senior School Improvement Officer (previous COG 2012- 18 &amp; Foundation Governor until 2023) and our other Foundation Governors/Ex-Officio- <b>Reverend Julie Sear</b> from St Mary's Church - have been instrumental in enhancing the work of the school as a church school. <a href="#">See FGB minutes, Ethos Committee minutes and actions &amp; SEO Reports.</a> <a href="https://pioneerfederation.co.uk/stmarys/our-church-school/">https://pioneerfederation.co.uk/stmarys/our-church-school/</a></p> <p>The <b>SMV Governor Ethos Committee</b> is made up of Rev.J.Sear &amp; John Black (V.Chair) and representatives from the school's Senior Leadership Team. This group meets termly to review and constructively challenge the progress being made as a church school. Events with the church and community are also planned. This allows all stakeholders clarity in the vision for the year and SLT an opportunity to share successes and ways forward with the suggestions and challenges from other members of the school community. <a href="#">See SMV Ethos Committee termly minutes.</a></p>
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## Inspection Questions (IQ)- How then shall we live?

Inspection Question (IQ)	Impact of provision and sources of evidence
<p><b>IQ1- J1</b></p> <p>How does the school's theologically rooted Christian vision enable pupils and adults to flourish? (Vision and Leadership)</p> <p>a) How is the Christian vision expressed?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and</p>	<p style="text-align: center;"><u><a href="#">St Mary (SMV) school's theologically rooted Christian vision enable all stakeholders to 'flourish'.</a></u></p> <p><b>SMV Ofsted May 2025-</b> <i>The inspectors observed that our 'pupils delight in attending this welcoming school' and that our thriving community is evident throughout. We were thrilled that the inspection highlighted, our 'joyful playtimes', that 'pupils behave exceptionally well' and are 'happy and safe'. It is very reassuring that what we see on a daily basis was validated by Ofsted.</i></p> <p>a) See <b>pages 2 &amp; 4 above and below in b)</b>. In 2023/24, our vision was rewritten (after full consultation with all stakeholders) to clarify with all stakeholders the aims of St Mary's as a church school. This allowed all members of the school community to be united in their approach to achieving the vision and seeing how the values underpin all decision made in the school. 2024/25- V/V Refresher activities throughout the year to ensure at the forefront of people's minds. <a href="#">See Awe &amp; Wonder Week – Vision &amp; Values 15/04/2024</a> and V/V evidence folders.</p> <p>b) <b>We ensure that the SMV Vision and Values are a 'living, breathing entity' for all school stakeholders.</b> We ask ourselves is this decision going to help the children flourish individually and as a community.</p> <ul style="list-style-type: none"> <li>o Stakeholders are clear about the school vision and values and have clarify regarding the Christian theological roots. <a href="#">See V/Vs focus days/Awe &amp; Wonder events and stakeholder questionnaires/voice.</a> <b>April 2024 – Awe &amp; Wonder Day-</b> Vision and Values reminders – <a href="#">see hall art work &amp; corridor displays.</a></li> <li>o We have Vision song sung weekly. <a href="https://pioneerfederation.co.uk/stmarys/school-vision/">https://pioneerfederation.co.uk/stmarys/school-vision/</a></li> <li>o The school values are intertwined with the planned collective worship &amp; RE teaching. <a href="#">See Collective Worship Cycle and Planning.</a> <a href="#">See RE curriculum and planning.</a></li> <li>o Vision core values drive school rules, rewards and consequences discussions with pupils. <a href="#">See Behaviour Policy &amp; Behaviour evidence folders</a></li> <li>o Vision represented visually throughout school and website.</li> <li>o <b>The values of the school, Love, Strength, Faith, following the example of Jesus,</b> is embedded throughout the school. They affect the way we manage behaviour, treat each other and underpin the decision that are made at all levels of staffing.</li> <li>o The school values are fully embedded into the ethos of SMV, "it's part of the school core vocabulary."</li> <li>o Vision traits &amp; values are built into the weekly pupil celebration certificates in collective worship and each achievement is specifically linked back to the core 3 values. <a href="#">See achievement display and weekly newsletters.</a></li> <li>o Mental Health &amp; Wellbeing represented in and embedded through our vision and values. <a href="https://pioneerfederation.co.uk/stmarys/mhew/mental-health-emotional-wellbeing/">https://pioneerfederation.co.uk/stmarys/mhew/mental-health-emotional-wellbeing/</a></li> <li>o School events and pupil achievements explicitly linked to school values in school newsletters. <a href="#">See weekly school newsletters/news bulletins.</a></li> <li>o All school Briefing Meetings and FGB Meetings start with a reference to the school Vision and Values. See minutes. Children actively involved in prayer and reflection spaces in each class that transfer to the prayer wall in Church. <a href="#">See folder evidence</a></li> </ul> <p>c) <b>The theologically rooted Christian vision is enabling people to flourish at SMV School.</b></p> <p>Parent, Staff &amp; Pupil Questionnaire Feedback - <a href="#">see evidence files</a> Quality of Teacher &amp; Learning and staff development- <a href="#">see monitoring and triangulation folders &amp; SIP/SEO/ Ofsted/External Monitoring Reports</a> Pupil Outcomes – <a href="#">see SEF 25/26</a> Community Feedback - <a href="#">see evidence files</a></p>



<p>its Christian foundation?</p>	<p>d) The <b>Pioneer Federation Vision/Values</b> is rooted in Christianity - <a href="https://pioneerfederation.co.uk/pioneer-federation-growth/">https://pioneerfederation.co.uk/pioneer-federation-growth/</a>  <i>'Our shared vision and <b>set of values</b>† that underpin all that we do have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. <b>Our children learn to respect and appreciate the world around them, so they leave us as conscientious 21st Century citizens of the world.</b> Across all schools, Pioneer Federation teachers work collaboratively to design lessons and activities that engage children in meaningful experiences. <b>Our Church Schools work closely with the Diocese of Chichester, under God's rule and following the example of Jesus.'</b></i></p> <p><b>Next Steps linked to IQ1 2025-26:</b></p> <ul style="list-style-type: none"> <li>➤ Further embedding 'Pioneer Federation Vision and Values' so ready for further expansion and for becoming a Federation of 10+ schools.</li> <li>➤ All Governor monitoring reports to evaluate vision and values as a standing item. (monitoring template adjusted accordingly 25-26)</li> </ul>
<p><b>IQ2 - J1</b></p> <p>How does the curriculum reflect the school's theologically rooted Christian vision? (Wisdom, Knowledge, and Skills)</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or</p>	<p><b><i>The philosophy, planning and implementation of SMV curriculum clearly reflects the school's theologically rooted Christian vision.</i></b></p> <p>a) <b>SMV Value of Strength-</b> <i>'Recognise people's strengths and use your own to be resilient and the best you can be in all you do'</i>  <b>SMV Value of Faith:</b> <i>'Have faith in yourself and others, and be honest and truthful. Believe that you never know what you can achieve until you try'.</i>  <b>SMV Value of Love:</b> <i>'Love and respect yourself and all others, treating them as you would like to be treated'</i></p> <p>There is a <b>shared mixed aged Pioneer curriculum</b> (developed over 8 years 2017-2025 - <a href="https://pioneerfederation.co.uk/stmarys/key-information-about-our-curriculum/">https://pioneerfederation.co.uk/stmarys/key-information-about-our-curriculum/</a>)  Each Pioneer school adapts the curriculum so bespoke for their school setting and context. Pioneer subject leaders create termly Medium Term Plan (MTPs) from the curriculum overviews.  Teachers plan together as Phase/Cohort groups across the schools utilising the MTPs, and then each teacher, at the point of delivery, adapts the planning/resources for their class context and needs. There are now plans to streamline this curriculum further 2025-26 to ensure even more clarity of skills and knowledge and gain progression across cohorts.</p> <p>Our weekly newsletters includes a section on the collective worship theme of the term and how that has been explored and encouraging families to follow this at home – see newsletters.  We have an <b>inspiring, challenging</b>, inclusive &amp; fully broad and balanced <b>Pioneer Curriculum</b> which is continuously evolving from feedback via stakeholders/Curriculum Steering Group to ensure that our curriculum offer is <b>the best it can be for all pupils</b>.</p> <p><b>St Mary's Ofsted April 2025</b> <i>'The school provides an engaging and well-sequenced curriculum. 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 learning. They review the impact of the curriculum on their pupils. This strengthens the delivery of the curriculum and supports the workload for teachers. Teachers receive training that helps them to develop their practice. This also ensures that they have secure subject knowledge.'</i></p> <p>The <b>PSHE/RSHE</b> policy was updated in 2022-24 and details how these subjects are covered in school &amp; the use of the JIGSAW PSHE scheme covers a wide range of material in a sensitive and age-appropriate way. The curriculum that children experience is inclusive and diverse. The reading books used to support their termly topics cover a wide range of ethnicities, cultural diversity and represent celebrations of different faiths. This ensures the children are seeing <b>Christianity as a worldwide faith</b> and the diversity of the world they live in. International links (2020-24) have been made with a school in Malawi- more information about this can be found for IQ5.</p> <p>All <b>subject books</b> have a <b>Subject Specific Toolkit</b> 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. A wide range of initiatives are utilised to <b>engage with the community and SMSC initiatives are a strength of the school</b>- including curriculum enrichment events, strong PTFA, parent forums, home-learning projects, celebratory termly curriculum events, strong links with SMV Church &amp; involvement in Parish Council. <b>See weekly newsletters and community folder</b>. See <b>SMSC and Church folders on website</b>. Liaison with parents is strong. Teachers are available at the beginning and end of the day to speak with parents and in the latest parent questionnaire, <b>---%</b> of parents agreed or strongly agreed that the school lets them know how their children are doing.</p> <p>Wide range of <b>extra-curricular activities</b> available with a strong take up, including disadvantaged pupils. SMV also takes part in a range of Pioneer Federation based Sport Events &amp; Local Sport Competitive events and celebrates talents and achievements weekly. See Sports folder on website. <b>See Sports Premium report</b>. At lunchtimes, there are a variety of clubs to allow children to pursue other interests (e.g. Art and Lego club) and the Playground Pals break time do an activity with the children following on from the morning's worship and linking with the termly value. This ensures the message of the morning worship is continued in school with practical activities to encourage the children to think for themselves what it means for them. RE Council also runs a lunchtime club for all ages with bible stories and activities for the children to join in with. This not only provides children a calm space at lunchtimes if needed, but also deepens their knowledge of bible stories and how these can be examples to us all in everyday life. <b>Sports Premium</b> being used to provide weekly sports coaching for teaching staff and pupils, as well as access to extra-curricular sports clubs. <b>See PPG &amp; SP folders and reports</b>.</p> <p><b>Behaviour is excellent and pupils demonstrate very good attitudes to learning.</b> <b>SMV Ofsted May 2025- pupils behave exceptionally well'</b>: 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</p>

disadvantaged?

e) How does being part of the trust enhance the school's curriculum?

and effectively and rapidly acted on, as the result of clear systems for monitoring and dealing with such issues. [See Behaviour Logs, pupil/parent voice, SIP & DEP reports.](#) **Pioneer Federation has embedded a Therapeutic thinking approach to Behaviour Management**, utilising pro-social approaches— tying in with key school values. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at SMV. [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.](#)

Our **Growth Mindset (2018-20)** and **INDEPENDENT ME/6Bs (2017-20)** and **LEARNING POWERS/SKILLS BUILDER (2018-22), ZONES of Regulation/ Mood monsters (2022/23)** <https://pioneerfederation.co.uk/stmarys/zones-of-regulation/> initiatives ensure pupils are confident, self-assured learners and this impacts on progress. [Pupil/parent voice evaluations & Learning Powers/Values certificates, LA Safeguarding Reports.](#)


SMV is a **Thrive/Wellbeing 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 2019/20, the Federation now has a Thrive Lead who coordinates Thrive across the 6 schools and we have Thrive trained staff in each school to deliver Thrive weekly. [See Thrive impact reports.](#) Thrive profiling completed termly and 'Drawing for Talking' in place across all 6 Pioneer schools for identified pupils.

SMV (& 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.](#)

Our curriculum and events help pupils understand how to **keep themselves healthy** and there is strong and developed understanding about sustainability- [Eco-Helper Initiative 20-23.](#) They make informed choices about healthy eating, fitness and how to look after the planet. [See Sport Report, PE Planning](#) Pupils develop **physical well-being** through the curriculum and events and well-structured PE teaching and with an expert coach who visits the school. There are Inter- federation and alliance school sporting competitions and these have evolved even more 2019-23. 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](#)

**b)** The idea of **spirituality** is exposed to pupils in a variety of ways across the curriculum and wider events of the school. Pupils are encouraged to share their beliefs through open discussions (particularly in PSHE and RE) and reflection on their thoughts and experiences is planned across subjects, as well as each class completing a Spiritual task every week – see Ethos Committee meeting minutes and Collective Worship planning. A Spiritual Development Policy was created in September 2022 outlining how Spirituality is explored through the curriculum, links with the Church and Community, our Vision & Values and Collective Worship. [\(See Church/Siams tab on SMV website\)](#) The impact of spirituality can be seen through our Pupils as Leaders groups, collective worship evaluations, RE book monitoring and participation in community events. Each year, the school joins with the church to celebrate key events in the calendar – Harvest, Remembrance Day, Christmas, Ash Wednesday and Easter. These themes tie in with learning that happens in the classroom and parents are invited to services focused on these events. This allows parents to be actively involved in the events of the church and school.

Each Friday, our Celebration Assembly is well attended by parents. We inform parents ahead of the day which children are receiving particular certificates and this allows them to be involved in the school celebration of individuals. Each class write **Love, Strength and Faith (LSF) certificates each week** for children they have noticed that have shown our school values well- children are quoted in the certificates. This involves them in promoting and demonstrating how the school values are lived out in everyday life.

 Our SMV Church Youth Worker (Matt) comes in each Thursday, during Singing Assembly to share a visual with the children to summarise the story taught the previous day. At break time the visual is used as a prompt for activities following on from the morning's worship and linking with the termly value. This ensures the message of the morning worship is continued in school with practical activities to encourage the children to think for themselves what it means for them.

### **c) Outcomes, Feedback, Monitoring & Quality of Education**

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.

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 Ofsted report 2025, Pioneer 'Approaches to Reading' Policy, pupil questionnaires, pupil voice and book/lesson triangulation.](#)

**Teaching** is consistently good and much is outstanding over time. If teaching/learning ever requires improvement, rapid developments are actioned (SLT and Pioneer subject leader coaching, mentoring) to ensure that good T&L is ensured. High quality staff CPD & robust NQT training mentoring programme [See staff meeting agendas & CPD staff matrix.](#) There is strong progress in lessons as a result of well-planned adapted & challenging learning tasks and effective use of assessment information to inform planning. [See termly lessons triangulations, SIP reports and planning feedback monitoring.](#) 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- [see SEF section for specifics and evidence.](#) Attainment and progress has increased over time due to strong Q of E initiatives & high quality teaching & learning. Where improvements have been required, action has been taken to address this. E.g. Maths KS2 GDS 2023-25. [See Outcomes Summary Chart - https://pioneerfederation.co.uk/pupil-outcomes/](#) also [see Appendix pages for SMV Outcome charts 2018-2025](#)

**d)** [Pioneer Vision/Value/Motto of 'Achievement for All'.](#) *We have a highly inclusive curriculum.*

[Ofsted May 2025:](#) *'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.'*

**PPG provision** is dedicated to identifying the gaps in the child's learning and providing teaching assistant-led interventions targeting those areas. This means the children who are at risk of falling behind

their peers have dedicated time to work on their individual targets to try and close the gap between the disadvantaged. PPG children are discussed each term at Pupil Progress meetings to ensure staff and SLT are aware of the provision in place. Teacher Assistant timetables are directed related to ratio of PPG pupils per class. Interventions are put into place for children on the **SEND register** and co-ordinated by the Inclusion Manager who works closely with class teachers. SEND provision is thorough and evaluated termly for impact. Where any provision is not having the desired impact, these are adapted. Staff can discuss confidently how pupils with **special educational needs**, those who are **disadvantaged** and the lowest performing 20% are identified and supported to progress. **Road Maps now have icons highlighting curriculum adaptations for SEND.** SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning. VG make good progress across the school. **See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing.** SEND and Disadvantaged Pupils make good progress across the school. There is a narrowing or no gap for PPG pupils in most cohorts. Progress of children with support from outside agencies as a result of personalised provision (APDORS) that enables the child to close the gaps in learning. **See Vulnerable Pupil Folder and Datawalls**

e) **Effective collaborative working** is a **strength of Pioneer Federation** and we work collaboratively at all staffing levels. **See staff questionnaire feedback and SMV Ofsted 2025.** e.g. **shared subject leadership.** By sharing subject leadership across the Federation, it is enabled individual teachers to focus, in depth, on one subject, ensuring the skills and knowledge are progressive, are inclusive of all attainments and build them up ready to transition to secondary school. By working closely with SLT and class teachers, subject leaders are able to share their expertise, and planning ideas and access CPD for one subject (rather than multiple). The impact of this is that teachers gain a deeper insight into a specific area of learning, allowing a more comprehensive curriculum. Subject leaders create a yearly action plan for their subject which is shared and monitored by a link governor twice a year as part of Governor meetings. The impact of this ensures that each subject strengthens in some way each academic year. **See Action Plan and Governor monitoring reports.** Effective Subject Leadership was also identified by **SMV May 2025 Ofsted**- *Teachers collaborate across the schools in the federation. They work together to share curriculum ideas that enhance learning.*

**Federation collaborative links** make a significant impact on school improvements and **facilitates social cohesion and pupils regularly partake in shared learning experiences** with children from SMV, other Pioneer schools, and other local schools (Alliance and Ashdown EIP). **See weekly newsletters, pupil questionnaires/pupil voice- newsletters and partnership evidence folder.**

**Next Steps for IQ2 2025-26:**

- Address the gaps in 24/25 outcomes – see SDP 24/25/Outcomes & Achievement
- To continue to develop and evolve **& streamline** the Pioneer curriculum to ensure that it is the best it can be for all pupils. See FDP 25/26- curriculum.

**IQ3 - J1**

**How is collective worship enabling pupils and adults to flourish spiritually?**  
(Impact of Collective Worship)

**Collective Worship Policy**



SMV\_Collective Worship Policy 24-27

**Spiritual Development Policy**



SMV\_Spiritual Development Policy 2

a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?

*The school provides daily Collective Worship for pupils in the school hall and weekly in local Church which is wholly Christian in character and in keeping with the school trust deeds. It gives all those present time for reflection and prayer and enables pupils and adults to flourish spiritually. See Collective Worship & Spirituality Policy.*

*SMV Definitions: 'Spirituality': Outward (windows), Inward (mirrors) & forward (doors). Those opportunities to experience beyond ourselves to understand your place in the world and have a relationship with God'. 'That which inspires us, moves us, makes us wonder & makes us feel loved.'*

*Spirituality at SMV has been defined for all stakeholders via the Ethos Committee (see minutes) after liaising with staff and pupils. Children working with Rev Julie to enable spirituality definition accessible for all.*

**23-25: 'Social Justice Initiatives'— see SDP 24-25. <https://pioneerfederation.co.uk/stmarys/social-justice-initiatives/> Opportunities for every class to develop their spiritual understanding of their place in their world – their ability to advocate for something bigger than themselves.**

- Maple Class** – loneliness in the community - attending the community lunch
- Cherry Class** – raising money for Sheldrake foundation – adopting Toto the Elephant.
- Willow Class** – Undertaking the Better Planet School Award and creating the community orchard
- Lilac Class** – Raising money for Macmillan Coffee Morning – community café event - research/exploring democracy by visiting the houses of parliament. 25-26 Year 5-6 will focus on 'Faith in Action' initiatives via the Diocese (Lesley Hurst).

**Monday 15<sup>th</sup> September 2025** – 'Spirituality Day'. Focus on In, Up, Out. Carousel of activities. Matt Church Youth Worker & Foundation Governor/Rev Julie to be in attendance. Bishop Will join for an hour. Julie to ask Danny Morris from Individual Needs to attend. **See newsletter item and pupil quotes.**

**Spirituality Policy updated Jan 24** and launched with school stakeholders- now included 'Window', Mirrors & Doors'. **See website.**

a) **Leadership ensure that the school vision and values of 'Love, Strength and Faith' are promoted and embedded through Worship.** Within the context of the faith and practice of the Church of England, our Collective Worship contributes to the spiritual, moral, cultural, physical, intellectual and social development of the children, thus relating to the day-to-day aspirations and values of the school. Each term, collective worships are based around a termly value with key events/themes in the Christian calendar being revisited each year – Christmas (peace) and Easter (hope). This ensures the children revisit these events each year; as key parts of the Christian belief (Jesus the Son of God being born and the crucifixion providing a way to be friends with God), focusing on this each year ensures all children are clear behind the messages and importance of these celebrations. The values are taken from 'Roots and Fruits' scheme and cover a comprehensive range of values that are important for all of us to reflect on. They are linked to key Bible stories or verses which helps the children have an immersion into all parts of the bible.

The school values are also intertwined with the planned collective worship. **See Collective Worship Policy, Cycle and Planning.** Vision traits & values are also built into the weekly pupil celebration certificates in collective worship and each achievement is specifically linked back to the core 3 values. We have Vision song sung weekly in collective worship. The school prayer and opening of daily collective worship references the school vision and values. The end of collective worship prayer reminds the children daily of our values and encourages the children to ask the Holy Spirit to guide them to follow the example of Jesus and to be filled with love, strength and faith. This reminds them of the Holy Trinity and how Jesus is the example to follow. This, along with the lunch time prayer, end of day



<p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>prayer and Lord's Prayer are used daily to develop pupil's understanding of prayer and the focus time it gives them. Our school <i>Youth Worker for Church (Matt) increasing child engagement – weekly pupil meeting.</i></p> <p>b) <b>SMV has a shared approach to collective worship planning with leaders, local clergy and pupils having the opportunity to contribute and lead.</b> The planning for Collective Worship is laid out in a framework, which reflects the main themes of Christian life and teaching. Worship themes are planned for in the two-year rolling cycle of Christian Values and teachers and church ministers are consulted in the planning and review stages of this. Planning ensures that pupils have opportunities to encounter the teachings of Jesus. Planning follows the broad pattern of the Christian Year, but it is not restrictive, for there is always a need to respond to local or national/international situations. In order to broaden the knowledge and understanding of the pupils and achieve high standards of learning, we invite visitors to lead worship where possible. Reverend J.Sear leads weekly worship and also links with pupils for specific areas of RE learning. 'Open the Book' local community leaders reenact bible stories weekly with the pupils-linked to the termly theme/vision values. Contributions from leaders from other Christian denominations and Christian charities (such as Starfish Malawi and Christian Aid) are welcomed to share Worship with the children whenever possible. This means the children see that the Christian faith is further than just their immediate school and community. Our Diocese Education Partner (Mandy Watson) often observes collective worship and provides useful feedback for development to ensure worship is as inclusive, inviting and inspirational as possible.</p> <p>🔊 We also have links with Forest Fold Baptist Church in Crowborough and their Assistant Pastor comes in once a month to lead a collective worship with the whole school. This means the children see that the Christian faith is further than just their immediate school and community.</p> <p>c) &amp; d) <b>Collective Worship at SMV is highly inspiring, invitational and inclusive.</b> Children take part in many different ways in Collective Worship. The children are actively involved in collective worship by saying prayers, volunteering for games to illustrate a value or leading dramatic readings to share bible stories with the rest of the school. They write/lead prayers, take part in engaging starter activities, help with the readings and short drama performances. The impact of this is the children are involved in the worship, not just observers. Worship at SMV is therefore a time for the children to learn, be involved in developing their own spirituality and the younger children in particular observe the older children modelling the values of the school and Bible. The prayer spaces inside and outside provide a space for children, staff and families to have a dedicated area for quiet and reflection. This is utilised at playtimes to allow the children to enjoy prayer stations and also provide a space for those who prefer a quieter time at break times to connect with other children. <a href="#">See Prayer Spaces, spiritual journeys, collective worship evaluations and pupil/parent voice in questionnaires</a>. Collective Worship generally takes place in the church at 9.15am. Children are encouraged to enter the Church quietly while music is playing. This reflective period enables those present to begin their own conversation with God and invite Jesus into their worship. A variety of strategies may be drawn on throughout the year to involve and interest the children, but each act of worship will include: • Stories, drama or other readings from sacred or inspirational literature • use celebration, silence, stilling, reflection, contemplation, meditation, prayer, song, symbols and imagery as vehicles for worship and spiritual growth • encourage all present to explore their own beliefs and understanding of God within a Christian framework by learning more about the Christian faith and by encountering Christ's love through worship • seek to provide opportunities for spiritual, social and moral development that is characterised by feelings such as awe, wonder, elation, appreciation, gratitude, respect and reverence • develop a sense of community within the school and locality (e.g. local church/es) and foster the sense of being part of a wider community through the celebration of achievements, festivals and special occasions, developing the wellbeing of all in the school community From September 2023, we incorporated the collective worship concept of 'God shaped spaces for children to step into and explore ideas- Mirrors, Windows and Doors' within our policy and collective worship delivery. Mirrors – own feelings, Windows – looking outside, Doors – Doing something about this and future development.</p> <p><b>Leaders have developed a spirituality policy, statement and action plan-</b> this includes indoor/outdoor prayer spaces, daily collective worship &amp; display linked to core themes, mindfulness time at points of transition in the day, spiritual journals for each class linked to collective themes- enabling pupils and staff to reflect on collective worship impact, church school newsletter section weekly, an RE Council to reflect and evaluate on whole spiritual development, Thrive initiative (school Thrive practitioner)- including class bubble time, separate PSHE journals and PSHE scheme (Jigsaw/Scarf). Thrive links on newsletters- see evidence files and website. Spiritual Journal time is held weekly in every class. A thought provoking question and task is shared with all children linked to the value and bible story from Monday's worship. The children are then given time to personally reflect on how this applies to them and what changes or adjustments they could make to their behaviours or attitudes to have a positive impact on their community and wider world. The questions of the week are shared in the weekly school newsletter for families to also discuss at home.</p> <p>There are a <b>range of evaluative strategies</b> used to reflect on the effectiveness of collective worship and involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role- 'RE Council'. See spiritual journeys, RE Council meeting notes, collective worship evaluations and pupil/parent voice in questionnaires. Monitoring and feedback about of delivery could be development further to continue to improving practice. Leaders listen to feedback and adaptations are made to practice and planning as a product of this evaluation-ensuring then improving practice of collective worship. See SEO and Diocese reports, CW evaluations and adapted planning/delivery. The Governors hold leaders to account through the Ethos Committee who observe, monitor and review practice and support development going forwards. Prayer shed question each week – to reflect on the value/theme – so children think deeply and apply to their experience – added to floor book/CW reflection.</p> <p>🔊 Spiritual Journal time is held every Tuesday morning in every class. A thought provoking question and task is shared with all children linked to the value and bible story from Monday's worship. The children are then given time to personally reflect on how this applies to them and what changes or adjustments they could make to their behaviours or attitudes to have a positive impact on their community and wider world. The questions of the week are shared in the weekly school newsletter for families to also discuss at home.</p> <p>e) <b>The collaborative ethos of our federation supports the development of collective worship at our church schools.</b> Within the Pioneer Federation, there are 5 other Church school. Leaders and teachers share collective worship planning and regular observe worship at each school to share best practice and ideas. Reverend James Vine &amp; Ben Sear (Federation schools) also lead some collective worship at SMV. <b>The Pioneer Governing Body &amp; SMV Governor Ethos Committee</b> has experienced Foundation Governors who have been instrumental in enhancing the work of the school as a church school and collective worship at SMV. <a href="#">See FGB minutes and Ethos Committee Minutes</a>.</p>
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	<p><b>Next Steps for IQ3 2025-26:</b> embed SMV CW &amp; spirituality policy and implementation with new leadership and staffing team.  <b>Monday 15<sup>th</sup> September 2025 – ‘Spirituality Day’.</b> Focus on ‘In, Up, Out.’</p>
<p><b>IQ4 - J1</b>  <b>How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</b>          (Community and Living Well Together)</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people’s wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school’s work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated</p>	<p style="text-align: center;"><i>SMV’s theologically rooted Christian vision creates an inclusive culture in which pupils and adults thrive are treated well.</i></p> <p><b>SMV Vision – reminder of the thriving community at the heart –hand actions for children develop 24-25 – explored by them to ensure understanding</b></p> <p>(a) <b>Behaviour policy &amp; procedures</b> updated in January ‘2022/3’ to reflect a ‘<b>Therapeutic Thinking</b>’ approach – tying in with <b>key school values of ‘love and faith’</b> &amp; utilising pro-social approaches and the school. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at SMV. <b>Staff, pupil and parent questionnaires showing support for new approaches, see new behaviour policy.</b> Reflection and repair part of school ethos. See behaviour management folders of evidence. <b>‘23-25’- ‘ready, respectful and safe’ initiative introduced– SMV Ofsted May 2025-</b> <i>The inspectors observed that ‘pupils behave exceptionally well’ and are ‘happy and safe’.</i></p> <p><b>Anti-Bullying:</b> We have a robust anti-bullying policy and procedure that is consistently implemented. Thorough investigations are carried out for any allegations of bullying. ABQM silver award completed and achieved July 2022. Pupil questionnaires show that Anti-Bullying is dealt with effectively <b>(95% of pupils questioned) See Pupil Questionnaires ‘19-25’.</b> Staff questionnaires show that 100% of staff believe that bully is dealt with effectively- <b>See Staff Questionnaires- ‘19-25’.</b> The school celebrates Anti-Bullying week each year in November, linking with the national theme. This gives the whole school a chance to teach our <b>‘value of love’</b> explicitly and link this to our behaviour, and how not showing love and respect to all (whether good friends with them or not) can impact negatively on their mental health. 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.</p> <p>Each year, the school joins with the church to celebrate key events in the calendar – Harvest, Remembrance Day, Christmas, Ash Wednesday and Easter. These themes tie in with learning that happens in the classroom and parents are invited to services focused on these events. <b>This allows parents to be actively involved in the events of the church.</b> Each Friday, our Celebration Assembly is well attended by parents. We inform parents ahead of the day which children are receiving particular certificates and this allows them to be involved in the school celebration of individuals. Each class write <b>Love, Strength and Faith certificates</b> each week for children they have noticed that have shown our school values well- children are quoted in the certificates. <b>This involves pupils in promoting and demonstrating how the school values are lived out in everyday life.</b> We also have a <b>termly parent ‘CommuniTEA’ – engaging parents sometimes school topic sometimes parent led.</b> See newsletters for notes from these meetings.</p> <p>Our <b>pupil character initiatives</b> embedded the <b>value of Faith-</b> ‘reflecting on self &amp; on learning’. For example, our Growth Mindset (2018-20) and INDEPENDENT ME/6Bs (2017-20) and LEARNING POWERS/SKILLS BUILDER (2018-22), ZONES of Regulation/ Mood monsters (2022/23) initiatives ensure pupils are confident, self-assured learners and this impacts on progress. <b>Pupil/parent voice evaluations &amp; Learning Powers/Values certificates, LA Safeguarding Report</b> Children are resilient and independent, embracing initiatives to empower them such as learning ambassadors, playground pals, peer mediation and school monitor responsibilities. <b>See ‘Pupil as Leaders’ Subject leader report and policy. Pupil/parent voice evaluations</b></p> <p>b) &amp; c) <b>Mental Health &amp; Wellbeing- <a href="https://pioneerfederation.co.uk/stmarys/mhew/mental-health-emotional-wellbeing/">https://pioneerfederation.co.uk/stmarys/mhew/mental-health-emotional-wellbeing/</a></b> Mental health &amp; wellbeing is high profile for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. See staff signposting boards &amp; parent and pupil questionnaires. We have a designated MHWB Lead (Heidi West- Park Mead HOS) and below are some of the areas she developed 22-25:</p> <ul style="list-style-type: none"> <li>• <b>Focus on belonging – ‘Free to be me’ day – uniqueness celebrated and all children heard</b></li> <li>• <b>Staff mental Health displays</b> in place across all schools – signposting to services, termly MHWB newsletter and signpost to cpd and support contacts</li> <li>• <b>Mental Health and Wellbeing Policy</b> 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.</li> <li>• <b>‘Mental Health &amp; Wellbeing’ folders developed on each websites- ‘Pupils’, ‘Staff’, ‘Parents’, ‘Community’</b> represented sections (HW- presentation at FGB meeting) <a href="https://pioneerfederation.co.uk/mental-health-emotional-wellbeing/">https://pioneerfederation.co.uk/mental-health-emotional-wellbeing/</a></li> <li>• <b>Children’s mental health week 6<sup>th</sup>-12<sup>th</sup> February and Online safety staff meeting via Andrew Gunn and focus day on 6<sup>th</sup> Feb.</b> See website folders for photos and write-ups from these days. Online safety termly touch-base- to be highlighted with curriculum maps.</li> </ul> <p><b>January2025-28 – Wellbeing Award for Schools achieved by SMV School. See report: <a href="https://pioneerfederation.co.uk/stmarys/healthy-schools/">https://pioneerfederation.co.uk/stmarys/healthy-schools/</a> Demonstrating that SMV school is embedding and improving provision against the 4 core health themes of Health Schools.</b></p> <p>d) <b>SMV (&amp; all Pioneer Schools) is a Thrive/Wellbeing School.</b> Thrive provision has become embedded over 5 Years and significantly impacted on pupils’ social and emotional development and therefore ability to access the curriculum. This has then impacted on attainment and progress for these vulnerable pupils. Since September 2019/20, 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. See Thrive impact reports. Thrive profiling completed termly and ‘Drawing for Talking’ in place across all 4 Pioneer schools for identified pupils. Alongside Thrive- we now have a <b>school therapy dogs-</b> weekly – see sch newsletter.</p>

<p>well?</p>	<p>e) <b>Stakeholder MWWB is a key priority for Pioneer FGB.</b> Pioneer Federation Vision states - <i>Our shared vision and set of values† that underpin all that we do develops a love and interest in learning and promotes whole federation community wellbeing</i>. There is an assigned Governor (KM) oversee Pioneer MWHB and they work closely with the staff MWWB lead to hold her to account and monitor impact. <a href="#">See FGB mins and KMs reports</a>. There is a Governor expectation that MWWB is part of performance management- to strive for a good work life balance for all Pioneer staff. The collaborative work across the 4 schools contributes significant to workload and leaders are proactive in developing strategies to support this- e.g. shared cohort planning time termly. <b>2025 SMVOfsted</b> –identified the strengths and impact of work on reducing teacher workload: <i>‘Ethos procedures and belief in the importance of supporting staff growth development and wellbeing including a work life balance and managing stress...Staff felt supported professionally and emotionally by the SLT and each other’</i>. <b>‘Teacher Workload’ questionnaires</b> show that the effective collaborative working is a key factor in staff retention.</p>
<p><b>IQ5 - J1</b>  <b>How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</b>  <small>(Dignity and Respect, Character Development: Hope, Aspiration, and Courageous Advocacy)</small></p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives?</p> <p>d) How does the trust make</p>	<p style="text-align: center;"><b>SMV’s theologically rooted Christian vision create an active culture of justice and responsibility.</b></p> <p><b>Additional Evidence for this section:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Democracy for pupils as leaders voted into roles (House captains, library, pupil governors)</i> <a href="https://pioneerfederation.co.uk/stmarys/pupils-as-leaders/">https://pioneerfederation.co.uk/stmarys/pupils-as-leaders/</a></li> <li>✓ <i>Lilac visit to houses of parliament in 2024-25 – explore role of individuals who hold power to make change</i></li> <li>✓ <i>Children’s understanding of the behaviour policy – supports children’s understanding of Justice - seeing the model of behaviours being challenged and ‘full circle’ reporting back of actions taken – so if feels just for children</i></li> <li>✓ <i>Cycle 1 term 4 of collective worship value focus – ‘Justice and Hope’</i></li> <li>✓ <i>OFSTED 2025 “the school provides a range of meaningful opportunity for pupils, Pupils engage in a variety of community and global projects. These help pupils to develop their moral and cultural understanding (Loneliness and Toto)”</i></li> <li>✓ <i>Social justice projects ‘23-26’ – raising children awareness of their ability to stand up for injustice and take responsibility – see section 3 above -23-25: ‘Social Justice Initiatives’</i></li> </ul> <p>a) &amp; b) A <b>courageous advocate</b> is someone who champions a cause which is special and meaningful to them. <b>At SMV, we teach our pupils that it is important to help others when we can no matter who they are, where they come from or what challenges they may face.</b> This approach is <b>driven through our values</b> of <a href="#">Strength</a>: ‘Be strong, courageous, resilient &amp; brave’ &amp; <a href="#">Love</a>: ‘Be kind and respectful to all members of the school community’.</p> <p>Through our thriving <b>Pupil Governors</b>, pupils discuss and debate issues in a considered way and are significantly involved in the developments of the school. <b>‘Courageous Advocacy’ whole school display area at SMV-</b> with monthly current affairs foci. There are planned parts in the curriculum for pupils to develop their debating skills and develop the skill to ‘disagree well’. We also teach this through the teachings of the bible and learning about other courageous advocates.</p> <p>Using our values of Love, Strength and Faith to guide us, we support a range of charities in our local area, nationally and globally. The Pupil Governors work with staff, governors, parents, pupils and SMV Church to identify worthy causes to support. <a href="#">See church website tab- blog</a>. In recent years, we have carried out a range of different fundraising to support many good causes. We have: Hosted a collection for Foodbanks and had a visit from the food bank Coordinator, Hold Cake Sales, Talent show and colouring competition to raise funds for children in need, taken part in fun runs to raise money for animal shelter at Raysted. And working with the charity that the church supports, ‘International Needs’. <a href="#">See school event page on SMV website.</a> <a href="https://pioneerfederation.co.uk/stmarys/curriculum-events/">https://pioneerfederation.co.uk/stmarys/curriculum-events/</a></p> <p>We aim to establish a happy and thriving community, both within school and beyond. We encourage our pupils, parents and staff to be generous with their time and think of ways they can show care for our world and people who live in it. Some examples of this include: Pupil Governors who seek the views and ideas of all members of the school community, Volunteering and making links with our local care home. We regularly supported Children in Need, Sport Relief and Comic Relief. The impact of children raising money for charities to support those less fortunate than them widens their view on the world and teaches them gratitude and the importance of being ‘a neighbour’ to everyone, following the example of Jesus.</p> <p>🕒 Some further examples of this include:</p> <ul style="list-style-type: none"> <li>• Pupil Governors who seek the views and ideas of all members of the school community</li> <li>• Volunteering at the St Mary’s Church Community Cafe</li> <li>• Wildlife Explorers Eco-Committee regular litter-picking</li> <li>• Growing our own vegetable garden and sharing with the community</li> <li>• Volunteering at the community Christmas lunch, Hartfield Fete and other village events</li> <li>• Links with other schools within the federation, local community and globally</li> </ul> <p>🕒 KS2 children plan and held a MacMillan Coffee Mornings. They wrote letters inviting those living in Hartfield to come along and raised over £200. The impact of this event was the children learnt the value of giving their time as a gift and how their interactions with those in their local community is of huge value to themselves and others. One of the children said ‘I loved talking to older people who I’d never spoken to before and hearing about their life before we had phones!’</p> <p>There are <b>a range of meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society.</b> <a href="https://pioneerfederation.co.uk/stmarys/pupils-as-leaders/">https://pioneerfederation.co.uk/stmarys/pupils-as-leaders/</a> These include: <i>Learning Ambassadors Pupil Governors RE Council Eco Helpers School Choir British Value Champs Sports Crew Peer Mediators/ Playground Friends Involvement in FPTA</i></p> <p><b>In term 1 each year, classes begin the year with the topic ‘Celebrating Difference’ in their PSHE lessons.</b> At an age appropriate level, each child learns the value in being an individual like no other and how each person’s uniqueness means that together as a class or team, their specific skills mean they can achieve great things. These lessons also provide children with a wider appreciation for different</p>

a positive impact on the culture of the school?

cultures, family situations and ethnicities – especially as the locality in which they live is predominantly white British families. **PSHE curriculum**- We believe in challenging stereotypes and staff are keenly aware of the language they use. Through our Relationships and Sex Education and PSHE Jigsaw curriculum we explore the diversity of relationships. **Ethical issues** are explored throughout our curriculum: Year 5 and 6 explore the holocaust through their WW2 topic; Year 3 and 4 explore changes in our local environment, including deforestation in the Ashdown Forest; Year 1 and 2 use the book ‘Famous Women who changed the world’ to explore and begin to discuss the role of women throughout history. Along with these curriculum elements, we also explore topical ethical issues, such as the impact of plastic on the oceans during International Days. Our **Forest School curriculum** offers opportunities for **discussion and challenge of environmental issues**. The Forest School environment also provides pupils with opportunities to explore risk taking, team working and trust in a different and safe setting. This leads to further extension of the skills our vision and values promote. We pride ourselves on our **community relationships**. This is evident in the many events we hold throughout the year which engage our community such as our Christmas and Easter fairs. All these events are extremely well attended and help to celebrate our Christian values. **C) & d) 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 Greenwich. **Leadership & staff development** is continuous and precise, including: cross federation mentoring and placements, Lead teacher status, SLE, Leaders of EYFS County hub, AHT- NPQML, HOS- NPQH, 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 (ExHt), Kayleigh Vile & Alice Briley (Cluster Lead HTs) will be applying to become School Leader Ofsted or SIAMS Inspectors 25-27 and will use the Ofsted /SIAMS training and school inspection experiences to develop Pioneer school’s future. Present COG (Alan Brundle) is a LA Support Governor. **Pioneer 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.](#) **Next Steps for IQ5 2025-26:** To continue to embed opportunities for pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extracurricular activities to engage in social action projects. This should go beyond a sense of compassion to a concern for justice & also to extend social justice initiatives to an ‘international focus’.

IQ6 - J1 & IQ7 - J1

Is the religious education curriculum effective?

What is the quality of Religious Education?

(Church of England’s Statement of Entitlement for Religious Education)



re-statement-of-entitlement-for-church-sch

RE Subject Lead 25/26:

Naomi fry – East Hoathly Head of School & Mary-Lou Perry

Diocese Education Partner/ Advisor: (22-25) Mandy Watson

IQ6

*SMV RE curriculum is highly effective and fulfils all aspects of C of England – Statement of Entitlement. SMV RE quality of education is highly effective.*

**RE has a high profile at SMV as a core subject and is a priority for SLT & Governors.** There are assigned Governors to oversee Pioneer RE and an Ashdown Cluster RE Governor (*from Sept 25- Rev.Sue Diggory, previously Rev Julie Sear*) and they work closely with the RE Lead (Naomi Fry & Mary-Lou) to hold her to account and monitor impact. [See FGB, Ethos Committee mins & Govenor Reports.](#) **RE Governors monitor R.E. twice annually** by meeting with the subject leader and rigorously checking and questioning their action plan. This allows governors to have a clear understanding of what the content and outcomes are in each subject and be ‘a critical friend’ in supporting teachers to move their subject forward, ensuring the children get the most out of their learning. The members of the **Ethos Committee monitor R.E. books termly** to provide overview and a ‘critical friend’ view on improvement.

**Subject leaders audit the R.E. books twice annually.** They ‘moderate’ books with other Federation schools’, comparing them to attain an overview of standards and learning. Feedback is given directly to the class teachers with recommendations for moving the learning forwards given by the subject leader. The impact of this is that standards and expectations are parallel across all cohorts and children experience high quality teaching, ensuring they make progress. Additionally, with the **Diocese Education Partner**, R.E. provision across the school is monitored (through learning walks, pupil voice and R.E. book monitoring). [SEO Reports x yearly - books feedback and learning walk feedback.](#)

**RE provision is also monitored termly as part of the SLT cycle-** this includes termly book & learning environment auditing and 3x RE observations- [see monitoring evidence file](#) - to ensure there is correct curriculum coverage, the standard of work is high and the children are making progress in their learning. Each class has an ‘RE working wall’- documenting the key focus objectives, key vocabulary and pupil achievements. **The impact of all of the above monitoring** ensures that high standards are maintained in R.E. and ‘moderated’ with internal and external support.

We have **separate pupil RE books** with a toolkit of skills at front- this lists the overall skills the children need to be successful in RE. All RE 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. Recent monitoring (24-25) identified consistently ‘good’, with some outstanding, teaching of RE across all year groups. [See SEO, SLT and Ethos Reports.](#) RE assessments are collated termly through target tracker (ARBOR from Sept 25) and analysed with next step actions identified and shared with staff. As a result of our rigorous approach, this leads to high standards of attainment and progress for all children which are at least in line with core subjects. PSHE and RE class floor books introduced by Alice Briley in March 2024 and embedded by Naomi Fry at SMV 25-26.

As of September 2022, (previously used East Sussex and Guilford syllabuses and have combined this with Understanding Christianity) we will be following the **East Sussex RE Syllabus - ‘Faith and Belief in the 21st Century’ (2022-27)**, which incorporates Understanding Christianity within it. <https://pioneerfederation.co.uk/stmarys/re-curriculum/> The syllabus offers teachers the opportunity to plan and to deliver lessons which are informative, engaging and challenging and which will allow pupils to gain a developing understanding of the range of religious and non-religious world views studied, over a period of time & contributes to SMSC development of pupils. **At least 50% of RE is Christianity and planning ensures that Christianity as a global living world faith is in place & at least 8% of curriculum time at SMV is dedicated to RE (meeting explicit RE objectives – lessons and spiritual journals) at SMV (not including collective worship).**

<p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p><b>See RE timetabling on the school plan.</b></p> <p>Our two-year overview and other resources related to the teaching of RE can be found through further exploration of this page: <a href="https://pioneerfederation.co.uk/stmarys/re-curriculum/">https://pioneerfederation.co.uk/stmarys/re-curriculum/</a></p> <p>The ‘key questions’ in R.E. each term enables the children to get a broad and balanced view of religions and world views. The impact of this is shown in the children’s personal reflections on the beliefs and views of others, as well as their own. The way in which the questions are sequenced in our two-year curriculum is <b>progressive and builds on previous learning</b>, and allows the whole school to focus on a similar theme each term, leading to continuity and links being made in collective worship and in Spiritual Journal class reflection time.</p> <p>Across 2023-24, Subject Leaders developed documents to show the <b>progression of skills and knowledge gained across year groups</b> within the different units of work for their subject. RE progression unit document can be found here: <a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2023/06/RE-Unit-progression-document.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2023/06/RE-Unit-progression-document.pdf</a> Subject leaders across the federation have also created <b>Curriculum Road Maps</b>. These documents show how the skills and knowledge required for the subject is sequentially built upon over time, through a variety of topics during a child’s journey from Early Years through to Year 6 <b>at SMV School</b>. The RE Road Map can be found here: <a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2023/01/RE-curriculum-road-map.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2023/01/RE-curriculum-road-map.pdf</a> Teachers work in federation cohort teams to plan the sequence of lessons for each term, based on implementation and impact sections from the curriculum maps. Teachers develop <b>medium term plans (MTPs)</b> to show the order of curriculum skills and lessons the children will experience. The MTPs document previous curriculum skills and knowledge and define the expected learning/knowledge outcomes. RE MTPs can be found here: <a href="https://pioneerfederation.co.uk/stmarys/curriculum-programmes-of-study-medium-term-plans/">https://pioneerfederation.co.uk/stmarys/curriculum-programmes-of-study-medium-term-plans/</a> Each curriculum cohort cycle lists the RE ‘<b>intent, implementation and impact</b>’. See here for curriculum maps: <a href="https://pioneerfederation.co.uk/stmarys/curriculum-framework/">https://pioneerfederation.co.uk/stmarys/curriculum-framework/</a></p> <p><b>SLT and RE Leads attend regular Diocese, LA training &amp; Network meeting</b> and all <b>staff receive yearly training/cpd and refreshers</b> regarding RE curriculum, implementation, assessment &amp; delivery.</p> <ul style="list-style-type: none"> <li>• See <b>INSET and staff meetings 2023-</b> RE syllables &amp; Assessment from RE Lead - <a href="https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2022/09/RE-Inset-Day-2022.pdf">https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2022/09/RE-Inset-Day-2022.pdf</a></li> <li>• <b>Sept 2025-</b> training for all Pioneer staff- INSET- ‘effective use of standardisation documents when assessing and making judgements for RE standards’ by Alice Briley- (Ashdown Cluster Headteacher)</li> <li>• <b>Naomi Fry and James Procter have attended refresher SAIMS training (2025)</b> via Diocese (Alex Bird) for the revised framework</li> </ul> <p><b>R.E. standards are formally assessed 3 x annually</b> – at the end of Terms 2, 4 and 6 – using Target Tracker (ARBOR from Sept 25). These assessments (which are reported to parents at the end of the year) provides teachers with an overview of content taught and any gaps in learning in cohorts, enabling them to plan to cover this in subsequent terms. It also allows leaders to have an overview of attainment &amp; progress in R.E. Moderation across Federation in cohort meetings and also at RE hubs/twilight- attended by RE lead, helps to calibrate standards.</p> <p>➤ <b>Next Steps for IQ6 &amp; 7 ‘2025-26’:</b> build further RE book/standards moderation across the year between Pioneer church schools and Crowborough Alliance Schools. <a href="#">See SEO report Dec 23, Nov/March 24 &amp; to see strong comments linked to RE standards in books.</a></p>
<p><b>IQ7</b></p> <p>d) What is the quality of teaching?</p> <p>e) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>f) How does assessment inform teaching and learning?</p>	

**APPENDIX – see Separate Document:** Links to key Policies    Vulnerable Group Information    Outcome Charts

**Attendance Charts ‘20-25’**

**Ofsted May 2025-** *‘While attendance has been low in the past, the school has diligently addressed this. It works closely with families to ensure that pupils who have been absent now attend well.’*

**St Mary’s COHORT ATTENDANCE TARGETS FOR 2024/2025**

St Mary’s		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%	96.37	95.99
	Target	96%	96%	96%	96%	96%	96%	96%



Year 6	Actual	%	93.3%	92.6%	92.6%	93.99	93.94	93.48
Year 5	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	%	98.7%	96.14%	96.14%	96.87	97.21	97.06
Year 4	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	%	96.5%	94.15%	94.15%	93.12	94.69	94.94
Year 3	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	%	97.9%	97.31%	97.31%	97.66	97.74	96.62
Year 2	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	%	99.7%	99.17%	99.17%	98.08	97.85	97.10
Year 1	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	%	97.4%	95.48%	95.48%	94.99	95.27	95.10
EYFS	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	%	96.1%	95.99%	95.99%	96.66	96.89	96.32

### 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%	96.05	96%	96.37	96%	95.99
Gender												
Male	96%	96.1%	96%	94.73%	96%	94.73%	96%	95.12	96%	95.53	96%	95.31
Female	96%	98.8%	96%	97.5%	96%	97.5%	96%	97.36	96%	97.50	96%	96.96

<b>Free School Meals</b>												
Non-FSM	96%	96.28%	96%	96.42%	96%	<b>96.42%</b>	96%	<b>96.58</b>	96%	<b>96.69</b>	96%	96.23
FSM	96%	98.6%	96%	93.1%	96%	<b>93.18%</b>	96%	<b>93.26</b>	96%	<b>94.50</b>	96%	94.6
<b>English as a First Language</b>												
Non-EAL	96%	96.16%	96%	95.94%	96%	<b>95.94%</b>	96%	<b>96.09</b>	96%	<b>96.40</b>	96%	96.01
EAL	96%	91.78%	96%	91.74%	96%	<b>93.55%</b>	96%	<b>93.1</b>	96%	<b>93.43</b>	96%	94.49
<b>Special Education Needs</b>												
No SEN	96%	97.12%	96%	96.96%	96%	<b>96.68%</b>	96%	<b>96.93</b>	96%	<b>97.34</b>	96%	97.07
SEN Support	96%	95.8%	96%	93.66%	96%	<b>93.99%</b>	96%	<b>94.75</b>	96%	<b>94.42</b>	96%	93.72
EHC	96%	97.52%	96%	95.03%	96%	<b>96.01%</b>	96%	<b>95.1</b>	96%	<b>95.15</b>	96%	95.48

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	12.3%	8.0	14.6%	8.0	11.25% (9/80)	7.5	9.75	7.5	6/81= 7.4%	6.0	8/81 9.87
Gender												
Male	8.0	8/47 17%	8.0	9/48 18.75%	8.0	7/47=1 4.89%	7.5	12.76	7.5	5/46= 10.86	6.0	6/46 13.04
Female	8.0	2/34 5.8%	8.0	3/34 8.8%	8.0	2/33= 6.1%%	7.5	5.71	7.5	1/35= 2.85	6.0	2/35 5.7
Free School Meals												
Non FSM	8.0	8/69 12.5%	8.0	12/81 14.81%	8.0	5/67= 7.5%	7.5	5.8	7.5	3/69= 4.35	6.0	5/69 7.24
FSM	8.0	2/12 16.67%	8.0	3/13 14.81%	8.0	4/13= 30.7%	7.5	30.7	7.5	3/12= 25	6.0	3/12 25
English as a First Language												
Non-EAL	8.0	10/80 12.5%	8.0	12/81 14.81%	8.0	9/79= 11.4%	7.5	9.87	7.5	6/80= 7.5	6.0	8/80 10
EAL	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0
Special Education Needs												
No SEN	8.0	5/55 9.1%	8.0	5/55 9.1%	8.0	4/53= 7.56%	7.5	5.55	7.5	1/53= 1.88	6.0	2/53 3.77
SEN Support	8.0	5/21 23.8%	8.0	6/22 21.3%	8.0	4/22= 18.2%	7.5	17.39	7.5	4/23=1 7.39	6.0	5/23 21.73
EHC	8.0	0	8.0	1/5	8.0	1/5=	7.5	20	7.5	1/5=20	6.0	1/5

				20%		20%						20
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