



# St Mary's CE Primary School

2025-2026

## Self-Evaluation Form (SEF)

&

## School Development Plan (SDP)

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

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

## Context and Characteristics of School

| The local context and characteristics of our school   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• St Marys the Virgin Hartfield is situated in the Heart of the Ashdown Forest. Mostly local families attend the school, as well as families from neighbouring towns and villages.</li> <li>• The school is a voluntary-controlled Church of England school in the Diocese of Chichester. It has a strong connection with the local church, and both school and church work collaboratively to ensure the school's vision is at the centre of school life.</li> <li>• St Marys the Virgin (SMV) has been part of The Pioneer Federation since 2017.</li> <li>• February 2025 Jane Robinson current Head of School resigned. Jane Robinson reduced her days from 5 to 3. Naomi Fry, (Senior teacher) took on the 2 days. In March 2025 Naomi Fry, (Senior Teacher already in role was at SMV) was appointed as the new HOS from September 2025.</li> <li>• April 2025 St Marys had a successful ungraded OFSTED inspection. The school was found to have maintained the standards identified in the previous inspection. <a href="https://reports.ofsted.gov.uk/provider/21/114553">https://reports.ofsted.gov.uk/provider/21/114553</a></li> <li>• The intake for September 25' out of 15 places was only 7 with one child back classing, bringing the total to 8. Due to low NOR Teaching Assistant hours needed to reduce by 27 hours.</li> <li>• SEND at SMV is a high proportion 27%</li> <li>• From September 2025, there is additional Pioneer leadership support alongside Naomi Fry (HOS). Executive Head teacher (HT) (James Procter), a Pioneer Cluster Lead HT for half a day a week (Alice Briley - AB). Geraldine Wood will be the LA SIP '25-26' for all 8 Pioneer School, having worked with the core Pioneer schools.</li> </ul> |  |

## Contextual Data

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

## July 2025 Outcomes

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

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

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

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

| Year 6          |                   |                   |            |
|-----------------|-------------------|-------------------|------------|
|                 | SAT Outcomes 2025 | National 2024     |            |
| Year 6 Reading  | 63%<br><b>38%</b> | GDS<br>73%<br>73% | GDS<br>27% |
| Year 6 Writing  | 50%<br><b>0%</b>  | 71%<br>71%        | 10%<br>17% |
| Year 6 Maths    | 63%<br><b>38%</b> | 72%<br>72%        | 17%        |
| Year 6 Combined | 50%<br><b>0%</b>  | 59%<br>59%        | 8%<br>8%   |
| GPS             | 50%<br><b>25%</b> |                   |            |

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

## Progress since Previous Inspection

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

# Self-Evaluation Form (SEF)

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

## Teacher Effectiveness

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

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

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

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

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

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

| Ofsted Aspect (1-10)            | Specific Aspect Guidance Criteria Evaluated<br>(RAGGED Ofsted criteria embedded documents below:<br>Green – criteria met, Amber-partially met) | Overall Aspect Self- Evaluation<br>(with brief commentary)<br><br>Causing concern (red)<br>Attention needed (amber)<br>Secure (light green)<br>Strong (green)<br>Exemplary (dark green) | Particular Strengths<br>(Evidence for statements in turquoise)   | Areas for Development<br>(See Ref points in Development Plan below)  |
|---------------------------------|--|---|--|--|
| 1:<br>Leadership and Governance | Strategic leadership and capacity to improve   |   |  | <ul style="list-style-type: none"> <li>➤ 1.1: To embed new HOS Naomi Fry at SMV.<br/><b>IMPACT Dec 25:</b> SEO Visit Geraldine Wood. Visit 23.10.25Meet with JB</li> <li>➤ <b>IMPACT March 26:</b></li> <li>➤ <b>IMPACT July 26:</b></li> </ul>  |
|                                 | Responsible bodies, including employers, trustees and governance (strategic oversight)   |   | <ul style="list-style-type: none"> <li>➤ Distinctive Christina Ethos and identity valued by pupils, staff, and the wider community</li> <li>➤ Effective teamwork and collaboration with other schools within the Pioneer Federation</li> <li>➤ High priority placed on well-being for pupils, staff, and parents</li> <li>➤ Dedicated and committed staff, focused on teaching, nurturing, and inspiring learners.</li> <li>➤ Strong strategic oversight and support from Exec Head &amp; HOS</li> <li>➤ Strong community and parental support.</li> <li>➤ Gaps in KS2 pupil outcomes have been addressed and plans are in place to sustain progress. (data)</li> <li>➤ Vulnerable groups make good progress from their starting points</li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>1.2: NOR/Budget: Overall NOR at SMV to be increased from 80s to 90s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes.</b><br/><b>IMPACT Dec 25:</b> Successful Open Morning. Banners displayed in village. Social media account set up. Four separate opening morning dates. Story time session held to connect with local families. Positive feedback from parent surveys.</li> <li>➤ <b>IMPACT March 26:</b></li> <li>➤ <b>IMPACT July 26:</b></li> </ul>   |
|                                 | Parents, carers and the community  | <p><b>'Secure'</b><br/>Risk Factors:</p> <ul style="list-style-type: none"> <li>• New HOS</li> <li>• NOR has been decreasing over recent years</li> </ul>                               | <ul style="list-style-type: none"> <li>➤ <b>5 strong Inspections in 12 months at Pioneer schools</b></li> <li>➤ <b>See Pioneer Inspections 2024-25</b></li> </ul>  | <ul style="list-style-type: none"> <li>➤ <b>1.3: To develop school premises so that all areas are purposeful for learning, inspiring and aesthetically pleasing.</b><br/><b>IMPACT Dec 25:</b> Rainbow Room wall down to allow more shared space. Library re arranged and doors put in to create library garden. Growing area established. Painting on walls and painting on walls and displays to enhance shared spaces. Successful learning environment audits completed. One SEND. Classrooms are purposeful and ensure all learning is accessible to children through the use of working walls.</li> <li>➤ NF getting Quotes and designs for new trim trail on the playground.</li> <li>➤ <b>IMPACT March 26:</b></li> <li>➤ <b>IMPACT July 26:</b></li> </ul> |
|                                 |  |   |  | <ul style="list-style-type: none"> <li>➤ <b>1.4: To ensure that on an individual school level, that SMVs unique identity and development is represented within the Pioneer committee and also FGB level.</b><br/><b>IMPACT Dec 25:</b> Use of parent questionnaires to establish success of school. Working with the local community, including the local church, Pre-school and other organisations such as The Honey-Run.</li> <li>➤ <b>IMPACT March 26:</b></li> </ul>  |

|                           |   |  |  |  |
|---------------------------|---|--|--|--|
|                           |   |  |  | IMPACT July 26:  |
| 2:<br>Curriculum          | Curriculum<br><br>Leadership of the curriculum<br><br>Communication and language, reading, writing and mathematics<br><br>Inclusive curriculum culture and practices<br><br>Implementation of Climate Change Curriculum | Attention Needed<br>Curriculum to be adapted in all areas. | <ul style="list-style-type: none"> <li>✓ The school is ambitious for its pupils. Pupils achieve well across a broad range of subjects. They produce high-quality work that adorns the corridors. They explore their learning through a variety of engaging activities. <b>OFSTED 2025</b></li> <li>✓ <b>Rigorous Pioneer monitoring cycle</b> - subject leader book monitoring and visits across the Pioneer schools has successfully informed ways forward / developments in each subject area. <b>(cycle – feedback example)</b></li> <li>✓ <b>Staff meeting schedule</b> – with subject leaders disseminating information and CPD about their subject</li> <li>✓</li> </ul> | <p>➢ <b>2.1:</b> To streamline the Pioneer curriculum to ensure the progression of skills, knowledge and end points are clear and interlinked across all year groups and within the planning documentation used by staff</p> <p><b>IMPACT Dec 25:</b> curriculum documents starting to come together for each subject – providing clarity and direction of the curriculum areas being taught.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> <p>➢ <b>2.2:</b> To ensure all subjects are suitably adapted to meet the needs of all learners (<b>OFSTED April 2025</b>)</p> <p><b>IMPACT Dec 25:</b> CPD in Staff briefings around adaptations in lessons. Environments all purposeful and useful working walls, adaptions can be seen, and have developed in RE, other areas still under development. Adaptive teaching continues to be good or better across the core subjects and increasingly in RE and other subjects. (SEND Monitoring).</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> |
| 3:<br>Developing teaching | Leadership of teaching<br><br>Professional development<br><br>High-quality & Inclusive teaching   | 'Secure'<br>(with brief commentary)                        | <p>➢ The school provides an engaging and well-sequenced curriculum. The school has worked diligently to refine the curriculum since the previous inspection. The curriculum is crafted to meet the needs and the interests of the pupils well. Teachers collaborate across the schools in the federation. They work together to share curriculum ideas that enhance Inspection report: St Mary the Virgin Church of England Primary School 29 April 2025 2 learning. <b>OFSTED 2025</b></p>  | <p><b>3.1:</b> To develop the learning environment in order that it is of highest quality at all times, with a particular focus on EYFS/KS1 outside areas.</p> <p><b>IMPACT Dec 25:</b> AP visit 23.10.25 report referenced strong provision in Early Years.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>  |
| 4:<br>Achievement         | National tests and examinations<br><br>Achievement across the curriculum: Progress through the curriculum<br><br>Knowledge and fluency in reading, writing, maths, language and communication                           | Writing Greater Depth end of KS2                           | <p>➢ Consistent monitoring through triangulations and pupil progress meetings to ensure pupils are attaining.</p>  | <p><b>4.1: GDS Year 6 Writing to reach NA by July 2026 (2025 0 %, NA= 12.9%)</b></p> <p><b>IMPACT Dec 25:</b> Book monitoring shows adaptations in place to support writing.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>  |

|   |  |  |  |
|---|--|--|--|
| <p><b>5:</b><br/><b>Behaviour and attitudes</b></p> | <p><i>Leadership of behaviour and attitudes</i></p> <p><b>'Secure'</b><br/><b>Risk Factors:</b><br/>Ensure policy is consistently applied across the school.</p>         | <ul style="list-style-type: none"> <li>➤ Clear communication with parents. Parent feedback was positive with: <b>95% positive feedback from parental surveys.</b></li> <li>➤ <b>The school has a positive and effective approach to behaviour management. Pupils are clear about the school's expectations for their behaviour. They behave well in class. They listen attentively to staff and are respectful of the views of their peers. Staff support pupils to manage and regulate their emotions. This enables pupils to access learning well.</b> <b>Ofsted 2025</b></li> </ul> | <p><b>5.1 Adoptions to include:</b></p> <ul style="list-style-type: none"> <li>• Positive relationship development language review with policy i.e. changing 'consequence language' for TT ethos- 'potentially step 1 and Step 2 are only for internal sch use only - ARBOR</li> <li>• Develop a 'Consequence level' that takes into account -'intent' &amp; 'proportionate actions' (i.e. a 1.5 step)</li> <li>• Behaviour policy reviewed and audited for neuro-affirming language 'Consequence reporting' to parents is carried out we respect, sensitively and subtly – sense of walk of shame' is eradicated.</li> </ul> <p><b>IMPACT Dec 25:</b> Parents informed when children have not followed expectations. Action plans shared with parents and children.</p> <p><b>IMPACT March 26:</b><br/><b>IMPACT July 26:</b></p> <ul style="list-style-type: none"> <li>➤ <b>5.2: All staff to be secure in understanding behaviour policy.</b></li> </ul> <p><b>IMPACT Dec 25:</b> Support staff training delivered by Senior teacher. Plan for Inclusion support from E. Sussex to share advice with support staff around playground management.</p> <p><b>IMPACT March 26:</b><br/><b>IMPACT July 26:</b></p> |
| <p><b>6:</b><br/><b>Attendance</b></p>              | <p><i>Strategic leadership to secure the best possible attendance</i></p> <p><i>Working in partnership</i></p> <p><i>Inclusive attendance, culture and practices</i></p> | <p><b>6.1:</b><br/><i>To ensure that the pupils attendance at SMV continues to reach at least NA- (overall, year groups and PA) so that pupils are in school as much as possible so that they make the best progress in their learning.</i><br/><i>July 2025- SMV Attendance</i><br/><i>Whole school 95.8%,</i><br/><i>SEND 95%</i><br/><i>EAL 96.6%, Disadvantage 95.4%</i><br/><i>PA 4.8%</i></p>  | <p>SMV July 2025' attendance figures are strength:</p> <p><b>July 2025- SMV Attendance</b></p> <p>Whole school 95.8%,<br/>SEND 95%<br/>EAL 96.6%, Disadvantage 95.4%<br/>PA 4.8%</p> <ul style="list-style-type: none"> <li>➤ Pioneer also have effective approaches to managing pupil attendance-</li> <li>➤ <b>SMV Ofsted April25</b> '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.'</li> </ul> <p><b>IMPACT Dec 25:</b> NF monitoring attendance fortnightly. Liaising with parents around PA. Unauthorized holidays in term time. Met with LA attendance officer. Focus on attendance in Newsletter. Children selected to be part of a Monday morning drumming workshop to support anxiety around Monday mornings.</p> <p><b>IMPACT March 26:</b><br/><b>IMPACT July 26:</b></p>  |

|  |   |   |  |
|--|---|---|--|
| <p><b>7: Personal Development and well-being</b></p> | <p><i>Leadership of personal development and well-being</i></p> <p><i>Pastoral support and pupils' well-being</i></p> <p><i>Inclusive opportunities and practices</i></p> | <ul style="list-style-type: none"> <li>➤ <b>Healthy Eating Award 2024</b></li> <li>➤ <i>The school provides a range of meaningful opportunities for pupils. Pupils engage in a variety of community and global projects. These help pupils to develop their moral and cultural understanding well. For example, pupils learn about the impact of loneliness on the elderly. They visit a local care home to put what they learn into practice. The school ensures that pupils' ideas and opinions are heard</i> <b>OFSTED 2025</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>7.1: 7.1:</b> <i>To ensure that SMV embeds (sept 25- July 26) all aspects from the healthy Schools Award 2025 so that pupils have an even strong awareness of a balanced diet, including where their food comes from so they can apply health living principles in their lives</i></li> </ul> <p><b>IMPACT Dec 25:</b> Successful Healthy Eating day. Use of funding to purchase ley cooking equipment to support cooking sessions. Met with Co-ordinator from Phunkie Foods. Dates in diary for workshops in class as well as workshops for parents and children.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> <ul style="list-style-type: none"> <li>➤ <b>7.2: Music</b> <i>To offer opportunities for all children to participate in a range of music experiences and opportunity to perform.</i></li> </ul> <p><b>IMPACT Dec 25:</b> Choir has started in preparation for young voices concert. Worked with Beautiful Noise a charity that provides funded music support for schools. Drum teacher has started and drumming sessions have begun. Dates for Singing teacher to offer CPD to staff and support with the choir.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> <ul style="list-style-type: none"> <li>➤ <b>7 .3: Church School Development:</b> <i>To ensure that SMV SIAMS Inspection 25-26 will be a grade 1, showing that SMV is a strong church school with deeply embedded Christian vision and values.</i></li> </ul> <p><b>IMPACT Dec 25:</b> Developed spirituality statement to impact across the school. Faith Council established. Lunchtime Christian Union being planned for.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> |
| <p><b>8: Inclusion</b></p>                           | <p><i>Inclusive practices (across all other toolkits)<br/>Identifying and meeting needs, and removing barriers</i></p>  | <p><b>'Secure'</b><br/><b>Risk Factors:</b><br/>Establishing NF as new HOS.</p>   | <ul style="list-style-type: none"> <li>➤ Adaptive learning training and development has ensured staff gained a greater understand of pupils' needs. <b>(inset)</b></li> <li>➤ Successful OFSTEED recognising the school's impact of an inclusive environment. <b>Teachers reflect on what pupils know. They use this to adjust future learning so that pupils embed what they</b></li> </ul> <ul style="list-style-type: none"> <li>➤ <b>8.1: New HOS</b> <i>to develop systems to ensure VGs are fully catered for and making strong progress</i></li> </ul> <p><b>IMPACT Dec 25:</b> Working alongside Beautiful Noise to offer music provision to children who wouldn't usually be able to access it. Building relationships with families to offer support. Have worked with TAF. Identified a specific family to support and work with.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>  |

|                         |  |   |   |
|-------------------------|--|---|---|
|                         | <p>Supporting disadvantaged pupils</p> <p>Supporting pupils with SEND</p>  |   | <p>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. <b>OFSTED 2025</b></p> <ul style="list-style-type: none"> <li>➤ External support across the academic year to target specific need; involvement from TASS, SPOC, CLASS, CLASS+, Ed Pysch</li> <li>➤ Successful provision mapping (interventions inc Social and emotional groups) to ensure that staff are utilised effectively and disadvantaged pupils benefit.</li> </ul> <p>➤ <b>8.2:</b> Complete self-review of schools, UAP, review and update the schools universal provision documents</p> <p><b>IMPACT Dec 25:</b> Review Completed.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> <p>➤ <b>8.3:</b> Coach teachers to complete the appropriate assessments linked to the identified barriers to support the identification of next steps in learning for SEND pupils.</p> <p><b>IMPACT Dec 25:</b> Books are showing adaptive practices. Staff briefings used to share good practice seen across the federation and from inset training (Jan 25)</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> <p>➤ <b>8.4 Review and adapt provision mapping format for targeted SEND and PP information.</b></p> <p><b>IMPACT Dec 25:</b> Regular meeting set up between HOS and School Senco. Review meetings happening termly.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> <p>➤ <b>8.5: Adaptive teaching</b> Maintaining and expanding the adaptive approach so covers all structures and processes resulting in all children have a sense of belonging and advocacy delivered through a compassionate, flexible and adaptive approach.</p> <p><b>IMPACT Dec 25:</b> Adaptive teaching identified in book look with SENCO. Classrooms support adaptive practices and teachers using successful strategies to support emotional regulation.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p> |
| <b>10: Safeguarding</b> | <p><i>Culture - Safeguarding information for all staff to know and act on</i></p> <p><i>Management of safeguarding &amp; Safer recruitment</i></p> <p><i>Safeguarding concerns or allegations &amp; Child-on-child sexual violence and sexual harassment</i></p> | <p><b>'Secure'</b><br/><b>Risk Factors:</b><br/>New DDSL 25-26 (AB)</p> | <p><b>Safeguarding is effective / not effective</b></p> <ul style="list-style-type: none"> <li>✓ Successful safeguarding review OCT 24' <a href="#">Ways forward and next steps here from report</a></li> <li>✓ Regular triangulation meetings with DSL &amp; DDSL</li> <li>✓ Staff briefings – safeguarding information consistently shared with staff.</li> <li>✓ SCR / Fire drill/ lock down drill all took place across the year</li> <li>✓ All staff to attend up to date training September 2025 with other Pioneer schools.</li> </ul> <p><b>10.1:</b> To ensure that all aspects of <b>SMV safeguarding</b> are <b>highly effective</b> and that the safeguarding policies and procedures in place and applied consistently</p> <p><b>IMPACT Dec 25:</b> See Safeguarding review report. 3.11.25 Regular safeguarding triangulation meets with senior teachers.</p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>  |

# School Development Plan (SDP)



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

| Ofsted Aspect (1-10)         | Areas for Development (directly from SEF Ref)  | Icon     | Success criteria and practice indicators  | Activities/actions required to fulfil Areas of Development (E & Business Plan Ref)<br>(What milestone activities/actions should happen to achieve the 'key actions'?)   | Activities to monitor & evaluate implementation of key actions & when  |
|------------------------------|--|----------|---|---|--|
| 1: Leadership and Governance | 1.1: To embed new HOS Naomi Fry at SMV.  | JP/NF/AB | <ul style="list-style-type: none"> <li>SMV Leadership is supported and challenged and KPs are achieved. Clear systems are in place. Staff questionnaires feel the school is well run.</li> </ul>  | <p>July 25- NF set out vision with staff at July INSET<br/>Sep – NF to make SDP clear with all staff.<br/>Sep – Coffee morning with the head. Introduction from NF to parents. Sharing school values and future priorities.<br/>Oct 25-Mar 26 – Governor monitoring of SDP/SEF KPs – (Gov Reports)</p>  |  : JB/AB<br><br> : SEO, SIP, SIAMS & Ofsted reports                              |
|                              | 1.2: NOR/Budget: Overall NOR at SMV to be increased from 80s to 90s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes. | NF/AB    | <ul style="list-style-type: none"> <li>In 25-26 the NOR in SMV has increased due to effective marketing and advertising. The budget will be balanced and support staff in school will increase in proportion to the NOR.<br/>NOR increases from 80's to 90's by July 26.</li> </ul>               | <p>July 25- Flyers and leaflets printed for Village Fete.<br/>Sept 25- Open mornings advertised.<br/>Oct 25- Open mornings and an Information evening – to include PTFA Meet with Marketing committee.<br/>Nov-25- Monthly Pre-school story class running successfully. Building relationships with Pre-school. Pre school story sessions advertised and are due to start on 15.10.25 Make contact with pre-schools in villages beyond Hartfield.<br/>Jan 26- Mar 26<br/>Review marketing. Offer further open days.<br/>July – Review success/ways forward.</p>   |  |
|                              | 1.3: To develop school premises so that all areas are purposeful for learning, inspiring and aesthetically pleasing.   | NF       | <ul style="list-style-type: none"> <li>All areas look welcoming</li> <li>All areas are purposeful</li> <li>Children are excited to use the spaces.</li> </ul> <p>Pupil questionnaires, visitors and external monitoring, all report that the school feels and looks purposeful and inspiring.</p> | <ul style="list-style-type: none"> <li>July 25- Wall between Larch and Maple to be knocked through to make a large classroom for Cherry. Window in Library taken out and replaced with door. Rainbow Room wall taken down. New fencing to create outside area for Cherry Class.</li> <li>Sept 25 – Weekly schedule meets with KP/NF for monitoring of site.           <ul style="list-style-type: none"> <li>Sept 25' – Jan 26'</li> </ul> </li> <li>Outdoor areas, Maple and Cherry are tidy and purposeful.</li> <li>Rainbow Room is ordered and functional.</li> <li>Gardeners appointed.</li> <li>Reading Garden outside of Library developed.</li> <li>Playground Markings to be updated and new Active Trail added (sports premium budget). NF and Cp ran Half Marathon to raise funds for new trim trail on playground. Organisers offering money to support project. NF liaising with companies for quotes etc.</li> <li>Feb – June</li> <li>Termly observations of classrooms</li> </ul> |  : Premises reviews via governors<br><br> : SEO, SIP, SIAMS & Ofsted reports |

|               |  |                               |   |  |  |
|---------------|--|-------------------------------|---|--|--|
| 2: Curriculum |  |                               |   | <ul style="list-style-type: none"> <li>Pupil governors evaluate growing areas           <ul style="list-style-type: none"> <li>Sept – Dec</li> </ul> </li> </ul>   |  |
|               | 1:4: To ensure that on an individual school level, that SMV's unique identity and development is represented within the Pioneer committee and also FGB level.  | JP/NF/JB                      | <ul style="list-style-type: none"> <li>➤ SG &amp; JB (Co-chair of Ashdown Committee) and JB (special interest for SMV) have the knowledge about SMV developments so that they are to be the school's advocate in governance meetings. Governor meetings show that this is the case.</li> </ul>  | <ul style="list-style-type: none"> <li>SG &amp; JB meet with NF regularly to understand KPs</li> <li>JB attend ethos committee meetings</li> <li>JB to be familiar with SIAMS expectations.</li> <li>Parental survey is undertaken.</li> <li>Feedback from SIAMS is acted upon and implemented.</li> </ul>   |  Chair of Governors<br> SEO, SIP, SIAMS & Ofsted reports                               |
|               | 2.1: To streamline the Pioneer curriculum to ensure the progression of skills, knowledge and end points are clear and interlinked across all year groups and within the planning documentation used by staff |                               | <ul style="list-style-type: none"> <li>➤ 'Sept 25- Feb 26'- Subject Teams and SLs have detailed understanding of the curriculum subject progression/sequencing-through their involvement designing the newly streamlined Pioneer curriculum. (See FDP section 2)</li> <li>➤ March 26- July 26' – Cluster Subject leaders are provided with the necessary time and support to lead and support the teachers to deliver subject effectively.</li> </ul> <p>External curriculum reviews (Sept &amp; Feb) (frances.nation@talktalk.net) shows that the new streamlined Pioneer curriculum is fit for purpose and judged as well created and sequenced. FN Review Report</p> | <ul style="list-style-type: none"> <li>Jan 26- Staff begin to use new curriculum formats.           <ul style="list-style-type: none"> <li>Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice</li> </ul> </li> <li>Feb 26- Curriculum policies updated to reflect new look curriculum overviews</li> <li>April 26- SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum</li> </ul> <p>July 26- SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback</p>   |  Curriculum based governors<br> Eternal monitoring<br>SEO, SIP, SIAMS & Ofsted reports |
|               | 2.2: To ensure all subjects are suitably adapted to meet the needs of all learners (OFSTED April 2025)   | Subject Leads/ Class Teachers | <ul style="list-style-type: none"> <li>➤ The adaptive teaching approaches will be embedded and all groups of pupils gain the intended subject knowledge. All groups of pupils will make strong progress from their starting points and retain the important subject knowledge.</li> </ul> <p>Ultimately, leading to a stronger Quality of Education and pupil outcomes. Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted</p>  | <ul style="list-style-type: none"> <li>'Sept 25- Feb 26'- Subject Teams and SLs have detailed understanding of the curriculum subject progression/sequencing-through their involvement designing the newly streamlined Pioneer curriculum. (See FDP section 2) Adaptive teaching methods added to Briefing agenda. Books showing clear adaptations as seen in SENCO monitoring.</li> <li>March 26- July 26' – Cluster Subject leaders are provided with the necessary time and support to lead and support the teachers to deliver subject effectively.</li> <li>Sep-25'-July26' Termly book monitoring of all subjects to ensure subjects are clearly adapted for all learners.<br/>T2 Book audits complete – ways forward shared with teachers.</li> <li></li> </ul> |  |

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| <h3>3: Developing teaching</h3>  | <p>3.1: To develop the learning environment in order that it is of highest quality at all times, with a particular focus on EYFS/KS1 outside areas.</p> | <p>NF/All teaching staff</p> | <ul style="list-style-type: none"> <li>➤ The SMV learning environment will be purposeful and well looked after at all times and staff and pupils will feel proud of their school environment. Staff will be empowered to develop and maintain high quality classrooms and corridor/hall displays and the outside EYFS/KS1 environment will be worthy of sharing with others (exceptional). Pupils will support to keep areas looking the best at all times.</li> </ul> <p>Learning environment, pupil voice termly monitoring and SIP/SEO reports- <a href="#">see reports</a></p> | <p><b>July 25-</b> Classroom swap of Maple and Cherry class<br/> <b>Sep 25-</b> Classrooms and spaces are tidy clear and purposeful</p> <p><b>Sep 25'-Jul 26'</b> –</p> <ul style="list-style-type: none"> <li>➤ Areas both inside and outside, are organised clearly. Pupils know what the spaces are used for and teachers use them effectively to improve the quality of teaching and learning. Children are excited and positive to use spaces and are respectful of the areas that they use.</li> </ul> <p>Monitors are in place to ensure areas are kept tidy. HoS meets regularly with monitors have a strong understanding of their role.</p>  |  : Termly QoE Triangulation by SLT<br><br> : SEO, SIP, SIAMS & Ofsted reports  |
| <p>4: Achievement - To address any data gaps from July 2025 outcomes to ensure that pupil make at least good progress and pupil outcomes are at least at the national averages</p> <ul style="list-style-type: none"> <li>•</li> </ul> | <p><b>4.1:</b><br/> <b>GDS Year 6 Writing to reach NA by July 2026</b><br/> <b>(2025 0 %, NA= 12.9%)</b></p>  | <p>NF/AH</p>                 | <ul style="list-style-type: none"> <li>➤ Pupils make very good progress from their starting points in all subject areas.</li> <li>➤ July 2026 outcomes will be at/or above the national averages and the outcomes gaps will have been addressed.</li> <li>➤ Termly cohorts trackers, Datawalls and external monitoring reports.</li> <li>➤ See also SLT termly triangulations of QoE &amp; subject leader monitoring</li> </ul>  | <p><b>July 25-</b> Identify areas of development</p> <ul style="list-style-type: none"> <li>• <b>Oct 25-</b> Pupil progress meetings identify pupils not making the expected progress and interventions put in place. Moderate planning/learning with AH to ensure on track.</li> </ul> <p>NF met with Pip, Writing lead. We identified any GD children by looking at books. 1 gd child identified, but would need support and interventions in place. Children to work in small focused groups after input to develop GD writing skills.</p> <ul style="list-style-type: none"> <li>• <b>Dec 25-</b> Cohort moderation SM. Pupil progress meetings measure progress and interventions in place since previous meeting. Assessment week.</li> <li>• <b>Feb 26-May26-</b> Pupil progress meetings measure progress and interventions in place since previous meeting. Cohort moderation SMs. (May) Assessment week.</li> <li>• <b>Sept25-July 26</b> Book audits. Datawalls T2/4/6. PPMs termly x6</li> </ul> |  : Governor termly scrutiny of outcome datawalls<br><br>SLT termly QoE Triangulations<br><br> : External monitoring SEO, SIP, SIAMS & Ofsted reports |

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

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| <p><b>7: Personal Development and well-being</b></p> | <ul style="list-style-type: none"> <li>7.1: To ensure that SMV embeds (sept 25- July 26) all aspects from the healthy Schools Award 2025 so that pupils have an even strong awareness of a balanced diet, including where their food comes from so they can apply health living principles in their lives.</li> </ul> | <p>NF/CP</p> | <ul style="list-style-type: none"> <li>➤ Pupil understand balance healthy living and diet.</li> <li>➤ The school grounds (new raised bed and defined growing areas around the school) have developed so that all cohorts of pupils are actively involved in growing veg etc and created receipts and selling produce.</li> <li>➤ By July 26, pupil and parent questionnaires show that pupil awareness of a healthy lifestyle has developed from the starting point in July 25. SMV retains Healthy eating award.</li> <li>Pupil voice shows that they are proud of their school, are clear about the SMV Vision and Values and know that staff expected them to do their best and they will be supported well in their learning. They have high aspirations.</li> </ul> | <p><b>July 25</b>- Planning in place for Healthy Eating Week. Liaise with Phunky Foods to support delivery of this. Successful healthy eating week. Dates for Phunky Foods in place to work with classes and families.</p> <p>Raised Borders built in developed growing area and she moved to be repurposed.</p> <p>Baseline assessment of Children's understanding of Healthy eating lifestyles. Healthy eating week to take place in Week 7 of term. Children to spend a day in a carousel of activities.</p> <p><b>Oct 25</b>- Healthy Eating Week/Cycle to School Week</p> <p><b>Jan 26</b>- Phunky Foods to deliver workshops with families.</p> <p>Growing areas ready. Seeds/plants ordered and classes decided on what they will grow.</p> <p><b>April 26</b>- All classes to be actively growing.</p> <p>May/June -Classes to sell produce. Mrs Rowberry's growing club to support organisation of this.</p> <p><b>July 26</b>- Internal assessment of children's understanding of what a healthy lifestyle is.</p> |  : Ethos P.C based governors<br> : SEO, SIP, SIAMS & Ofsted reports                       |
|  | <ul style="list-style-type: none"> <li>7.2: Music To offer opportunities for all children to participate in a range of music experiences and opportunity to perform.</li> </ul>   | <p>NF/IH</p> | <ul style="list-style-type: none"> <li>➤ To be a school that recognises music as a cross curricular tool.</li> <li>➤ To give opportunities to ALL pupils to have music as part of their school diet.</li> <li>➤ To ensure music is valued and celebrated within displays and presentation of instruments.</li> <li>Pupil voice shows that music is something pupils engage with and enjoy, that Music promotes positive wellbeing.</li> </ul>  | <p><b>July 25</b>- Children introduced to being part of a school choir.</p> <p><b>Sep 25</b>- Final application for Young Voices/ develop music zone in old rainbow Room space. Look at storage of instruments in school to ensure purposeful.</p> <p>Work with Beautiful Noise around funding for lessons for SEND and Children's access to music lessons. Beautiful noise has sent proposal and key children identified. Teachers are being recruited to deliver these sessions.</p> <p><b>Dec 25</b>- KS1 and KS2 Christmas Performances. Choir to perform at Christmas events. Dates sent out to parents and practising of songs.</p> <p><b>Jan 26</b> - Explore how children are contributing to leading worship by playing their instruments.</p> <p><b>Feb 26</b> - Young Voices Concert</p> <p><b>April 26</b>- Pupil governors to share pupil voice around music in school.</p> <p><b>July 26</b>- Review Feedback and actions.</p>   |  : Curriculum based governors<br> : External monitoring SEO, SIP, SIAMS & Ofsted reports |

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|                  | <p>7.3: Church School Development: To ensure that SMV SIAMS Inspection 25-26 will be a grade 1, showing that SMV is a strong church school with deeply embedded Christian vision and values.</p>  | NF                    | <ul style="list-style-type: none"> <li>➤ SMV achieve grade 1 SIAMS inspection 25-26 and all self-evaluated SMV SEF judgements are upheld.</li> <li>SIAMS Report DEP advisor</li> </ul>   | <p><b>Sept-June</b></p> <p>Embed spirituality policy in order to ensure that all stakeholders have a strong awareness of their own spirituality – in order for them to be more reflective learners and .....'Windows, mirrors and doors'....what is spirituality? Focus Day – Alice B...with Diocese and JV.....and V/V embedding and Ethos committees evidence file with all paperwork linked to SEF statements 'turquoise aspects'. Successful focus day with visit from charity and Bishop Will children designed ideas for new prayer garden.</p> <p>Term 1 Ethos committee meting.</p> <p>RE triangulations</p> <p>Monitoring by governors of colctib=ve worship and SIAMS Folder.</p> |  : Ethos Committee/ Foundation governors.<br> : External monitoring SEO, SIP, SIAMS & Ofsted reports |
| 8. Inclusion     | <p>8.1: :New HOS to develop systems to ensure VGs are fully catered for and making strong progress</p> <p>8.2 Complete self review of schools, UAP, review and update the schools universal provision documents</p> <p>8.3 Coach teachers to complete the appropriate assessments linked to the identified barriers to support the identification of next steps in learning for SEND pupils.</p> <p>8.4 Review and adapt provision mapping format for targeted SEND and PP information.</p> | SL/NF                 | <ul style="list-style-type: none"> <li>➤ SEND register has been reviewed and level of need clearly established</li> <li>➤ Assessment processes and reviews are diarised for the year</li> <li>➤ Communication systems are clear to all stakeholders</li> <li>➤ SEND SEF completed and SEND action plan identified.</li> <li>➤ UAP document reviewed and updated in line with Pioneer developments</li> </ul>           | <ul style="list-style-type: none"> <li>➤ <b>Oct 25-</b> Ensure Paperwork is up to date. To ensure timetables are in place for interventions All APDOR meetings have taken place and folders are set up.</li> <li>➤ <b>Jan 26-</b> To ensure SEND SEF of SMV, review and update school's UAP documents have been completed. Share clear criteria of SEND with Stakeholders.</li> <li>➤ <b>April 26-</b> staff are confident and able to assess and identify barriers to learning.</li> </ul>   |  :SEND based Governors<br> : External monitoring SEO, SIP, SIAMS & Ofsted reports:                  |
| 10. Safeguarding | <p>8.5: Adaptive teaching</p> <p>Maintaining and expanding the adaptive approach so covers all structures and processes resulting in all children have a sense of belonging and advocacy delivered through a compassionate, flexible and adaptive approach.</p>   | NF/SL/Subject Leaders | <ul style="list-style-type: none"> <li>➤ Staff are confident to adapt lessons across the entire curriculum.</li> <li>➤ Planning is carefully considered to enable all learners to access the desired outcome</li> <li>➤ Children express success and value their learning through the adaptations made.</li> <li>➤ SMV SEND triangulations show that QoE is at least 'strong' and developing to 'exemplary'</li> </ul> | <p><b>Oct 25-</b> Triangulation of SEND within planning, and lessons. Identify where adaptations have been made Learning walks taken places. Small adjustments identified. Reports sent to teachers.</p> <p>Jan 26- Liae with Subject leaders around clear adaptations in planning.</p> <p>April 26-Ensure staff continue to develop adaptive lessons and provision.</p> <p>May 26- Further SEND triangulation to include subject deep dive into adaptations within planning.</p> <p>July 26- Actions and ways forward for 26/27</p>  |   |
|                  | <p>10.1: To ensure that all aspects of SMV safeguarding are highly effective and that the safeguarding policies and procedures in place and applied consistently</p>  | NF/KM                 | <ul style="list-style-type: none"> <li>➤ SMV Pupils and staff are kept safe and safeguarding and health/ safety procedures are judged as highly effective at SMV 25-26..</li> <li>➤ SMV Leaders &amp; staff receive the appropriate CPD for their</li> </ul>   | <ul style="list-style-type: none"> <li>➤ <b>July 25-</b> SMV SLT established and DSL/DDSL &amp; mentors (AB), CP/AH. See SMV SLT JDs and safeguarding role allocation</li> <li>➤ <b>Sept 25 - July 26-</b>meet weekly with Caretaker and Health and Safety admin to ensure compliant.</li> <li>➤ <b>Sept 25-</b> 4<sup>th</sup> Sept LA Safeguarding cpd for all staff</li> </ul>   |  : Safeguarding based Governors – termly review report<br> : External                           |

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|  | <p><b>Safeguarding Audit (Oct 24) Ways forward:</b></p> <ul style="list-style-type: none"> <li>• All staff aware of designated teacher for LAC and where to go if they had a concern about HOS.</li> <li>• Less detail in SPOA. Summary to make more impactful.</li> <li>• Consistency around logging of FA incidents.</li> <li>• EY online safety. Consider use of Project Evolve.</li> <li>• Governors to ask questions during curriculum visits.</li> </ul> |  | <p>➤ roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are keep safe at SMV, applying these when required</p> <p>All external monitoring validates the safeguarding at SMV is highly effective...</p> <p>Head termly report- safeguarding summary charts, MyConcern records, weekly triangulation meetings notes</p> | <p>-Weekly DSL triangulation systems established – AB modelling for NF. Weekly triangulations taking place with DSL and X2 DDSLs. Briefing is used to share with staff.</p> <p>-AH Training as DDSL One session completed.</p> <p>-Briefing weekly- safeguarding quiz as standing item</p> <p>-Safeguarding Governor termly visit dates and pro-forma agreed</p> <p>-New LA SCR format in place at SMV</p> <p>-HT Termly safeguarding reporting format established</p> <p>➤ Oct 25- DSL refresher CPD for AH and SCR training for NF and office SMV staff</p> <p>➤ Nov-25- Safer Recruitment CPD for NF 25.11.25</p> <p>➤ Jan 26- June- Termly review for SMV safeguarding- SIP/LA/Governor visit</p> <p>July 26- Feedback and actions in summary report 25-26 – actions for 26-27</p> | <p>monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p> |
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## TARGETS FOR PUPIL OUTCOMES JULY 2026

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

|                 |  | Targets for July 2026 | National Average 2025 |                       |                 |
|-----------------|--|-----------------------|-----------------------|-----------------------|-----------------|
|                 |  | Expected Standard     |                       |                       |                 |
| EYFS            |  | 50% GLD               | 66.7%                 |                       |                 |
| Y1 Phonics      |  | 90.9%                 | 80%                   |                       |                 |
| LKS2 MTC (Y4)   |  | +20 mark = 84%        | 60%                   |                       |                 |
| End of KS2 (Y6) |  |                       |                       | Targets for July 2026 | Higher Standard |
| Reading         |  | 75%                   | %                     | 25%                   | %               |
| Writing         |  | 100%                  | %                     | 13%                   | %               |

|          |  |     |   |     |   |
|----------|--|-----|---|-----|---|
| Maths    |  | 92% | % | 14% | % |
| Combined |  | 92% | % | 7%  | % |
| GPS      |  | 92% | % | 14% | % |

### COHORT ATTENDANCE TARGETS FOR 2025/2026

|              |        | Attendance figure for previous year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------|--------|-------------------------------------|--------|--------|--------|--------|--------|--------|
| Whole School | Target | 96%                                 | 96%    | 96%    | 96%    | 96%    | 96%    | 96%    |
|              | Actual | 97.08%                              | 96.7%  |        |        |        |        |        |
| Year 6       | Target | 96%                                 | 96%    | 96%    | 96%    | 96%    | 96%    | 96%    |
|              | Actual | 93.15%                              | 95.65% |        |        |        |        |        |
| Year 5       | Target | 96%                                 | 96%    | 96%    | 96%    | 96%    | 96%    | 96%    |
|              | Actual | 97.87%                              | 93.08% |        |        |        |        |        |
| Year 4       | Target | 96%                                 | 96%    | 96%    | 96%    | 96%    | 96%    | 96%    |
|              | Actual | 97.4%                               | 99.33% |        |        |        |        |        |

|        |        |        |        |     |     |     |     |     |
|--------|--------|--------|--------|-----|-----|-----|-----|-----|
| Year 3 | Target | 96%    | 96%    | 96% | 96% | 96% | 96% | 96% |
|        | Actual | 98.23% | 98.7%  |     |     |     |     |     |
| Year 2 | Target | 96%    | 96%    | 96% | 96% | 96% | 96% | 96% |
|        | Actual | 99.76% | 93.32% |     |     |     |     |     |
| Year 1 | Target | 96%    | 96%    | 96% | 96% | 96% | 96% | 96% |
|        | Actual | 98.2%  | 98.2%  |     |     |     |     |     |
| EYFS   | Target | 96%    | 96%    | 96% | 96% | 96% | 96% | 96% |
|        | Actual | 95.28% | 89.56% |     |     |     |     |     |

## Termly Milestones for Attendance and Persistent Absence for all Pupils

|            | Absence |        |        |        |        |        |        |        |        |        |        |        |
|------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|            | Term 1  |        | Term 2 |        | Term 3 |        | Term 4 |        | Term 5 |        | Term 6 |        |
|            | Target  | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual |
| All Pupils | 96%     | 96.7%  | 96%    |        | 96%    |        | 96%    |        | 96%    |        | 96%    |        |
| Gender     |         |        |        |        |        |        |        |        |        |        |        |        |
| Male       | 96%     | 94.2%  | 96%    |        | 96%    |        | 96%    |        | 96%    |        | 96%    |        |
| Female     | 96%     | 97.56% | 96%    |        | 96%    |        | 96%    |        | 96%    |        | 96%    |        |

| Free School Meals           |     |        |     |  |     |  |     |  |     |  |     |  |
|-----------------------------|-----|--------|-----|--|-----|--|-----|--|-----|--|-----|--|
| Non-FSM                     | 96% |        | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |
| FSM                         | 96% | 93.89% | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |
| English as a First Language |     |        |     |  |     |  |     |  |     |  |     |  |
| Non-EAL                     | 96% |        | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |
| EAL                         | 96% |        | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |
| Special Education Needs     |     |        |     |  |     |  |     |  |     |  |     |  |
| No SEN                      | 96% |        | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |
| SEN Support                 | 96% | 96.3%  | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |
| EHC                         | 96% |        | 96% |  | 96% |  | 96% |  | 96% |  | 96% |  |

|                   | Persistent Absence (PA) % under 90% attendance |        |        |        |        |        |        |        |        |        |        |        |
|-------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                   | Term 1   |        | Term 2 |        | Term 3 |        | Term 4 |        | Term 5 |        | Term 6 |        |
|                   | Target   | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual |
| All Pupils        | 8.0  |        | 8.0    |        | 8.0    |        | 7.5    |        | 7.5    |        | 6.0    |        |
| Gender            |  |        |        |        |        |        |        |        |        |        |        |        |
| Male              | 8.0  |        | 8.0    |        | 8.0    |        | 7.5    |        | 7.5    |        | 6.0    |        |
| Female            | 8.0  |        | 8.0    |        | 8.0    |        | 7.5    |        | 7.5    |        | 6.0    |        |
| Free School Meals |  |        |        |        |        |        |        |        |        |        |        |        |
| Non FSM           | 8.0  |        | 8.0    |        | 8.0    |        | 7.5    |        | 7.5    |        | 6.0    |        |

|                             |     |  |     |  |     |  |     |  |     |  |     |  |
|-----------------------------|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
| FSM                         | 8.0 |  | 8.0 |  | 8.0 |  | 7.5 |  | 7.5 |  | 6.0 |  |
| English as a First Language |     |  |     |  |     |  |     |  |     |  |     |  |
| Non-EAL                     | 8.0 |  | 8.0 |  | 8.0 |  | 7.5 |  | 7.5 |  | 6.0 |  |
| EAL                         | 8.0 |  | 8.0 |  | 8.0 |  | 7.5 |  | 7.5 |  | 6.0 |  |
| Special Education Needs     |     |  |     |  |     |  |     |  |     |  |     |  |
| No SEN                      | 8.0 |  | 8.0 |  | 8.0 |  | 7.5 |  | 7.5 |  | 6.0 |  |
| SEN Support                 | 8.0 |  | 8.0 |  | 8.0 |  | 7.5 |  | 7.5 |  | 6.0 |  |
| EHCP                        | 8.0 |  | 8.0 |  | 8.0 |  | 7.5 |  | 7.5 |  | 6.0 |  |