



Nutley Primary School

2025-2026

Self-Evaluation Form (SEF)

&

School Development Plan (SDP)

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

All judgements are based on robust school self-evaluation using updated **Ofsted 2025 criteria**. This **SDP/SEF** provides an overview of the strategic development plan for Nutley CE Primary School from September 2025 to July 2026. We also have a Federation Development Plan (**FDP**) providing an overview of the joint strategic development plans for all Pioneer Schools. Both this 'FDP' and each 'school individualised SDP/SEF' should be referenced when evaluating Pioneer schools.

Ofsted focus Aspects 25-26 (1-10)

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

Context and Characteristics of School

The local context and characteristics of our school

- Nutley CE Primary School is a small, mixed class village school near to Uckfield and Crowborough, within walking distance of the Ashdown Forest. The school is a voluntary-controlled Church of England school in the Diocese of Chichester.
- The school is part of the Pioneer Federation family of 8 village primary schools across East Sussex, each with their individual characteristics. Nutley formally joined Pioneer in September 2025. <https://pioneerfederation.co.uk>
- Nutley Primary School is led by the Head of School, Mrs Helen Denton and the Pioneer Executive Head, Mr James Procter. Mrs Denton has moved from Groombridge, another Pioneer school from the role of Deputy Head to Head of School in September 2025.
- Nutley has a PAN of 15, but has a 14 strong cohort intake for Reception in September 2025. The school has been at the heart of the community that it serves for 160 years, and has developed strong links with the local village church, St James the Less. The Christian ethos drives the work of the school, which believes that all children can flourish, given the right start.
- The school was last inspected by OFSTED in June 2021 <https://files.ofsted.gov.uk/v1/file/50169331> with a GOOD grading under the pre 2024 inspection framework. The school was last inspected by SIAMS in March 2018, with an OUTSTANDING grading. https://cofechichestereducation.contentfiles.net/media/documents/document/2018/04/Nutley_S48_March_2018.pdf
- The school needs to strengthen its offer to the local community in order to rapidly raise pupil numbers. This includes offering more enrichment opportunities and after school clubs, as well as promoting the benefits of being part of the Pioneer federation.
- Geraldine Wood will be the LA SIP '25-26' for all 8 Pioneer School, having worked with the core Pioneer schools and so knows the Pioneer Federation very well.

Contextual Data

| Number on roll | No./% Boy/Girl | No./% Pupil Premium | | | | |
|----------------|---------------------------------|---------------------|--|--|--|--|
| 61 | 31 boys 50.8% / 30 girls | 7 / 11.4% | | | | |
| YR- 14 | 49% | YR- 0 | | | | |
| Y1- 4 | YR- 5 / 9 | Y1- 0 | | | | |
| Y2- 5 | Y1- 4 / 0 | Y2-1/1.6% | | | | |
| Y3- 7 | Y2- 4 / 1 | Y3- 0 | | | | |
| Y4- 9 | Y3- 4 / 3 | Y4-2/ 3.2% | | | | |
| Y5- 10 | Y4- 5 / 4 | Y5-2/ 3.2% | | | | |
| Y6- 12 | Y5- 3 / 7 | Y6-1/1.6% | | | | |
| Y6- 6 / 6 | | | | | | |
| No./% SEND | No./% EAL | Number of CLA | | | | |
| 4/5% | 2/ 3.2% | 0 | | | | |
| YR- 0 | YR- | | | | | |
| Y1- 0 | Y1- | | | | | |
| Y2- 0 | Y2- 1 | | | | | |
| Y3-1/ 1.6% | Y3- | | | | | |
| Y4- 1/1.6% | Y4- 1 | | | | | |
| Y5- 1/1.6% | Y5- | | | | | |
| Y6- 1/1.6% | Y6- | | | | | |

| EYFS | | |
|---|-----------------------------------|---------------|
| | Validated teacher assessment 2025 | National 2024 |
| | ELG | ELG |
| Year R Reading | 100% | 68% |
| Year R Writing | 75% | 68% |
| Year R Maths | 100% | 76% |
| Year R GLD | 75% | 64% |
| <small>Context: 4 children in Year R 1 child = 25% SEND = 0</small> | | |

| Year 1 and 2 | | | |
|--------------|-----------------------|------------------------|---------------|
| | Year 1 | Year 2 | National 2025 |
| | 5 pupils 0% SEND/EHCP | 1 child 100% SEND/EHCP | |
| Phonics | 80% | 100% | 80% (Y1) |

| Year 4 MTC | National 2025 |
|----------------------------|------------------|
| % 20+ MTC Score | 39.7% / 21.5 APS |
| 10 pupils SEND 10% EHCP 0% | |

| Year 6 | | | | |
|--|-------------------|-------|---------------|-------|
| | SAT Outcomes 2025 | | National 2025 | |
| 13 pupils SEND 30.8% EHCP 7.7% (1 child) | EXS+ | GDS | EXS | GDS |
| Year 6 Reading | 84.6% | 38.5% | 75% | 33.1% |
| Year 6 Writing | 76.9% | 15.4% | 72% | 12.9% |
| Year 6 Maths | 53.8% | 7.7% | 74% | 26% |
| Year 6 Combined | 53.8% | 7.7% | 62% | 9.4% |

Progress since Previous Inspection – June 2021 ‘Good’ <https://files.ofsted.gov.uk/v1/file/50169331>

| Area for Improvement | Progress since previous inspection |
|--|--|
| <p>OFSTED June 2021 The curriculum is not yet coherently planned and sequenced in some subjects, such as history, geography and art... Leaders need to ensure that each subject is carefully planned and sequenced from Reception to Year 6. These plans should identify the important knowledge that leaders want pupils to learn. This will help all pupils to do well, including those with SEND.</p> | <p>See SDP 25 -26 Section 2 below: IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |
| <p>OFSTED June 2021 Although most pupils can read fluently, there are some inconsistencies in how phonics is taught. The very small number of pupils who need support to read do not always have strategies to help them decode words successfully. Leaders need to put in place their plans to make sure that staff are well trained.</p> | <p>Twinkl phonics was introduced in September 2021. Passing Year 1 phonics screening 80% 2025 (NA 80%). 100% Year 2 passing 2025.</p> <p>See SDP 25 -26 Section 3 below: IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |

Teacher Effectiveness

| | | TERM 2 (SIP EVALUATED) | | | | TERM 4 | | | | TERM 6 (SIP EVALUATED) | | | |
|---|--------|------------------------|----|------|-----|--------|----|------|-----|------------------------|----|------|-----|
| | | I | RI | G+ | O | I | RI | G+ | O | I | RI | G+ | O |
| OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT- PUPIL PROGRESS/ATTAINMENT, BOOKS SCRUTINY, LESSON OBS, PUPIL VOICE/ATTITUDE/BEHAVIOUR & LEARNING ENVIRONMENT) | TARGET | 0% | 0% | 100% | 25% | 0% | 0% | 100% | 50% | 0% | 0% | 100% | 75% |
| | ACTUAL | | | | | | | | | | | | |

School Development Plan (SDP)



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

| Ofsted Aspect (1-10) | Areas for Development (directly from SEF Ref) To action & embed the Nutley Ofsted ways forward (June 2021) | Identified Group | Success criteria and practice indicators | Activities/actions required to fulfil Areas of Development (What milestone activities/actions should happen to achieve the 'key actions?') <small>E & Business Plan Ref</small> | Activities to monitor & evaluate implementation of key actions & when |
|------------------------------|--|----------------------|---|---|--|
| 1: Leadership and Governance | <p>1:1: To establish a leadership structure at Nutley that best serves the need of the school and ensures that leadership at all levels is highly effective and that leaders have clarity regarding their roles and are rigorously held to account.</p> | HD SD AM JP | <ul style="list-style-type: none"> HD is firmly embedded as HoS. X2 Senior Teachers in role with clear job descriptions and areas of responsibility. Leaders are motivated and effective and are held to account by line managers. They have impact on school improvement and pupil progress. ECT monitoring and feedback managed by STs with HD overseeing. ECT STEP monitoring Whole school clarity of purpose and consistency in approach in curriculum, books, behaviour etc. Monitoring reports. Communication is effective and swift at all levels.  | <ul style="list-style-type: none"> July 25- x2 Senior Teachers established and job descriptions made clear. Weekly meeting timetable established and training identified (ECT STEP programme). Whole school INSET delivered with rotas and timetables shared. Sept 25- ST begin monitoring and meeting with ECTs and undertake training for ECT mentors. PM meetings develop leadership targets for all teachers. Oct 25- ST carry out MDSA observations. Oct 25- July 26- Develop all staff leading worship, SD and AM as ECT mentors and HB as Pupil Leadership lead. |  : Governing body  : External monitoring SEO, SIP, SIAMS & Ofsted reports |
| | <p>1:2: To evaluate the structure of support staff at Nutley so they are best placed to support the needs of pupils across all 4 classes and enable budget allocation to have maximum impact on pupil progress and attainment.</p> | HD JP | <ul style="list-style-type: none"> Support staff organisation fits the purpose of the school and is directed to pupil needs – child focused staffing. This may include appoint of INA and a restructure. Any pupils with specific designated support in EHCPs are receiving the support they are entitled to. TA allocation timetables.  | <ul style="list-style-type: none"> July 25- Assign support staff to classes each morning under the current structure and according the staff contracts. Sept 25- Monitor support staff effectiveness by doing drop ins and monitor use of TAs. Ensure EHCP TA is being used effectively. Oct 25- HD carry out TA observations and pupil progress meetings. Reassess effectiveness of support staff structure. If required, begin restructure so that all support staff hours begin and end at the same time, and an INA role is developed. Jan- July26- Assess effectiveness of support staff timetable and being restructure if required to more effectively support pupils. |  : Governing body  : External monitoring SEO, SIP, SIAMS & Ofsted reports |
| | <p>1:3: To ensure that Nutley SIAMS Inspection 25-26 will be a grade 1, showing that Nutley is a strong church school with deeply</p> | All SHs | <ul style="list-style-type: none"> Nutley achieves grade 1 SIAMS inspection 25-26 and all self-evaluated Nutley SEF judgements are upheld. Embed spirituality policy in order to ensure that all stakeholders have a strong awareness of their own | <ul style="list-style-type: none"> July 25- Meet with Ethos committee and secure key church dates for worship in church. HD write RA for year so that CW can be held regularly in church. SIAMS inspection training HD with diocese. Oct 25- Plan for Spirituality focus day with AB/ Rev Ben/ diocese. NC to support with vision song as part of spirituality day. |  : Governing body termly review report  : |

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| | <p>embedded Christian vision and values.</p> | | <p>spirituality – in order for them to be more reflective learners. Feedback forms/ pupils' work.</p> <ul style="list-style-type: none"> Use the analogy of Windows/ Mirrors/ Doors to support spiritual development throughout the school and All staff and pupils have a common understand and narrative about what spirituality means. Windows – Learning about life, Mirrors – Learning from life, Doors – Learning to live life. Ethos committee evidence paperwork linked to SEF statements. There is clarity of meaning around the 6 current values and their theological roots. Feedback forms/ pupils' work. CW evaluations <p></p> | <ul style="list-style-type: none"> Jan 26- AB and HD develop new vision- 2 sentences maximum. Incorporate into daily CW and displays around the school made by children. April 26-July 26- Develop church links so that SW held regularly in Church, ensure vision and values embedded and all stakeholders can articulate these. Work on development areas from SIAMS visit 2025/6. | <p>External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| | <p>1:4: Overall NOR at Nutley to be increased from 60s to 70s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes.</p> | <p>All SHs</p> | <ul style="list-style-type: none"> The budget will be balanced and support staff in school will increase in proportion to the NOR. NOR increases from 60's to 70's by July 26. Website improvements will effectively advertise the school offer and the NOR will increase. Planned out enrichment allows parents to clearly see the school offer in each year group. Enrichment plan/ website. <p></p> | <ul style="list-style-type: none"> July25- Marketing meeting with AB and marketing team, looking at website and landing pages. Sept25- Start to redevelop website with points from June25 marketing meeting (see opposite). Jan26 HD to plan out enrichment for the year (some in alliance with other Pioneer schools). Oct25-July 26- Termly marketing meetings. | <p>: Governing body termly review report : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| | <p>1:5: To develop the premises of Nutley in order to ensure the best possible learning experiences is on offer to Nutley pupils.</p> | <p>All SHs</p> | <ul style="list-style-type: none"> The quality of premises at Nutley will have improved throughout so that all areas of the premises can be best used for the learning experiences of the pupils. All areas of the school feel looked after and high quality (toilets, displays, corridors, playground, front entrance etc). Evident in environments Pupil questionnaires, visitors and external monitoring, all report that the school feels and looks purposeful and inspiring. Pupil questionnaires. Caretaker will be tasked with key improvement actions and held to account for delivering these in a timely manner. Caretaker meeting minutes. | <ul style="list-style-type: none"> July 25- Building work to open up EYFS area with bifold doors. LE policy shared at INSET day. High quality backing card/bordette used July25 INSET. Caretaker tasked with painting toilets/changing toilet seat over summer. Additional costing due to rotten floorboards. Oct 25- Free flow planning and expectations set. Meeting HD/LP. Cluster lead/ PL visit to support free flow planning/ classroom set up. - Carry out audit of school environment against the Pioneer LE policy. Action any areas outstanding. Nov 25- July 26 Environment audits/ stakeholders' questionnaires/external monitoring using Pioneer assessment and monitoring cycle. Weekly meetings between HD/caretaker to ensure maintenance of building ensures school is looked after. <p></p> | <p>: Governing body termly review report : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| | <p>1:6: To develop the Nutley website, staff google drive & effective parent communication to ensure that all stakeholders are</p> | <p>AH HD JP</p> | <ul style="list-style-type: none"> Website updates are in place – Nutley website mirrors other Pioneer websites. Staff have access to google drive with their individual laptops and are able to implement the Pioneer curriculum at Nutley. | <ul style="list-style-type: none"> July 25- Laptop agreement sent out by HD, all teachers issued with laptops. Google Drive and the N drive installed on all laptops. | <p>: Governing body</p> |

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| <p>able to have clarity about the school curriculum offer and are able to implement that curriculum effectively and efficiently. (Andrew H as IT Technician)</p> | | | <ul style="list-style-type: none"> Pls: Parent questionnaires re comms and website- Sept 25/June 26.  | <ul style="list-style-type: none"> Sept 25-July 26 Develop website using key areas identified in June25 marketing meeting and incorporating points from parent questionnaire.  | <p>termly review report</p>  <p>External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| <p>1:7: To embed WAC at Nutley, ensuring that parents are clear about the offer.</p> | | <p>HD</p> | <ul style="list-style-type: none"> Wrap around care embedded at Nutley. Parents all aware of the offer. WC numbers consistently increase. NOR at Nutley increases as a product of this initiative- working parents choose to send their children to Nutley. | <ul style="list-style-type: none"> July 25-Ad for ASC leader out. September 25- Reminders sent to staff about position available. Oct 25- WAC in place after school. Oct25- July 26- WAC offer published on the website and sent out to parents. Items in newsletter to further promote WAC offer/ on school's social media account. |  <p>Governing body termly review report</p>  <p>External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| <p>1:8: To ensure that on an individual school level, that Nutley's unique identity and development is represented within the Pioneer committee and also at FGB level.</p> | | <p>HD BS</p> | <ul style="list-style-type: none"> SG & JB (Co-chair of Ashdown Committee) and Rev Ben (special interest for Nutley) have the knowledge about Nutley developments so that they are to be the school's advocate in governance meetings. Governor meetings show that this is the case. | <ul style="list-style-type: none"> Sept 25- Jan 26- Termly HT report to governors. 8/ 15th Oct- SL meet with governors (governor report) Oct-July26 Ashdown cluster committee meetings termly. HT reports Mar 26- FGB (federation). Agenda and meeting minutes. Sept 25 – July 26 Ethos committee meetings ensure that Rev Ben has most up to date information about Nutley. |  <p>Governing body minutes (cluster and FGB).</p>  <p>External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">2: Curriculum</p> | <p style="text-align: center;">2.1: OFSTED June 2021</p> <p><i>The curriculum is not yet coherently planned and sequenced in some subjects, such as history, geography and art. Leaders need to ensure that each subject is carefully planned and sequenced from Reception to Year 6. These plans should identify the important knowledge that leaders want pupils to learn. This will help all pupils to do well, including those with SEND.</i></p> <p>To streamline the Pioneer curriculum (Sept 25- Feb 26) to ensure the progression of skills, knowledge and end points are clear & interlinked across all year groups and within the planning documentation used by staff.</p> | <p>HD NTs</p> | <ul style="list-style-type: none"> ● See FDP Section 2: The new streamlined Pioneer curriculum enables all staff to understand and utilise fully the progression of skills/knowledge gained & end points for all subjects from EYFS through to UKS2. ● The curriculum at Nutley will be completely aligned to the Pioneer Federation curriculum. Pioneer curriculum maps ● Cohesion across year groups will be seen in pupils' books at Nutley and across year groups within the Federation. ● External curriculum reviews (Sept & Feb) by 'Frances Nation' (frances.nation@talktalk.net) shows that the new streamlined Pioneer curriculum is fit for purpose and judged as well created and sequenced. FN Review Report ● Staff will feedback (questionnaires T2, T4, T6) that they have curriculum intent clarity and that this enables their planning and assessment to coordinate effectively and for them to analyse next steps in learning more effectively. ● Ultimately, leading to a stronger Quality of Education and pupil outcomes. Outcome datawalls 25-26 & External monitoring will validate - SEO, SIP, SIAMS & Ofsted. <p style="text-align: center;"> Nutley June 2021 OFSTED ward</p> | <ul style="list-style-type: none"> ● July 25- Curriculum templates- 1) Streamlined Maps, 2) Overview 3) MTPs. <ul style="list-style-type: none"> - Subject Teams and Leads (L) - Crib doc for combining of previous docs into 1 overview per subject - Overview example developed- 'Music' - External scheme for some subjects agreed- PSHE and Computing scheme- scarf & Kapow ● Sept 25- Frances Nation curriculum streamlining review- see Sept report ● Nov 25- Book audits + cohort moderation SM ● Oct 25- Jan 26: Streamlining in SL teams (to include cycle 1 MTPs) See staff <ul style="list-style-type: none"> ○ Meeting agendas 25-26. ● Jan 26- Staff begin to use new curriculum formats. <ul style="list-style-type: none"> ○ Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice ● Feb 26- Curriculum policies updated to reflect new look curriculum overviews ● April 26- SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum ● July 26- SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback | <p>: Frances Nation curriculum streamlining review- see Sept & Feb reports</p> <p>: External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">3: Developing teaching</p> | <p style="text-align: center;">3:1: OFSTED June 2021</p> <p><i>Although most pupils can read fluently, there are some inconsistencies in how phonics is taught. The very small number of pupils who need support to read do not always have strategies to help them decode words successfully. Leaders need to put in place their plans to make sure that staff are well trained.</i></p> <p>To ensure consistent phonics practice throughout EYFS and KS1, showing fidelity to the Twinkl phonics scheme.</p> | <p>HD EYFS/ KS1 staff</p> | <ul style="list-style-type: none"> • % of pupils passing the phonics screening check is above national standards. At least 3/ 4 pupils pass in June 2026 • EYFS and KS1 teachers confident to deliver consistently high quality phonics to all pupils. Lesson observation documents. • There is total clarity in the phonics and reading systems used at Nutley. Phonics/ reading policy. • Systems enable progression of skills and strong progress in phonics and reading. Data walls. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>Nutley June 2021 OFSTED word</small> </div> <div style="text-align: center;">  <small>Alliance partner SIP visit Shaun</small> </div> </div> | <ul style="list-style-type: none"> • July 25- Audit of phonics training and books in school. Book phonics training for EYFS/ KS1 practitioners involved in delivering or supporting phonics. • Sep25- Phonics training delivered to all relevant staff. £299+VAT costing. Purchase additional phonics books for EYFS. £100 approx costing. • Oct 25- Phonics lesson observations in YR and Y1/ 2 to check fidelity to the scheme and pupils taking home appropriate reading books. - Pupil progress meetings discuss phonics progress- those on track/ not on track. • Jan 26- First round of phonics practise data to HD end of T2. HD/ SD analyse and discuss pupils on track/ not on track to pass. Phonics observations in YR and 1/ 2 to check consistent practice in line with the scheme and commonality of approach/ language used with pupils. Meet with LP to discuss pupils on track/ not on track to reach GLD in reading by end EYFS and support put in place. • April 26- Second round of phonics practise data to HD in Feb26. Analyse results and gaps. Third round of data in to HD in April to analyse and address gaps with SD. Phonics observations to check consistent practice in line with the scheme and commonality of approach/ language used with pupils. Meet with LP to discuss any pupils not on track to get GLD in reading and adapt support where needed. • July 26- Final phonics screeners take place June26. Meet with LP/SD to discuss pupils on track/ not on track in Year R. Who did not reach GLD in reading and why? Analyse gaps. • Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6. | <p> : Curriculum based Governors – termly review report</p> <p> : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
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| | <p style="text-align: center;">3:2:</p> <p style="text-align: center;">To develop a consistent and effective approach to scaffolding and modelling methods and concepts across the school, so that pupil outcomes are raised.</p> | <p style="text-align: center;">HD NTs</p> | <ul style="list-style-type: none"> Teachers understand and use Roseshine’s principles of instruction so pupils build on their knowledge and understanding lesson-on-lesson, resulting in higher % reaching EXS+ at the end of KS2.  <ul style="list-style-type: none"> Adaptations are made across the school and curriculum to enable a higher % of pupils to attain EXS+ at the end of KS2. The adaptive teaching approaches will be embedded and all groups of pupils gain the intended subject knowledge. All groups of pupils will make strong progress from their starting points and retain the important subject knowledge. Outcome datawalls 25-26 & External monitoring will validate - SEO, SIP, SIAMS & Ofsted. All teachers are clearly modelling and exposing the structure of methods and concepts across the curriculum. Pupils’ books. All teachers are explicitly sharing intended outcomes with pupils so that they understand what their final piece of learning needs to look like. Lesson observation documents. | <ul style="list-style-type: none"> July 25- T1/T2: Briefing meetings review Jan 24 INSET input with staff ‘Adaptive Teaching Approaches’: https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Adaptive-Teaching-take-away-resource.pdf https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Adaptive-Curriculum-Inset-powerpoint.pdf https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Pioneer-Federation-Teaching-and-Learning-Policy-review-Nov-2024.pdf Sept 25- observations of T+L and book audits. 15th October- SL/Curriculum streamlining/adaptive teaching - SLT/FGB meeting Dec 25- Cohort moderation SM. ‘Oct 25- April 26’: Heads and ST/PL model adaptive teaching approaches Phase leaders utilise book moderation events and planning meetings to show examples of excellent adaptations for groups across schools Adaptive teaching key focus for Pioneer schools QofE triangulations from SLT and SIP/SEO visits ‘May 26- July 26’: Review T/L policy - Pioneer approaches to adaptive teaching represent 25-26 developments Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6. | <p>: Assessment based governors – data wall and termly review report HD/AB (Cluster Lead)</p> <p>: External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| | <p style="text-align: center;">3:3:</p> <p style="text-align: center;">Core Teaching & Learning policies/procedures</p> <p style="text-align: center;">To implement all key Pioneer policies at Nutley to ensure clarity and consistency of Quality of Education procedures, matching the high expectation from Pioneer Federation.</p> | <p style="text-align: center;">HD NTs</p> | <ul style="list-style-type: none"> All core Pioneer teaching & learning policy are embedded within Nutley- staff are implementing these expectations and procedures daily and Quality of Education at Nutley improves. PIs- SIP/Ofsted/SIAMS | <ul style="list-style-type: none"> July 25- LE policy distributed and discussed during INSET. Nov 25- Learning environment audit wk2. Sept25-July 26 Book audits to check book and marking policy is being followed. Datawalls T2/4/6. PPMs termly x6. Regular reminders to reference Pioneer T&L and environment policies in weekly briefings. | <p>: : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |

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| 4: Achievement | <p>4.1: To raise the number of pupils achieving EXS+ at the end of KS2 to 75%.</p> | HD AM | <ul style="list-style-type: none"> At least 9 pupils achieve EXS+ in KS2 maths assessments July 2026. All pupils will sit the SATS papers. QLA of SATS papers will identify areas of need. | <ul style="list-style-type: none"> July 25- Information on when QLA available requested from SH. Aug25- Meeting with SH re: N audit of maths provision/ visit date. Sept 18th- SH visit audit of maths provision/ maths planning. Oct 25- Carry out QLA on June25 papers to identify areas of weakness. Pupil progress meetings identify pupils not making the expected progress and interventions put in place. Focus on maths. Dec 25- Cohort moderation SM. Pupil progress meetings measure progress and interventions in place since previous meeting. Focus on maths. Assessment week. Carry out QLA on papers to monitor areas of weakness. Feb 26-May26- Pupil progress meetings measure progress and interventions in place since previous meeting. Focus on maths. Cohort moderation SMs. (May) Assessment week. Carry out QLA to monitor areas of weakness Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6. |  Governing body - termly review report  External monitoring SEO, SIP, SIAMS & Ofsted reports |
| | <p>4.2: To raise the number of pupils scoring 20+ on the Year 4 MTP to 75%.</p> | HD HB | <ul style="list-style-type: none"> At least 6 pupils score 20+ in MTP June 2026. Each term will see an increase in the number of pupils achieving 20+ on the MTP. MTP practise test data. | <ul style="list-style-type: none"> July 25- Audit of current times tables practice throughout the school with a focus on Year 4. Work with HB to ensure daily times table practise and a multiplication lesson x1 per week. Roadmap practise test score dates end of each short term to assess scores/ where extra support is needed. HD develop systematic method of teaching tables from September 2025 – June 2026. Audit how times tables are taught across the school and plan consistent approach across year groups. Oct 25- First round of MTP practise test scores in to HD. Meet with HB to re assess effectiveness of practice and adapt where needed. Sep25- baseline MTP scores. Jan 26- Second round of MTP practise test scores in to HD in Dec25. Meet with HB and assess what is going well. Identify any pupils not making enough progress and why. Adapt support for these pupils. April 26- Third round of MTP practise scores in to HD before Easter holidays. Meet with HB and assess effectiveness of practice. July 26- Final MTP scores in. HB to make note of scores when doing check. Datawalls T2/4/6. PPMs termly x6. |  Governing body - termly review report  External monitoring SEO, SIP, SIAMS & Ofsted reports |

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| <p>5: Behaviour and attitudes</p> | <p>5.1: To adopt and embed the Pioneer behaviour policy at Nutley so that behaviour incidents are dealt with equitably and following a successful and agreed set of steps.</p> | <p>HD NTs TAs</p> | <ul style="list-style-type: none"> Pupil behaviour is at least good across the whole school. Positive learning environments throughout the school ensure that teachers and pupils can focus on the teaching and learning of the curriculum. Environment walk documents. Shared understanding and implementation of high behaviour standards across the school from all staff. Lesson observation documents. <p><small>Nutley June 2021 OFSTED word</small></p> | <ul style="list-style-type: none"> Sept 25- Pioneer behaviour policy used across the whole school. Staff meeting time given to share and discuss the policy and steps to take with pupils. Sept 25 TASS support ECT2 with cohort behaviour strategies. Sept25 – June 26- HD to monitor behaviour using CPoms system. Termly behaviour reports to governors. Any pupils flagging on CPoms with repeated behaviour issues to be monitored by all staff and highlighted at weekly briefings. Any pupils who are repeatedly offending, teachers to speak to parents swiftly so that preventative measures can be put in place. Praise of good behaviour through Friday worships and certificates etc. | <p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| <p>6: Attendance</p> | <p>6.1: To ensure that pupil attendance at Nutley is at least NA- (overall, year groups and PA) so that pupils are in school as much as possible and can make the best progress in their learning.</p> <p>July 2025- Nutley Attendance Whole school 95.09%, SEND 91.1% EAL94.33 %, Disadvantaged 91.14%</p> | <p>HD</p> | <ul style="list-style-type: none"> The pupil attendance % for all groups of children is at least at the national average (95%). Children happy and motivated to be coming to school. Swift action is taken if attendance is an issue. Nutley attendance for all groups continues to be least at NA. ARBOR attendance reports PA families met with promptly and action plan developed with time frame expectations. Action plan documents for PA families. Advice and support sought from other agencies where necessary. | <ul style="list-style-type: none"> Sept 25-July 26- Include attendance as standing item on weekly meetings with AB (Cluster Lead). Termly attendance data included on HT report to governors. 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. | <p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| <p>7: Personal Development and well-being</p> | <p>7.1: To develop pupil leadership throughout the school so that pupils help to shape the life of the school.</p> | <p>HD HB</p> | <ul style="list-style-type: none"> Pupils are involved in developing the life of the school at an age appropriate level. Pupils are involved in the planning and evaluating of worship (leading lights/ Faith Council). CW planning/ evaluations. Older pupils lead house worship. CW planning/ evaluations. Year 6/R buddies in place. CA team promote ways to help others in need. Development of ECT2 to lead an aspect of pupil leadership. PL meeting notes. | <ul style="list-style-type: none"> Sept-Oct25- Audit of current pupil leadership at N. Strategic plan of how PL'p will develop over the year. Oct 25- Pupil questionnaire about their involvement in shaping the school. What areas do they think need developing and which can they help with? Jan 26- July 26- Expand faith council to support the planning and evaluation of CW. Year 5/6 pupils to lead house worships with teachers and have input to the planning of this with HD July 26- Pupil questionnaire re: PL at Nutley. Have strategies this year made pupils feel differently about PL? | <p> :  : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |

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| | <p>7:2: To develop and embed a therapeutic approach to well being and personal development.</p> | HD staff | <ul style="list-style-type: none"> Pupils can use the therapeutic approach to articulate and regulate their feelings. Pupil voice Jan26, July 26. Staff voice April26 There is a commonality of language in school around feelings and behaviours for learning. There is a decrease in the number of behaviour incidents in school. See termly HoS report for behaviour. | <ul style="list-style-type: none"> July 25- Assess how zones are used in the school and training that has taken place. Oct 25- TASS to support the development of how the therapeutic space (The Nest) is used. TASS support consistency of approach across school and with focus pupils using therapeutic approach. TASS to support therapeutic approach on playground (T2). Jan 26- Pupil voice on therapeutic strategies and how they support regulation of emotions/ behaviour. Check consistency of approach across the school. April 26- Staff voice on above strategies. Are pupils able to describe their feelings more effectively? Has there been better engagement in learning after play/ lunchtimes/key transition times? July 26- Pupil voice. How has using the zones helped you this year? Ask staff if there are any tweaks we need to make. | <p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| 8. Inclusion | <p>8.1: To embed Pioneer SEN systems and provision at Nutley.</p> | HD SL | <ul style="list-style-type: none"> All Nutley paperwork is on Pioneer formats. SEND register has been reviewed and level of need clearly established. Assessment processes and reviews are diarised for the year. Communication systems are clear to all stakeholders. SEND SEF completed and SEND action plan identified. | <ul style="list-style-type: none"> Sept 25- July 26 termly APDOR meetings. Weekly meetings between HD and SL see meeting minutes. Oct 25- Ensure Nutley paperwork is transferred into the Pioneer Format. To ensure assessment structures/APDR meetings are in line with Pioneer Assessment Calendars Coach the teachers to complete the Pioneer Paperwork formats for APDRs Nov 25- SEND and PPG triangulations HD/ SL. | <p> : Governing body - termly review report</p> <p> : External</p> |
| | <p>8:2: To have effective, targeted TA support allocated equitably to SEND and other vulnerable groups</p> | | | | |

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| | <p>with provision that is therapeutic, clear, targeted and has impact.</p> <p style="text-align: center;">8.3</p> <p>To develop the adaptive teaching practices at Nutley.</p> | | <ul style="list-style-type: none"> ● Training for all staff to clarify adaptive teaching strategies. Training documents. ● SENCO coaching for teachers in new paperwork formats and Adaptive teaching ● TA allocation is reviewed and updated to meet need. TA timetables. ● Update UAP documents. ● Staff trained in TASS therapeutic approach with targeted approaches for specific pupils. ● Provision and practices are observed, audited against the schools current SEND information report and the report is updated. Processes and practices are updated and staff coached to bring in line with Pioneer expectations, paperwork and processes. ● Coach staff with structures, processes and assessments to ensure early identification of need and update SEND register as required. Criteria is clear to all stakeholders. ● TA allocation including that provided from the SEND notional budget and Top Up funding is used effectively to support SEND and other vulnerable groups so that provision is clearly targeted and has impact ● Coach INAs to provide the required support for the new ECHP pupils as indicated in their plans. Train and coach staff to provide support for any gaps in universal provision. | <ul style="list-style-type: none"> ● Jan 26-Data wall and book audits with particular focus on SEN adaptive teaching evidence. ● April 26- staff are confident and able to assess and identify barriers to learning. ● July 26- Review adaptive teaching across school and confidence of staff to complete Pioneer paperwork. | <p>monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">9. Early years</p> | <p style="text-align: center;">9.1:</p> <p>To support the new EYFS teacher to ensure Pioneer expectations and standards are in place across all areas of EYFS curriculum intent and delivery and that pupils make strong progress from their baseline starting points.</p> | <p>HD</p> <p>LP</p> | <ul style="list-style-type: none"> ● EYFS pupils make strong progress from their starting points. See EYFS tracking/datawall. ● Nutley EYFS termly triangulations show that QofE is at least 'strong' and developing to 'exemplary'. ● Pioneer EYFS support infrastructure (Pioneer EYFS Phase Leader and Cohort Planning, moderation and standardisation) has been utilised effectively to support LP in her role at Nutley. ECT meetings/ STEPlab documentation. ● FF EYFS standards and expectations match those found in other Pioneer schools- pupil books, learning environment, planning & resources. Moderation minutes, lesson observations. | <ul style="list-style-type: none"> ● July 25- Devices set up and training carried out on new RBA by LP. New EYFS Phase Leader (KT) appointed. T1 Cohort meeting attended- planning in place for Sept 25. ● Sept 25- RBA carried out by LP. - EYFS Policy expectations reinforced & Termly Cohort/Phase planning and book sharing for quality and standards. ● Oct 25-July 26- Environment and book auditing as per Pioneer monitoring and assessment cycle.  ● 11th Feb –Pioneer EYFS Moderation ● 18th March –Pioneer EYFS standardisation (Claire Green LA) | <p>:</p> <p>: External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |

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| 10. Safeguarding | <p>10:1:</p> <p>To ensure that all aspects of Nutley safeguarding are highly effective and that the safeguarding policies and procedures are in place and applied consistently.</p> | <p>HD AM SD</p> | <ul style="list-style-type: none"> • DSLs are confident to follow safeguarding procedures. • New SCR format is in place. • Nutley Pupils and staff are kept safe and safeguarding and health/ safety procedures are judged as highly effective at Nutley 25-26. • Nutley Leaders & staff receive the appropriate CPS for their roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are kept safe at Nutley. • All external monitoring validates the safeguarding at Nutley is highly effective. • Safeguarding is on every staff briefing as a standing item. Weekly briefing minutes. • Third parties provide letters that includes everything on CZone most recent recommended template. • DSL triangulation systems are embedded throughout the safeguarding team. CPoms. <div style="display: flex; justify-content: space-around; font-size: 0.8em;"> <div style="text-align: center;">  <small>Nutley SG QA.docx</small> </div> <div style="text-align: center;">  <small>Safeguarding QA report</small> </div> </div> | <ul style="list-style-type: none"> • July 25- Safeguarding handover between ER/HD using CPoms. SCR meetings booked throughout the year with bursar. Plan out Education for a Connected World online safety objectives using Project Evolve. • Sep 25 – July 26 SCR check and fire alarm termly x6 a year. <ul style="list-style-type: none"> - 4th Sept LA Safeguarding CPD for all staff - 20th Sept SCR training for HD online. - Termly DSL/SLT meetings (federation) Meeting minutes. • Oct 25- Nov25 Senior teacher booked onto safeguarding course. <ul style="list-style-type: none"> - Smoothwall notifications added to DSL reports to governors- how they came through, how followed up. • Jan 26- June 26- Termly review for FF safeguarding- SIP/LA/Governor visit • July 26- Feedback and actions in summary report 25-26 – actions for 26-27 | <p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS & Ofsted reports</p> |
| | <p>10:2:</p> <p>To ensure all ways forward from June 2025 LA Health & Safety monitoring report (80%) are actioned and that a LA re-assessment/self-assessment of H-S brings the score to 95%+.</p> | <p>HD office staff caretaker</p> | <ul style="list-style-type: none"> • Health and Safety score for Nutley is 95%+ by March 2026. All policies and procedures at Nutley ensure that all stakeholders in school are kept safe. • H-S systems at Nutley mirror Pioneer H-S systems. Pioneer systems are embedded with Nutley H-S systems. • Updated RA form part of weekly briefings. Weekly briefings minutes. • Karen liaising weekly with Carly and Michelle. • The Premises Coordinator to attend the half day Premises Coordinator training every 5 years. This should include any staff nominated to carry out the role in the absence of the school's Premises Coordinator. Certificate from training. • All risk assessments have been undertaken for individual moving and handling tasks activities and those activities within the curriculum that may result in injury or ill health. Nutley RAs. • Caretaker to undertake asbestos training. Certificate from training. <div style="display: flex; justify-content: space-around; font-size: 0.8em;"> <div style="text-align: center;">  <small>H+S inspection outcomes notes</small> </div> <div style="text-align: center;">  <small>Nutley H+S audit report.doc</small> </div> </div> | <ul style="list-style-type: none"> • July 25- HD check asbestos management plan is updated. • Sept 25- Book premises co-ordinator onto half day training as soon as possible. <ul style="list-style-type: none"> - HD check: CoG and HT signed/dated Statement of Intent in H+S policy. Incidents reported to ESCC. - HD check: who needs incident reporting training. - HD check: ladder register in place. - HD add to briefing about employees reporting accidents/ incidents and near misses, only use the current ESCC template for offsite RA (show staff). - HD check: Crisis Management plan reviewed so App A+F are localised. - HD check: fire log book in place for daily, weekly, monthly checks. - HD check: risk assessment register in place to ensure all RA are reviewed and filed. - By 9thSep- RA updated by KS re: moving and handling tasks/ activities within the curriculum that may result in injury or ill health. - Updated RA standing item on weekly briefings. • Oct 25- Purchase afPE online resource 'Physical Education, School Sport and Physical Activity' and share at SM. COST £40. <ul style="list-style-type: none"> - By 9thDec- caretaker undertake asbestos training/ premises co-ordinator training. • Jan 26- July 26- Weekly meetings with caretaker and bursar follow up all H&S requirements. See weekly meeting minutes. | <p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS & Ofsted</p> |

Self-Evaluation Form (SEF)

Ofsted focus Aspects 25-26 (1-10)

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

The 5 'Overall Ratings' against each Ofsted aspect:

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

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

| Ofsted Aspect (1-10) | Specific Aspect Guidance Criteria Evaluated (RAGGED Ofsted criteria embedded documents below: <i>Green – criteria met, Amber- partially met</i>) | Overall Aspect Self- Evaluation (with brief commentary) Causing concern (red) Attention needed (amber) Secure (green) Strong (green) Exemplary (dark green) | Particular Strengths (Evidence for statements in turquoise) | Areas for Development (See Ref points in Development Plan below) |
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| 1: Leadership and Governance | <p><i>Strategic leadership and capacity to improve</i></p> <p><i>Responsible bodies, including employers, trustees and governance (strategic oversight)</i></p> <p><i>Parents, carers and the community</i></p> | <p style="text-align: center;">'Secure'</p> <p style="text-align: center;">Risk Factors:</p> <ul style="list-style-type: none"> ● New Pioneer Head of School. ● New Senior Teacher. ● New ECT mentors in place from Sept 25. ● NOR has been decreasing over recent years. | <ul style="list-style-type: none"> ● New HoS has worked within the Pioneer framework for a year at GST as Deputy Head. ● Proven effective support – AB (Cluster Lead), JP (Executive Head), SL (Pioneer Senco). Meeting notes. ● Proven Infrastructure of support/collaboration from Pioneer | <p>1.1: To establish a leadership structure at Nutley that best serves the need of the school and ensures that leadership at all levels is highly effective and that leaders have clarity regarding their roles and are rigorously held to account. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.2: To evaluate the structure of support staff at Nutley so they are best placed to support the needs of pupils across all 4 classes and enable budget allocation to have maximum impact on pupil progress and attainment. IMPACT Dec 25: IMPACT March 26:</p> |

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| | | <ul style="list-style-type: none"> ● Representation of Nutley on the Pioneer governing body ensuring Nutley's voice is heard and developed within the Federation. ● Nutley staff undertaking new Pioneer curriculum and working with colleagues to streamline it. ● WAC status not secure as of July 2025 | <p>federation- including shared cohort planning, phase leadership support, shared subject leadership etc</p> <p>https://pioneerfederation.co.uk/wp-content/uploads/2025/07/Pioneer-Leadership-Governance-2025-26.pdf</p> <ul style="list-style-type: none"> ● 5 strong Inspections in 12 months at Pioneer schools ● See Pioneer Inspections 2024-25 ● SIAMS expertise from AB (Cluster Lead) https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2024/07/SIAMS-report-East-Hoathly-Church-of-England-Primary-School-114501-210624.pdf ● Previous SIAMS inspection was graded OUTSTANDING.  <ul style="list-style-type: none"> ● Regular Ethos committee meetings and communication between vicar and HoS will ensure that BS has up to date information on Nutley's development. | <p>IMPACT July 26:</p> <p>1.3: To ensure that Nutley SIAMS Inspection 25-26 will be a grade 1, showing that Nutley is a strong church school with deeply embedded Christian vision and values.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.4: Overall NOR at Nutley to be increased from 60s to 70s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.5: To develop the premises of Nutley in order to ensure the best possible learning experiences is on offer to Nutley pupils.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.6: To develop the Nutley website, staff google drive & effective parent communication to ensure that all stakeholders are able to have clarity about the school curriculum offer and are able to implement that curriculum effectively and efficiently. (Andrew H as IT Technician).</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.7: To embed WAC at Nutley, ensuring that parents are clear about the offer.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>1.8: To ensure that on an individual school level, that Nutley's unique identity and development is represented within the Pioneer committee and also at FGB level.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |
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| <p>2: Curriculum</p> | <p>Curriculum</p> <p>Leadership of the curriculum</p> <p>Communication and language, reading, writing and mathematics</p> <p>Inclusive curriculum culture and practices</p> <p>Implementation of Climate Change Curriculum</p> | <p>'Attention needed'</p> <p>Risk Factors:</p> <ul style="list-style-type: none"> Current curriculum is not coherently planned in certain subjects. Gaps in attainment July 2025  | <ul style="list-style-type: none"> Proven embedded - well designed and sequenced mixed aged Pioneer curriculums & subject to leadership structures. Pioneer Ofsted/SIAMS 24/25 - 'Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools'. | <p>2.1: OFSTED June 2021 To streamline the Pioneer curriculum <i>The curriculum is not yet coherently planned and sequenced in some subjects, such as history, geography and art. Leaders need to ensure that each subject is carefully planned and sequenced from Reception to Year 6. These plans should identify the important knowledge that leaders want pupils to learn. This will help all pupils to do well, including those with SEND.</i></p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |
| <p>3: Developing teaching</p> | <p>Leadership of teaching</p> <p>Professional development</p> <p>High-quality & Inclusive teaching</p> | <p>'Attention needed'</p> <p>Risk Factors:</p> <ul style="list-style-type: none"> Current practices do not reflect high quality adaptive teaching techniques. ECT1 in Year R ECT2 in Year 3/ 4 Outcomes for maths in KS2 2025 did not reach NA. | <ul style="list-style-type: none"> Pioneer have a proven record for rapidly developing/improving teaching & learning (inadequate/R1 to good+) and then maintaining standards over 14 years of school improvement Clearly sequenced staff meeting/INSET 25-26 – see SM agendas Nutley Pioneer SLT – clarity of roles and ECT mentorship.  | <p>3.1: OFSTED June 2021 To ensure consistent phonics practice throughout EYFS and KS1. <i>Although most pupils can read fluently, there are some inconsistencies in how phonics is taught. The very small number of pupils who need support to read do not always have strategies to help them decode words successfully. Leaders need to put in place their plans to make sure that staff are well trained.</i></p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>3.2: To develop a consistent and effective approach to scaffolding and modelling methods and concepts across the school, so that pupil outcomes are raised.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>3.3: To implement all key Pioneer policies at Nutley to ensure clarity and consistency of Quality of Education procedures, matching the high expectation from Pioneer Federation.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |
| <p>4: Achievement</p> | <p>National tests and examinations</p> <p>Achievement across the curriculum: Progress through the curriculum</p> <p>Knowledge and fluency in reading, writing, maths, language and communication</p> | <p>'Attention needed'</p> <p>Risk Factors:</p> <ul style="list-style-type: none"> 1x ECT1/ 1x ECT2 New ECT mentors in place Sept 25 Gaps in July 2025 outcomes: Year 4 MTP- 10% | <ul style="list-style-type: none"> Pioneer have proven record to make rapid improvements in attainment and progress and maintaining standards over time- see | <p>4.1: To raise the number of pupils achieving EXS+ at the end of KS2 to 75%.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |

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| | | <p>Year 6 Maths EXS+ -53.8%</p> <p>Year 6 Maths GDS- 7.7%</p> | <p>Pioneer school overview outcomes 'see Pioneer 19-25' outcome charts</p> <ul style="list-style-type: none"> • New HoS has good track record of pupils achieving well in the MTP and will support staff to establish effective multiplication practice across the school. • HoS working with AB (Cluster Lead) who is experienced maths lead. • Two layers to ECT development- ST mentoring individual ECTs and HoS having oversight of ECTs and mentors. • End of KS1 + phonics data is at or exceeding <p>NA.</p>  | <p>4.2: To raise the number of pupils scoring 20+ on the Year 4 MTP to 75%.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> |
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| <p>5: Behaviour and attitudes</p> | <p>Leadership of behaviour and attitudes</p> <p>Developing positive attitudes to learning</p> <p>Inclusive behaviour, culture, policy and practice</p> | <p>‘Secure’ Risk Factors:</p> <ul style="list-style-type: none"> School moving across to the Pioneer behaviour policy and this needs to be embedded. Ensure policy is consistently applied across the school. | <ul style="list-style-type: none"> Previous OFSTED report praised pupil behaviour <i>‘Pupils behave impeccably at all times. They are polite and respectful to each other as well as to adults. Everyone understands and follows the ‘golden rules.’</i> Strong Pioneer Behaviour systems and policy - Pioneer Ofsted/SIAMS 24/25 <i>‘Pupils behave exceptionally well. The school sets clear expectations for behaviour and helps pupils to abide by these in a caring and compassionate manner.’ The Federation 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.</i> | <p>5.1: To adopt and embed the Pioneer behaviour policy at Nutley so that behaviour incidents are dealt with equitably and following a successful and agreed set of steps. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |
| <p>6: Attendance</p> | <p>Strategic leadership to secure the best possible attendance</p> <p>Working in partnership</p> <p>Inclusive attendance, culture and practices</p> | <p>‘Attention needed’ Risk Factors:</p> <ul style="list-style-type: none"> Historic attendance data 2024-5 shows SEND/ EAL and disadvantaged group attendance is below NA. | <ul style="list-style-type: none"> Fortnightly reports analysed. HoS and cluster lead Headteacher work together to tackle below NA absence rates. | <p>6.1: To ensure that pupil attendance at Nutley is at least NA– (overall, year groups and PA) so that pupils are in school as much as possible and can make the best progress in their learning. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |

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| <p style="text-align: center;">7: Personal Development and well-being</p> | <p>Leadership of personal development and well-being</p> <p>Pastoral support and pupils' well-being</p> <p>Inclusive opportunities and practices</p> | <p style="text-align: center;">'Secure'</p> <p style="text-align: center;">Risk Factors:</p> <ul style="list-style-type: none"> School moving across to the Pioneer behaviour policy and this needs to be embedded. Zones of Regulation not used consistently across the whole school. | <ul style="list-style-type: none"> Embed wellbeing /PHSE Pioneer systems - refining PSHE scheme and MTPs from Sept- see FDP section 7. ECT2 to lead pupil leadership as part of leadership structure. Zones of Regulation to be relaunched and embedded as part of classroom practice across the school. | <p>7.1: To develop pupil leadership throughout the school so that pupils help to shape the life of the school. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>7.2: To relaunch and embed the Zones of Regulation as a tool for all pupils to discuss their feelings and wellbeing. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |
| <p style="text-align: center;">8: Inclusion</p> | <p>Inclusive practices (across all other toolkits)</p> <p>Identifying and meeting needs, and removing barriers</p> <p>Supporting disadvantaged pupils</p> <p>Supporting pupils with SEND</p> | <p style="text-align: center;">'Attention needed'</p> <p style="text-align: center;">Risk Factors:</p> <ul style="list-style-type: none"> SEN practices not embedded across the school. Current support staff structure may need redeveloping so it best supports the needs of the children. | <ul style="list-style-type: none"> From September 2025 school working under guidance of experienced SENCo from Pioneer. Inclusion and SEND provision a strength at Pioneer- Pioneer Ofsteds 24/25. <i>'Pupils with special educational needs and/or disabilities (SEND) are fully included. Adaptations to the delivery of the curriculum and to the environment effectively support all learners.'</i> Effective management of SEN provision shared between SENCo and HoS with effective communication systems in place. Weekly meetings between SENCo and HoS. Meeting notes. | <p>8.1: To embed Pioneer SEN systems and provision at Nutley. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> |

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| <p style="text-align: center;">9: Early years</p> | <p><u>Leadership of the early years</u></p> <p><u>Learning and development requirements</u></p> <p><u>Well-being and welfare requirements</u></p> <p><u>Achievement and preparation for key stage 1</u></p> | <p style="text-align: center;"><u>'Attention needed'</u></p> <p style="text-align: center;"><u>Risk Factors:</u></p> <ul style="list-style-type: none"> • ECT1 in Year R. • Twinkl phonics training required using. | <ul style="list-style-type: none"> • Strong support systems across Pioneer in place to support LP's curriculum and planning (KT). <p style="text-align: center;"> Subject Leadership & Governor Links</p> <ul style="list-style-type: none"> • Strong ECT support structure in place at Nutley. ECT mentoring lead by SD (Senior Teacher) with HoS overseeing. • EYFS GLD % is above NA (75% Nutley 2025/ 64% NA 2024). • ECT has previous worked in a Pioneer school (Chidd) before qualifying as a teacher. | <p>9.1: To support the new EYFS teacher to ensure Pioneer expectations and standards are in place across all areas of EYFS curriculum intent and delivery and that pupils make strong progress from their baseline starting points.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> |
| <p style="text-align: center;">10: Safeguarding</p> | <p><u>Culture - Safeguarding information for all staff to know and act on</u></p> <p><u>Management of safeguarding & Safer recruitment</u></p> <p><u>Safeguarding concerns or allegations & Child-on-child sexual violence and sexual harassment</u></p> | <p style="text-align: center;"><u>'Secure'</u></p> <p style="text-align: center;"><u>Risk Factors:</u></p> <ul style="list-style-type: none"> • New DDSL (AM). • Preventative Curriculum identified as an area to be developed in the Safeguarding QA visit June 25. <p style="text-align: center;"> Safeguarding QA report</p> | <p>Safeguarding is effective / not effective</p> <ul style="list-style-type: none"> • Strong Pioneer safeguarding leadership 'mentoring systems' Sept 25. • Safeguarding at Pioneer is strong and highly effective- LA reports/ Ofsted Reports/ SIP reports. • Same safeguarding recording systems at Nutley as used across all Pioneer schools. | <p>10.1: To ensure that all aspects of Nutley safeguarding are highly effective and that the safeguarding policies and procedures are in place and applied consistently.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> <hr/> <p>10.2: To ensure all ways forward from June 2025 LA Health & Safety monitoring report (80%) are actioned and that a LA re-assessment/self-assessment of H-S brings the score to 95%+.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p> |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> • HoS experienced in using CPoms and triangulation meeting practice at Pioneer school (GST). • All staff to attend up to date training September 2025 with other Pioneer schools. | |
|--|--|--|--|--|

TARGETS FOR PUPIL OUTCOMES JULY 2026

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

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

COHORT ATTENDANCE TARGETS FOR 2025/2026

| | | Attendance figure for previous year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------|--------|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Whole | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |

| School | | | | | | | | |
|--------|--------|-----|-----|-----|-----|-----|-----|-----|
| Year 6 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |
| Year 5 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |
| Year 4 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |
| Year 3 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |
| Year 2 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |
| Year 1 | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |
| EYFS | Target | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| | Actual | | | | | | | |

Termly Milestones for Attendance and Persistent Absence for all Pupils

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

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

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

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