Date Updated: October 2026

St Mary's the Virgin School

2026-2027

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

All judgements are based on robust school self-evaluation using updated Ofsted 2026 criteria.

This SDP/SEF provides an overview of the strategic development plan for St Mary's Primary School from September 2026 to July 2027.
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.

Designed by Pioneer Federation 2026

'SMV Primary' Development Key Priorities Summary '26-27'

1. Leadership & Governance- ***'Strong' – September 2026***

1.1 – **NOR:** Increase number from 80s to 90s by July 2027. In order to have balanced budgets and be able to afford full staff quotas in all classes.

1.2 – **School Premises:** Establish specific areas for focused work areas within the school. This will provide quiet works spaces for 1:1 work with pupils and meet areas for staff.

1.3 – **SMV Website:** Refine website to promote school

1.4 – **SMV Community Cohesion:** Strengthen parental engagement by providing regular updates on key school improvement initiatives via scheduled parent forums and newsletters.

2: Curriculum & Teaching - ***'Strong' – September 2026***

2.1- **Embed adaptive teaching practices.** Staff understand the term adaptive. Examples of this is seen in children's learning and in books. Children reach end targets, because learning is adapted.

2.2 –**Implement & embed the new streamlined Pioneer curriculum** Ensure clear accountability & expectations for SLT and teachers regarding curriculum delivery, while allowing for appropriate adaptations at both the classroom and individual school levels.

2.3 – **Establish the new PF Ashdown Cluster Subject Leadership Model at SMV** to ensure **SMV teachers** are supported and held accountable for subject-specific Quality of Education at both cluster and federation levels. This includes introducing individualised subject book expectations.

2.4 – **Introduce new handwriting scheme,** enabling teachers to effectively teach handwriting with consistent expectations across the whole school.

2.5 – **Introduce CUSP Reading at SMV for Key Stage 2:** CUSP Reading across Pioneer schools to build a more systematic and progressive approach to group reading at KS2, with clear reading skills progression.

3. Achievement ***'Strong' – September 2026***

To raise EYFS attainment from 7-14% July 2026 to national averages (NA 30%) by July 2027 & **Year 4 MTC scores** so that at least 80%+ **Yr4 pupils** reached the required standard by July 2027.

4: Behaviour & Attendance ***'Strong' – September 2026***

4.1 – **Embed all behaviour systems and ensure clarity for all stakeholders:** Ensure behaviour systems are clearly visualised around the school and all staff receive appropriate training to fully understand and apply policy expectations.

4.2 – **SMV Pupil Attendance Management:** Ensure robust and consistent attendance management procedures are in place so that SMV pupils' attendance is above national averages. Focus on resilience for pupils with persistent lateness.

5: Personal Development and Well-Being ***'Strong'*** *– September 2026 Exemplary by January 2027*

5.1- **Continue to develop music as a focus** Embed the choir and work with Beautiful Noise. Create a plan for Performing Arts opportunities across the Year for KS1 to include Young Voices and Glyndebourne as well as Christmas and Summer events.

5.2- **Embed and expand Healthy Eating** during 2026/2027 to make improvements to break and lunchtime culture. Work closely with Chartwells to ensure lunchtimes reflects the healthy school culture.

5.3- **Implement the *'my Happymind'* programme at SMV school.** This whole-school, neuroscience-grounded approach provides children with lifelong skills to regulate emotions, build resilience, and strengthen self-esteem.

5.4 - **Complete the DfE Enrichment Framework at SMV** to systematically design, deliver, and document a high-quality enrichment offer for all SMV pupils.

5.5- **SMV Sustainability & Climate Action:** Implement sustainability initiatives—including 'Let's Go Zero'—at SMV. School and federation Climate Change Action Plans will explicitly document how we measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.

6: Inclusion ***'Strong'*** *– September 2026*

6.1 – Review updates to and embed **UAP and targeted provision** with identified barriers to learning and targeted, timetabled intervention/support, and staffing effectively in place to ensure consistency of provision over time for all levels of need with the current staffing levels

6.2 – **Whole Education SEND initiative**

6.3 – **SEND Reforms and SMV *'DfE Inclusion Strategies'*:** Complete comprehensive Inclusion Strategy documents for DH by **31st December 2026**. Publish clear documentation on school websites detailing how funding is allocated to remove barriers to learning and support Special Educational Needs and Disabilities (SEND).

7: Early Years ***'Strong'*** *– September 2026*

7.1 – **High-quality and well-maintained SMV EYFS outside learning** environments enable purposeful and strong free-flow ET provision.

7.2 – **SMV EYFS pupil evidence is of the highest quality in identifying pupil attainment and achievement**, and in identifying next steps to support ongoing development to meet ELG.

8: Safeguarding ***'Strong'****- September 2026*

8.1 –**DH DSL time** is systematically scheduled and that safeguarding communication and recording processes remain consistent, rigorous, and **effective in keeping children safe.**

8.2 – **SMV Health and Safety policies**- 90%+ score in the LA Inspection in 2026/27 & establish **safe/secure school premises** with strong associated risk assessments.

9. Church Schools Development *– SEF 26/27-* ***Judgement 1*** *SIAMS*

To maintain living up to our Christian Distinctiveness. Embed spirituality across all areas of curriculum. Develop focus for prayer throughout school and church.

Context and Characteristics of School

The local context and characteristics of our school
• St Marys the Virgin Hartfield is situated in the Heart of the Ashdown Forest. Mostly local families attend the school, as well as families from neighbouring towns and villages. • The school is a voluntary-controlled Church of England school in the Diocese of Chichester. It has a strong connection with the local church, and both school and church work collaboratively to ensure the school's vision is at the centre of school life. St Mary's had a SIAMS inspection in June 2026 and received Grade 1 outcome. • St Marys the Virgin (SMV) has been part of The Pioneer Federation since 2017. • Naomi Fry, was appointed as the new HOS from September 2025. • April 2025 St Marys had a successful ungraded OFSTED inspection. The school was found to have maintained the standards identified in the previous inspection. https://reports.ofsted.gov.uk/provider/21/114553 • The intake for September 26' out of 15 places was only 7 with one child back classing, bringing the total to 8. Due to low NOR Teaching Assistant hours needed to reduce by 27 hours. • SEND at SMV is a high proportion 25% • From September 2026, 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 (Beth Derham). Geraldine Wood will be the LA SIP '26-27' for all 9 Pioneer School, having worked with the core Pioneer schools.

Contextual Data

Number on roll	No./% Boy/Girl	No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
74	45 60% /29 39%	10/12%	19/25%	1/1%	4

Progress since Previous Inspection

Area for Improvement	Progress since previous inspection
OFSTED April 2025 - *"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."*  SMV OFSTED INSEPCTION REPORT	• Maths teaching in Years 5/6. Class split into two separate groups for delivery. Teachers able to adapt by using targeted support in smaller groups. Outcome – 92% Passed SATS. • Visualisers bought for each class. These have supported delivery to show WAGOLL to all pupils raising standards and supporting pupils of all abilities to reach expected standard. • Regular book monitoring to support different starting points for pupils. • Scaffolds are SEND children discussed during APDOR reviews. Teacher's using these to support in class as well as interventions. • T2 Dec 26 commentary of impact: • T4 March 27 commentary of impact: • T6 July 27 commentary of impact:

2026 July Data/Outcomes Summary:

EYFS			
	Validated teacher assessment 2026	**Target**	**National 2026**
	ELG	**ELG**	**ELG**
Year R Reading	**17%**	**32%**	68%
Year R Writing	**17%**	**32%**	71%
Year R Maths	**34%**	**32%**	78%
Year R GLD	**17%**	**32%**	68%

Context: – pupils in year R
1 child = 17 % SEND = 4 / 68% PPG = 0%

Target in September was set at 50%, but this was decreased to 32% as 2 pupils left. 4 children high SEN. 1 pupil achieved ELG. The 1 child that did not get ELG that was expected, had low attendance. We have worked with the family to increase attendance and support morning transition. A soft start was introduced which improved attendance, but child remained dysregulated in the morning which impacted focus for learning in morning sessions. Child is targeted to be expected in Year 1. Careful transition to support the pupil started in Term 4. Teachers in 1/2 are planning interventions to support pupil to make the expected progress. The soft start will also continue in Term 1. Reading support will be delivered 1:1 across the first part of each morning.

Year 1 and 2		
Phonics	**Outcome: 91%** **Target: 75%**	**Outcome: 85.7%** **Target:** 100%
Context:	1 child = 9% SEND = 5 EHCP = 1	1 child = 7% SEND = 3 EHCP = 1

Year 6 SATS				
	SAT Actual Outcomes 2026		**National 2026**	
	EXS+	**GDS**	**EXS**	**GDS**
Year 6 Reading	**77%**	**15%**	75%	%
Year 6 Writing	**86%**	**14%**	72%	%
Year 6 Maths	**92%**	**30%**	74%	%
Year 6 Combined	**77%**	**7%**	62%	%

Context:
14 children in Year 6
1 child = 7%
SEND = 1
EHCP = 1

EHCP pupil did not sit the SATS as working well below expected.

The school was found to have maintained the standards identified in the previous inspection.

Self-Evaluation Form (SEF)

Ofsted Focus Aspects 26-27 (1-8)

Leadership and governance, Curriculum and Teaching, Achievement, Behaviour and attendance, Personal development and Wellbeing, inclusion, safeguarding, Early Years

The 5 'Overall Ratings' against each Ofsted aspect:

- Urgent Need (red): needs urgent action to provide a suitable standard of education for children and learners
- Needs Attention (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"
- Expected Standard (light green): offering a "secure standard of education" by meeting the expected 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"

Overall 'Ragged Ofsted Criteria' Embedded here:

Ofsted Grading Areas - PF TEMPLATE.docx

Ofsted Aspect (1-10)	Specific Aspect Guidance Criteria Evaluated (RAGGED Ofsted criteria embedded documents below: *Green – criteria met, Amber- partially met*)	Overall Aspect Self- Evaluation *(with rationale/commentary)* Urgent Need (red) Needs Attention (amber) Expected (light green) Strong (green) Exemplary (dark green)	Particular Strengths (& evidence for statements in turquoise)	Areas for Development (See Ref points in **Development Plan** below)
1: Leadership and Governance	Ofsted Grading - Leadership and Gover	'Strong' (September 2026). Risk Factors: o NOR has been decreasing over recent years. o Building positive reputation within local community.	✓ Distinctive Christian Ethos and identity valued by pupils, staff, and the wider community ✓ Effective teamwork and collaboration with other schools within the Pioneer Federation ✓ High priority placed on well-being for pupils, staff, and parents ✓ Dedicated and committed staff, focused on teaching, nurturing, and inspiring learners. ✓ Strong strategic oversight and support from Exec Head & HOS ✓ Strong community and parental support. ✓ Gaps in EYFS pupil outcomes have been addressed and plans are in place to sustain progress. (data) ✓ Vulnerable groups make good progress from their starting points	➢ 1.1: NOR – Increase number from 80s to 90s by July 2027. IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 1.2: Premises - Establish specific areas for focused work areas within the school IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 1.3: Community Cohesion - Strengthen parental engagement by providing regular updates IMPACT Dec 26: IMPACT March 27:

			✓ 5 strong Inspections in 12 months at Pioneer schools ✓ See Pioneer Inspections 2024-25	IMPACT July 27:
2: Curriculum and Teaching	Ofsted Grading Area- Curriculum.docx Ofsted Grading Areas - TEACHING.docx	*'Strong'* (September 2026). **Risk Factors:** ○ **Time needed to manage the changes in staffing for 2026–2027 and embed expectations:** several staff changes from September 2026: ○ teacher changes within 3/ 4 year groups. New JHob share. ○ Job shares in all classes. ○ Beth Derham (BD) takes over as the new Cluster Lead for the Ashdown Cluster. ○ A new Pioneer Federation subject leader structure begins from September 2026.A new TA/teacher trainee joins for the next 4 years. **Autumn terms needed to:** • Implement & embed the new streamlined Pioneer curriculum • Establish the new Ashdown Cluster Subject Leadership Model SMV SLT will focus T1/T2 on ensuring consistency of expectation/standards in KS1 from Sept 26	✓ **Strong Pioneer Collaborative Curriculum Model –** Shared Framework: Developed collaboratively over nine years (2017–2026), the shared mixed-age Pioneer curriculum provides a strong foundation while allowing each school to adapt learning to its local context (learn more about our curriculum model). (Pioneer Curriculum) ✓ **Key strengths cited include:** Strong curriculum design, clarity of progression and endpoints, aligned assessment systems/tracking, effective implementation, and high-impact federated collaboration: *"Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools."* – Ofsteds 2024–2026. ✓ **Particular strengths in SMV teaching** UKS2 and LKS1 ✓ **Strong monitoring, feedback and mentoring management** within Pioneer cycles to ensure all teaching and learning is consistently executed/delivered with clarity of excellence to move to strong by January 2027. ✓ **Forest School a strength of the school with embedded systems already in place.**	➢ 2.1: Implement & embed the new streamlined Pioneer curriculum across all federation schools. IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 2.2: Embed adaptive teaching practices. IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 2.3: Introduce CUSP Reading at Pioneer Key Stage IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 2.4: Developing Forest School Curriculum and sessions. IMPACT Dec 26: IMPACT March 27: IMPACT July 27:
3: Achievement	Ofsted Grading Area- Achievement.docx	*'Expected Standard'* (September 2026). Plans to re-evaluate as *'Strong'* by January 2027. **Risk Factors:** • **EYFS** 7% achieved ELG. See SDP section 3 26-27 for actions from Sept 26 (PS) • **Year 4 MTC not achieving NC expected.** (a product of staff absence 25-26). **Now need to embed a strong monitoring and assessment.** and develop a 3-year strong outcome trend.	➢ Consistent monitoring through triangulations and pupil progress meetings to ensure pupils are attaining. ➢ Early identification of pupils through data analysis and interventions in place.	➢ 3.1: 90% + achieve ELG IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 3.2: Achieve above NA Year 4 MTC. IMPACT Dec 26: IMPACT March 27: IMPACT July 27:

4: Behaviour and Attendance	Ofsted Grading - Behaviour.docx Ofsted Grading - Attendance.docx	*'Expected Standard'* (September 2026). Plans to re-evaluate as *'Strong'* by January 2027. **Risk Factors:** **All staff to implement Behaviour Policy fully at SMV (SDP Section 4.1):** • Clarity of expectations to be embedded with consequences made clear.. • Behaviour recording systems standardised using Arbor (or MyConcern/CPOMS); tracking and trend analysis for HoS reports are also standardised. **Maintain and embed Attendance systems (SDP Section 4.2):** Maintain strong pupil attendance at SMV through systematic Pioneer approaches.	➢ Clear communication with parents. Parent feedback was positive with: 95% positive feedback from parental surveys. *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.* Ofsted 2025 SMV July 2026' attendance figures are strength: **July 2026- SMV Attendance** Whole school SEND EAL 96.6%, Disadvantage 95.4% PA ➢ Pioneer also have effective approaches to managing pupil attendance- SMV Ofsted April25 '*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.***'	4.1: All staff confident with behaviour policy **Adaptions to include:** • All staff consistently using ARBOR to report behaviour. Enabling clear behaviour analysis within SLT. IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 4.2: SMV Pupil Attendance Management - **Ensure robust and consistent attendance management procedures are in place so that SMV pupils' attendance is above national averages** IMPACT Dec 26: IMPACT March 27: IMPACT July 27:

5: Personal Development and well-being	Ofsted Grading - personal developmen	***'Strong'*** *– (September 2026 Exemplary by July 2027)* **Risk Factors:** • myHappymind programme will be implemented from Sept 26 and will require consistent delivery and monitoring to ensure it complements and strengthens existing wellbeing provision. • Healthy eating to be fully embedded and understood by all stakeholders. All teachers to support growing using their own beds to grow vegetables. (SDP 5.2) • • The breadth and impact of enrichment opportunities needs to be systematically evaluated, including participation by different pupil groups (particularly for disadvantaged pupils, pupils with SEND and those facing other barriers), through completion of the DfE Enrichment Framework (SDP 5.4)	✓ SMV Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is **highly effective.** ✓ Pupils benefit from an established range of wider opportunities which develop confidence, independence, resilience and co-operation, including SMV's established Forest School and outdoor learning provision. *Personal development is supported by SMV's Christian ethos. The Christian vision powerfully shapes decision making and relationships throughout the school community.* (SIAMS 26') ✓ Pupils are given meaningful opportunities to contribute to school life and develop responsibility and leadership, including through the established PALs approach. ✓ The school provides a broad range of enrichment experiences intended to develop pupils' interests and talents. This is being strengthened in 26-27 through systematic evaluation of participation and impact using the DfE Enrichment Framework. See SDP. 5.1	➢ 5.1: Complete the DfE Enrichment Framework - Systematically design, deliver, and document a high-quality enrichment offer for all Pioneer pupils IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 5.2: Develop a sustainability action plan - Implement sustainability initiatives—including 'Let's Go Zero'— IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 5 .3: Embed Healthy Schools - Pupils understand the importance of healthy eating. IMPACT Dec 26: IMPACT March 27: IMPACT July 27:
6: Inclusion	Ofsted Grading Area-Inclusion.docx	***'Strong'*** *– September 2026* **Risk Factors:** Changes in staffing and long term absence impacting on routines and capacity interventions and UAP Recruitment and retention difficulties for some specific needs Transition period as the changes form the SEND reforms come into place Nos of high needs and vulnerable pupils impacts on capacity due to small pupil and staff numbers ***'Expected Standard'*** **(September 2026). Plans to re-evaluate as *'Strong'* by January 2027.**	✓ Ofsted April 25'. 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. ✓ SIAMS Report May 26 'Leaders and staff create a nurturing environment where pupils, including those with additional needs, flourish socially, emotionally and academically.' ✓ SENCO is experienced and works across multiple schools enabling strong foundations for sharing knowledge and good practice. SENCO is one of the appointed ES Lead SENCOs and participates	➢ 6.1: – Review updates to and embed UAP and targeted provision with identified barriers to learning and targeted, timetabled intervention/support IMPACT Dec 26: IMPACT March 27: IMPACT July 27: 6.2: 6:2 - Whole Education SEND Initiative: Participate in the Whole Education SEND Initiative (*Ashdown Alliance*) to support strategic planning for SEND IMPACT Dec 26: IMPACT March 27: IMPACT July 27:

		Risk Factors: • Staff new (1 x returning) to each year group impacting on assessment/adaption knowledge for year groups, and 2 staff not worked through a Pioneer SEND Review cycle. • Low attaining EHCP pupil moving in to KS2, staff not appointed yet following confirmation of exceptional funding. Staffing in place and effectively allocated. • SEND policy/information report needs to be fully aligned with Pioneer documents and updated to School Inclusion strategy in line with the SEND reforms • New systems in place following the SEND Reforms and changes to LA provisions eg Expert at hands and updated UAP document. Will change the process/access arrangements to some support services Agreed responsibilities and communication processes for the various aspects of Inclusion to be aligned with Pioneer processes (eg medical/LAC)	in local forums. Pioneer is participating in the WHOLE Education SEND initiative ✓ Assessment is consistently used to inform support plan target setting, intervention and review on a regular basis. ✓ The graduated access, plan do and review cycle is embedded and specialists are accessed to support identifying barriers and planning for high needs pupils. ✓ Specialists (EP/OT/SALT) indicate provision is strong from both teachers and support assistants. Teachers take the lead for supporting and teaching SEND and vulnerable pupils.	➢ 6.3: SEND Reforms and SMV *'DfE Inclusion Strategies'*: IMPACT Dec 26: IMPACT March 27: IMPACT July 27:
7: Early years	Ofsted Grading Areas - EYFS.docx	***'Strong'*** *– September 2026* **Risk Factors:** • Dedicated staff meeting time needed for continuous CPD throughout the year • Some EYFS staff are part-time – potential additional costs for meeting time/timetabling constraints • Part time TA due to low numbers in class.	➢ **Experienced EYFS Teachers** Staff know pupils well and make significant impact on pupil's wellbeing. ➢ **Evidence in books is strong and progress is captured and identified.** ➢ **SMV EYFS have strong awareness and skills in developing oracy** throughout the EYFS curriculum	➢ 7.1: Purposeful learning environments (EYFS) - High quality provision enables pupils to extend their learning independently IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 7.2: SMV EYFS pupil evidence is of the highest quality IMPACT Dec 26: IMPACT March 27: IMPACT July 27: ➢ 7.3: Pioneer EYFS Curriculum Steering Group & Leadership PF EYFS Strategy IMPACT Dec 26: IMPACT March 27: IMPACT July 27:
8: Safeguarding		'Strong' **Risk Factors:**	Safeguarding is effective / not effective ✓ Successful safeguarding review OCT 26' Ways forward and next steps here from report ✓ Weekly triangulation meetings with DSL & DDSLs	➢ 8.1: All actions complete from H& S Inspection IMPACT Dec 26: IMPACT March 27: IMPACT July 27:

	Ofsted Grading Area - Safeguarding.docx	○ New staff appointed after Sept. safeguarding training. ○ Part-Time staff not regularly attending Staff briefings. HoS to ensure all staff receive Safeguarding updates.	✓ Staff briefings – safeguarding information consistently shared with staff. ✓ Achieved 93% on Health and Safety Audit July 26'. ✓ SCR / Fire drill/ lock down drill all took place across the year ✓ All staff to attend up to date training September 2026 with other Pioneer schools. ✓ HoS attending DSL refresher training. Actions here.	8.2: Safeguarding Audit. Areas identified and adaptions from Audit implemented. IMPACT Dec 26: IMPACT March 27: IMPACT July 27: 8.3: To ensure that all aspects of **SMV safeguarding** are **highly** effective and that the safeguarding policies and procedures in place and applied consistently IMPACT Dec 26: IMPACT March 27: IMPACT July 27:

School Development Plan (SDP)

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

Ofsted Aspect (1-10)	Areas for Development (directly from SEF Ref)		Success criteria and practice indicators	Activities/actions required to fulfil Areas of Development (£ & Business Plan Ref) (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 NOR Increase number from 80s to 90s by July 2027. In order to have balanced budgets and be able to afford full staff quotas in all classes.	NF	High numbers attending open events. Positive reputation within the community through church and community events. Families are choosing SMV as First choice.	**July 26-** Open day dates decided and published on school website. Planned activities for promotion in local community. Village Fete. Children to take part in parade. School participated in parade successfully. Further opportunity to parade and be involved with Pooh Corner. Taking part in TV opportunities. Play school invited to join the parade. **Oct 26-** Well attended open days. Links between Year 5/6 class and local pre-school and nurseries. Banners, signs and adverts in local communities. HOS attend toddler sessions at church and pre-school. **Jan 27-** Families choosing SMV as first choice. **April 27-** Further open event held to encourage families who may not have received their first place. **July 27-** Open day dates decided and published on school website. Planned activities for promotion in local community.	: JP/BD : AP/SEO
	1:2: Premises: Establish specific areas for focused work areas within the school. This will provide quiet works spaces for 1:1 work with pupils and meet areas for staff.	NF	From September 2026 there will be a dedicated work space for meetings and PPA Time. Focused Group space created within 3 / 4 class to enable small group work inside.	**July 26-** Quotes received and building work to begin **Sept 26 -** 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. Spaces used to support focused group work, including quiet reading areas. **Jan 27 –** Spaces are used productively to enable focused working areas. Feedback is positive.	: JP/BD : AP/SEO
	1.3: SMV Community Cohesion: Strengthen parental engagement by providing regular updates on key school improvement initiatives via scheduled parent forums and newsletters.	NF	Parent forum's that build strong relationships and trust around school policy and practice. 'Fabulous Finish' is introduced at the end of each term. Parents to recognise pupil's achievements, as well as what the school is doing to enable pupils to succeed personally and academically.	**July 26-** Parents made aware of dates for key events in Term 1 **Sep 26-** Well advertised dates for Parents forums and open sessions. Parents given key information if sessions were missed. Events advertised through newsletters. **Oct 26** - Parent Evening and questionnaires completed by = 90% of families. Fabulous finish well attended. **Jan 27- Feb** Fabulous Finish **March 27 –** Parent Evening and questionnaires completed by = 90% of families. **April 27 -** Fabulous Finish	:JP/BD : AP/SEO

				July 27- Fabulous Finish	
2: Curriculum & Teaching	2.1- Embed adaptive teaching practices. **Teaching is clearly adapted to support all pupils. Work is scaffolded to enable children to reach end targets, because each pupil is considered.**	NF BD	Teachers use LOs successfully to inform learning. Learning is individualised to support groups of learners. CPD for adaptive teaching. Understanding what adaptive teaching is for all staff. LA advice to support adaptive teaching. ➢ Foundations in maths. Support pupils to access areas. Clarity with gaps in addition to maths gaps.	**Sep-Oct 26 -** NF to liaise with BD for ways forward. Use monitoring to support focuses. NF to create timeline for CPD. Staff have attended CPD through Inset days. Monitoring of books and teaching all achieved in first 4 weeks of term. Ways forward identified and feedback shared. SLT have followed up to ensure targets have been actioned. **Sep-26'- July27 –** Focus in briefings to share strong examples and adaptive practices. **Sep-26'- July27**' - Termly book monitoring of all subjects to ensure subjects are clearly adapted for all learners, using strategies shared.	
	2.2: Implement new curriculum in all subjects. **Staff to confidently know and plan from a curriculum and understand the clear end points that they are to enable pupils to reach.**	NF JP	'Leaders have designed a curriculum with clear end points and precisely defined knowledge and skills that staff will teach. This reflects leaders' careful thinking about how to support mixed-age classes in key stages 1 and 2. Leaders' design of the curriculum encourages pupils to build their knowledge and skills steadily over time. Ambition is high for all pupils. Support for pupils with special educational needs and/or disabilities is effective'. From Nutley Ofsted report January 26 ➢ Staff will use curriculum documents to create planning.	➢ **July 2026:** Curriculum streamlining completed and re-represented on all PF websites. New subject policies updated and added to website. ➢ **September 2, 2026: INSET Day** — Launch of the new streamlined curriculum for teachers. Compile a list of any further action suggestions and tweaks. Staff attended Streamlining Inset, opportunity to ask questions and develop understanding of Subsects within year groups. ➢ **October 13, 2026:** Frances National Curriculum Review — LA and PF Gov Report. ➢ **November 2026 – January 2027:** Pioneer adaptive curriculum approaches embedded in SMV by **NF** (delivered *via Staff Meetings [SMs], briefings, triangulation feedback, Assessment Points. Subject Leaders' MTPs) to detail suggested adaptations for specific cohorts.* ➢ **January 2027 INSET Day:** AI CPD for all PF staff — led by Mr. Lee P. ➢ **January – March 2027:** Learning Objectives (LOs) and Subject Book expectations development — *refer to FDP Sections 2.2 & 2.4.* **Ongoing Priorities & Actions (2026–2027): STG Support Staff CPD-** Focused on adaptive curriculum implementation and new Ofsted expected standards for support staff in Teaching & Learning (T&L). **EYFS further streamlining and development of the EYFS 2-year cycle** — *refer to FDP Section 6 and **STG SDP section 7 below.***	🔍: AP/ Cluster Gov reviews 👓:
	2.3: Introduce CUSP Reading at SMV for Key Stage 2 **CUSP Reading across Pioneer schools to build a more systematic and progressive approach to group reading at KS2, with clear reading skills progression**	NF BD CP	**Staff Training & Implementation:** SMV teachers are fully trained to implement CUSP Reading systems consistently across all KS2 classrooms. **Timetabled Delivery & Tracking:** Weekly group reading sessions are systematically timetabled, with progressive reading skills continuously assessed and tracked. **Feedback & Pupil Outcomes:** SMV Teacher feedback that CUSP provides clarity and systemic PF approaches to reading delivery/teaching. KS2 reading aspiring outcomes successfully meet all target benchmarks for both Expected Standard (EXS and GDS *(see Reading trackers and datawalls for details).*	**July 2026** – CUSP Reading resources purchased and organised into storage boxes for weekly carousel distribution across the 3 PF clusters. · **2nd Sept INSET** – BD delivers afternoon training for all PF teachers on CUSP Reading. CUSP programme has started. Children across school identified to for support groups. · **Sept 2026 – Dec 2026** – SMV Teachers and SLT observe CUSP Reading at GST; BD models sessions where requested. · **Oct 2026** – SMV website updated to reflect the new Reading system. Website updated with curriculum documents. · **Nov 2026** – PF Reading policies adapted for the CUSP Reading system. · **Jan 2027** – CUSP Reading monitoring across PF schools conducted by BD and SLT. · **March 2027** – Purchasing plan for 2027–2028 extended to reduce the need for carouselling books across clusters ***(refer to Business Plan & Budget).*** · **April 2027** – Teacher questionnaire distributed and evaluated (Term 4/5) regarding the CUSP Reading initiative. · **July 2027** – Review CUSP Reading impact on pupil outcomes linked to targets set	🔍: :

	2.4: Developing Forest School Curriculum and sessions. Forest school sessions follow a skills-based plan that enables pupils to develop holistically. Children are encouraged to take appropriate risk and develop interests.	NF CP	**Staff Training & Implementation:** Forest School lead is fully trained to implement Forest School curriculum across whole of school. Sessions are documented through pupil voice and 'scrap books' to show progression. **Feedback & Pupil Outcomes:** Pupils feedback that FS sessions are engaging and share that they are developing skills and interests. (see scrapbooks and pupil voice)	**July 26-** Overview for First term complete FS leads met to plan for first term. Weekly write up being shared with families. Tasks linked to age. And ability. Pupils walking to the site and back is successful. Pupils reflecting on their experiences, and collated into folders. **Nov 26-** New FS lead to begin FS training. **Jan 27-** Pupil and parent voice is positive around Forest School. Clear evidence of pupil's learning is documented. **April 27-** CP completes FS training. **July 27-** Review FS setup for year and impact on pupils.	🔍: 🏛:
	2.5 – Handwriting. Staff and pupils are aware of the expectations for handwriting and what is expected to develop.	NF AH	➢ Scheme identified and in place linking to Little Wandle Phonics Scheme. ➢ Measurable outcomes and starting points identified. ➢ Children to work towards Pen License. ➢ Termly book monitoring (see English books)	**July 26-** During INSET overview and expectations shared with staff. **Sept-Dec 26 –** Scheme is embedded across all learning. Through triangulations the scheme is monitored and impact on pupils handwriting is identified. Within book Audits, evidence of the new handwriting being used successfully at the start of each English lessons. KS1 and Early Years focusing on LW handwriting scheme. Expectatons for letter formation added to front of books. Staff meeting to explore impact and identify ways forward. **Jan 27-** Ways forward from DEC monitoring implemented and monitored by AH and NF. **July 27-** Review Handwriting scheme and impact on pupils.	🔍: 🏛:
3: Achievement	3.1: EYFS 80% + to achieve GLD in line with Pioneer federation and National	NF RB/M-LP	➢ Pupils make very good progress from their starting points in all subject areas. Clear targets identified and set in T1. ➢ July 2027 outcomes will be at/or above the national averages and the outcomes gaps will have been addressed. ➢ Termly cohorts trackers, Datawalls and external monitoring reports. ➢ See also SLT termly triangulations of QofE & subject leader monitoring	**July 26-** Monitoring timetable for 2026-27 in place and shared with staff **Sept 26-** NF set aspiring cohort targets (T perf management) Set within performance management. **Oct/Nov 26-** Performance management completed with targets set for each cohort including pupils aspiring to GD identified. Monitoring of writing to check on GD achievement. SATs assessment practice in R and M to identify pupils not on track for GD who should be. **Jan/Feb 27-** Termly PPM to identify pupils not on track. Interventions and booster support in place. **April 27-**Termly PPM to identify pupils not on track. Interventions and booster support in place. **July 27-**Review of attainment and support given to boost	🔍: JP/BD/SMV GOVS 👓: AP
	3:2: MTC % achieved in line with Federation and National average.	NF LH/BB	➢ Low attaining Pupils identified early and targeted with clear focused support. ➢ Regular opportunities to practise format. ➢ Explicit multiplication Teaching. ➢ Parents regularly updated with teaching focus and supported with home learning of multiplications. ➢ Termly cohorts trackers, Datawalls and external monitoring reports	**July 26-** Percentage of pupils targeted to pass identified. Pupils that need extra support also identified and share with teachers in transition notes. **Oct 26-** Set up systematic teaching and assessment for **LKS2 MTC**. *(contact HD at Nutley for MTC systems set up 25-26)* **Jan/Feb 27-** Termly PPM to identify pupils not on track. Interventions and booster support in place. **April 27-** Termly PPM to identify pupils not on track. Interventions and booster support in place **July 27-** Review of attainment and support given to boost.	🔍: JP/BD/SMV GOVS 👓: AP
4. Behaviou	4.1: All staff confident with behaviour policy High expectations for outstanding behaviour during all aspects of school life including CW and playtimes.	NF AH All Staff	➢ Support Staff to attend CPD meetings support around behaviour so staff feel equipped to manage challenging behaviour. ➢ Staff will have high aspirations for all pupils and will use the Behaviour policy effectively to support children to be their best.	**July 26-** Expectations shared with staff. Scripts displayed and shared. Sep 26 **Oct 26 -** TA staff meeting to focus of Behaviour management and impact of Therapeutic thinking **Jan 27-** Staff questionnaire. NF to review **April 27 –** Governor monitoring	🔍: JP/BD/SMV GOVS 🏛:

			Consequence analysis is now within ARBOR so enables quick access to evaluation by SLT (See termly **Heads reports** for Behaviour) ➢ Support Staff to attend CPD meetings support around behaviour so staff feel equipped to manage challenging behaviour. ➢ Staff to record all behaviour on Arbor.	**July 27 -** Review of Rewards used.	🔍: JP/BD/ SMV Govs : AP
	4.2 SMV Pupil Attendance Management: **Ensure robust and consistent attendance management procedures are in place so that SMV pupils' attendance is above national averages. Focus on resilience for pupils with persistent lateness.**		➢ Attendance officer is liaising with NF to support with strategies including parental workshops. ➢ 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. ➢ **PA families** met with promptly and action plan developed with time frame expectations. ➢ Advice and support sought from other agencies where necessary. (See termly **Heads reports** for Attendance) ➢ Attendance support plans in place for early support for low attendance. ➢ NF to meet termly with identifies families ➢ Termly letters to parents to share attendance. ➢ Barriers to attendance identified. ➢ Termly certificates for 100% attendance.	**July 25 /Sept 25**- Adaptions to attendance policy including up to date guidance. **Sept 26- Feb 27**- 'NF & BD' to meet weekly to review attendance and ensure Pioneer summative attendance documents are in place with follow up parent meetings/actions listed. 'Attendance Governor' informed about Pioneer protocol – added to Gov reporting format. NF monitoring attendance daily. Support plan in place for 2 pupils. Attendance letters to be sent out at end of Term 1. **Sept-** new information sent out to parents (and LA summary poster) TASS meetings with SPOC x 3 a year- see LA reports ***Daily –*** *Attendance registers and collation of attendance information.* ***Fortnightly*** *- attendance tracking and notes logs completed.* ***Termly*** *- attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. SDP attendance charts and HoS reporting.* **June/July 26-** Review attendance plans. Report end of year attendance to families.	🔍: Attendance based Governors – termly review report & HOS Reports- with attendance analysis included : External monitoring SEO, AP,
5. Personal Development and Wellbeing	5.1 Complete the DfE Enrichment Framework **across all Pioneer schools to systematically design, deliver, and document a high-quality enrichment offer for all Pioneer pupils.**		DfE Enrichment Framework, published on **June 15, 2026**, is a non-statutory national guidance package designed to help schools and colleges in England plan, deliver, and evaluate high-quality enrichment activities. Aimed at bridging the "participation gap" for disadvantaged youth by 2035, it shifts educational focus from merely listing what activities a school provides to auditing **who participates and what impact the activities deliver**. Starting **September 2026**, Ofsted inspectors evaluate how institutions have had regard to this framework under the Personal Development and Wellbeing inspection criteria. 26-27 PF Ofsted reports. ➢ UKS2 Take part in Young Voices at O2 Arena. ➢ Choir and KS2 to take part in One Voice at Glyndeborne Opera House. ➢ Choir open to whole school meet once a week. Events planned for performance opportunities	**July 26-** Signed up to Young Voices and One Voice. Rosie from Beautiful noise to continue with choir. Rehearsals for YV have begun. Consent forms sent home. **Sep-Dec 26-** Pupils attend rehearsals for the planned events. The choir has opportunities to perform to parents as well as the local community. **Feb 27-** Young Voices at O2 Arena **April 27-** Choir continues to meet each week and further performances are developed to share singing across the community.	🔍: JP/BD/SMV GOVS 👓: SEO/AP

	5.2 Develop a sustainability action plan **Implement sustainability initiatives—including 'Let's Go Zero'—across all federation schools. School and federation Climate Change Action Plans will explicitly document how we measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.**	NF JP BD	➢ The school will develop its own eco/water saving garden. ➢ Solar panels to be installed. ➢ Living roof to be added to outdoor area. ➢ Bike storage created to promote cycling to school/work.	**July 26-** NF to meet with Mike Coyne from Crowborough and begin conversations with Chichester Diocese around installation of solar panels. Discussions have begun with the diocese. **Oct 26-** Area identified for bike storage. Children to create designs for their water saving garden, using landscape design techniques. Collaboration with sustainable partnership. **Jan 27-** Quotes obtained for living roof to be installed above outside area. **April 27-** Water buts in use and planting schemes designed around plants that are drought tolerant. **July 27-** Works planned	🔍: JP/BD/SMV GOVS 👓: SEO/AP
	5.3: Embed Healthy Schools **Pupils understand the importance of healthy eating. They are supported to make healthy food choices and understand what real food looks like through growing and cooking.**	NF	➢ Continue to establish the growing areas. Each Class to grow in their border. Evidence to be sent to RHS. New Head Gardeners chose. Timetable of activities. ➢ Phunky Foods to work with KS2 delivering workshops.	**Sep 26-** Water taps and water buts installed to support watering**.** New Head gardeners chosen. Classes to care for their growing border. Leaders have been chosen. Water buts installed. Composter ordered. (Hot box) **Oct 26-** Final Harvesting of growing area. New compost added to bordeers. **Nov 26** – Sign up to *Grow to School.* **Jan 27-** Phunky foods to deliver family workshops NF/CP Met with New local coordinator. **April 27-** All classes to be actively growing using raised beds with the plan to sell produce or cook in classes. **July 27-** Internal assessment of children's understanding of what a healthy lifestyle is.	🔍: JP/BD/SMV GOVS 👓: SEO/AP
	5.4: Sport Provision **Pupils have opportunities to access variety of sport through PE lessons, After school clubs and playtime provision.**	NF AH AE	➢ Continue partnership with Crowborough alliance – XC. ➢ Active Mile to take place at least 3 times a week. ➢ Whole school to take part in Mini Marathon in April. ➢ Year 5/6 class to promote sport across local groups including preschool and home learning groups. ➢ Partnership with AE. Sports Club provision. ➢ Develop termly sport focus during a lunchtime play.	**July 26-** Lilac Class to make links with pre-school to support PE. Designated TA to supervise a lunchtime sport activity eg. Table Tennis, basketball, badminton, tennis. ➢ Staff made aware of the expectation of the Active Mile. Frequency etc. Rewards developed to encourage participation in active mile. **Sep 26-** Link with Honey Run to plan for opportunity for pupils to take part? **March 27** – Plan Mini Marathon including route, marshals and sponsorship for the event. **April 27-** Successful Mini Marathon completed with whole school participation. **July 27- S**uccessful sports Day completed. Review of sports provision across the Year.	🔍: JP/BD/SMV GOVS 🕹: SEO/AP

6. Inclusion	6.1 – Review updates to and embed **UAP and targeted provision** with identified barriers to learning and targeted, timetabled intervention/support, and staffing effectively in place to ensure consistency of provision over time for all levels of need with the current staffing levels	NF SL	All SLT and staff are aware of the ES UAP document and the support plans for high needs pupils and the environment, timetables and resources are adapted to reflect this. Staffing is effectively timetable to provide UAP and targeted/targeted plus interventions consistently for all SEND and vulnerable pupils including those with medical needs, with teachers leading on planning for the most vulnerable pupils. Outcomes – the environment and routine provisions support pupils to remove their barriers to learning and wellbeing thereby increasing their sense of belonging and engagement with learning increases for vulnerable pupils All pupils make progress form their starting point.	**Sept 26** review UAP using ES document, review agree timetable, room allocation and staffing for UPA and targeted/targeted plus provision eg Sensory circuits, language link, **Oct 26-** routines in place, necessary staffing established All support Plan meetings have taken place. **Dec 26 / Feb 27** routines fully in place and records support SEND reviews Support plan reviews – review meeting use assessments (eg language link, Little Wandle) to identify and implement appropriate interventions linked to need **April 27-** Support plan review **July 27-** review UAP ahead of 27-28	: JP & Cluster SEND Govs : AP
	6:2 - Whole Education SEND Initiative: Participate in the **Whole Education SEND Initiative** (*Ashdown Alliance*) to support strategic planning for SEND in each school and a framework to share best practice, collaborate across schools, and elevate inclusive teaching strategies federation-wide.	NF SL	**Whole Education SEND Initiative** will provide: ***18-month partnership*** between 'Pioneer schools' and 'Whole Education' - • ***A ready-made and tested process and 'toolkit'*** *to evaluate and action plan for effective strategic leadership of SEND and inclusion* • ***A programme focused on building confidence*** *and capabilities of leaders to ensure all children have high quality provision* • ***Membership*** *of a national network of leaders in SEND* • ***An extensive catalogue*** *of resources linked directly to the outcomes of your self-evaluation* • ***Training*** *from leading national SEND experts for SENCOs and leaders at all levels - online, face-to-face and recorded* • ***Aligned to the School Inspection Framework*** *through an explicit focus on intent, implementation and impact* • ***Explicit opportunities for school leaders****, with their SENCOs, to build strategic coherence across different domains of school leadership as they relate to SEND and inclusion* ***Access to bespoke advice and support from*** **Outcomes:** PF SEND Teams feel supported by this SEND and if provides more support and expertise liaison. External monitoring feedback/judge that PF schs Inclusion strategies, intent and provision are **'strong/exemplary'**. AP, SEO reports ***leading national experts***	• **Sept – Oct:** launch and self-evaluation and action planning, Self-evaluation completed. • **Oct – March**: facilitated group meetings x 2 external expert feedback and 1:1 on action plans • **April – July:** self-evaluation, facilitated meetings, impact and forward planning	: JP & Cluster SEND Govs : AP

	6.3 – <u>SEND Reforms and SMV *'DfE Inclusion Strategies'*</u>:	SL NF	Introduce changes following SEND reforms including: - Writing SMV inclusion strategy - updating language of support plans targeted, target plus and specialist - introducing new support plan format when available - Introducing and accessing 'Expert at Hand' systems <u>Outcomes:</u> - processes are updated in line with reforms , all stake holders are aware and there is positive impact on early identification of need, timely advice received and implemented thereby positively impacting on the sense of belonging, engagement, the achievement for SEND and vulnerable pupils. - Comprehensive Inclusion Strategy document published by 31st December 2026. detailing how funding is allocated to remove barriers to learning and support Special Educational Needs and Disabilities (SEND).	**Oct 26** – Staff meeting - introduce the key elements of the SEND reforms and class teachers to consider universal provision document and how delivered in their classrooms. Inclusion strategy drafted by SENCO and HOS NF and SEnco attended Launch of Whole Education programme **Nov 26 -** learning walks and INA observations monitor UAP and intervention provision and next steps are identified for focus. **Dec 26 -** inclusion strategy is published on school website **Jan 27** – Actions from the Whole School SEND project and SEND reforms as information and proformas becomes available Support plan reviews, additional training identified for ECT and INAs, **April 27** – learning walk to monitor next step implementation	: NF JP & Cluster SEND Govs : SL
7. Early years	<u>7.1:</u> Purposeful learning environments (EYFS) High quality provision enables pupils to extend their learning independently and increase their development.		➢ High quality vocabulary consistently displayed with widgets. ➢ Areas inside and out kept well maintained and regularly updated.	**July 26-** Classroom prepared for September. New flooring to be installed. **Oct 26-** Successful LE audit. **Jan 27-** Pupil voice shows children use the environment successfully and independently. **April 27-** Triangulations reflect strong use of language and oracy within the classroom environment. **July 27- -** Review outcomes and identify priorities for 2027-28.	: JP/BD/SMV GOVS : AP
	<u>7.2</u> – SMV EYFS pupil evidence is of the highest quality in identifying pupil attainment and achievement, and in identifying next steps to support ongoing development to meet ELG.		EYFS outcomes improve at each assessment point, with pupils on track to meet or exceed national expectations by July 2027.	**July 26-** Transition meetings held with Nurseries and Early Years practitioners **Sept-** NF sets appropriate ELG targets for EYFS teachers. Baseline of EYFS pupils in first 2 weeks. **Oct 26-**. NF reviews evidence towards achieving ELG goals. **Jan 27-** NF reviews EYFS assessment and tracking. **April 27-** Continued monitoring through PPMS. **July 27-** Review outcomes and identify priorities for 2027-28.	: JP/BD/SMV GOVS : AP

	7:3: Pioneer EYFS Curriculum Steering Group & Leadership PF EYFS Strategy: Establish a dedicated **EYFS Curriculum Steering Group** to drive Federation curriculum development independently from termly EYFS Cohort meetings. exploring opportunities to align and combine STG and PF EYFS curriculums.		**EYFS Steering Group Priorities (2026–27):** Following the 2025–26 streamlining process, key priorities for the EYFS Steering Group will include: **2-Year Cycle Review:** Evaluate the necessity of a 2-year EYFS curriculum cycle by comparing the current Pioneer Federation (PF) curriculum with Stonegate's existing 2-year model, exploring opportunities to align and combine them effectively. **Oracy & Vocabulary Focus:** Review current curriculum intent to maintain *'a sharp focus on oracy, ensuring children acquire rich vocabulary and develop strong communication skills early on'.* **Curriculum Evaluation & Action Plan:** Clear actions developed for EYFS curriculum evaluation across Pioneer. In 2026–27, action will be taken to establish an EYFS curriculum that considers the expertise of new EYFS leaders and curriculum intent from other strong EYFS provisions. ➢ **External Reporting & Outcomes:** External reporting evaluates that Pioneer's EYFS curriculum intent is ***strong/exemplary***, and EYFS outcomes from baseline data show strong value added.	**July 2026:** Lucy Hazeldine (LH) appointed as Joint EYFS Phase Lead to work alongside Katy Taylor in leading, managing, and advancing EYFS provision across all Pioneer Federation schools. **September 2026:** EYFS Steering Group developed, with meeting dates/times and agendas established. Action plan defined for release time for EYFS leaders and when Governor and LA involvement might occur. **October 2026:** 2-year EYFS curriculum development starts with the merging of STG and PF curriculum intent. Year 1 planned out (October 2026 – end of December 2026). **November 2026:** LH provides Oracy CPD for PF EYFS teams. **January 2027 – March 2027:** Year 2 of curriculum merging. **March 2027:** Evaluation of new draft 2-year PF EYFS curriculum via LA EYFS Specialists. - Rowena Dumbrell & Claire Green et al **April 2027:** Adaptations based on LA leaders' feedback. **May – July 2027:** Implement new EYFS curriculum within the PF EYFS teams for a September 2027 launch.	🔍: JP/BD/SMV GOVS 👓: AP
8. Safeguarding	8.1: Health and Safety Audit (July 2026) **All actions to be monitored and completed within the timescale set out.**	NF/MM	➢ Caretaker complete outstanding training. ➢ Legionella Flushing to happen weekly and checks to be completed. ➢ Risk assessments to be updated in line with recommendations. ➢ (Actions to be added to H & S Audit).	**July 26-** Health and Safety Audit report received. 93% achieved. Actions identified. Caretaker booked onto courses. ➢ Risk assessments updated and actioned. ➢ Actions shared with staff ➢ Testing of identified taps to be consistently achieved.	🔍: JP/BD/SMV GOVS 👓: ESCC
	8:2: Safeguarding Audit. **Areas identified**	NF	➢ EYFS Focus identifies to support understanding around new legislations and support staff's understanding. ➢ Responding to concerns – SLT act confidently and promptly when concerns are raised following correct protocol. ➢ My Concern is used to log incidents and concerns.	**July 26-** Focus areas identified for the audit. EYFS and responding to concerns. **Sept 26 -** July 27 meet weekly with Caretaker and Health and Safety admin to ensure compliant. **NOV 26 -** 1pm-4pm on Wednesday, 18th November 2026 for a Safeguarding Support and QA Visit. **Staff Briefings:** H&S updates and updated Risk Assessments added as standing agenda items.	🔍: 🕹:

	8:3: To ensure that all aspects of **SMV safeguarding** are **highly** effective and that the safeguarding policies and procedures in place and applied consistently	NF	➢ SMV Pupils and staff are kept safe and safeguarding and health/ safety procedures are judged as highly effective at SMV 26-27 ➢ SMV Leaders & staff receive the appropriate CPD. roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are keep safe at SMV, applying these when required ➢ All external monitoring validates the safeguarding at SMV is highly effective… ➢ Head termly report- safeguarding summary charts, MyConcern records, weekly triangulation meetings notes	**July 25-** SMV SLT established and DSL/DDSL & mentors (AB). CP/AH. See SMV SLT JDs and safeguarding role allocation **Sept 26 – 3rd** Sept LA Safeguarding CPD for all staff - Weekly triangulations taking place with DSL and X2 DDSLs. Briefing is used to share with staff. -Briefing weekly- safeguarding quiz as standing item -Safeguarding Governor termly visit dates and pro-forma agreed -HT Termly safeguarding reporting format established **Oct 26-** DSL refresher CPD for NF Achieved. **Jan 26- June-** Termly review for SMV safeguarding- SIP/LA/Governor visit **July 26-** Feedback and actions in summary report 25-26 – actions for 26-27	🔍: 🕹:
9. Church School	9.1. Embed spirituality across all areas of curriculum. *In collaboration with the Diocese/ DPOs, the Pioneer Federation will: **Map Spiritual Progression-** clearly define and map spiritual progression across the federation curriculum. **Intentional Reflection:** Build purposeful, structured opportunities for spiritual reflection directly into learning units across all key stages.*	NF AB	**Spiritual Progression Strategy:** In collaboration with the Diocese and SEOs, the Pioneer Federation will: • **Map Spiritual Progression:** Clearly define and map spiritual progression across the Federation curriculum. • **Intentional Reflection:** Build purposeful, structured opportunities for spiritual reflection directly into learning units across all key stages. **Outcomes & Evaluation:** PF staff can articulate how spiritual progression is mapped across all curriculum areas within the Pioneer curriculum intent. SEO and SIAMS evaluations highlight this aspect as a key strength of the Federation and worthy of sharing with others.	• **July 2026:** Alice Briley (AB), NF and SEO define Spiritual Progression map in draft. • **September – December 2026:** AB leads termly SLT meetings linked to Section 8 focus. • **January – February 2027:** Lynn Gorham (SEO) evaluates the final draft of PF spirituality progression. • **14th April 2027:** Lynn Gorham (SEO) leads PF staff meeting – 'Spirituality Across the Curriculum' utilising AB's cumulative PF documentation. **June 2027:** New Spirituality progression mapping utilised by Phase Leads in Term 6 cohort planning when planning curriculum intent for 2027–28.	🔍 :BD/SMV GOVS 👓: SEO & SIAMS
	9:2: Completed 2 Year Cycle of SW planning **Strong adapted collective worship planning in place for two-year cycle developing Christian values.**	NF	➢ Planning taken from Roots and Fruits and transferred into PPTs. ➢ Adapted planning from these for break out SEN group.	**July 26-** Cycle 1 planning complete and staff already using adapted plans for small break out CW group. Ongoing. Successful for pupils who can't access CW. **Oct 26-**. Cycle 2 planning complete. **Jan 27-** Monitoring of CW including SEN group ➢ Termly Ethos committee meetings.	🔍 : BD/SMV GOVS 👓: SL/SD 🕹: SEO & SIAMS
	9:3: Prayer spaces and reflection areas are clear and purposeful. **Pupils understand the purpose of reflection spaces. Opportunity for prayer is planned for within significant times.**	NF	➢ Reflection areas are purposeful and well planned for. ➢ Prayer weeks are pre-planned to support children's understanding of what prayer is.	**July 26-** Staff made aware of use of 2 reflection areas to be used during spiritual Journal time. Spiritual journal time to be done in houses rather than classes. Exploring using the reflection garden, and creating zoned spaces for this. **Oct 26-** Faith Council involved in planning and developing reflection spaces. Prayer garden developed with ideas from Ethos committee and faith Council. **Jan 27-** Prayer is an important part of the school day, happening at lunchtimes and at the end of the day. Pupils know where to go to experience times of peace and prayer. **April 27-** Successful Prayer Spaces week across church and school. **July 27-** Ethos committee to reflect on success of the prayer spaces.	🔍 : BD/SMV Ethos committee 🕹: SEO & SIAMS

TARGETS FOR PUPIL OUTCOMES JULY 2027

These have been set by looking at % of pupils at expected standard in July 2026 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 2027 Expected Standard	National Average 2026		
EYFS		88% GLD	72%		
Y1 Phonics		25%	82%		
LKS2 MTC (Y4)		+20 mark = 91 %	21/25		
End of KS2 (Y6)	FFT50 estimates for expected standard			Targets for July 2027 Higher Standard	National Average 2026
Reading		100%	75%	8%	31%
Writing		83%	73%	8%	13%
Maths		75%	75%	8%	27%
Combined		67%	63%	0%	9%
GPS		%	74%	%	30%

COHORT ATTENDANCE TARGETS FOR 2026/2027

		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		95%					
Year 6	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		96%					
Year 5	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		98%					
Year 4	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		98%					
Year 3	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		93%					
Year 2	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		98%					
Year 1	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		86%					
EYFS	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		97%					

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

Designed by Pioneer Federation 2026

All Pupils	96%	95%	96%		96%		96%		96%		96%	
Gender												
Male	96%	94%	96%		96%		96%		96%		96%	
Female	96%	97%	96%		96%		96%		96%		96%	
Free School Meals												
Non-FSM	96%	96%	96%		96%		96%		96%		96%	
FSM	96%	92%	96%		96%		96%		96%		96%	
English as a First Language												
Non-EAL	96%	95%	96%		96%		96%		96%		96%	
EAL	96%	92%	96%		96%		96%		96%		96%	
Special Education Needs												
No SEN	96%	96%	96%		96%		96%		96%		96%	
SEN Support	96%	93%	96%		96%		96%		96%		96%	
EHC	96%	83%	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	18.9	8.0		8.0		7.5		7.5		6.0	

Gender												
Male	8.0	20	8.0		8.0		7.5		7.5		6.0	
Female	8.0	17	8.0		8.0		7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0	17	8.0		8.0		7.5		7.5		6.0	
FSM	8.0	26	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	