

SIAMS Self-Evaluation Form – ‘2025 – 2026’

Nutley (SMV) Church of England (Voluntary Controlled) Primary School



siams-framework-se
ptember-2024.pdf

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

Key to SEF IQs Colours

Green text:	These questions are fully met
Turquoise text:	Evidence for impact statements
Purple Text:	School Development Plan reference
Amber text:	These questions are partly met
Red text:	These questions are areas for further development

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

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

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School's theologically-rooted Christian Vision:		



Our Vision

A foundation for lifelong learning,
to reach our full potential,
by following the example of Jesus.

Respect
"We treat others
as we would like
to be treated"
Matthew 7:12

Compassion
"We are
sympathetic and
caring towards
others"
Peter 3:8

Perseverance
"We are resilient,
and never give up"
Galatians 6:9

Friendship
"We encourage
and support each
other"
Thessalonians 5:11

Forgiveness
"We are kind and
forgiving"
Ephesians 4:32

Trust
"We put our trust
in God"
Psalm 56:3

<https://nutleyprimaryschool.org.uk/church-school-siams-lead/>

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

Our Nutley Vision:

*A foundation for lifelong learning,
to reach our full potential
by following the example of Jesus*

John 13:34, "I have set you an example that you should do as I have done for you".

Our **6 School Values:** respect, compassion, perseverance, friendship, forgiveness & trust.

Our School Motto: **Believe and Achieve**

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

Useful Recent External Monitoring Reports for Reference:

Previous SIAMS Inspection Report- 2018:



Nutley S48 March
2018.pdf

Ofsted Report – June 2021:



Nutley Ofsted June
2021.pdf



Diocese Report
Nutley June 25.pdf

Diocese School Education Partner (SEO) Reports:



Nutley, June 2023
SEO.pdf



Nutley Sept 23
SEO.pdf



Nutley November 23
SEO.pdf



Nutley 21 10 21.pdf

Nutley key Terminology Definitions:

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

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

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

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

Inspection Conversations: Context

Who are we?

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

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

SIAMS Inspection Initial Conversation Information

- Small CE primary school – 60 on roll
- Voluntary Controlled
- Diocese of Chichester
- Local church is St James the Less
- 3 mixed-age classes (Years 1/2, 3/4 and 5/6), and one class YR
- SEND: 13%
- Pupil Premium: 18%
- EAL: 2%
- Attendance: 95%
- Independent Pre-School (Little Deers) based across the road is our main feeder school
- Our school community is made up of people of different faiths and those of none, and all are welcome.
- School in partnership year with Pioneer Federation 2024/2025, and will be joining from September 2025.
- School works closely with other Uckfield town schools as part of the Uckfield Town Schools Alliance (UTSA)
- Nutley be part of Crowborough Alliance (with the other 7 Pioneer schools) from September 2025.
- New 'Head of School' from September 2025 (Helen Denton- previous Deputy at Groombridge Primary- Pioneer Partnership School 24-25). Previous Nutley 'Headteacher' '21-25' (Emma Robinson) now teaching at Groombridge from September 2025.
- New SENCO from September 2025 (Sian Leahy- Pioneer SENCO across 6 Pioneer schools)

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

Unique reference number: 114517 **DfE No:** 845/3048

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

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

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

Nutley Teacher Structure: 4 teachers (Reception (ECT), Year 1-2 (ECT-1st yr), Year 3-4 (ECT- 2nd yr) and Year 5-6. 2x Senior Teachers. 2x ECTs. Subject Leaders across the federation/clusters- 1 subject each.

• **Information about leadership and governance structure:** **SLT:** Exec Head, HOS, Senior Teacher, Inc Manager. **FGB:** 17 Governors- 9 Foundation (4Ex- Officio). 2 Cluster Committees Ashdown & Weald. (2 x Chair of Cluster School Committees with the FGB, 1x Ex HT, 2 x Parent Governors, 1 x Staff Governor, 1 x LA Governor, 3 X Co-opted)
The **leadership and Governance structure** has evolved as the federation has developed. **Executive Headteacher** (James Procter- JP) across all Pioneer schools. Our federation has a **mixture of Headteachers and Heads of School**. Our federation has **2 clusters of schools**, based on location. Weald Cluster: CP, PM, StG & FF and the Ashdown Cluster: SMV, GST, EH & N. We have **2 Cluster Lead Headteachers**- Weald Cluster Lead is Kayleigh Vile. Ashdown Cluster Lead is Alice Briley. We also have **4 Phase Leaders** (EYFS, KS1, LKS2, UKS2) who lead/manage cohort combined

	planning etc. Each school also has Senior Teachers who work alongside the Head. There is shared Subjects Leadership both within and between clusters of schools. https://pioneerfederation.co.uk/wp-content/uploads/2025/07/Pioneer-Leadership-Governance-2025-26.pdf • Key partners and collaborations, including church/es: 8 schools in Pioneer Federation. Diocese of Chichester partnership 21-25 – SEO- Mandy Watson & Jon Gilbert- Senior Improvement Partner. Significant collaboration between the 6 Federated schools on all staff and class/cohort levels. The Pioneer Federation has an outward facing approach to school improvement and are active members of local school Alliances & has strong links with The Compass Partnership of Schools in London. We have a very dedicated talented staff team who have impacted greatly and leaders have blossomed in their leadership roles. • Number on roll (NOR): School: 62 School. Reception: 14 Year 1: 4 Year 2: 6 Year 3: 7 Year 4: 9 Year 5: 10 Year 6: 12 Boys: 32 (51.6 %) Girls: 30 (48.3 %) • Planned admissions number PAN and number of church places (VA): 15 Reception PAN. • Number of pupils currently withdrawn from RE and from collective worship (if any). Number of families this represents: n/a • Information about RE (if not outlined in policy or on website). How RE is organised, who teaches RE, syllabus followed: East Sussex RE Syllabus (2022-27) https://pioneerfederation.co.uk/stmarys/re-curriculum/ • Information about collective worship (if not outlined in policy or on website). How it is organised, who manages it: https://nutleyprimaryschool.org.uk/church-school-siams-lead/ - o Special Educational Needs and Disability (SEND) - is this above/below/in line with national averages? 4/62 pupils (6.45%, below national average). - o Disadvantage- is this above/below/in line with national averages? 7/62 pupils (11.2%, below national average). - o Ethnicity- how ethnically diverse is the school pupil population? 1.6 % of pupils who speak English as an Additional Language? 1/62 pupils (1.61%, below average). - o Pupil mobility? 80.6% were admitted in Reception. o Service children? n/a - o Attendance -% year to date/previous 12 months? At NA – see charts in Appendix. o Persistent absence - % year to date/previous 12 months? 24/25- NA – see charts in Appendix. - o Exclusions- year to date/previous 12 months? 24/25- See HT Reports and Beh file. 0 fixed term suspension. • Staff turnover, stability and recent significant appointments & significant events in the life of the school: In 2024- 25, Nutley went into partnership with Pioneer Federation and federated formally in September 2025. https://pioneerfederation.co.uk/pioneer-federation-growth The Nutley Headteacher (2020-25- Emma Robinson) resigned from Headship and will be teaching at another Pioneer school from September 2025. All other Nutley staff remain in place as previously- apart from an EYFS teacher/SENCO and part time secretary. From September 2025, we have a new Head of School- Helen Denton (previous Deputy Head at GST) and new SENCO from Pioneer for half a day a week (Sian Leahy) Our expectation is that 100% of teaching will be judged as good from October 2025 and 75% will be outstanding by March 2025.
<u>What are we doing here?</u> J1 • Considering the answers under 'Who are we?', what is the vision of the school and of the trust? • How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this? • How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically? Why have school leaders decided that the school should	<i>The School Vision and all 6 Values have specific biblical references as their origins which are intertwined into the rules & ethos of Nutley School.</i> ➤ Our Vision (see above) underpins everything we do. This and our Christian ethos guides leaders in their decision-making about policy, practice and the curriculum. We aim to transform lives for the better, supporting our children to be successful and prepare them for the future. As a result, our school is a welcoming place where all can flourish. ➤ The school lives our school Values: respect, compassion, perseverance, friendship, forgiveness and trust. A robust collective Worship plan ensures they are explored in depth and children reflect on these. Worship is at the heart of school life. ➤ To give all our pupils a well-rounded educational experience, making positive memories that they will treasure forever. We give our pupils the opportunities to participate in wider curriculum activities e.g. clubs, trips and events, and celebrate their achievements from inside and outside school at Celebration Worship. See also our weekly newsletter. ➤ Religious education is given dedicated teaching time each week and is viewed as a core subject. RE contributes to the spiritual, moral, social and cultural development of our children. Children learn about world religions, preparing them for the society in which we live. ➤ We have developed meaningful partnerships with a variety of organisations, both locally (Uckfield Town Schools Alliance UTSA, Pioneer Federation schools, Village Schools Association VSA, St James the Less Church) and with the Diocese of Chichester, which provides CPD and networking opportunities. This means we share our expertise and experience with others whilst ensuring our school continues to flourish. ➤ Our well-established systems for evaluating the effectiveness of our school involve all members of the community – pupil voice and surveys, weekly staff meetings and briefings, termly full governor meetings and regular monitoring, parent surveys and workshops; fortnightly attendance meetings with the office staff, and weekly business manager meetings. Therefore, school is always moving forward, aiming to be the best it can be. See SEF and SDP.

be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school? - As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are? - How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this? - What are the school's arrangements for collective worship? Why are these arrangements in place? see IQ3- page 8 - How is religious education structured and organised? Why have these decisions been made? see IQ6&7- page 11 - What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish? - What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?	➤ Our experienced governors support the school strategically and ensure our distinctive Christian character is maintained. For example, governors have an Ethos Committee, which meets termly, to monitor and support the school's Christian distinctiveness. Governors challenge leaders to be the best they can be to ensure our children achieve highly both academically and socially and are equipped with the skills needed to lead a full and meaningful life. Governance and church relationship: experienced Governor Team & strong relationship with local church/es (17 Governors- 9Foundation (4Ex- Officio)) https://pioneerfederation.co.uk/wp-content/uploads/2025/07/Pioneer-Leadership-Governance-2025-26 Reverend Ben Sear from Nutley Church - have been instrumental in enhancing the work of the school as a church school. See FGB minutes, Ethos Committee minutes and actions & SEO Reports. The Nutley Governor Ethos Committee is made up of Rev.B.Sear and representatives from the school's Senior Leadership Team. This group meets termly to review and constructively challenge the progress being made as a church school. Events with the church and community are also planned. This allows all stakeholders clarity in the vision for the year and SLT an opportunity to share successes and ways forward with the suggestions and challenges from other members of the school community. See Nutley Ethos Committee termly minutes.  The Pioneer Federation Vision/Values is also clearly rooted in Christianity- https://pioneerfederation.co.uk/pioneer-federation-growth/ <i>'Being the best that we can be in thriving communities, following the example of Jesus and achieving fullness of life'</i> 'Our Church Schools work closely with the Diocese of Chichester, under God's rule and 'following the example of Jesus'. In Matthew 19:26 & John 10:10, Jesus tells us He came to give us life in all its fullness and all things are possible with God, and we believe that we help give children the best start in their education by giving them the values, confidence & stepping stones they need to enjoy all the opportunities life has to offer. We believe that children live their best lives when they know that they are loved and are being loving; shown how to use their strengths so they can continuously work hard and strive for high achievements and are taught that being honest and living their lives by God's example can lead to 'life-long learning' and positive change.' School Collaboration: <u>Vison and Values - 'Learning Together' - 'Let us learn together what is good'.</u> See 'Pioneer Federation Growth' since 2012- https://pioneerfederation.co.uk/pioneer-federation-growth/ Effective collaborative working is a strength of Pioneer Federation. There is strong support and challenge at all staffing levels to ensure that staff and pupils perform at 'the best they can be'. Our strong collaborative working enables Federation schools- to -school support when required. See Ofsted, SIP and SEO Reports & staff questionnaires linked to Pioneer collaboration strategies and impact. ➤ All Pioneer schools are judged as Good+ by OFSTED and as Outstanding/Judgement 1 by SIAMS. EH (June 24), CP (Oct 24), PM (Nov 24), SMV (May 25) all have had Ofsted Inspections 24-25. Strong curriculum design/implementation and the effective federated collaborative working consistently identified as strengths: <i>'Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools'.</i> East Hoathly Ofsted and SIAMS inspections June 2024- <i>'Ambitious, inclusive and well-designed curriculum and with staff & pupils benefiting from the very effective collaborative working across the federation of schools.' 'The school's curriculum and wider provision is fully inclusive. Disadvantaged and vulnerable pupils are nurtured.'</i> Chiddingly Ofsted October 2024- <i>'Adaptions to the delivery of the curriculum and environment effectively support all learners. It is ambitious. Staff have strong subject knowledge and are confident to teach the curriculum'.</i> Park Mead Ofsted November 2024- <i>'The school and the federation it is part of have worked skilfully together to design an ambitious curriculum. It is clearly sequenced and planned so that new concepts build on prior learning.'</i> St Mary's Ofsted April 2025- <i>'The school provides an engaging and well-sequenced curriculum. The curriculum is crafted to meet the needs and the interests of the pupils well. Teachers collaborate across the schools in the federation. They work together to share curriculum ideas that enhance learning. They review the impact of the curriculum on their pupils. This strengthens the delivery of the curriculum and supports the workload for teachers. Teachers receive training that helps them to develop their practice. This also ensures that they have secure subject knowledge.'</i> Next Steps for Nutley Vison/Values 2025-26: ➤ Streamline the vison statement so easier to recall/remember for all stakeholders- add actions to the values and key aspects of vision ➤ Develop vison and values song- sung weekly in CW ➤ Streamline the school values to '3 or 4 values' with an associated symbols and make the explanation statement for each values clear and precise. ➤ Develop an aesthetically pleasing Vison & Values poster- for clarity and consistency to represented in all aspects of the school – each classroom etc and on website ➤ Develop 'Values Certificates' – presented to pupils weekly in achievement collective worship- reinforcing the trait of the vision and values and keeping the vision high agenda in the school. ➤ All Governor monitoring reports to evaluate vison and values as a standing item. (monitoring template adjusted accordingly 25-26)
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Inspection Questions (IQ)- How then shall we live?

Inspection Question (IQ)	Impact of provision and sources of evidence
<u>IQ1- J1</u> How does the school's theologically rooted Christian vision enable pupils and adults to flourish? <i>(Vision and Leadership)</i> a) How is the Christian vision expressed? b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish? c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	<u><i>Nutley (N) school's theologically rooted Christian vision enable all stakeholders to 'flourish'.</i></u> a) Our Christian vision is the driving force in all we do. Our aim is that everyone will flourish. Our vision is prominently shared throughout the school, because it is what drives and motivates us. Visitors will witness it in how we talk and interact with one another. We are welcoming and support both our adults and children to be successful. There is a strong emphasis on Christian values which are taught through our RE curriculum and also through daily acts of Worship. Our close relationship with our local church, St James the Less, further strengthens the teaching and learning of values. Our community learns through the stories of the bible how important Christian values are, and through deep reflection, are able to apply God's wisdom to their own lives. All are encouraged to share their faith experience, learn about other faiths and respect the beliefs of others. We nurture individuality and celebrate and value diversity and difference, while also appreciating the ways we are the same. As a result, our school is an inclusive and welcoming place where all can flourish; behaviour and attitudes are strong; and incidents of bullying, including racist bullying, are rare. Children and families share with us their celebrations and successes. Safeguarding, wellbeing and attendance is a priority and seen as everyone's responsibility. Staff are careful to ensure that lessons are engaging; learning environments are inspiring and supportive; and that teaching and learning is adapted to the needs of all learners. Our therapeutic-thinking based behaviour and relationships policy is now embedded. Fortnightly attendance meetings and following a more robust attendance policy have decreased persistent absence. As a result, pupils feel safe, happy and ready to learn. They form trusting and respectful bonds with their teachers, who in turn take the time to support each child to succeed. Leaders encourage a culture of success, determined to grow and guide individuals and provide encouragement, by nurturing confidence, independence and a growth mind-set to persevere. As a result, children and adults develop resilience and move closer to their goals, with support and guidance, so they can reach their full potential. Learning is valued and seen as a source of joy. Our well-established systems for monitoring and evaluating the effectiveness of our school involve all members of the school community, so our school is always moving forward and striving to be the best it can be. Our children make very good progress and are prepared for the next stage in their lives. See 24-25 Outcomes- all at or above NA (apart from Maths at KS2- see SDP 25/26) https://pioneerfederation.co.uk/pupil-outcomes/ Through working in partnership, with well-planned and meaningful CPD, our staff are able to share expertise with others and there are more opportunities for the successful growth of our school leaders. Courageous advocacy is nurtured and supported so the children can see the impact of their ideas and learn that they too can make a big difference to the lives of others. This installs a sense of moral purpose, positivity and hope for the future. b) We ensure that the Nutley Vision and Values are a 'living, breathing entity' for all school stakeholders. We ask ourselves is this decision going to help the children flourish individually and as a community. ➤ The school values are intertwined with the planned collective worship & RE teaching. See Collective Worship Cycle and Planning See RE curriculum and planning. ➤ Vision core values drive school rules, rewards and consequences discussions with pupils. See Behaviour Policy & Behaviour evidence folders ➤ Vision represented visually throughout school and website. ➤ The values of the school are embedded throughout the school. They affect the way we manage behaviour, treat each other and underpin the decision that are made at all levels of staffing. ➤ The school values are fully embedded into the ethos of Nutley, "it's part of the school core vocabulary." ➤ Vision traits & values are built into the weekly pupil celebration certificates in collective worship and each achievement is specifically linked back to the core 6 values. See achievement display and weekly newsletters. ➤ School events and pupil achievements explicitly linked to school values in school newsletters. See weekly school newsletters/news bulletins. ➤ All school Briefing Meetings and FGB Meetings start with a reference to the school Vision and Values. See minutes. Children actively involved in prayer and reflection spaces in each class that transfer to the prayer wall in Church. See folder evidence

	c) The theologically rooted Christian vision is enabling people to flourish at SMV School. Parent, Staff & Pupil Questionnaire Feedback- see evidence files Quality of Teacher & Learning and staff development- see monitoring and triangulation folders & SIP/SEO/ Ofsted/External Monitoring Reports Pupil Outcomes – see SEF 25/26 Community Feedback- see evidence files d) The Pioneer Federation Vision/Values is rooted in Christianity- https://pioneerfederation.co.uk/pioneer-federation-growth/ <i>'Our shared vision and set of values* that underpin all that we do have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. Our children learn to respect and appreciate the world around them, so they leave us as conscientious 21st Century citizens of the world. Across all schools, Pioneer Federation teachers work collaboratively to design lessons and activities that engage children in meaningful experiences. Our Church Schools work closely with the Diocese of Chichester, under God's rule and following the example of Jesus.'</i> Next Steps linked to IQ1 2025-26: ➤ Streamline the vision statement so easier to recall/remember for all stakeholders- add actions to the values and key aspects of vision ➤ Develop vision and values song- sung weekly in CW ➤ Streamline the school values to '3 or 4 values' with an associated symbols and make the explanation statement for each values clear and precise. ➤ Develop an aesthetically pleasing Vision & Values poster- for clarity and consistency to be represented in all aspects of the school – each classroom etc and on website ➤ Develop 'Values Certificates' – presented to pupils weekly in achievement collective worship- reinforcing the trait of the vision and values and keeping the vision high agenda in the school. ➤ All Governor monitoring reports to evaluate vision and values as a standing item. (monitoring template adjusted accordingly 25-26)
IQ2 - J1 How does the curriculum reflect the school's theologically rooted Christian vision? (Wisdom, Knowledge, and Skills) a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b) How is spiritual development an intrinsic part of the curriculum?	<i>The philosophy, planning and implementation of 'Nutley/Pioneer curriculum' clearly reflects the school's theologically rooted Christian vision.</i> ➤ Our Christian vision is reflected through our broad curriculum. We have an inspiring, challenging, inclusive Pioneer Curriculum which is continuously evolving from feedback via stakeholders/Curriculum Steering Group to ensure that our curriculum offer is the best it can be for all pupils. From September 2025, Nutley will be utilising the shared mixed aged Pioneer curriculum (developed over 8 years 2017-2025 - https://pioneerfederation.co.uk/stmarys/key-information-about-our-curriculum/). Each Pioneer school adapts the curriculum so bespoke for their school setting and context. Pioneer subject leaders create termly Medium Term Plan (MTPs) from the curriculum overviews. Teachers plan together as Phase/Cohort groups across the schools utilising the MTPs, and then each teacher, at the point of delivery, adapts the planning/resources for their class context and needs. There are now plans to streamline this curriculum further 2025-26 to ensure even more clarity of skills and knowledge and gain progression across cohorts. (See FDP 25-26) Our learning journeys are relevant, meaningful and embed our values, while also reflecting our context. Our curriculum reflects the national curriculum in ensuring that our children master the knowledge and skills expected in each subject, as well as having opportunities for greater depth challenge. Our subject-specific curriculum progression documents are used alongside our curriculum overview so teachers ensure progression of skills and knowledge when planning lessons. The curriculum is ambitious for all, with teachers carefully adapting each lesson for the needs of all learners, including the disadvantaged and those with SEND, SEMH issues and EAL. Questioning is a strength which promotes pupil engagement, deeper thinking and inquisitiveness. As a result, our children love learning, ask plenty of questions and are confident, well-rounded individuals with an understanding of the part they play in global citizenship. Forest School and outdoor-learning opportunities are highly valued by children and parents, and enjoyed immensely. They are central in our vision for building resilience and instilling a sense of respect and guardianship for our natural world. Connection to nature is vital for everyone's sense of spirituality and wellbeing. In addition, the staff and parents work together to fund and organize a rich and varied diet of enrichment activities and events for the children, to complement their learning and to promote enjoyment of life itself, such as extra-curricular activities, after-school clubs, fund-raisers, fetes, whole-school outings, class trips, class assemblies and exhibitions, visitors, sports tournaments, breakfast club, group reading opportunities, etc. Pupil achievements inside and outside school are celebrated in collective worship. Our weekly newsletters includes a section on the collective worship theme of the term and how that has been explored and encouraging families to follow this at home – see newsletters. Pupil premium funding is used to ensure that disadvantaged children also have a full inclusive educational experience. The Pioneer PSHE/RSHE policy was updated in 2022-24 and details how these subjects are covered in school & the use of the JIGSAW/SCARF PSHE scheme covers a wide range of material in a sensitive and age-appropriate way. The curriculum that children experience is inclusive and diverse. The reading books used to support their termly topics cover a wide range of ethnicities, cultural diversity and represent celebrations of different faiths. This ensures the children are seeing Christianity as a worldwide faith and the diversity of the world they live in.

c) How do leaders know that the curriculum is having the intended effect for pupils?	All subject books have a Subject Specific Toolkit at the beginning. This lists the overall skills the children need to be successful in the subject. i.e. ‘What does a Pioneer Scientist, Historian, Geographer etc look like?’. All subject termly units will start with a ‘Subject Cover’ which includes key vocabulary and what the children already know and will end with a ‘Subject Unit Quiz’. These will be provided by the subject leaders. The key vocabulary words will be defined and written in by the pupils when they are introduced to them throughout the unit of work. A wide range of initiatives are utilised to engage with the community and SMSC initiatives are a strength of the school- including curriculum enrichment events, strong PTFA, parent forums, home-learning projects, celebratory termly curriculum events, strong links with SMV Church & involvement in Parish Council. See weekly newsletters and community folder. See SMSC and Church folders on website. Liaison with parents is strong. Teachers are available at the beginning and end of the day to speak with parents and in the latest parent questionnaire, ---% of parents agreed or strongly agreed that the school lets them know how their children are doing.
d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?	Wide range of extra-curricular activities available with a strong take up, including disadvantaged pupils. Sports Premium being used to provide weekly sports coaching for teaching staff and pupils, as well as access to extra-curricular sports clubs. See PPG & SP folders and reports. Behaviour is strong and pupils demonstrate very good attitudes to learning. High expectations of behaviour at all levels across the school are evident as a consequence of consistent and embedded policy. There have been limited incidents of racist or homophobic bullying and pupils say they feel safe at school. Incidents of bullying are rare and effectively and rapidly acted on, as the result of clear systems for monitoring and dealing with such issues. See Behaviour Logs, pupil/parent voice, SIP & DEP reports. Pioneer Federation has embedded a Therapeutic thinking approach to Behaviour Management, (Nutley took this approach on from January 2025) utilising pro-social approaches— tying in with key school values. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at SMV. Staff, pupil and parent question showing support for new approaches, see new behaviour policy. Reflection and repair part of school ethos. See behaviour management folders of evidence.
e) How does being part of the trust enhance the school’s curriculum?	SMV is a Thrive/Wellbeing School. Thrive provision has become embedded over 3 Years at Nutley with a dedicated Thrive Lead and significantly impacted on pupils’ social and emotional development and therefore ability to access the curriculum. This has then impacted on attainment and progress for these vulnerable pupils. Since September 2019/20, the Federation now has a Thrive Lead who coordinates Thrive across the 6 schools and we have Thrive trained staff in each school to deliver Thrive weekly. See Thrive impact reports. Thrive profiling completed termly and ‘Drawing for Talking’ in place across all 6 Pioneer schools for identified pupils. All Pioneer Schools are Forest Schools, enabling effective provision for outside learning using the local forest areas in the village. Staff have been trained to lead Forest School effectively to ensure maximum impact is achieved. See Forest School weekly reports on website and impact report from the Forest School Lead. Our curriculum and events help pupils understand how to keep themselves healthy and there is strong and developed understanding about sustainability- Eco-Helper Initiative 20-23. They make informed choices about healthy eating, fitness and how to look after the planet. See Sport Report, PE Planning Pupils develop physical well- being through the curriculum and events and well-structured PE teaching and with an expert coach who visits the school. There are Inter- federation and alliance school sporting competitions and these have evolved even more 2019-23. Sports Crews have been developed to allow pupils to develop leadership opportunities within sport and games. See PE assessments/planning, SP report/evidence folder, newsletters and sport events section on website b) The idea of spirituality is exposed to pupils in a variety of ways across the curriculum and wider events of the school. Pupils are encouraged to share their beliefs through open discussions (particularly in PSHE and RE) and reflection on their thoughts and experiences is planned across subjects, as well as each class completing a Spiritual task every week – see Ethos Committee meeting minutes and Collective Worship planning. A Spiritual Development Policy was created in September 2022 (updated by Nutley in 2025) outlining how Spirituality is explored through the curriculum, links with the Church and Community, our Vision & Values and Collective Worship. (See Church/Siams tab on Nutley website) The impact of spirituality can be seen through our Pupils as Leaders groups, collective worship evaluations, RE book monitoring and participation in community events. Each year, the school joins with the church to celebrate key events in the calendar – Harvest, Remembrance Day, Christmas, Ash Wednesday and Easter. These themes tie in with learning that happens in the classroom and parents are invited to services focused on these events. This allows parents to be actively involved in the events of the church and school. Each Friday, our Celebration Assembly is well attended by parents. We inform parents ahead of the day which children are receiving particular certificates and this allows them to be involved in the school celebration of individuals. Each class will write Nutley value certificates each week (from October 2025) for children they have noticed that have shown our school values well- children are quoted in the certificates. This involves them in promoting and demonstrating how the school values are lived out in everyday life. ➤ Outcomes, Feedback, Monitoring & Quality of Education Teachers will use the information from the end of term subject quizzes to adapt the next linked unit to address and gaps in unit skills. All termly Pioneer Cohort Meetings will start by evaluating the previous term subject Medium Term Plans (MTPs) and then adapting the next unit from this information. Opportunities for the children to explain what they already know about a unit of work will be provided for below the Key Vocabulary Sheet at the beginning of the unit. This will provide teachers with a reminder of pupil baseline of knowledge for the unit of work and also something to reflect back on after the unit quiz has been completed. The quizzes will also have an opportunity for greater depth knowledge recall by asking the children to reflect on what they have learnt linked to the overall subject big question for the term’s work (represented in MTPs), making progress explicit. Pupils have a love of learning and this is evident through the behaviour for learning in the classrooms and the high standards of learning produced in pupil’s books and outcomes. See Ofsted reports 2025, Pioneer ‘Approaches to Reading’ Policy, pupil questionnaires, pupil voice and book/lesson triangulation. Teaching is consistently good. If teaching/learning ever requires improvement, rapid developments are actioned (SLT and Pioneer subject leader coaching, mentoring) to ensure that good T&L is ensured. High quality staff CPD & robust NQT training mentoring programme See staff meeting agendas & CPD staff matrix. There is strong progress in lessons as a result of well-planned adapted & challenging learning tasks and effective use of assessment information to inform planning. See termly lessons triangulations, SIP reports and planning feedback monitoring. Appropriate systematic assessment and monitoring termly cycles in place to evaluate the effectiveness of performance. Rigorous pupil progress systems to develop the root cause of individual achievement needs & partnership moderation systems ensure validation of assessments. See Assessment & Monitoring Cycles, monitoring folder. Teaching & Learning Improvement initiatives have impacted on outcome gaps over time- see SEF section for specifics and evidence. Attainment and progress has increased over time due to strong Q of E initiatives & high quality teaching & learning. Where improvements have been required, action has been taken to address this. E.g. Reading KS2 EXS 2023-25. See Outcomes Summary Chart - https://pioneerfederation.co.uk/pupil-outcomes/ d) <i>Pioneer Vision/Value/Motto of ‘Achievement for All’. We have a highly inclusive curriculum.</i> (see 5 inspection reports 24-25)

	Ofsted May 2025- <i>'They use this to adjust future learning so that pupils embed what they learn. Teachers are ambitious for pupils with special educational needs and/or disabilities (SEND). Teachers identify the needs of pupils well. They provide helpful guidance for pupils with SEND. The school has developed clear guidelines on how teaching could be adjusted to meet pupils' different needs.'</i> PPG provision is dedicated to identifying the gaps in the child's learning and providing teaching assistant-led interventions targeting those areas. This means the children who are at risk of falling behind their peers have dedicated time to work on their individual targets to try and close the gap between the disadvantaged. PPG children are discussed each term at Pupil Progress meetings to ensure staff and SLT are aware of the provision in place. Teacher Assistant timetables are directed related to ratio of PPG pupils per class. Interventions are put into place for children on the SEND register and co-ordinated by the Inclusion Manager who works closely with class teachers. SEND provision is thorough and evaluated termly for impact. Where any provision is not having the desired impact, these are adapted. Staff can discuss confidently how pupils with special educational needs, those who are disadvantaged and the lowest performing 20% are identified and supported to progress. Road Maps now have icons highlighting curriculum adaptations for SEND. SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning. VG make good progress across the school. See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing. SEND and Disadvantaged Pupils make good progress across the school. There is a narrowing or no gap for PPG pupils in most cohorts. Progress of children with support from outside agencies as a result of personalised provision (APDORS) that enables the child to close the gaps in learning. See Vulnerable Pupil Folder and Datawalls. e) Effective collaborative working is a strength of Pioneer Federation and we work collaboratively at all staffing levels. See staff questionnaire feedback e.g. shared subject leadership. By sharing subject leadership across the Federation, it is enabled individual teachers to focus, in depth, on one subject, ensuring the skills and knowledge are progressive, are inclusive of all attainments and build them up ready to transition to secondary school. By working closely with SLT and class teachers, subject leaders are able to share their expertise, and planning ideas and access CPD for one subject (rather than multiple). The impact of this is that teachers gain a deeper insight into a specific area of learning, allowing a more comprehensive curriculum. Subject leaders create a yearly action plan for their subject which is shared and monitored by a link governor twice a year as part of Governor meetings. The impact of this ensures that each subject strengthens in some way each academic year. See Action Plan and Governor monitoring reports. Effective Subject Leadership was also identified in all Pioneer Ofsted's 2025. Federation collaborative links make a significant impact on school improvements and facilitates social cohesion and pupils regularly partake in shared learning experiences with children from SMV, other Pioneer schools, and other local schools (Alliance and Ashdown EIP). See weekly newsletters, pupil questionnaires/pupil voice- newsletters and partnership evidence folder. Next Steps for IQ2 2025-26: ➤ Address the gaps in 24/25 outcomes – see SDP 24/25/Outcomes & Achievement - KS2 Maths – (MTC AT Yr4 and EXS and GDS at Yr6) ➤ Develop 'Values Certificates' – presented to pupils weekly in achievement collective worship- reinforcing the trait of the vision and values and keeping the vision high agenda in the school. ➤ To continue to develop and evolve & streamline the Pioneer curriculum to ensure that it is the best it can be for all pupils. See FDP 25/26- curriculum.
IQ3 - J1 How is collective worship enabling pupils and adults to flourish spiritually? (Impact of Collective Worship) Collective Worship Policy  Nutley CW policy September Spiritual Development Policy HD to embed Nutley SP here a) How do the theologically rooted Christian vision and the Anglican/Methodist	Nutley School provides daily Collective Worship for pupils in the school hall and regularly in local Church, which is wholly Christian in character and in keeping with the school trust deeds. It gives all those present time for reflection and prayer and enables pupils and adults to flourish spiritually. See Collective Worship & Spirituality Policy. SMV Definitions: 'Spirituality': <i>Outward (windows), Inward (mirrors) & forward (doors). Those opportunities to experience beyond ourselves to understand your place in the world and have a relationship with God'. 'That which inspires us, moves us, makes us wonder & makes us feel loved.'</i> Spirituality at Nutley has been defined for all stakeholders via the Ethos Committee (see minutes) after liaising with staff and pupils. Children working with Rev Ben to enable 'spirituality definition' accessible for all. a) Collective worship (CW) is a very special part of the day that we value because it provides the opportunity for us all to come together, every day, like a family. It makes a difference to everyone's lives – in school and at home. Worship is led by school leaders and our local vicar, with plenty of opportunities for pupil, parent and staff participation also. Our 'Faith Councillors' play an active part in Worship by leading and closing every worship with the liturgy call and response. In Celebration Worship they lead us in the Lord's Prayer. Children often take part by reading a prayer, acting out a story, holding props and operating the technology. Worship embeds our Vision and Values, allowing us as a community to explore them reflectively and understand more deeply the teachings in the bible. We believe that worship develops spirituality in school, regardless of whether a participant is Christian. The children are given time in CW to respond to questions, share their ideas and to reflect on the teachings they have learned and how they might apply them to themselves. During times of quiet reflection, children may be asked to talk with a partner or quietly engage with their thoughts. Use of 'Class Spiritual Journals' from September 2025. Our worships are well-planned in advance to ensure a varied and rich content, as well as to make sure the teachings of Jesus are made relevant to the needs of our community today. Our worships are inclusive, invitational and inspiring. There are times where we might explore a different faith or consider British Values or a special event, whilst taking care to maintain our Christian distinctiveness. Our Celebration Worship on Friday is well-attended by parents showing they value the experience. As a community, our CW enables us to spiritually flourish as we explore our Christian values, develop our moral compass and celebrate our collective and individual achievements. Achievement Certificates often link to our core values, which are displayed on the wall in the school hall and referred to at every opportunity during our services.

foundation of the school shape worship and spirituality in the school?	Participation of pupil leaders in worship has provided challenge and strengthened confidence, independence and leadership skills, as well as providing role models for other children to aspire to. E.g., Digital Leaders presenting to the parent audience about online safety.
b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?	Prayer is an incredibly powerful part of our CW as well as at other points in the school day. We share grace before lunchtime and the children create their own house and class prayers, which are said at House Worship and the end of the school day respectively. Reflection areas in classes allow children to reconnect, reflect and independently explore their spirituality. The Faith Council have worked with the Church / School Liaison officer to design a Reflection Space for under the covered area in the playground. We are looking forward to seeing their dream become reality with the help of the PFA.
c) In what ways is the worship life of the school inclusive, invitational, and inspirational?	Music is a key part of every worship. The congregation enter and leave to music, which inspires, focuses thought and lifts the spirit. The congregation sing together every worship which not only unites us in voice but uplifts our spirits, contributing to our wellbeing. Our hymns are chosen well to reflect the church year, our school values and times of transition.
d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?	Worships at the local church, St James the Less, are eagerly anticipated events that mark the turning of the school year: Harvest, Christingle, Easter and the Year 6 Leavers' Service. Staff and children work hard to contribute meaningfully to these special services through music, art, dance and drama. Our School Council and Faith Council lead the service, provide readings and the prayers. We have also held Celebration Worship at the church with contributions from our Faith Council. The school participate fully in the Diocese of Chichester's Year 6 Leavers' Service at All Saints Church in Crowborough where we excitedly come together with other church schools to celebrate the success of our Year 6 pupils, worship together and to pray for their continued success at secondary school. We have taken part in recent years by performing the dramatic reading and by leading the headteacher's prayer.
e) How does the trust contribute to and enhance the school's worship and spiritual life?	b) Nutley has a shared approach to collective worship planning with leaders, local clergy and pupils having the opportunity to contribute and lead. The planning for Collective Worship is laid out in a framework, which reflects the main themes of Christian life and teaching. Worship themes are planned for in the two-year rolling cycle of Christian Values and teachers and church ministers are consulted in the planning and review stages of this. Planning ensures that pupils have opportunities to encounter the teachings of Jesus. Planning follows the broad pattern of the Christian Year, but it is not restrictive, for there is always a need to respond to local or national/international situations. In order to broaden the knowledge and understanding of the pupils and achieve high standards of learning, we invite visitors to lead worship where possible. Reverend Ben.Sear leads weekly worship and also links with pupils for specific areas of RE learning. 'Open the Book' local community leaders reenact bible stories weekly with the pupils-linked to the termly theme/vision values. Contributions from leaders from other Christian denominations and Christian charities are welcomed to share Worship with the children whenever possible. This means the children see that the Christian faith is further than just their immediate school and community. Our Diocese Education Partner (Mandy Watson & Jon Gilbert 20-25) often observes collective worship and provides useful feedback for development to ensure worship is as inclusive, inviting and inspirational as possible. c) & d) Collective Worship at SMV is highly inspiring, invitational and inclusive. Children take part in many different ways in Collective Worship. The children are actively involved in collective worship by saying prayers, volunteering for games to illustrate a value or leading dramatic readings to share bible stories with the rest of the school. They write/lead prayers, take part in engaging starter activities, help with the readings and short drama performances. The impact of this is the children are involved in the worship, not just observers. Worship at Nutley is therefore a time for the children to learn, be involved in developing their own spirituality and the younger children in particular observe the older children modelling the values of the school and Bible. The prayer spaces inside and outside provide a space for children, staff and families to have a dedicated area for quiet and reflection. This is utilised at playtimes to allow the children to enjoy prayer stations and also provide a space for those who prefer a quieter time at break times to connect with other children. See Prayer Spaces, spiritual journeys, collective worship evaluations and pupil/parent voice in questionnaires. From September 2023, Pioneer schools incorporated the collective worship concept of 'God shaped spaces for children to step into and explore ideas- Mirrors, Windows and Doors' within our policy and collective worship delivery. Mirrors – own feelings, Windows – looking outside, Doors – Doing something about this and future development. Pioneer Leaders have developed a spirituality policy, statement and action plan- this includes indoor/outdoor prayer spaces, daily collective worship & display linked to core themes, mindfulness time at points of transition in the day, spiritual journals for each class linked to collective themes- enabling pupils and staff to reflect on collective worship impact, church school newsletter section weekly, an RE Council to reflect and evaluate on whole spiritual development, Thrive initiative (school Thrive practitioner)- including class bubble time, separate PSHE journals and PSHE scheme (Jigsaw/Scarf). Thrive links on newsletters- see evidence files and website. Spiritual Journal time is held weekly in every class. A thought provoking question and task is shared with all children linked to the value and bible story from Monday's worship. The children are then given time to personally reflect on how this applies to them and what changes or adjustments they could make to their behaviours or attitudes to have a positive impact on their community and wider world. The questions of the week are shared in the weekly school newsletter for families to also discuss at home. There are a range of evaluative strategies used to reflect on the effectiveness of collective worship and involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role- 'RE Council'. See spiritual journeys, RE Council meeting notes, collective worship evaluations and pupil/parent voice in questionnaires. Monitoring and feedback about of delivery could be development further to continue to improving practice. Leaders listen to feedback and adaptations are made to practice and planning as a product of this evaluation-ensuring then improving practice of collective worship. See SEO and Diocese reports, CW evaluations and adapted planning/delivery. The Governors hold leaders to account through the Ethos Committee who observe, monitor and review practice and support development going forwards. Prayer shed question each week – to reflect on the value/theme – so children think deeply and apply to their experience – added to floor book/CW reflection.

	Spiritual Journal time is held every Tuesday morning in every class. A thought provoking question and task is shared with all children linked to the value and bible story from Monday's worship. The children are then given time to personally reflect on how this applies to them and what changes or adjustments they could make to their behaviours or attitudes to have a positive impact on their community and wider world. The questions of the week are shared in the weekly school newsletter for families to also discuss at home. e) The collaborative ethos of our federation supports the development of collective worship at our church schools. Within the Pioneer Federation, there are 5 other Church school. Leaders and teachers share collective worship planning and regular observe worship at each school to share best practice and ideas. Reverend Ben Sear also leads some collective worship at Nutley. The Pioneer Governing Body & Nutley Governor Ethos Committee has experienced Foundation Governors who have been have been instrumental in enhancing the work of the school as a church school and collective worship. See FGB minutes and Ethos Committee Minutes. Next Steps for IQ3 '2025-26': ➤ Develop Nutley community definition of 'Spirituality'. <i>Children working with Rev Ben to enable 'spirituality definition' accessible for all.</i> ➤ Embed Nutley CW & spirituality policy and implementation with new leadership and staffing team. ➤ Develop embedding of school in/out Prayer Spaces and the use of weekly class spiritual journeys, ➤ The school governors develop more monitoring of CW ➤ '2025-26'– 'Community Spirituality Day'. Focus on 'In, Up, Out.'
IQ4 - J1 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? (Community and Living Well Together) a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b) How do school policies and practice create a culture in which people's wellbeing is enhanced? c) How is enabling good mental health for all central to the school's work?	<i>Nutley's theologically rooted Christian vision creates an inclusive culture in which pupils and adults thrive are treated well.</i> Our theologically-rooted Christian vision embodies a 'happy, safe and caring environment' which, together with our core Christian Values and our Golden Rules, determines how we behave towards one another. Being gentle and kind, friendly and respectful, listening well and working hard are all expected and valued. Therapeutic thinking is at the foundation of our Behaviour and Relationships Policy. When resolving issues, pupils are guided to reflect on their actions, identify the harm done and repair the situation so they make better choices next time they are faced with the same kind of challenges. Staff invest time in this restorative justice approach knowing that it will have long-term impact. Our skilled and experienced THRIVE practitioner provides THRIVE and nurture groups which improve pupil readiness for learning. As a result, behaviour in school is very good and exclusions are rare. Attendance at 95% is good and persistent absence is improving. Our pupils and staff are valued and supported by all. We refer to ourselves as 'Team Nutley', which encompasses that feeling of belonging, safety and care. Children enjoy coming to school and all staff make the effort to get to know all the children individually, making sure that everyone matters. Pastoral care is excellent and is every adult's responsibility, from the office staff to the headteacher, supported by our highly effective THRIVE practitioner. Every day and through our PSHE curriculum, wellbeing is valued and we teach the children how to look after their mental and physical health. In Worship, the headteacher regularly encourages pupils and staff to check in with their mental health while referring to the 12 Rocks of Wellbeing; everyone then makes a 'Mental Health Promise' to themselves. Our vision shapes our policies, when they are created or reviewed, and these policies are followed, providing clear guidance and clarity for all. Safeguarding is a priority in school with all behaviour issues and concerns followed up, recorded objectively and factually on CPOMs, and reported to the DSL. Staff training is kept up-to-date to ensure that any recent policy changes and procedures are followed. Safeguarding is everyone's responsibility and there is a feeling shared by all that 'it could happen here'. Health and Safety is also prioritized, with regular premises inspections and caretaker meetings, and a culture of it being everyone's responsibility to report any potential hazards. Risk assessments are reviewed to reflect the individuals within our school and their behaviour and medical needs. Stakeholders' voices are heard through regular surveys, questionnaires and meetings. Children also communicate with staff if they find it difficult to approach us directly through the use of the 'Worry box'. Our children are also given a voice through the School Council. The new Zones of Regulation space in 'The Nest' provides a safe space for any children who are dysregulated to calm themselves and independently get themselves back into the learning zone. Staff are cared for and considered to be our most important resource. Leaders are aware of the workload that staff face in a small school and that joining a federation can bring additional challenges. Although there can be issues, staff model kindness and respect by talking concerns through and finding solutions together. Examples of consideration for staff include: staff review the behaviour policy and behaviour support plans together to ensure shared ownership and staff are also allowed to

d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times? e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?	take their PPA at home once per term. Performance management and the SDP include areas of CPD for all staff to continue to develop. Staff also have access to online counselling. Parents receive regular communications about the school through weekly newsletters so they feel informed. They also appreciate the headteacher being on the gate at the start of every day and seeing the class teachers at the gate at the end of each day. Each class write Values certificates each week for children they have noticed that have shown our school values well- children are quoted in the certificates. This involves pupils in promoting and demonstrating how the school values are lived out in everyday life. We also have a termly parent 'CommuniTEA' – engaging parents sometimes school topic sometimes parent led. See newsletters for notes from these meetings. Our pupil character initiatives embedded the school value of Faith- 'reflecting on self & on learning'. For example, our ZONES of Regulation/ Mood monsters (2024/25) initiatives ensure pupils are confident, self-assured learners and this impacts on progress. Children are resilient and independent, embracing initiatives to empower them such as playground pals, peer mediation and school monitor responsibilities. See 'Pupil as Leaders' Subject leader report. Pupil/parent voice evaluations b) & c) Mental Health & Wellbeing- https://nutleyprimaryschool.org.uk/mental-health-emotional-wellbeing/ Mental health & wellbeing is high profile for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. See staff signposting boards & parent and pupil questionnaires. We have a designated MHWB Lead (Heidi West- Park Mead HOS) and below are some of the areas she developed 22-25: • Staff mental Health displays in place across all schools – signposting to services, termly MHWB newsletter and signpost to cpd and support contacts • Mental Health and Wellbeing Policy developed alongside new MHWB Lead Pioneer position. Staff questionnaires T2 indicate that staff feel that their welfare and workload is a high priority for leaders. See Questionnaire summary report. • 'Mental Health & Wellbeing' folders developed on each websites- 'Pupils', 'Staff', 'Parents', 'Community' represented sections (HW- presentation at FGB meeting) https://pioneerfederation.co.uk/mental-health-emotional-wellbeing/ • Children's mental health week 6th-12th February and Online safety staff meeting via Andrew Gunn and focus day on 6th Feb. See website folders for photos and write-ups from these days. Online safety termly touch-base- to be highlighted with curriculum maps. d) Nutley (& all Pioneer Schools) is a Thrive/Wellbeing School. Thrive provision has become embedded over 5 Years and significantly impacted on pupils' social and emotional development and therefore ability to access the curriculum. This has then impacted on attainment and progress for these vulnerable pupils. Since September 2019/20, the Federation now has a Thrive Lead who coordinates Thrive across the 6 schools and we have Thrive trained staff in each school to deliver Thrive weekly. See Thrive impact reports. Thrive profiling completed termly and 'Drawing for Talking' in place across all 6 Pioneer schools for identified pupils. e) Stakeholder MWWB is a key priority for Pioneer FGB. Pioneer Federation Vision states - <i>Our shared vision and set of values† that underpin all that we do develops a love and interest in learning and promotes whole federation community wellbeing</i>. There is an assigned Governor (KM) oversee Pioneer MWWB and they work closely with the staff MWWB lead to hold her to account and monitor impact. See FGB mins and KMs reports. There is a Governor expectation that MWWB is part of performance management- to strive for a good work life balance for all Pioneer staff. The collaborative work across the 6 schools contributes significant to workload and leaders are proactive in developing strategies to support this- e.g. shared cohort planning time termly. Teacher Workload' questionnaires show that the effective collaborative working is a key factor in Pioneer staff retention.
IQ5 - J1 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? (Dignity and Respect, Character Development: Hope, Aspiration, and Courageous Advocacy)	SMV's theologically rooted Christian vision create an <u>active culture of justice and responsibility.</u> a) & b) Nutley CE Primary school may be small, but we have a big heart. A courageous advocate is someone who champions a cause which is special and meaningful to them. At Nutley, we teach our pupils that it is important to help others when we can no matter who they are, where they come from or what challenges they may face. This approach is driven through our values. We teach the children that we may be small, like David in the story of David and Goliath, but we can have a big impact, if we just believe that we can make a difference and trust in God. Like the parable of the mustard seed, we teach our children that they too could achieve great things, from small beginnings, either individually or by working as 'Team Nutley'. They have a responsibility as the future guardians of our planet to make the world a better place where people are treated fairly. Through our curriculum and collective worship, they are asked to consider ethical and moral topics to prepare them for this. The school are involved in supporting charities such as Children in Need and Comic Relief. Next year we will work in partnership with the local church to support Tearfund.

a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives? d) How does the trust make a positive impact on the culture of the school?	Pupil leadership –children work hard to put themselves forward and take on responsibilities in preparation for later in life. Digital Leaders, Faith Councillors, School Councillors, House Captains and Reading Rockstars work with staff to identify areas to work on and work as a team to improve the school. e.g. playground rotas to ensure equitable access to playground games. Through their good example, and through the messages from daily worship and through teacher encouragement and inspiration, courageous advocacy naturally emerges like a spring from the ground, in the form of individuals or groups who have moral purpose and seek to make an impact as ‘agents of change’. E.g. bake sale fund-raising for otter habitats in Y3/4; Y6 and Y4 girls donating hair to charities who make wigs for cancer sufferers; saving water campaigns in YR; Y6 learned about animals and then decided to make and sell Christmas cards and decorations to raise money for animal rescue sanctuary, Raystede. A new group of leaders also formed this year: the litter busters in Hedgehog Class, which started as children helping the headteacher to pick up litter in the school playground. Mixed-age classes lend themselves to strong Learning Partner work where the older year group naturally seek to help their peers in mastering learning across the curriculum, while strengthening their own understanding and knowledge retention through careful explanations. Our Year 2 year-group take on the responsibility of being ‘buddies’ to our Reception children. They help to look after them in the playground so they settle into school well, and they walk with them to church to help keep them safe. Our therapeutic-thinking based behaviour policy puts responsibility on the child to change their behaviour through restorative justice. This demands time commitment from staff but has more success in the long term for meaningful change and impact. Our Preventative Curriculum, including the RSHE, online safety and PSHE curriculum, also install in our children a sense of responsibility to make the right choices and develop improved awareness of consequences to their actions. Our Year 6 children bring the joy of Christmas to a residential care home every year by having tea with the residents and singing their favourite Christmas carols. Care for others is modelled by our staff who frequently go above and beyond to support both children and parents, as well as each other. ✓ Cycle 1 term 4 of collective worship value focus – ‘Justice and Hope’ ✓ Democracy for pupils as leaders voted into roles (House captains, library, pupil governors) In term 1 each year, classes begin the year with the topic ‘Celebrating Difference’ in their PSHE lessons. At an age appropriate level, each child learns the value in being an individual like no other and how each person’s uniqueness means that together as a class or team, their specific skills mean they can achieve great things. These lessons also provide children with a wider appreciation for different cultures, family situations and ethnicities – especially as the locality in which they live is predominantly white British families. PSHE curriculum- We believe in challenging stereotypes and staff are keenly aware of the language they use. Through our Relationships and Sex Education and PSHE Jigsaw curriculum we explore the diversity of relationships. Ethical issues are explored throughout our curriculum: Year 5 and 6 explore the holocaust through their WW2 topic; Year 3 and 4 explore changes in our local environment, including deforestation in the Ashdown Forest; Year 1 and 2 use the book ‘Famous Women who changed the world’ to explore and begin to discuss the role of women throughout history. Along with these curriculum elements, we also explore topical ethical issues, such as the impact of plastic on the oceans during International Days. Our Forest School curriculum offers opportunities for discussion and challenge of environmental issues. The Forest School environment also provides pupils with opportunities to explore risk taking, team working and trust in a different and safe setting. This leads to further extension of the skills our vision and values promote. We pride ourselves on our community relationships. This is evident in the many events we hold throughout the year which engage our community such as our Christmas and Easter fairs. All these events are extremely well attended and help to celebrate our Christian values. C) & d) The Pioneer Federation has an outward facing approach to school improvement and are active members of local school Alliances & has strong with ‘The Compass Partnership of Schools’ in London Greenwich. Leadership & staff development is continuous and precise, including: cross federation mentoring and placements, Lead teacher status, SLE, Leaders of EYFS County hub, AHT- NPQML, HOS- NPQH, and part of LA Assessment Task Group, ExHt- LLE consultancy. The ExHt is regularly required to support other HTs strategic development within East Sussex and other local authorities and both James Procter (ExHt), Kayleigh Vile & Alice Briley (Cluster Lead HTs) will be applying to become School Leader Ofsted or SIAMS Inspectors 25-27 and will use the Ofsted /SIAMS training and school inspection experiences to develop Pioneer school’s future. Present COG (Alan Brundle) is a LA Support Governor. Pioneer Governors have a strong strategic involvement in school improvement are an integral part of the school leadership team and have a very detailed understanding of the school strengths and areas for development. See Governors Annual Monitoring Matrix. Next Steps for IQ5 2025-26: ➤ To develop more specific ‘Social Justice Initiatives ‘25-26’. (See Pioneer school initiatives from 24-25 for inspiration). To continue to embed opportunities for pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extracurricular activities to engage in social action projects. This should go beyond a sense of compassion to a concern for justice & also to extend social justice initiatives to a ‘Local and potential international focuses’.
IQ6 - J1 & IQ7 - J1	<u>SMV RE curriculum is highly effective and fulfils all aspects of C of England – Statement of Entitlement.</u> <u>SMV RE quality of education is highly effective.</u>

Is the religious education curriculum effective?

What is the quality of Religious Education?

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



re-statement-of-entitlement-for-church-school

RE Subject Lead 25/26:

Helen Denton – East
Hoathly Head of School

Diocese Education Partner/

Advisor: (22-25) Mandy
Watson & Jon Gilbert

IQ6

a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?

b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?

c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

IQ7

RE is treated as a core subject at Nutley CE Primary School and holds a high profile throughout the school, being evident in displays, Worship and children's books, including the floor books in the entrance hall.

RE is taught weekly in every class. In line with C of E's Statement of Entitlement, **KS1 receive at least 1 hour of RE teaching each week, and KS2 1.25 hours each week.**

Curriculum coverage has been monitored by the RE lead and found to be in line with expectations. Formative assessment informs next steps in teaching. Expectations of the presentation and quality of work are the same as those for English.

Our RE curriculum is sequential, so our children are building on prior knowledge as they progress through the school. Progression is mapped out with planning following a **2-year cycle.**

Our RE curriculum is successful as it allows our children to develop their own ideas, opinions and beliefs, while also developing an understanding of the beliefs of others. RE lessons contribute to each child's spiritual, moral, social and cultural development which also prepares them for the wider society in which we live.

RE is well-resourced with high quality artefacts, books and teaching resources to enhance the curriculum. For our RE planning we follow the East Sussex syllabus 'Continuing the Journey' and within the framework have fully embedded 'Understanding Christianity'.

Our local vicar has supported RE lessons teaching about Christianity this year to make the learning experience even more enriching and meaningful.

Next year there needs to be more governor monitoring of RE books as part of their curriculum monitoring visits.

The quality of Religious Education is consistently good as evidenced by observations of teaching and drop-ins. Assessment data shows children make good progress in their learning as a result of the high-quality teaching and the clear progression in knowledge and skills taught. Children remember prior learning.

Children in EYFS spend time exploring the celebrated festivals and faith stories of different religions. This ensures they are equipped with the language and attitudes to participate in RE lessons and school worship.

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

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

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

We have **separate pupil RE books** with a toolkit of skills at front- this lists the overall skills the children need to be successful in RE. All RE units will start with a 'Subject Cover' which includes key vocabulary and what the children already know and will end with a 'Subject Unit Quiz'. These will be provided by the subject leaders. The key vocabulary words will be defined and written in by the pupils when they are introduced to them throughout the unit of work. Recent monitoring (24-25) identified consistently 'good', with some outstanding, teaching of RE across all year groups. **See SEO, SLT and Ethos Reports.** RE assessments are collated termly through target tracker (ARBOR from Sept 25) and analysed with next step actions identified and shared with staff. As a result of our rigorous approach, this leads to high standards of attainment and progress for all children which are at least in line with core subjects. PSHE and RE class floor books introduced by Alice Briley in March 2024 and embedded by Helen Denton at SMV 25-26.

As of September 2022, (previously used East Sussex and Guilford syllabuses and have combined this with Understanding Christianity) we will be following the **East Sussex RE Syllabus - 'Faith and Belief in the 21st Century' (2022-27)**, which incorporates Understanding Christianity within it. The syllabus offers teachers the opportunity to plan and to deliver lessons which are informative, engaging and challenging and which will allow pupils to gain a developing understanding of the range of religious and non-religious world views studied, over a period of time

d) What is the quality of teaching? e) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum? f) How does assessment inform teaching and learning?	& contributes to SMSC development of pupils. At least 50% of RE is Christianity and planning ensures that Christianity as a global living world faith is in place & at least 8% of curriculum time at SMV is dedicated to RE (meeting explicit RE objectives – lessons and spiritual journals) at SMV (not including collective worship). See RE timetabling on the school plan. Our two-year overview and other resources related to the teaching of RE can be found through further exploration of this page. The ‘key questions’ in R.E. each term enables the children to get a broad and balanced view of religions and world views. The impact of this is shown in the children’s personal reflections on the beliefs and views of others, as well as their own. The way in which the questions are sequenced in our two-year curriculum is progressive and builds on previous learning, and allows the whole school to focus on a similar theme each term, leading to continuity and links being made in collective worship and in Spiritual Journal class reflection time. Across 2023-24, Subject Leaders developed documents to show the progression of skills and knowledge gained across year groups within the different units of work for their subject. RE progression unit document can be found here: https://nutleyprimaryschool.org.uk/select-curriculum-subject-unit-progression-documents/ Subject leaders across the federation have also created Curriculum Road Maps. These documents show how the skills and knowledge required for the subject is sequentially built upon over time, through a variety of topics during a child’s journey from Early Years through to Year 6 at Nutley School. The RE Road Map can be found here: https://nutleyprimaryschool.org.uk/curriculum-road-maps/ Teachers work in federation cohort teams to plan the sequence of lessons for each term, based on implementation and impact sections from the curriculum maps. Teachers develop medium term plans (MTPs) to show the order of curriculum skills and lessons the children will experience. The MTPs document previous curriculum skills and knowledge and define the expected learning/knowledge outcomes. RE MTPs can be found here: https://nutleyprimaryschool.org.uk/curriculum-programmes-of-study-medium-term-plans/ Each curriculum cohort cycle lists the RE ‘intent, implementation and impact’. See here for curriculum maps: https://nutleyprimaryschool.org.uk/curriculum-framework/ SLT and RE Leads attend regular Diocese, LA training & Network meeting and all staff receive yearly training/cpd and refreshers regarding RE curriculum, implementation, assessment & delivery. • Sept 2025- training for all Pioneer staff- INSET- ‘effective use of standardisation documents when assessing and making judgements for RE standards’ by Alice Briley- (Ashdown Cluster Headteacher) • Helen Denton and James Procter have attended refresher SAIMS training (2025) via Diocese (Alex Bird) for the revised framework R.E. standards are formally assessed 3 x annually – at the end of Terms 2, 4 and 6 – using Target Tracker (ARBOR from Sept 25). These assessments (which are reported to parents at the end of the year) provides teachers with an overview of content taught and any gaps in learning in cohorts, enabling them to plan to cover this in subsequent terms. It also allows leaders to have an overview of attainment & progress in R.E. Moderation across Federation in cohort meetings and also at RE hubs/twilight- attended by RE lead, helps to calibrate standards. Next Steps for IQ6 & 7 ‘2025-26’: ➤ Build in further ‘RE book/standards moderation’ across the year between Pioneer church schools and Crowborough Alliance Schools.
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APPENDIX – see Separate Document: Links to key Policies Vulnerable Group Information Outcome Charts

Attendance Charts ‘20-25’ –