

We believe that everyone is an individual,
valued for who they are.

We encourage our school community to reach their full potential
in a happy, safe and caring environment.

Providing a foundation for lifelong learning,
we build resilience and hope for the future,
based on Christian values.

A small school, with a big heart –
we aim to make a positive impact within our community
and in the wider world.

*School Development Plan
Nutley CE Primary School*

Nutley CE Primary School – School Development Plan 2024-2025 Overview.

<p>Leadership and Management</p> <p>1.1 Implement our new theologically rooted vision for the school, ensuring it is a thread running through all aspects of school life and enables all to flourish</p> <p>1.2 Ensure all subject leaders understand their roles and carry them out effectively</p> <p>1.3 Maintain effective safeguarding</p> <p>1.4 Work in partnership with Pioneer Federation and take appropriate strategic steps towards federation or academisation</p> <p>1.5 Increase school roll through promotion, providing wraparound care and establishing Nursery year group.</p>	<p>Quality of Education</p> <p>2.1 <i>Ensure that each subject is carefully planned and sequenced from Reception to Year 6 in subject specific progression documents. OFSTED</i></p> <p>2.2 <i>Ensure that there is a consistent approach to the teaching of phonics OFSTED</i></p> <p>2.3 Ensure that vulnerable groups (pupil premium, SEND, EAL) receive appropriate interventions and adaptations are made within the curriculum so they make at least expected progress.</p> <p>2.4 Raise attainment for boys in KS2 in maths, GPS, writing and reading, to ensure at least expected progress and greater proportion at greater depth</p>
<p>Behaviour and Attitudes</p> <p>3.1 Reduce persistent absence and improve general school attendance</p> <p>3.2 Embed the new behaviour policy so all staff are familiar with and using the therapeutic thinking approach</p>	<p>Personal Development</p> <p>4.1 Support good mental and physical health in all children and adults, enabling all to flourish.</p> <p>4.2 Increase children's awareness of equality, diversity and inclusion</p> <p>4.3 Develop pupil leadership</p>
<p>Early Years Education</p> <p>5.1 To develop the EYFS provision and learning environment so it is engaging and inspiring, particularly the use of an outdoor learning woodland at the school field, to promote all areas of the curriculum, with EYFS and KS1 staff to work creatively together to provide the best outdoor learning experience for years R, 1 and 2 collectively.</p> <p>5.2 For EYFS teacher to improve parent communication using Tapestry</p>	

Targets for Pupil Outcomes July 2025

Targets for pupil outcomes

Schools should set end-of-key-stage targets for pupils' attainment based on the proportion of pupils expected to reach and exceed the Expected Standard.

Primary schools should set challenging end-of-key-stage targets for reading, writing and mathematics for each year group.

Primary schools should also set end-of-year targets for pupils' attainment in each year group.

The targets for attainment for disadvantaged pupils are expected to be the same as for all pupils. Schools should then compare the attainment of disadvantaged pupils with non-disadvantaged pupils to monitor whether any gaps in attainment are closing.

In relation to pupils with special educational needs (SEN), it is also expected that the school will compare their attainment and progress with that of other pupils.

Schools should also track progress and gaps for any other group of pupils that are at risk of underachievement.

	% of cohort at expected standard in July 2024	Targets for July 2025	National Average 2024		National Average 2024
EYFS (Cohort of 7)		85.7% (6/7)	67.2% (in 2022/2023)		
Y1 Phonics (cohort of 5)		100.0%	78.9% (in 2022/2023)		
End of KS1 (Y2) (Cohort of 7)		EXPECTED		GREATER DEPTH	
Reading	100.0%	85.7% (6/7)	68.3% (in 2022/2023)	14.3% (1/7)	18.8% (in 2022/2023)
Writing	71.4%	85.7%	60.1% (in 2022/2023)	14.3%	8.2% (in 2022/2023)
Mathematics	71.4%	85.7%	70.4% (in 2022/2023)	14.3%	16.3% (in 2022/2023)

YEAR 1		EXPECTED		GD	
Reading		100.0%		20% (1/5)	
Writing		100.0%		20%	
Mathematics		100.0%		20%	
	% of cohort at expected standard July 2024	Targets for July 2025	National Average 2024	Targets for July 2025	National Average 2024
End of KS2 (Y6) (cohort of 14)		EXPECTED		GREATER DEPTH	
Reading	85.7%	85.7% (12/14)	72.6% (in 2022/2023)	14.3% (2/14)	29.0% (in 2022/2023)
Writing	50.0%	71.4% (10/14)	71.0% (in 2022/2023)	14.3%	13.3% (in 2022/2023)
Mathematics	57.1%	78.6% (11/14)	72.9% (in 2022/2023)	14.3%	24.0% (in 2022/2023)
Combined	50.0%	71.4%	59% (in 2022/2023)	7.1% (1/14)	8.0% (in 2022/2023)
GPS	NA	71.4%	72% (in 2022/2023)	14.3%	30.0% (in 2022/2023)
		EXPECTED		GD	
Year 3					
Reading	90%	90%		50%	
Writing	80%	80%		20%	
Mathematics	90%	90%		40%	
Year 4					
Reading	60.0%	72.7% (8/11)		36.4% (4/11)	
Writing	60.0%	72.7% (8/11)		9.1% (1/11)	

Mathematics	80.0%	81.8% (9/11)		18.2% (2/11)	
X Tables		Average score >20 % of chn scoring 20+/25 > 50%			
Year 5					
Reading	57.1%	69.2% (9/13)		30.8% (4/13)	
Writing	50.0%	69.2% (9/13)		7.7% (1/13)	
Mathematics	64.3%	76.9% (10/13)		23.1% (3/13)	

Leadership and Management						
Target(s)	Action	Monitoring - who?	Resources / Costs	Specific Success Criteria	Milestones - when	Evaluation (Impact)
1.1 Implement our new theologically rooted vision for the school, ensuring it is a thread running through all aspects of school life	The SIAMS SEF is updated in Term 1 and shared with governors. A SIAMs action plan is written and shared with staff and governors by mid Term2.	HT / RE lead and governors	Nil	Children and adults can explain how children learn about our our core values and why they are important. Children and adults flourish, as promised by Jesus in John 10.10	By end of Term 2: SIAMS SEF and SIAMS Action plan completed and shared with staff and governors PFA 'ground force' improve lighting in 'dark area' by	Re-painted playground and addition of 4Square and Table tennis table, as well as window created in 'dark area' to create

and enables all to flourish	<p>Staff and governors are aware of the requirements of the SIAMS framework and are collecting evidence to support the school's judgements. School website is compliant. HT and RE Lead to consult with Pioneer school leaders to learn from successful SIAMS.</p> <p>Improve lighting in 'dark area' of playground under Reception decking and develop improved 'Reflection' area.</p>	PFA 'ground force' team.	Good will and parent expertise.	<p>– "I have come that you may have life in all its fullness" - this is lived, not just laminated!</p> <p>'Team Nutley' flourishes as a collective endeavour. Everyone can explain how they care about and value themselves, others and our wider world, and how they have made a difference.</p>	<p>removing wooden slats and clearing weeds.</p> <p>By end of Term 3: Review of evidence by KM and ER. Website is compliant New 'reflection' area completed (under Rabbit decking)</p> <p>By end of Term 4: Staff and Governors have collected evidence.</p> <p>By end of Term 5: Actions in SIAMS Action Plan have been implemented and impact measured. By end of Term 6: SIAMS SEF updated before end of term</p>	<p>more light have significantly improved the playground and positively impacted on the wellbeing of children.</p> <p>-Breakfast Club continues to grow and be successful, especially as a soft start for SEND pupils.</p>
1.2 Ensure all subject leaders understand their roles and carry them out effectively	<p>Teachers have one strand of their performance management targets based on subject leadership. Teachers to complete their subject leader action plans independently of the HT. A monitoring schedule is shared with teachers and adhered to. Subject leaders use Pioneer subject leader guidance documents</p>	HT	Nil	<p>Subject leaders are clear about the priorities for their subjects and their role as subject leader. Clear action plans have been completed with success criteria and there is evidence that they have monitored (lesson drop-ins, work scrutinies, pupil voice), reviewed, and given feedback and evaluated impact. Feedback to governors and HT.</p>	<p>By end of Term 1: Teacher performance management interviews completed. Subject leader action plans completed.</p> <p>By end of Term 3: Performance management reviews completed.</p> <p>By end of Term 4: Paper folder Subject Leader files to be created in readiness for OFSTED and to</p>	<p>-Performance management reviews completed. Subject leader action plans reviewed. Impact: subject leaders becoming increasingly effective</p> <p>-Paper folder Subject Leader files created in readiness for OFSTED and to combine all documents in one place. Subject leaders</p>

	Both teachers' performance management targets and subject action plans are reviewed mid-year and at the end of the school year. Subject leadership is distributed so teaching staff take on more responsibility, for at least 2 subjects.				<p>combine all documents in one place.</p> <p>By end of term 5: English, History and Geography Lead to have reported to governors.</p> <p>By end of Term 6: PE and PSHE Lead to have reported to governors; Maths lead to have reported to governors Performance management reviews completed.</p>	use Pioneer subject leader guidance documents.
1.3 Maintain effective safeguarding	<p>Complete County safeguarding audit when required.</p> <p>Complete outstanding actions from Safeguarding Review 2024</p> <p>The DSL team to continue to meet termly and continue to record outcomes for any child where concerns have been raised.</p> <p>The school retains a fully qualified DSL team.</p> <p>All school staff have received the most up to date training from ESCC.</p> <p>The DSL team continue to share updates and good practice in focused, scheduled</p>	HT	Nil	<p>Parents, staff, governors and children report that pupils feel safe in school.</p> <p>The safeguarding audit in April finds safeguarding to be compliant.</p> <p>All staff are recording incidents appropriately on CPOMS and incidents are actioned and closed.</p> <p>SCR is checked at least 3 x per year.</p> <p>DigiGreet installed and working effectively, providing data surrounding staff, ensuring safeguarding terms and</p>	<p>By end of Term 1: All Staff receive training in updates in KCSiE, how to record safeguarding concerns, and use of CPOMS (Sept INSET) Acceptable use agreements signed by parents and pupils. DSL meeting Whole school PANTS talk Oct 2023 DigiGreet installed.</p> <p>By end of Term 2: All staff have experience of recording incidents on CPOMS DSL meetings weekly SCR checked by HT Online safety audit, and filtering and monitoring checklist completed.</p>	<p>Screening fitted on playground fence adjacent to School Lane increases safety of children from general public.</p> <p>Participation in Safer Internet Day 11.2.25 increases pupil knowledge about the dangers online and how to seek help.</p> <p>SCR checked by HT. Impact: improved safeguarding for Third Party club organisers</p>

	<p>meetings as well as at weekly staff meetings.</p> <p>HT provides staff (and governors, where appropriate) with weekly safeguarding snippets.</p> <p>DSL attends ESCC safeguarding events / meetings</p> <p>ER to complete online safety audit, and filtering and monitoring checklist.</p> <p>All governors and staff have read and understood section one of KCSiE.</p> <p>Pupil voice focussing on safeguarding.</p> <p>HT to update Health and Safety action plan.</p> <p>Install DigiGreet in school entrance.</p>	KS	£350	conditions signed for, and printing labels for visitors	<p>By end of term 3: DSL meetings - weekly Participate in Safer Internet Day 11.2.25</p> <p>By end of term 4: DSL meetings - weekly SCR checked by HT County safeguarding audit completed and action plan written. Share with governors.</p> <p>By end of Term 5: Complete actions from Safeguarding audit. DSL meeting</p> <p>By end of Term 6: DSL meeting SCR checked by HT</p>	<p>County safeguarding audit completed.</p> <p>Impact: policies updated where necessary.</p> <p>-All Staff receive training in updates in KCSiE, how to record safeguarding concerns, and use of CPOMS (Sept INSET)</p> <p>-DSL meetings begin weekly, instead of termly</p> <p>-Whole school PANTS talk Oct 2023</p> <p>-DigiGreet installed - a comprehensive digital system that streamlines visitor check-ins, enhances security and leaves a positive impression on our guests. This is now being used successfully by all staff and visitors, and a safeguarding information leaflet is also provided in the entrance.</p> <p>-All staff have experience of recording incidents on CPOMS</p>
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						<p>-SCR checked by HT increases safety in school.</p> <p>-All UTSA school heads, including Nutley, wrote a joint letter about 'the impact of Smartphones on young people' to their parent communities in December 2024.</p> <p>-Vulnerables list updated (Oct 2024) and shared with staff. Impact: office contact most vulnerable pupils' families first to establish reason for absence. Staff aware of vulnerable children in the school.</p> <p>-Participation in Safer Internet Day 11.2.25 increases pupil knowledge about the dangers online and how to seek help.</p> <p>-SCR checked by HT. Impact: improved safeguarding for Third Party club organisers</p>
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						<p>-County safeguarding audit completed. Impact: policies updated where necessary.</p> <p>-Screening fitted on playground fence adjacent to School Lane increases safety of children from general public.</p> <p>-27.3.25 - Safeguarding Monitoring – Pupil Voice carried out by HT and COG.</p> <p>-Governor monitoring - safeguarding 28.11.24 and 13.2.25, SEND 11.12.24 and 28.3.25, Ethos (Vision & Values) 26.2.25, EYFS 24.3.25.</p> <p>-The headteacher and the Chair of Governors carry out premises inspections 3x per year to maintain a safe learning environment for all.</p>
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1.4 Work in partnership with Pioneer Federation and take appropriate strategic steps towards federation or academisation	See PEC Action Plan Improve communication with all staff through timely sharing of updates and meeting minutes	All staff and governors	Cover costs	<p>All stakeholders work successfully to PEC TimeLine. Governors have sufficient information to begin to formulate plans regarding joining Pioneer formally in Sept 2025.</p> <p>Parents and carers have sufficient time to make any adjustments needed to accommodate the changes. Nutley staff feel included and well-informed about progress towards federation / academisation, with leaders mindful of workload.</p>	<p>Set up afterschool clubs (external providers) running in Term 1 instead of teacher-run clubs, to enable class teachers to be released from running clubs themselves so they can join Pioneer staff meetings.</p> <p>See PEC action plan milestones</p> <p>SDP and PEC newsletter shared with staff termly</p>	<p>-September 2025 – Nutley started working with Pioneer Federation in a partnership year. - Headteacher set up afterschool clubs (external providers), starting in Term 1, instead of teacher-run clubs, to enable class teachers to be released from running clubs themselves so they can join Pioneer staff meetings and CPD opportunities. External providers' after-school clubs comprise tennis, karate, multi-skills, EeziSports and EeziBlocks</p> <p>-Pioneer practices adopted where appropriate e.g. Nutley introduces weekly 8am Staff briefings: impact: clarity on communications; e.g. - ER and KS (School Business manager) meet regularly weekly, formalising meetings, and recording minutes.e.g.Headteacher takes over line-</p>
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						<p>management of the caretaker in October 2024 and begins weekly premises meetings. Impact: caretaker's time is made more effective as priority jobs are tackled first. Headteacher learns more about caring for the premises from the caretaker. Partnership Executive Committee meetings (PEC) (15.10.25) and Partnership Newsletters occur termly. Class teachers have the opportunity to join Pioneer Staff meetings to discover their systems and processes. E.g. 16.10.25 - Nutley teachers attend Cohort Planning meeting to observe collaborative approach to planning and its benefits. CPD opportunity too as the purpose of the learning – the Why – was discussed as a key part of each lesson. Nutley Staff visit Chiddingfold</p>
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						<p>Primary to look at books and learning environment 26.11.24. See PEC action plan milestones</p> <p>-SDP and PEC newsletter shared with staff termly.c</p> <p>Other Partnership Work:</p> <p>-We are also accessing bespoke TA training through UTSA delivered by Sarah Bamford (previous Assistant Headteacher at Uckfield College) – KW and AB have had several sessions in Term 2 which they have found useful.</p> <p>-A Consultation with Staff is held 25.2.25. A Parent Consultation is held 3.3.25. The Governing Boards of Nutley and Pioneer Federation both vote to federate on 31.3.25.</p>
1.5 Increase school roll through promotion, providing wraparound care and establishing Nursery year group.	Get the name of the school and information about what we do into the public domain: Radio interviews, update prospectus, publish stories in	HT and Marketing Sub Committee EYFS teacher, KM	Advertising costs	At least 10 children sign up to Reception Sept 2025. More children join Nutley in other year groups.	By end of Term 1: ER Ashdown Radio interview to promote Open Morning Parish Magazine – KM copy sent	-ER, was interviewed on Ashdown radio on 7.10.24 to promote the open day and talk positively about the

	Uckfield Matters, Uckfield Community Ad – ads and pre-written stories. Parish Magazine. Crowborough free magazines.	ER/RW ER/JP/ AliM	£600 - PFA fund	Nursery year group is established and brings more children to the school.	School banner to promote Open Day and swing board on A22, and on Facebook	teaching and learning at the school, as well as wrap-around care. -Parish Magazine articles published monthly – promote the school and provide current information. -School banner to promote Open Day and swing board on A22, and on Facebook. -Remaining leaflets distributed to wider community: leaflet drops, pre-schools, etc and on Facebook -School prospectus updated and distributed electronically to pre-schools and paper copies handed to visiting prospective parents -Grant for wraparound care approved and successful recruitment of club supervisor to start running provision from Term 2. Meeting with ESCC to initiate Nursery Year Joint Harvest Festival with Pre-School Tour of school for prospective parents 15.10.24 Marketing subcommittee meet Office tidied Entrance hall painted Meeting with ESCC re Nursery options. Quotes for replacing school floor obtained and grant applied for By end of Term 2: Teachers contributing to Facebook page More leaflets dropped Pre-school and wider community invited to Nativity Wraparound care established and used by parents
	Leaflet drops	RW /ER			Remaining leaflets distributed to wider community: leaflet drops, pre-schools, etc and on Facebook	
	Display temporary school banners promoting events and the school USPs e.g. imminent wraparound care, Forest School, good OFSTED, school field, parking, good progress	ER			School prospectus updated and distributed electronically to pre-schools and paper copies handed to visiting prospective parents	
	Pre-school communication and visits - School works more closely with Little Deers pre-school to promote both schools.	ER All staff			Grant for wraparound care approved and successful recruitment of club supervisor to start running provision from Term 2.	
	Update children, parent and staff testimonials on website and reception area	HT and Business Manager	Cost covered by grant and parent payments		Meeting with ESCC to initiate Nursery Year	
	School council interviews	JP			Joint Harvest Festival with Pre-School	
	Staff to contribute to Facebook page	CS/ER	£800 PFA funding		Tour of school for prospective parents 15.10.24	
	Apply for wraparound care grant and organise sustainable care before and after school using support staff / external provider	ER/JP/ governors	-		Marketing subcommittee meet	-School prospectus updated and distributed electronically to pre-schools and paper copies handed to visiting prospective parents -Grant for wraparound care approved and successful recruitment of club supervisor to start running Breakfast Club provision from Term 2. This is established and used by parents and children.
	New permanent school signage to be designed, made and erected	Caretaker KS / HB (gov)	Up to £60,000 – possibly funded by new DfE grant for schools with falling rolls		Office tidied	
	De-clutter school office	£500			Entrance hall painted	

	<p>Explore options of how to include Nursery provision, and work with ESCC and Little Deers to ensure future sustainability, ideally for both schools</p> <p>Internal redecoration of school – painting walls white Resurface school hall flooring</p> <p>New blinds for new windows</p>		<p>Cost of paint £200 Grant to be obtained Maresfield grant (May)</p>		<p>Pre-school attend Nativity. Tour of school 6.11.24 and Open Day 'Celebration of the Arts' 19.11.24 for prospective parents New permanent school signage in place. Meeting with ESCC and Little Deers re future options. Architect plan, and builders' quotes for establishing EYFS/Nursery area (inc toilets) in Badgers classrooms received. Planning submitted for knocking through exterior wall to front garden. Application for DfE funding made. School inner hallway painted white By end of Term 3: Parish Magazine Entry Rabbits regularly join up with Pre-School for visits Website updated with new photos on class pages. Marketing subcommittee meet Rabbit class painted white By end of Term 4: Parish Magazine entry School council feature on website and Facebook Marketing subcommittee meet Fox class painted white By end of Term 5: New blinds in front classroom windows installed.</p>	<p>-Meeting with ESCC provides clarity around their lack of support for Nutley creating provision for a Nursery Year. Incorporating a Rising 5s year is not supported by ESCC, who would not want to jeopardise the future of the pre-school in Nutley. Discussions around the possibility of letting space within our school setting to Little Deers Pre-School begin with aim of achieving a rental income in the future to increase the school budget and converting more pre-school parents to Nutley pupils. We explored the application for the School Based Nursery grant currently offered by the DfE. Nutley informed the Diocese and they were in support. The Little Deers Committee discussed our offer in Term 2 and are currently of the opinion not to proceed</p>
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					<p>Parish magazine entry</p> <p>Marketing subcommittee meet</p> <p>Badger 2 class painted white</p> <p>By end of Term 6:</p> <p>advert in Nutley Parish Magazine</p> <p>huge school promotion at Nutley Fete – impressive PFA stall</p> <p>EYFS Welcome booklet updated</p> <p>Get article about maypole dancing into Uckfield Matters etc</p> <p>Pre-school join Sports Day</p> <p>Marketing subcommittee meet</p> <p>School hall painted white</p>	<p>and stay in their current location.</p> <p>Builders quotes were obtained for various proposals for creating extra EYFS setting space within the school, with the provision of appropriate toilets and outdoor space.</p> <p>-Joint Harvest Festival with Pre-School boosts relations.</p> <p>-The 'Celebration of the Arts' open morning at 9.30-10.30 on 19th November 2024 was a success, with interactive activities in each classroom and children serenading our guests in the hall with guitar and drums. This was well attended by new prospective parents to Reception 2025, as well as many of our existing parents in order to create a buzz for learning in the school. We also ran two parent tours: 15th October and 6th November where parents were able to</p>
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						<p>see the school in action on a normal day.</p> <p>Marketing subcommittee meeting</p> <p>-The Reception area and inner hallway have been painted white and this has brightened up the area. New chairs and a coffee table have been purchased to make the school entrance area more welcoming.</p> <p>Promotional materials and information leaflets are arranged tastefully in the school entrance.</p> <p>-Quotes for replacing school hall floor obtained.</p> <p>-Teachers contributing to Facebook page regularly, promotes the school. Teachers are now able to post directly on Facebook and are doing so. Posts include school trips, but also activities in school e.g. use of the PE apparatus in the hall, ballet dancing (Y5/6), Chinese</p>
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						<p>dancing, weather reporting (Y1/2).</p> <p>-Leaflets dropped at feeder Pre-schools and visits by Headteacher and EYFS teacher to pre-schools further establishes relationships between key staff</p> <p>-Pre-school and wider community invited to successful Nativity performance showcases Nutley School</p> <p>-New permanent school signage in place promotes the school.</p> <p>-A Christmas wreath-making event, planned by the PFA, occurred on 28.11.24. We had a strong presence at the Pre-School Christmas market on 1.12.24 and a choir in attendance performing Xmas songs. These events served to raise money, help the local community and promote the school.</p> <p>-14 children are now due to join Nutley in Reception in Sept 2025</p>
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						<p>– out of a PAN of 15. This is an increase on last year.</p> <p>-A further meeting was organised for Little Deers, Nutley and ESCC to meet again 25.2.25 and further ideas were developed on how we could work more closely together and jointly promote our schools e.g. Rhyme Time session for Term 5, and future joint CPD opportunities with Pioneer Federation.</p> <p>-A 'wraparound care' grant from ESCC was approved in Term 3 – a new grant that enabled us for the first time to provide more sustainable care from 8am-6pm. (Knowing we would most likely receive the grant, Breakfast Club commenced in Term 2, led by our TA, KW. We are struggling to recruit after school wraparound care coordinator – we have now launched the advert for a third time.</p>
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Quality of Education						
Target(s)	Action	Monitoring - who?	Resources / Costs	Specific Success Criteria	Milestones – when?	Evaluation (Impact)
2.1 Ensure that each subject is carefully planned and sequenced from Reception to Year 6 in subject specific progression documents. OFSTED	<p>Subject leaders to monitor the implementation of the curriculum intent and feedback to governors, SLT and class teachers. Staff engage in CPD opportunities with Pioneer Federation</p> <p>Subjects leaders hold teachers to account for agreed improvements.</p>	HT Curriculum governor Subject leaders	Leadership time cover costs	Evidence of key knowledge and skills outlined in progression documents will be found through scrutiny of pupil work, pupil conferencing, learning environments and classroom observations.	<p>By end of term 2 Action plan, staff audit, observations, book looks, pupil voice</p> <p>By End term 4 Review action plan, observations, book looks, pupil conferencing</p> <p>By end of term 6 Review action plans</p>	
2.2 <i>Ensure that there is a consistent approach to the teaching of phonics</i> OFSTED	English Lead to monitor the teaching of phonics. All those responsible for teaching phonics including support staff, to receive relevant updated CPD. Phonics workshop for parents to be delivered by English Lead and guidance to be included on website.	English Lead, EYFS teacher, governor monitoring	Leadership time cover costs	Year 1 pupils' attainment will be at least in line with national expectations (2023 79%) All Year 2 pupils re-sitting the phonics screening reach the required level of attainment Monitoring of phonics teaching shows there is a consistent approach, and this is having impact on pupil attainment.	<p>By end of term 2 Staff training, parent workshop, website updated</p> <p>By End term 4 Monitoring and measuring progress: teachers to observe each other, feedback and hold each other to account. Ensure intervention groups are well planned.</p> <p>By end of term 6 Report back to governors</p>	-T2 - Headteacher and staff visit Chiddinglye library and decision is made to copy blueprint of their library book banding system at Nutley to further ensure pupils are reading books at the right level, to aid progress and enjoyment of books -Term 2 – LEXIA reading programme trialled in KS2 to improve reading and spelling.

						<p>-22.10.25 & 23.10.24 - Nutley teachers join Pioneer Staff for a standardisation meeting led by Kathryn Tucker, Education Consultant. Impact: teachers have shared understanding of aspects of ARE and GD writing.</p> <p>-Library relocated downstairs into a central location in the school to ensure the importance of reading is emphasised and books are in a more easily accessible place for pupils. Inspiring artwork and soft furnishings make library even more enticing.</p> <p>-Participation in World Book Day 6.3.25 raises the profile of reading.</p> <p>-T3: Boom Readers set up to encourage improved recording of regular reading, as well as more effective teacher monitoring. Pupils and parents will improve engagement in recording reading</p>
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						<p>through the use of Boom Reader – online recording platform.</p> <p>-Library books are banded and out-of-date books are disposed of to ensure appropriate content and improve quality of provision, as well as guide pupils to books at the correct reading level. Impact – Nutley children will be matched to books appropriate to their reading level, and all stakeholders will have clarity of progression of reading at the school.</p> <p>-Reading Policy introduced to provide consistency and guidance.</p>
<p>2.3 Ensure that vulnerable groups (pupil premium, SEND, EAL) receive appropriate and effective interventions and adaptations are made within the curriculum so they</p>	<p>Identify vulnerable groups and timetable interventions and evaluate the impact of the interventions. Determine staff requirements for CPD and put in place as necessary. Further training in Arbor improves teacher input of</p>	<p>HT SEN governor</p>	-	<p>Data evidences vulnerable groups have made at least expected progress through the year. Staff are more familiar with Arbor and can use this to track pupil progress. Improvement of relationship between parents and school –</p>	<p>By end of Term 1 Learning Environment Policy shared with staff and implemented. Consistent beige/black display boards and tray labelling across the school. Support and CPD begins for TAs, provided by SB (UC/UTSA) By end of term 2 Pupil progress meetings x2</p>	<p>10.10.25 – HT's attendance at Primary Leaders Conference, with a focus on Disadvantaged Pupils and how to create an Inclusive Environment, highlighted need for further adapting the curriculum for the</p>

make at least expected progress.	<p>formative and summative assessment data.</p> <p>CPD for support staff in adapting teaching is provided by SB through partnership with UTSA</p> <p>Nutley families benefits from support from newly established Family SEN Support Team (UTSA)</p> <p>Progressive and targeted interventions for individual children, mindful of not limiting whole-class learning opportunities.</p> <p>Develop and implement Learning Environment Policy</p> <p>Develop new Badger 2, allowing for individual workstations, break out space and option of quieter learning environment for children with ASC.</p>	ER and teachers	Staff meeting time	parents feel well-informed, supported.	<p>Intervention timetable review following each provision map meeting</p> <p>Observations of intervention teachers, feedback and CPD put in place if necessary.</p> <p>Monitor implementation of learning policy</p> <p>By End term 4</p> <p>Pupil progress meetings x2</p> <p>Intervention timetable review following each provision map meeting.</p> <p>HT to hold intervention teachers to account – Are the agreed targets in place and having impact</p> <p>Monitor implementation of learning policy</p> <p>By end of term 6</p> <p>Pupil progress meetings x2</p> <p>Intervention timetable review following each provision map meeting</p> <p>Review interventions impact.</p> <p>Review impact of Learning Environment Policy</p> <p>Review SB support and CPD impact for TAs, provided by UC/UTSA</p>	<p>needs of all learners.</p> <p>Pioneer Adaptive Curriculum Lead recorded and shared Loom video for all staff and audited current practice to inform Jan INSET input. Adaptive Curriculum priority added to T&L policy.</p> <p>-On recommendation from CLASS advisor, consistent beige/black display boards across the school improve learning environment for autistic SEND pupils; new classroom locations for Sept 2024 providing two-classroom 'break-out space' for Y5/6 aids high proportion of SEND children in Badger Class.</p> <p>-Bespoke support and CPD begins for TAs, provided by SB (UC/UTSA), improves clarity and confidence in adapting learning to meet the needs of the pupil.</p> <p>-Zones of Regulation room created to allow for re-regulation of</p>
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						<p>SEND pupils in a structured way so they can become ready for learning. Safeguarding is ensured using a mirror and baby monitor.</p> <p>-Headteacher office re-located to room above library to ensure Headteacher is more able to monitor use of Zones Room and be a central presence within the school, more accessible to both staff and pupils.</p> <p>-Discussions around how the curriculum of Nutley and Pioneer might be merged start in term 2, including consultation with staff. Need for focus on the adaptive curriculum identified by leadership at Nutley and Pioneer, and this communicated with staff at Pioneer INSET in January. Jan INSET planned with SLT and SENCOs – raised awareness and clarity around adaptive curriculum expectations</p>
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						<p>-Term 3 – interventions focus more heavily on children in Y6 who need a boost to achieve ARE in SATs</p> <p>-SEND – HT meets Inclusion Advisor – strategic planning (14.1.25) for classroom observation to support Classteacher and her provision for ASC pupils (20.1.25).</p> <p>-ECT monitoring takes place consistently each week, incorporating observations and feedback sessions. Impact: improved confidence and practice of ECT, especially in behaviour management and adaptive curriculum.</p> <p>-5.2.25 - SENCO and HT carry out Triangulation of Vulnerable groups. This involved a book look and talking to pupils about classroom learning, homework and reading.</p>
2.4 Raise attainment for boys in KS2 in maths, GPS, writing	Subject leaders to monitor the implementation and impact of challenge for boys	Subject leads, HT, teachers	Leadership time cover costs	All boys in KS2 make at least expected progress in reading, writing and maths.	By end of term 1 Staff meeting on pupil self and peer assessment	-Teaching and Learning Policy, Learning Environment Policy

<p>and reading, to ensure at least expected progress and greater proportion at greater depth</p>	<p>and feedback to governors, SLT and class teachers. Planning to focus on learning for a purpose to engage boys' interest so there is good reason for them to engage</p> <p>To increase stock of library books with diverse content. Book inspirational male author visits.</p> <p>Collaborate with Pioneer staff on planning to improve outcomes for boys. Subjects leaders hold teachers to account for agreed improvements. Subject leaders to implement and monitor assessment of subjects using Arbor. Further develop pupil self and peer assessment. Create a more inviting and accessible open plan library space downstairs in current ICT Suite, with break-out space. Band all library books, following blueprint seen at Chiddingly. Purchase laptops for class teachers to enable flexibility to work from home e.g. should there be a need for remote learning</p>	<p>ER, teachers, PFA and using PFA funds Teachers, staff meeting time, help from PFA Up to £600 per laptop – capital funding</p>	<p>Cost of Arbor</p>	<p>Children identified as higher attaining pupils at previous benchmark achieve GD at the end of the next key stage i.e. Year 2, 4 and 6.</p>	<p>Meet Schools ICT Service to explore possibility of moving computers out of ICT suite and into classrooms. Plan for distribution of tech in place. Explore possibility of removing ICT suite partition wall with ESCC – property maintenance officer, H&S officer and fire officer. Explore if structural wall – consult previous ESCC plans and structural engineer. Introduce book policy and agree on non-negotiables. By end of term 2 Staff to trial Pioneer planning (knowledge organisers, final assessment opportunities, success criteria) accessible on shared Google drive. Action plan, staff audit, observations, book looks, pupil voice Obtain quotes for removing ICT suite partition wall, removing worktops and shelving and making good e.g. plastering, redecorating, re-carpeting. Start work after open days. Band all library books and remove dated books assessment data on Arbor. Monitoring of pupil self and peer assessment</p>	<p>and Book Policy shared with staff and implemented. Impact: a consistent approach throughout the school, with more effective classroom learning walls, which include key vocabulary and space for modelling strategies in maths / writing in English, enabling pupil independence in learning</p> <p>. -Staff CPD meeting on pupil self and peer assessment gives teachers practical strategies, sharing expertise, as well as emphasises greater need for this to move children on in their learning.</p> <p>. -Staff trial Pioneer planning (knowledge organisers, final assessment opportunities, success criteria) accessible on shared Google drive.</p> <p>-Term 2 – computers relocated from ICT Suite into classrooms to improve access to</p>
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	Introduce book policy.				<p>Move ICT suite computers into classrooms. Purchase laptops for class teachers.</p> <p>By end of Term 3:</p> <p>Regular opportunities established for older reluctant readers to read with younger children</p> <p>Inspiring artwork and soft furnishings in place in new downstairs library.</p> <p>Photocopier moved to back office.</p> <p>By End term 4:</p> <p>Participation in World Book Day 6.3.25</p> <p>Review action plan, observations, book looks, pupil conferencing.</p> <p>Review of assessment on Arbor.</p> <p>Monitoring of pupil self and peer assessment.</p> <p>By end of term 6</p> <p>Review action plans. Evaluate progress across the school, including GD.</p>	<p>the computing curriculum for classes.</p> <ul style="list-style-type: none"> - SD begins meetings with Kayleigh Vile on curriculum combining 30.1.25. -Term 3 SATs club run by ER ensures further teaching and support and practice of SATs papers. -INSET 6.1.25 – CPD provided by Pioneer federation – music, SEND (adaptive curriculum), DT focus at Chiddingly; further CPD at online staff meeting: science, computing and RE – ensures Nutley staff are benefitting from the expertise of their subject leaders and understand the benefits of entering the federation. -21.1.25 SATS information evening for Y6 parents means parents are informed about expectations and how they can best support their child. -Term 3 – Switch to Athletics from
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						<p>MyMaths online maths homework provision, to align better with teaching and learning content.</p> <p>-T3: Joint Headteacher and maths lead observations at Nutley provide further opportunities for adaptive curriculum and challenge e.g. Awesome 8 and Prove-It Stickers</p> <p>-March 2025: New laptops ordered for pupils and being paid for through capital monies to ensure computing curriculum can be taught in classrooms effectively.</p> <p>-16.1.25 – Maths monitoring by Headteacher and Pioneer Maths lead, Alice Briley, including observations of teaching. Impact: introduction of further challenge resource: Prove It Stickers and Awesome 2, 4 and 8 Challenges.</p> <p>-3.2.25 Book Audit carried out by HT and</p>
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						James Procter (Ex Head of Pioneer)
Behaviour and Attitudes						
Target(s)	Action	Monitoring - who?	Resources / Costs	Specific Success Criteria	Milestones – when?	Evaluation (Impact)
3.1 Reduce persistent absence and improve general school attendance	<p>Daily monitoring of PP children attendance. Follow up with parents about any absence, e.g. if reported on Studybugs, office staff or HT will make contact with parents via telephone to confirm absence and discuss when the child will be back in school.</p> <p>Attendance letters sent to all parents of children who are persistently absent 3x a year. Repeated or prolonged absence to be followed up with contact with parents to discuss absence and how we can improve attendance.</p> <p>HT to liaise with ESCC Attendance Officer and follow new flowchart.</p> <p>Publish weekly class and school attendance figures on the weekly newsletter.</p> <p>Attendance reported to governors routinely in FGB meetings</p>	HT	Nil	Attendance for all children and PAs is at least in line with the national average.	<p>By end of Term 1: Attendance letters sent to parents of children who are persistently absent. Parents informed of new government expectations and fining structure</p> <p>By end of Term 2: HT meeting with ESCC Attendance Officer</p> <p>By end of Term 3: Attendance letters sent to parents of children who are persistently absent.</p> <p>By end of Term 5: Attendance letters sent to parents of children who are persistently absent.</p>	<p>-Attendance letters sent to parents of children who are persistently absent.</p> <p>-Parents informed of new government expectations and fining structure.</p> <p>-Attendance Officer met with headteacher 26.11.24. Parents taking term-time holidays is the main reason for the non-attendance and children being classed as PA – fines have been issued.</p> <p>The impact of this meeting was to provide more clarity and information for parents about fines for non-attendance due to term-time holidays and when to send your child to</p>

	Implement fines in line with new guidance.					<p>school even if they are ill (Every Moment Matters DFE campaign). The Attendance Policy was also updated.</p> <ul style="list-style-type: none"> - Reduced timetable at start of year has been successful in re-integrating SEND child into fulltime education. -Impact of new Behaviour Policy: Behaviour data (ie number of Step 2 Reflection forms, has reduced from Term 3 to Term 4. -Behaviour Policy reviewed with staff. - T4: The Zones of Regulation space is completed and used by children. -End of term 4 2025: our current attendance is 94.4%, broadly in line with national attendance data at 94.5%. -Persistent Absence: In February 2025, 2.7% of our children (8 children) are now
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						<p>classed as persistently absent (this has decreased since last term).</p> <p>-In March 2025, 6 children are classed as PA – this has reduced again. 5 children’s attendance is of concern. National persistent absence is currently 18.7%. Attendance support plans are put in place where necessary.</p> <p>- ER and office staff now have regular fortnightly attendance meetings where we monitor attendance and generate necessary actions.</p>
<p>3.2 Embed the new behaviour policy so all staff are familiar with and using the therapeutic thinking approach</p>	<p>All behaviour incidents where a parent is needed to be informed are recorded appropriately on CPOMS by the member of staff who dealt with the incident. These are then followed up by class teachers / DSLs, actions recorded and closed.</p> <p>Staff training to continue. Positive phrasing workshops for support staff (SB UTSA)</p>	<p>HT, DSLs, class teachers and support staff</p>	<p>nil</p>	<p>Dangerous anti-social behaviour (DASB) incidents are reduced.</p> <p>Staff use positive phrasing when managing behaviour, thoroughly investigate incidents and implement necessary restorative justice.</p> <p>Parents are kept well-informed by class teachers about their own child’s behaviour</p>	<p>By the end of Term 1:</p> <p>Behaviour policy shared with new staff and new governors</p> <p>High expectations of behaviour and routines introduced. Class teachers make ‘conduct contract’, including low-level disruption.</p> <p>Nurture groups attendance book set up and attendance recorded.</p> <p>By the end of Term 2:</p>	<p>-T1: Behaviour policy shared with new staff and new governors. INSET 6.1.25 – Staff introduction to new Behaviour Policy – therapeutic thinking refresher and discussion and agreement on the implementation of</p>

	<p>Risk reduction plans to be regularly updated for children who exhibit DASB with a focus on preventative strategies.</p> <p>All bullying is followed up consistently with regular meetings with parents and pupils involved and outcomes recorded on CPOMS</p> <p>Introduce clear expectations of behaviour and routines across the school and reinforce regularly throughout the year</p> <p>Regular THRIVE sessions for SEND children and improved communication with parents from practitioner with timetabled opportunities for discussion. Improved record keeping of nurture groups attendance.</p>			<p>Low-level disruption is reduced.</p> <p>SEND parents feel better informed about child's THRIVE programme; nurture groups involvement is evidenced.</p> <p>Pupils are aware of their responsibilities, as well as their rights.</p> <p>Courageous advocacy encouraged and rewarded</p>	<p>Review risk reduction plans for children who exhibit DASB</p> <p>Support staff training with therapeutic thinking approach</p> <p>Participation in Anti-Bullying Week 2024 w/b 11.11.24 – 'Chose Respect'</p> <p>By end of Term 3:</p> <p>Review behaviour data.</p> <p>Review behaviour policy with staff</p> <p>By end of Term 4:</p> <p>Review risk reduction plans for children who exhibit DASB</p> <p>Support staff workshop on therapeutic thinking approach.</p> <p>By end of Term 6:</p> <p>Review behaviour data on CPOMS.</p>	<p>new consequences strategy.</p> <p>-Educational Psychologist advises HHogs and Badgers class teachers on managing challenging behaviour, in line with the therapeutic thinking approach.</p> <p>-T1: High expectations of behaviour and routines introduced. Class teachers make 'conduct contract', including low-level disruption.</p> <p>-T1: Nurture groups' attendance book set up and attendance recorded.</p> <p>-T2: We raised the profile of our core values by displaying these prominently in the hall.</p> <p>-T2: Bespoke support staff training with therapeutic thinking approach and adapting the curriculum, with SB from Uckfield College (UTSA) - Impact: TAS</p>
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						<p>report strategies learned are successful when put into practice</p> <p>-Whole school pupil survey (November 2024) showed largely positive attitude to behaviour and attitudes to learning.</p> <p>- T2: Participation in Anti-Bullying Week 2024 w/b 11.11.24 – 'Chose Respect' continues to keep Anti-Bullying message strong in school</p> <p>- Impact of new Behaviour Policy: Behaviour data (ie number of Step 2 Reflection forms, has reduced from Term 3 to Term 4.</p> <p>-The school vision is displayed in all classrooms and significant rooms in the school to remind everyone of our core purpose.</p> <p>-12.3.25 - PAMs meetings with SENCO and educational psychologist held</p>
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						<p>with class teacher with focus on behaviour management of SEND children. Impact – strategies shared and implemented.</p> <p>- T4: Headteacher and governor monitoring of safeguarding shows very positive attitudes of pupils towards EDI and bullying.</p>
Personal Development						
Target(s)	Action	Monitoring - who?	Resources / Costs	Specific Success Criteria	Milestones – when?	Evaluation (Impact)
4.1 Support good mental and physical health in all children and adults, enabling all to flourish.	<p>Pupil voice – children from across the school, including children from vulnerable groups. Any action points to be addressed.</p> <p>Termly attendance by PE Lead at PLT meetings led by Uckfield College.</p> <p>Participation in tournaments and sporting competitions, led by Uckfield College.</p> <p>Participation in choir singing events e.g. Uckfield Singers, Christmas church event and Nutley Christmas Market.</p> <p>Participation in Maypole dancing at Nutley Village Fete</p>	HT / PE lead	<p>Cost of cover teacher to release PE Lead to attend PLT meetings, organise and take children to competitions.</p> <p>Cost from sports premium.</p> <p>Cost of external providers.</p>	<p>Pupil attendance is high.</p> <p>Pupils report good mental and physical health.</p> <p>Pupils have opportunities to take part in events, tournaments and competitions with other schools.</p> <p>We achieve the SportsMark for the year 2024-2025</p> <p>Pupils develop resilience and conflict resolution skills</p>	<p>By end of term 1:</p> <p>Parent, staff and pupil voice collected</p> <p>MHEW audit and action plan completed by ER and KM</p> <p>Celebrate World Mental Health Day 10.10.24 – ‘time to prioritise mental health in the workplace’.</p> <p>Monitor attendance at clubs of PPG and SEND children</p> <p>Growth Mindset Pupil Activity</p> <p>Timetable for THRIVE practitioner organised</p> <p>ER and governor AH to plan for exterior of school ‘spruce up’.</p> <p>By end of term 2:</p>	<p>-Parent Survey results from March 2025 show improvement in Parent Satisfaction.</p> <p>-12.9.25 - Meet the teacher Evening for Parents – impact: parents have clarity over classroom routines and expectations for learning and homework</p> <p>-27.9.25 – Peter Smith Award launched to encourage following of Golden Rules and value</p>

	<p>All classes participate in daily mile. Staff socials organised regularly through the year Participation in Growth Mindset activity.</p> <p>Whole school focus on healthy eating</p> <p>School leaders and governors ensure SEMH is well resourced in terms of curriculum time, staff training, staffing, management time, budget, and resources.</p> <p>Actions from Healthy Schools Survey are completed.</p> <p>Continue to support families with SEN pupils by promotion of The Family SEN Support Team to our families struggling with pupil behaviour and attendance.</p> <p>Improve provision of playground resources and explore potential for table tennis</p> <p>General sprucing up and redecoration of school front garden area (inc gate) and playground</p>	<p>THRIVE practitioner</p> <p>Sports Premium funding</p> <p>PFA 'garden force'</p>	-		<p>Tidy up and redecoration of front garden and playground.</p> <p>Collaboration with Uckfield Singers</p> <p>Church Christmas service - choir attended</p> <p>Choir attended Nutley Xmas market</p> <p>MHEW learning walk – mental health and wellbeing integrated across curriculum and culture</p> <p>Table tennis table purchased and fitted into playground</p> <p>By end of term 3:</p> <p>Participation in Children's mental Health Week: 'My Voice Matters' 5.2.25 – 11.2.25</p> <p>Pupil voice collected</p> <p>HT to lead mental health assembly</p> <p>Re-visit growth mindset – special assembly</p> <p>Whole school 'Scootering Day'</p> <p>Review impact of healthy eating focus</p> <p>By end of Term 4:</p> <p>Staff socials to have been organised</p> <p>Participation in Red Nose Day 21.3.25</p> <p>By end of Term 5:</p>	<p>exceptionally kind and motivated children.</p> <p>-30.9.25 – PANTs talk in all classes. Impact: children aware of keeping themselves safe and seeking adult help</p> <p>-Parent, staff and pupil voice collected</p> <p>-4.10.25 – Harvest Festival at the church ensures all children learn more about Christianity and enjoy this community event, attended by parents, to give thanks for our food. Pre-school join us with a contribution and this improves relations with our feeder school.</p> <p>-11.10.25 – Whole school theatre trip to Awful Auntie in Brighton. Impact: disadvantaged pupils improved cultural capital so now have an understanding of what a city looks like and experience of a live theatre performance, so they can draw from these opportunities when creative writing,</p>
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					<p>parent voice</p> <p>HT to lead mental health assembly</p> <p>By end of Term 6: Maypole event attended Pupil voice collected Gold School Games Mark achieved for commitment, engagement in the School Games for 2024-2025</p>	<p>designing stage sets and performing.</p> <p>-PFA meetings attended by ER, headteacher. (16.9.25, 17.10.25). Impact: PFA liaise with headteacher to raise money in inventive ways to help the personal development of children at the school e.g. Theatre trip, class funds, Christmas market, wreath making event.</p> <p>-21.10.25 - School Photos taken by a professional photographer, of individual children & siblings (including pre-school children). Impact: children feel valued and opportunity for parents to keep a special photograph.</p> <p>-MHEW audit and action plan completed by ER and KM</p> <p>-20.11.24 – Nutley staff complete MHEW audit and collaborate to produce a MHEW document – a graduated approach to</p>
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						<p>pupil MHEW support – which is added to the reviewed MHEW Policy. This follows meetings between school and the ESCC MHEW Advisor, NM.</p> <p>-23.10.25 - Fox Class (Y3/4) trip to British Wildlife Centre complements learning about animals in science and sparks interest in otters and courageous advocacy.</p> <p>-Improved communication with parents by THRIVE practitioner with 3x yearly catch-up meetings.</p> <p>-Tidy up and redecoration of front garden and playground by Groundforce team of parents, staff and governors – impact: improve setting for pupils.</p> <p>-21.11.24 - Adult choir – the Uckfield Singers – join the whole school in the hall to showcase some of their songs. They teach the children a song and the children</p>
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						<p>sing to them. We hope to collaborate with them in the future.</p> <p>Impact: enjoyment of collaboration through singing and improvement in community relations.</p> <p>-Nutley PFA raise money by working in unison with the Pre-School Littel Deers to organise a fund-raising community event – Nutley Christmas Fair. This is well-attended and enjoyed by families. Nutley Primary Choir perform on the stage during the morning and work as elves in Santa’s Grotto.</p> <p>Impact: PFA funds increase, raises name of the school in the community and school children are challenged with musical performance opportunity and leadership responsibilities.</p> <p>-Table tennis table installed in playground and 4-Square game introduced in order to</p>
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						<p>improve purposeful play during unstructured times. Children from Chiddinglye visited to teach Nutley children how to play 4 Square.</p> <p>-Badger class girls receive extra SRE lesson about puberty. Impact – girls are better prepared for starting their periods and know how the school can help them.</p> <p>Participation in Anti-Bullying Week 'Odd Socks Day' Monday 11.11.24</p> <p>-15.11.24 - Children wear something spotty to school to raise money for BBC Children in Need; parents donate directly through the BBC website.</p> <p>-We raised the profile of our core values and vision by displaying these prominently in the hall.</p> <p>-28.11.24 - PFA Wreath making event in hall is well attended by school families and</p>
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						<p>previous pupils of the school and money raised for the school.</p> <p>-5.12.25, 9.12.24, 10.12.24 - YR and KS1 present the Nativity to school and parents.</p> <p>Impact: children's confidence in performing improves and the Christmas message of giving enriches the moral values of the community</p> <p>-Christingle Service at the church 19.12.24.</p> <p>Impact: children gain confidence in performing, make memories and the school community come together at a significant point in the church year.</p> <p>-A 'wraparound care' grant from ESCC was approved in Term 3 – a new grant that enabled us for the first time to provide more sustainable care from 8am-6pm. Knowing we would most likely receive the grant, Breakfast Club</p>
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						<p>commenced in Term 2, led by a TA. This has been well-attended, particularly by pupils with SEND who enjoy the 'soft start' to the school day.</p> <p>-18.11.24 - Sean Taylor – author visit, gives children opportunity to take part in writing workshop.</p> <p>-Participation in Children's mental Health Week: 'My Voice Matters' 5.2.25 – 11.2.25</p> <p>-New MHEW resources used in new Zones of Regulation area in 'The Nest'.</p> <p>-Pupil voice collected</p> <p>-INSET 6.1.25 – Introduction to new Behaviour Policy for all staff – therapeutic thinking refresher and discussion and agreement on the implementation of new consequences strategy ensures clarity for all staff</p> <p>-13.1.25 Presentation to parents about new</p>
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						<p>Behaviour and Positive Relationships Policy.</p> <p>-HT leads mental health assembly – 12 Rocks</p> <p>-28.1.25 – Parent workshop to help support children with anxiety and worry, held at Nutley, and led by Lily Stanovic.</p> <p>-Whole school 'Scootering Day' – introduces all children to a different sport</p> <p>-Staff socials e.g. Christmas Party, enrich the lives of 'Team Nutley'.</p> <p>-Participation in Red Nose Day 21.3.25 – children encouraged to bring a joke to school and wear something red; families encouraged to donate via the website.</p> <p>-Participation in World Book Day 6.3.25 – children dress up as favourite book characters, classroom teachers plan reading activities, 'Whole School Read' in hall.</p> <p>-RE Policy is reviewed.</p>
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						<p>-3.4.25 - Easter Service in the church. The school are joined by the Little Deers Pre-School. All classes perform a contribution, e.g. Y5/6 Easter Rap. Faith Council write and lead prayers during the service, also leading a procession of their hand-made colourful Easter crosses. The School Council lead the service, introducing the events, and also performing Easter bible readings from the pulpit.</p> <p>-Skateboarding Day – all children have the opportunity to learn.</p> <p>-10.2.25 - History book author, John Gordon-Reid, visits all classes to talk to children about his books which show the chronology of history in topics e.g. natural history, inventions, etc</p> <p>-13.2.25 - Safer Internet Day marked – RW presented an</p>
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						<p>assembly about spotting scams online.</p> <p>-13.3.25 - British Science Week marked in RW's Thursday Worship.</p> <p>-28.3.25 - Mother's Day – PFA enable every child to plant a bulb in a pot as a gift to mothers or others.</p> <p>-2.4.25 - Football Day – Albion in the Community work with each class to promote football skills and teamwork, in celebration of School's Football Week.</p> <p>-Class assemblies / Class Exhibitions - each class does one per year. Term 3: Y5/6 hosted a Shang Dynasty exhibition for parents and the school community 13.2.25; a high quality of work was produced for the event and Badger class designed interactive activities to interest their guests e.g. tea tasting, lantern making. Term 4: Y1/2 invited parents and</p>
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						pupils to watch their class assembly; the children shared their animal posters, explained how they grew and ate cress, included the audience in a song and demonstrated their finished PE sequences. Impact: pupils have a purpose for learning and parents feel included in their learning journey.
4.2 Increase children's awareness of equality, diversity and inclusion	<p>LEANS resource to be used in KS2 classes to educate children about neurodiversity</p> <p>RE Lead to attend hub events and organise opportunities within and outside school for our community to connect with and learn from other religions, peoples and cultures.</p> <p>Teachers plan for opportunities to promote pupils' awareness of diversity, equality and inclusion, including in worship time.</p> <p>Special focus on name-calling.</p> <p>Ensure the diversity of our pupils is reflected in our lesson plans and activities.</p>	HT, RE lead, all teachers	Nil unless specific books or resources are requested.	Pupils have developed their understanding, tolerance and respect for others so they can demonstrate that they value equality, diversity and inclusion	<p>By end of Term 1:</p> <p>LEANS resource used in both KS2 classes</p> <p>Participation in Black History Month – October 2024</p> <p>By end of term 2:</p> <p>Governor monitoring</p> <p>Participation in Anti-Bullying Week 'Odd Socks Day' Monday 11.11.24</p> <p>Talk to ch in worship about worry box.</p> <p>Participation in BBC Children in Need 15.11.23</p> <p>By end of Term 3:</p> <p>Governor to obtain EDI pupil vice</p> <p>By end of Term 4:</p>	-25.10.24 - Black History Month learning shared in hall between all classes. Fox class shared their posters (they had researched a black person and showed why we celebrate them); HHogs learned about the impact of Rosa Parkes; Badgers studied and discussed the Premier league No Room for Racism campaign; YR learned about the artist, Alma Thomas, and created similar abstract art. RW conducted 2 worships:

	<p>Ensure learning materials are non-racist, non-sexist and non-discriminatory.</p> <p>Encourage children to tell an adult immediately if they are worried so issues can be resolved quickly and appropriately.</p> <p>The governing board to monitor the progress of work being done across the school with EDI and undertake appropriate pupil voice.</p>				<p>Participate in Gender Equality Month – March 2025 – International Women’s Day</p> <p>Talk to ch about worry box and what to do if worried</p> <p>Governor monitoring</p> <p>By end of Term 5:</p> <p>Talk to ch about worry box and what to do if worried</p> <p>By end of Term 6:</p> <p>Participation in Disability Awareness Month – June 2025</p> <p>Talk to ch about worry box and what to do if worried</p>	<p>Neurodiversity and Black Ethnic people, and Black History Month. Impact: black children feel valued, and all children learn more about the significant impact of black people through time and the importance of eliminating racism.</p> <p>T5 – Headteacher gives talk to YR about her family with different skin tones and how she loves them all the same. Impact: youngest children value difference.</p> <p>-Participate in Gender Equality Month – March 2025 – International Women’s Day</p> <p>-13.1.25 – Anti-Racism training at Uckfield College (ESCC)</p> <p>-Successful Healthy Schools submission before Easter – mainly required policies to be in place (PE, Whole School Healthy Eating Policy, School Travel Action Plan). Impact –</p>
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					<p>Participation in Red Nose Day Worship 21.3.25</p> <p>Participation in World Book Day 6.3.25 – Reading Buddies</p> <p>School Council to review action plans</p> <p>By end of Term 5: School council lead worship on Growth Mindset</p> <p>By end of Term 6: All pupil leaders review action plans and consider impact</p> <p>House Captains have led termly PE activities in playground e.g. skipathon.</p> <p>House Captains and Vice Captains supported running of Sports day.</p>	<p>the hall to raise money for The British Wildlife centre – this follows their desire to improve the lives and habitats of animals, particularly the otter, following their class trip to the organisation earlier in the academic year.</p> <p>16.12.25 - Y5/6 Badger Class charity Xmas sale of their own hand-made arts and crafts – courageous advocacy - raising money for Raystede animal charity.</p>
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Target(s)	Action	Monitoring - who?	Resources / Costs	Specific success criteria	Milestones – when?	Evaluation (Impact)
<p>5.1 To develop the EYFS provision and learning environment so it is engaging and inspiring, particularly the use of an outdoor learning woodland at the school field, to promote all areas of the curriculum, with EYFS and KS1 staff to work creatively together to provide the best outdoor learning experience for years R, 1 and 2 collectively.</p>	<p>Improvements are made to the outdoor provision for EYFS, including the newly created 'outdoor learning woodland' at the school field, The children have free-flow access to safe, well organised, inviting and inspiring outdoor areas at appropriate points during the day. Resources are kept tidy and stored appropriately. The outside area to be developed into a space that can be safely used every day throughout the year and inspires child-initiated learning and creativity.</p> <p>EYFS teacher conducts paired visits to good examples of EYFS settings within the federation</p>	<p>EYFS teacher, HT, Alliance Partner, Diocese of Chichester Education Officer</p>	<p>Nil unless a specific request for resource is made.</p> <p>Up to £10,000 for Reception outdoor area higher fencing – funding to be sought from ESCC.</p>	<p>The EYFS outdoor area is well organised, inviting and inspiring, and resources stored tidily, regarding health and safety requirements.</p> <p>Learning walks and observations record effective child-led learning, inspired by the outdoor learning environment.</p> <p>Children make at least expected progress from their baseline assessments towards achieving GLD.</p>	<p>By end of term 1:</p> <p>baseline assessment data to be carried out</p> <p>100% attendance at 'Meet The Teacher' evening</p> <p>Outdoor provision to be developed throughout the year.</p> <p>Risk assess Rabbit outdoor space and arrange site visit for ESCC H&S officer and ESCC Buildings maintenance officer. Pressure for higher fencing to ensure safety and indoor/outdoor free flow of continuous provision. Gain agreement for works to go ahead and be fully funded by ESCC.</p> <p>By end of Term 2:</p> <p>Outdoor nature garden to be used safely, regularly by EYFS, KS1 and pre-school</p> <p>Higher fencing to be constructed around outdoor Reception area and funded by ESCC.</p>	<p>Higher fencing installed – reduces risk of fall from height in YR outdoor area.</p> <p>-Rabbit outdoor space risk-assessed by headteacher and deemed unsafe due to low fencing and a large drop on the outside. With one class teacher and no TA, the indoor and outdoor space does not provide continuous provision. Site visit for ESCC H&S officer and ESCC Buildings maintenance officer arranged. ESCC have been to visit and we pressed for them to immediately provide taller fencing to safeguard the outside space and this to be funded by ESCC, which</p>

					<p>By end of Term 3:</p> <p>By end of Term 5: Learning walks and drop-ins have recorded variety of child-led learning inspired by the learning environment</p>	<p>they unfortunately declined.</p> <ul style="list-style-type: none"> - Higher trellis fencing constructed around outdoor Reception area mitigates risk of a fall from height. The area is now safer for the children to be outside with an adult, but still not safe enough for free-flow without an adult outside. - In January, two proposals for developing outside space at Nutley for Reception class were considered by governors at an extraordinary Governors Meeting, with the aim of creating true continuous provision and free-flow (one involving the development of the front garden, and the
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						<p>other involving development of the current Reception class back wall). Governors favoured the latter. In T3, Rowena Dumbrell (ESCC Early Years advisor) met with Pioneer Exec Head, Nutley Headteacher, COG and EYFS teacher to advise on potential movement of Reception class to alternative location in school, and to also advise on current improvement of use of outside space. In term 4, a decision was made by the governing board to develop the Reception class back wall by applying for a loan.</p> <p>-EYFS teacher, Headteacher and COG visited Harlands EYFS hub 15.1.25 to see an example of Nursery working well with</p>
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						<p>Reception, as recommended by ESCC Improvement Partner. This provided opportunity for further discussion about developing the EYFS outdoor learning environment.</p> <p>-YR attended Forest School at Pioneer School (St Mary's in Hartfield) for cluster Forest School opportunity.</p>
5.2 For EYFS teacher to improve parent communication using Tapestry		EYFS teacher	Nil	<p>Parents feel involved with their child's learning, and parental engagement increases</p> <p>Parents are always feeling well-informed about their child's reading stage</p>	<p>By end of Term 1: EYFS teacher collects parent voice regarding Tapestry and follows up on action points</p> <p>By end of Term 2: Parents are contributing to Tapestry</p> <p>Stay and Share event enjoyed by parents</p> <p>By end of Term 3:</p>	<p>-100% attendance at 'Meet The Teacher' evening shows strong parent engagement</p> <p>-Stay and Share event gave parents the opportunity to visit their child in their learning environment and look at their work.</p> <p>-In T4, introduction of separate maths, English and Topic</p>

					<p>By end of Term 4: Stay and Share event enjoyed by parents</p> <p>By end of Term 5: Parent survey indicates improved satisfaction with communication</p> <p>By end of Term 6: Stay and Share event enjoyed by parents</p>	<p>books ensured EYFS came more in line with Pioneer Federation practises and also gave leadership improved oversight when monitoring and further developed evidence-based assessment records where progress and coverage of the EYFS curriculum could be clearly seen by all stakeholders.</p> <p>-New EYFS teacher (ECT) recruited to replace EYFS teacher leaving at Easter – successful transition opportunities for new EYFS teacher ensure parents and pupils feel included and reassured by the change.</p> <p>-New book banding progression document is created and shared with parents so parents, pupils and staff are well-informed about reading stages,</p>
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						and the stage individual pupils are at.
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Monitoring Schedule

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
HT	Pupil progress meeting Monitor attendance Send out PA attendance letters DSL meeting PM observations and appraisal meetings & book looks PP & SEND Pupil Voice – class & interventions Monitor and Update SEND & PPG trackers	Pupil progress meeting Data monitoring meeting with governors and staff DSL meeting Whole school pupil survey (with Mental Health Lead) Learning Walk Monitor & Update SEND & PPG trackers	Pupil progress meeting Send out PA attendance letters DSL meeting PM observations and appraisal meetings & book looks PP & SEND Pupil Voice – interventions Monitor & Update SEND & PPG trackers	Pupil progress meeting Data meeting with governors and staff DSL meeting Whole school pupil survey (with mental health lead) Learning Walk Monitor & Update SEND & PPG trackers	Pupil progress meeting Send out PA attendance letters DSL meeting PM observations and appraisal meetings & book looks PP & SEND Pupil Voice – interventions Monitor & Update SEND & PPG trackers	Pupil progress meeting Data meeting with governors DSL meeting Analyse achievement of school in comparison to others locally / nationally (Use <i>Analyse School Performance</i>). Share with staff & governors. Whole school pupil survey (with mental health lead) Monitor & Update SEND & PPG trackers
Bursar	Pay Committee meeting					
DHT		TA PM meetings		TA PM meetings		TA PM meetings

Subject Leaders	Action Plans Staff Audit	Observations, book looks, pupil voice	Review action plans	Observations, book looks, pupil voice		Review action plans
SENCO	Review and update provision maps	Review and update provision maps	Review and update provision maps	Review and update provision maps	Review and update provision maps	Review and update provision maps
Class teachers	Input data on ARBOR		Input data on ARBOR		Input data on ARBOR	Input final data on ARBOR
Governors	FGB meeting HT appraisal	FGB meeting	FGB meeting HT appraisal	FGB meeting	FGB meeting HT appraisal	FGB meeting