



# Framfield CE Primary School

## 2025-2026

School Development Plan (SDP)

&

Self-Evaluation Form (SEF)

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 Framfield 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

- Framfield (FF) had been part of a federation with Blackboys CE Primary for over 10 years. St Thomas a Becket Federation (STBF). <https://stbchurchofenglandfed.co.uk/>
- FF had 3 different Headteachers in 3 years. In July 24, the Headteacher resigned after being in post for 1 year. KS2 July 2024 Outcomes- 20% combined R/W/M, 30%, EXS MA/WR & Phonics screening Year 1 54%.
- The LA put an Interim Headteacher in place for 1 year (24-25) (Claire Roberts). Ofsted December 2024- 'R1'. In 'March- May 2025', 100% of teaching staff resigned from Framfield.
- In April 2025, LA and St Becket Federation approached Pioneer Federation about partnership with Framfield. <https://pioneerfederation.co.uk/> See Pioneer Federation Development Plan '25-26'.
- In May 2025, Pioneer agreed to go into partnership (<https://pioneerfederation.co.uk/framfield-ce-primary-partnership-2025-26/>)
- Pioneer appointed 4 teachers in May 2025- all Pioneer based staff & a seconded Head of School- Natalie Riley (NR) - previous Senior Teacher at a Pioneer School. (see partnership letter to parents- <https://pioneerfederation.co.uk/wp-content/uploads/2025/06/FINAL-Pioneer-Framfield-Parent-Letter-1.pdf>)
- In June/July 2025, other FF staff resigned- including the Bursar, SENCO & HLTAs. In July 2025, 2.5 original FF staff remained in post. (1 x secretary and 1.5 TAs) from 16 staff. (Meaning that there have been **85% changes in FF staffing** from 'March 2025 to August 2025'). In July 2025, Pioneer based staff were appointed for SENCO and Finance positions at FF and adverts for any remaining support staff positions were put out over summer holidays with the view of appointments early in the Autumn term. A supply support staff plan was put into place in the interim.
- In July 2025, STBF Governors voted for Framfield to defederate from Blackboys and from September 2025. [In July 2025, FF had a successful SIAMS inspection \(see page 15 and section 7 SEF\) and KS2 EXS outcomes were at NAs \(below chart\).](#)
- From September 2025, there is additional Pioneer leadership support alongside Natalie Riley (HOS). Executive Headteacher (HT) (James Procter), a Pioneer Cluster Lead HT for half a day a week (Kayleigh Vile -KV) and a Pioneer Education Consultant HT (Caroline Powell- NP) for 1 day a week.
- Framfield has an Interim Governing Body (IGB), with Karen Bye as COG. Karen is a very experienced leader, and will be supported by Mandy Watson as Vice Chair.. Working alongside the IGB, there will be a partnership Executive Committee (PEC), evaluating the effectiveness of the Pioneer partnership.
- Geraldine Wood will be the LA SIP '25-26' for all 8 Pioneer School, having worked with the core Pioneer schools and FF '24-25' so knows the Pioneer Federation and FF very well.

#### Contextual Data

Number on roll	No./% Boy/Girl	No./% Pupil Premium	
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81	Reception- 9 Boys/4 Girls Year 1- 7 Boys /1 Girl Year 2- 2 Boys/2 Girls Year 3-5 Boys/8 Girls Year 4-4 Boys/9 Girls Year 5-8 Boys/8 Girls Year 6-5 Boys/9 Girls <b>Total:40 Boys/41 Girls</b> <b>Boys 49.3% Girls 50.6%</b>	Reception Year 1-0 Year 2-0 Year 3-0 Year 4-0 Year 5 -2 Year 6-2 <b>Total: 4</b> <b>Total: 4.9%</b>	
	No./% SEND	No./% EAL	Number of CLA
	Reception- 0 Year 1- 2 Year 2- 1 Year 3- 2 Year 4- 1 Year 5- 0 Year 6- 2 <b>Total: 8 pupils = 9.8 %</b>	Reception- 0 Year 1- 0 Year 2- 0 Year 3-1 Boy Year 4-0 Year 5-4 Girls Year 6-1 Boy <b>Total: 6 pupils = 7.4%</b>	Reception- 0 Year 1- 0 Year 2-0 Year 3-0 Year 4-1 Year 5-0 Year 6-1 <b>Total: 2 pupils =2.4 %</b>

July 2025 Outcomes

End of Year Statutory Assessment Outcomes- 2025

EYFS

Number of pupils at GLD	Percentage at GLD	2024 National
5	63%	67.7%

Year 1 Phonics

Number of pupils in Year 1	Percentage who met the standard	2025 National
3	67%	80%

Year 2 Phonics retakes

Number of pupils to retake	Percentage who met the standard	2024 National
6	100%	89%

Year 4 Multiplication Check - 17 pupils

25/25	APS	2025 National
2 / 12%	18.6	39.7% / 21.5

Year 6 - 14 pupils

	Number / % of pupils at EXS	Number of pupils at GD (2024)	2025 National
Reading	12 / 86%	35.7%	75%/33.1%
Writing (TA)	10 / 71%	7.1%	72%/12.9%
Maths	11 / 79%	14.3%	74%/26%
Combined	9 / 64%	0%	62%/9.4%
SPAG	9 / 64%	14.3%	73%/29.3%


End of Key Stage 2 Scale Scores

	School	2025 National
Reading	106.36	106
Maths	104.86	105
SPAG	103.21	105



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## Progress since Previous Inspection - 'December 2024'- 'Requires Improvement x3 judgements'

Area for Improvement	Progress since previous inspection
<p><b>Ofsted Dec 2024 – 'Curriculum Design':</b> 'The school curriculum is not designed well enough in a number of subjects. Therefore, pupils do not learn important skills and knowledge over time. The school must ensure that the school's curriculum is well sequenced and ambitious in all subjects.'</p> <p><b>Ofsted Dec 2024: 'Curriculum Delivery':</b> 'The school must ensure the curriculum is delivered effectively so that pupils learn well and achieve highly. Staff do not have secure enough subject knowledge. This means they do not explain learning clearly enough or check pupils' understanding accurately. As a result, pupils do not learn as well as they should.'</p>	<p>See Geraldine Wood's LA SIP Report 8<sup>th</sup> July 2025 below &amp; July 2025 Outcomes below (KS2 EXS outcomes now at NAs):</p> <div>  <p>Framfield Church of England Primary Scho</p> </div> <p>See SDP 25 -26 Section 2 below and AP reports 25-26</p>
<p><b>Ofsted Dec 2024 – 'Subject Leadership':</b> 'Leadership is not strong enough in some subjects. As a result, there are inconsistencies in the</p>	<p>See SDP 25 -26 Section 1 below and AP reports 25-26.</p>




<i>delivery of the curriculum that hinder pupils in learning important skills and knowledge.</i>	
<b>Ofsted Dec 2024- ‘Phonics’:</b> ‘The <b>teaching of phonics is not consistent.</b> <i>As a result, pupils do not learn to read fluently quickly enough. The school must ensure phonics is consistently implemented so that pupils are supported to become confident, fluent readers.’</i>	<p><b>‘Monster Phonics’</b> has been introduced at FF since <b>January 2025</b>.            Passing Year 1 phonics screening 54% 2024, 67% 2025(NA 80%). 100% Year 2 passing 2025.</p> <p><u>See SDP 25 -26 Section 3 below:</u>  <b>IMPACT Dec 25:</b>  <b>IMPACT March 26:</b>  <b>IMPACT July 26:</b></p>




### Teacher Effectiveness


OVERALL QUALITY OF TEACHING & LEARNING		TERM 2 (SIP EVALUATED)				TERM 4				TERM 6 (SIP EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
(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	0%	0%	100%	25%								

# 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 Framfield Ofsted ways forward (December 2024)		Success Criteria & Practice Indicators	Activities/actions required to fulfil Areas of Development (E & Business Plan Ref) (What milestone activities/actions should happen to achieve the 'key actions'?)	Activities to monitor & evaluate implementation of key actions & when
1: Leadership and Governance	<b>1.1:</b> To develop an <u>effective Interim Framfield FGB (IFGB) &amp; Partnership Executive Committee (PEC)</u> to support and challenge leadership in order for the school to make the necessary improvements 25-26.	KB/ JP  FF- FGB	FF leadership and both supported and challenged and the SPP KPs are achieved.  PEC and SDP milestones are reached – see evaluated strategic documentation and FGB/PEC mins	<ul style="list-style-type: none"> <li>July 25- IFGB members established and IOG. COG – KB</li> <li>- FF SLT JDs in place (NR,JP,KV,CP)</li> <li>Sept 25- PEC committee members &amp; milestones agreed. Termly PEC newsletters and standing items of PEC agreed.</li> <li>FGB 28<sup>th</sup> Sept- SDP and SEF agreed and members roles</li> <li>- Termly IFGB and PEC meetings – evaluated SDP/SEF, HOS Report, PEC Committee newsletter/mins</li> <li>'Oct 25- March 26'- Governor monitoring of SDP/SEF KPs- (Gov reports)</li> <li>Jan 26- Mid-way PEC milestones evaluated and consultation to Federation agreed. Develop federation consultation paperwork. See PEC mins and evaluated milestones.</li> <li>April 26- Partnership consultation ends &amp; vote to federate. FF leadership 26-27</li> <li>July 26- new Pioneer FGB developed for 8 schools</li> </ul>	 :JM/NB termly LA evaluations on FF/Pioneer partnership (attending PECs)  • : External monitoring <u>SEO, SIP, SIAMS &amp; Ofsted reports</u>
	<b>1.2:</b> Ofsted Dec 2024 – ' <u>Subject Leadership</u> ': ' <u>Leadership is not strong enough in some subjects. As a result, there are inconsistencies in the delivery of the curriculum that hinder pupils in learning important skills and knowledge.</u> '	JP  FF Ts	<ul style="list-style-type: none"> <li>'Sept 25- Feb 26'- Subject Teams and SLs have detailed understanding of the curriculum subject progression/sequencing- through their involvement designing the newly streamlined Pioneer curriculum. (See FDP section 2)</li> <li>March 26- July 26' – Cluster Subject leaders are provided with the necessary time and support to lead and support the teachers to deliver subject effectively.</li> </ul> Pioneer Curriculum documentation of FF website from Jan 26. <u>SIP &amp; SEO reports</u> following deep dive SL monitoring.	<ul style="list-style-type: none"> <li>July 25- Subject teams and SL established</li> <li>Sept 25- Week 2 staff meeting- Subject policies updated and curriculum streamlining rationale understood (see FDP section 2 and FF SDP section 2)</li> <li>'Sept 25- Feb 26'- Subject Teams and SLs have detailed understanding of the curriculum subject progression/sequencing- through their involvement designing the newly streamlined Pioneer curriculum.</li> <li>Oct 25- Weald Cluster based SL visit FF to triangulate all aspect of QofE</li> <li>'Jan 26- March 26'- SL support the implementation of new curriculum</li> <li>- Jan 26- book audits for federation via SL Teams</li> <li>Feb 26- Cluster subject leaders developed- one teacher per subject per cluster</li> <li>March- Weald Cluster SL visit FF to triangulate all aspect of QofE</li> <li>March 26- July 26' – Cluster Subject leaders are provided with the necessary time and support to lead and support the teachers to deliver subject effectively.</li> <li>June 26- book audits for clusters via SL cluster leads</li> </ul>	 : Curriculum based Governors – termly review report  • : External monitoring <u>SEO, SIP, SIAMS &amp; Ofsted reports</u>



				<ul style="list-style-type: none"><li>July 26- SL questionnaires and feedback taken into account for 26-27</li></ul>	
<p><b>1.3</b></p> <p><b><u>Parent Communication &amp; Community Cohesion:</u></b></p> <p>To develop strong parent/community relations through clear, regular and transparent communication so that FF community are able to support the school and pupils fully.</p>	NR (supported by KV) FF stakeholders (FF-SHs)	<p>The established <b>termly community communication/feedback initiatives</b> have enabled FF parents to be well informed and able to support their children.</p> <p><b>Oct/ Feb/ June</b> - Parent questionnaires</p> <p><b>External monitoring feedback</b> SEO, SIP, SIAMS &amp; Ofsted reports</p>	<ul style="list-style-type: none"><li><b>July 25- FF Community Feedback to Pioneer SLT.</b></li><li><b>Termly Community/Parent Events '25-26':</b><ul style="list-style-type: none"><li><b>Parent Forums- T1-</b> beh policy-- see SDP section 5.1, <b>T2- SPAG</b> curriculum intent, <b>T3-</b> Re, Phonics and Ma workshops, <b>T4</b> adaptive curriculum, KV and CP to support this.</li><li>All terms start with <b>'WOW start'</b> and <b>'fabulous finish'</b> – parents invited to these</li><li><b>Termly HOS newsletter/ PEC Newsletter</b> – documenting impact/progress and clarity about what happening next</li><li><b>Feedback email address-</b> direct to office and SLT – actioned within 3 days</li></ul></li><li><b>Oct 25/March 26/ July 26-</b> local press to document progress make in 2025. Parents invited in at end of T1 to see books and LE in school.</li></ul>	<p> : Community Cohesion based Governors – <b>termly review report</b></p> <p>• : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>	
<p><b>1.4</b></p> <p>To develop the <b>FF website</b> 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.</p>	CP/JP/AH/NR  FF-SHs	<p><b>Website updates</b> are in place – FF website mirrors other Pioneer websites.</p> <p>The <b>curriculum offer</b> is clear for all stakeholders.</p> <p><b>Parents and external monitoring feedback</b> that information about FF and Pioneer is clear and useful in understanding the school curriculum and intent.</p> <p><b>Feb/ June</b> - Parent questionnaires</p>	<ul style="list-style-type: none"><li><b>July 25-</b> Review present FF website. NR- new HOS blurb at beginning.</li><li><b>Sept 25 immediate additions:</b> OSFTED TAB, SIAMS TAB...all SDPs/SEFs 25-26 etc added, Pioneer curriculum info, Parent forum info 25-26</li><li><b>Oct- Jan 25/26- Andrew H as IT Technician-</b> FF website content to cover the same content and quality as all other pioneer websites</li><li><b>Dec/Jan-</b> SEO and SIP website review</li><li><b>Jan 26-</b> Governor website review</li><li><b>Feb 26-</b> Parent review</li><li><b>March 26-</b> new Pioneer curriculum info to be added</li><li><b>June/July 26-</b> action any WF from feedback for 26-27</li></ul>	<p> : Website reviews via Governors – <b>termly review report</b></p> <p>• : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>	
<p><b>1.5:</b></p> <p>To develop <b>FF outdoor premises</b> to a higher standard in order to ensure all areas are utilised fully for pupil learning and that the school <b>looks/feels purposeful, inspiring and aesthetically pleasing.</b></p>	JP/NR/KV/CP  FF-SHs	<p>The <b>quality of premises</b> at Framfield will have improved throughout so that all areas of the premises can be best utilised for the learning experiences of the pupils.</p> <p>All areas of the school <b>feels looked after and high quality.</b></p> <p>Pupil questionnaires, visitors and external monitoring, all report that the school feels and looks purposeful and inspiring.</p>	<ul style="list-style-type: none"><li><b>July 25-</b> Caretaker appointed (SK) &amp; key priorities for summer holiday identified so ready for Sept opening</li><li><b>Sept 25-</b> Monthly premises summative monitoring schedule in place &amp; weekly formative reviews for CT/NER/CP</li><li><b>'Sept 25- Jan 26'– Key Premises Priorities:</b><ul style="list-style-type: none"><li><b>Front entrance</b> – clear signage from road side- clear exactly where the school entrance door is and how to buzz in</li><li><b>Front fencing</b> painted (sch jumper colour) for all sch perimeter<ul style="list-style-type: none"><li><b>Bin area</b> wooden enclosed space (£)</li><li><b>Potted plants-</b> redone and versatile for the yr (£)</li></ul></li><li><b>Bushes</b> cut to shoulder height so entrance can be seen clearly from road side</li><li><b>Playground-</b> jet spray and storage containers for all equipment- playground marking quotes (4- square introduced)</li></ul></li></ul>	<p> : Premises reviews via Governors – <b>termly review report</b></p> <p>• : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>	




				<ul style="list-style-type: none"> <li>● <b>Feb 26- June 26-</b> CT maintenance schedule weekly ensures that the quality of premises at all times. (see weekly checklist list and evaluations)</li> <li>● <b>July 26-</b> stakeholder questionnaire regarding FF premises developments and accessibility and presence as high quality sch &amp; action any WF from feedback for 26-27</li> </ul>	
<b>2: Curriculum</b>	<p><b>2.1: Ofsted Dec 2024 – ‘Curriculum Design’:</b> ‘The school curriculum is not designed well enough in a number of subjects. Therefore, pupils do not learn important skills and knowledge over time. The school must ensure that the school’s curriculum is well sequenced and ambitious in all subjects.’</p> <p>To streamline the Pioneer curriculum (Sept 25- Feb 26) to ensure the progression of skills, knowledge and end points are clear &amp; interlinked across all year groups and within the planning documentation used by staff.</p>	<p>JP /KV</p> <p>FF Staff</p>	<p><b>See FDP Section 2:</b> The new streamlined Pioneer curriculum enables all staff to understand and utilise fully the progression of skills/knowledge gained &amp; end points for all subjects from EYFS through to UKS2.</p> <p>External curriculum reviews (Sept &amp; 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</p> <p>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.</p> <p>Ultimately, leading to a stronger Quality of Education and pupil outcomes. Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</p>	<ul style="list-style-type: none"> <li>● <b>July 25-</b> Curriculum templates- 1) Streamlined Maps, 2) Overview 3) MTPs. <ul style="list-style-type: none"> <li>- Subject Teams and Leads (L)</li> <li>- Crib doc for combining of previous docs into 1 overview per subject</li> <li>- Overview example developed- ‘Music’</li> <li>- External scheme for some subjects agreed- PSHE and Computing scheme- scart &amp; Kapow</li> </ul> </li> <li>● <b>Sept 25-</b> Frances Nation curriculum streamlining review- see Sept report</li> <li>● <b>Oct 25- Jan 26:</b> Streamlining in SL teams (to include cycle 1 MTPs) See staff Meeting agendas 25-26.</li> <li>● <b>Jan 26-</b> Staff begin to use new curriculum formats. <ul style="list-style-type: none"> <li>- Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice</li> </ul> </li> <li>● <b>Feb 26-</b> Curriculum policies updated to reflect new look curriculum overviews</li> <li>● <b>April 26-</b> SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum</li> <li>● <b>July 26-</b> SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback</li> </ul>	<p> : Frances Nation curriculum streamlining review- see Sept &amp; Feb reports</p> <p>● : JM LA &amp; LD - D External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>


	<p><b>2:2: Ofsted Dec 2024: 'Curriculum Delivery':</b> <i>'The school must ensure the curriculum is delivered effectively so that pupils learn well and achieve highly. Staff do not have secure enough subject knowledge. This means they do not explain learning clearly enough or check pupils' understanding accurately. As a result, pupils do not learn as well as they should.'</i></p>	<p>JP /KV/ CP/ NR</p> <p>FF Staff</p>	<p><b>See FDP Section 3:</b> Staff routinely and precisely identify when pupils have not secured new learning so that the right support is provided for pupils who might be at risk of falling behind.</p> <p>The adaptive teaching approaches are 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.</p> <p>Ultimately, leading to a <b>stronger Quality of Education and pupil outcomes. Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b></p>	<p><b>July/Sept 25:</b> Reinforce new teaching &amp; learning policy adaptive teaching expectations. (Ensure all core T&amp; Policies delivered by HOS : Book/Marking/LE/Planning)</p> <p><b>T1/T2:</b> Briefing meetings review Jan 24 INSET input with staff Adaptive Teaching Approaches:  <a href="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-Teaching-take-away-resource.pdf</a>  <a href="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/Adaptive-Curriculum-Inset-powerpoint.pdf</a>  <a href="https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Pioneer-Federation-Teaching-and-Learning-Policy-review-Nov-2024.pdf">https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Pioneer-Federation-Teaching-and-Learning-Policy-review-Nov-2024.pdf</a></p> <p><b>15<sup>th</sup> October-</b> SL/Curriculum streamlining/adaptive teaching - SLT/FGB meeting</p> <p><b>'Oct 25- April 26':</b>  <ul style="list-style-type: none"> <li>Heads and ST/PL model adaptive teaching approaches</li> <li>Phase leaders utilise book moderation events and planning meetings to show examples of excellent adaptations for groups across schools</li> <li>Adaptive teaching key focus for Pioneer schools QofE triangulations from SLT and SIP/SEO visits</li> </ul> </p> <p><b>'May 26- July 26':</b> Review T/L policy - Pioneer approaches to adaptive teaching represent 25-26 developments</p>	<p> : Curriculum based Governors – termly review report</p> <p>● External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
<b>3: Developing teaching</b>	<p><b>3.1: Ofsted Dec 2024- 'Phonics':</b> <i>'The teaching of phonics is not consistent. As a result, pupils do not learn to read fluently quickly enough. The school must ensure phonics is consistently implemented so that pupils are supported to become confident, fluent readers.'</i></p> <p><b>Year 1 Phonics outcomes to reach NA by 'July 2025'</b> <b>(54% 2024, 63% 2025, NA 80%)</b></p>	<p>JP /KV/ CP/ NR</p> <p>FF Staff</p>	<ul style="list-style-type: none"> <li>Monster Phonics (MP) and the aligned EYFS/KS1 reading scheme is embedded.</li> <li>All staff are fully trained in MP and there is clear tracking and progress scrutiny for phonics. Targeted intervention is delivered by well trained staff for those pupils who fall behind the target set for phonics.</li> <li>Pioneer based reading grading systems will be in place from Phase 5 phonics onwards. This enables pupils to gain clarity of reading progression from Year 2- Year 6. (KV)</li> </ul> <p>Pupils make strong progress from their starting points. Termly phonics tracking shows pupils who are on target to reach targets set. Intervention evidence shows impact to keep pupil on track. Year1 phonics screening outcomes reach at least NA by July 2026. (80% pass) See Phonics datawalls/tracking and set targets 25-26 – page 15</p>	<ul style="list-style-type: none"> <li><b>July 25- Sept 25-</b> all new staff trained in MP and refresher cpd for previous FF staff</li> <li><b>Sept 25-</b> MP tracking in place and intervention set up from July 25 cohort outcomes. Yr2 pupils who didn't pass yr1 phonics- weekly interventions in place.</li> <li><b>'Oct 25- March 26'-</b> T1 summative PPMs and adjustments made to phonics intervention/groups as required.</li> </ul> <p><b>Termly QofE triangulation of EY/KS1 phonics by SLT/ECT mentor</b></p> <ul style="list-style-type: none"> <li><b>'Oct 25- Dec 25'-</b> Pioneer reading systems put into place via KV. (KS2 Reading progression from Year 2- Year 6.)</li> <li><b>June 26-</b> Yr1 and 3 Phonics targets met- reaching reach at least NA (80% pass)</li> </ul>	<p> : Termly QofE triangulation of EY/KS1 phonics delivery by SLT/ECT mentor</p> <p>● : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>



	<p><b>3:2:</b> <b>Learning Environments:</b> To develop a consistent approach to <b>FF learning environments</b> using the Pioneer LE Policy to ensure all classrooms, corridors &amp; displays represent the highest quality work/ learning prompts in order for pupils to be intrinsically motivated and inspired.</p>	JP /KV/ CP/ NR  FF Staff	<p>FF children have high quality LEs which enable them to apply their learning, develop independence and a sense of pride and an intrinsic reward for seeing their high quality work on display.</p> <p>Learning environment, pupil voice termly monitoring and SIP/SEO reports- <a href="#">see reports</a></p>	<ul style="list-style-type: none"> <li>June 25- SLT review FF LE and note changes required. Backing/ boarders etc. ordered.</li> <li>July- Sept 25'- FF staff provided Pioneer LE Policy expectations/policy. Classrooms and corridors developed within standards expected.</li> <li>Early October'- parents visit LE at FF and providing feedback - 'Fabulous Finish' ending for T1 topics.</li> <li>Oct 25- T1/T2- LE monitoring and support from SLT – focus on 'working walls' beh systems and symbols'. Pioneer LE policy consistent throughout- high quality borders and presentation.</li> <li>Jan 26- T3/T4- embed LE expectations and utilise other Pioneer schools for staff to visit where needed.</li> <li>T5- 'Parent/FGBFF open house'- and questionnaire regarding LE at FF.</li> <li>June 26- July 26'- add any tweaks to LE Policy for FF for 26-27</li> </ul>	<p> :Termly LE monitoring and support from SLT- <a href="#">see audit reports</a></p> <ul style="list-style-type: none"> <li>: External monitoring <a href="#">SEO, SIP, SIAMS &amp; Ofsted reports</a></li> </ul>
<p><b>4: Achievement-</b> To address any data gaps from July 2025 outcomes to ensure that pupil make at least good progress and pupil outcomes are at least at the national averages.</p>	<p><b>4.1:</b> <b>Year 1 Phonics outcomes to reach NA by July 2025</b> (63% 2025, NA 80%) See SDP 3.1- phonics section above</p> <p><b>4.2:</b> <b>Year 4 MTC to reach NA by July 2024</b> (2025 12% /APS-18.6, NA 34%/APS- 20.6)</p> <p><b>4.3:</b> <b>GDS Year 6 Writing to reach NA by July 2025</b> (2025 7.1 %, NA= 12.9%)</p> <p><b>4.4:</b> <b>GDS Year 6 Maths to reach NA by July 2025 and Maths SS to reach NA</b> (2025 14.3%, NA= 26%) (2025 SS 104.86/ NA 105)</p> <p><b>4.5:</b> <b>GPS Year 6 to reach NA at EXS and GDS by July 2025</b> (2025 64%/14.4%SS 103.21, NA 73%/29.3%/105)</p>	JP /KV/ CP/ NR  FF Staff	<ul style="list-style-type: none"> <li>Pupils make very good progress from their starting points in all subject areas.</li> <li>July 2026 outcomes will be at/or above the national averages and the outcomes gaps will have been addressed.</li> <li>Termly cohorts trackers, Datawalls and external monitoring reports.</li> <li>See also SLT termly triangulations of QofE &amp; subject leader monitoring</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Phonics:</b> see section 3.1</li> <li>➤ <b>MTC:</b> weekly MTC delivery &amp; Pioneer M targets system introduced in LKS2. PPMs to target and monitor tracking for Yr4 MTC. Interventions actioned as required.</li> <li>➤ <b>GDS Wr:</b> Pioneer T2/3 standardisation cpd. Moderation x3 yearly. GDS as specific focus.</li> <li>➤ <b>GDS Ma:</b> rapid intervention for UKS2 GDS target pupil from Sept- March (KV/R dev programmes for staff)</li> <li>➤ <b>SPAG EXS/GDS:</b> Pioneer SPAG planning/ termly monitoring – built into Wr utilised. Introduce use of <b>IT based Lexia for KS2.</b></li> </ul> <p><b>Pioneer Assessment System- ARBOR:</b></p> <ul style="list-style-type: none"> <li>June 25- ARBOR to develop bespoke 6 step systems (B, B+, W, W+, S, S+ and % of attainment 10%-100+%)</li> <li> Pioneer Assessment System within ARBOR</li> <li>July 25- Pioneer baseline outcomes from all 8 Pioneer schools into ARBOR systems</li> <li>Sept 25- 3<sup>rd</sup> Sep INSET input from Lisa/Hollie from ARBOR – data entry and analysis</li> <li>Oct 25- ARBOR trackers and 'live' datawalls for R/W/M (T2 trackers/datawalls)</li> <li>Working walls- GPS linked to English planning</li> <li>Jan 26- T2 data generated via new ARBOR systems – SLT review with SIP/SEO</li> <li>April 26- Link ARBOR assessments aligned end of yr reports via ARBOR</li> <li>July 26- review new assessment systems with FGB and SLT- <a href="#">evaluative report</a></li> </ul>	<p> : Governor <a href="#">termly scrutiny</a> of outcome datawalls</p> <p>SLT termly QofE <a href="#">Triangulations</a></p> <ul style="list-style-type: none"> <li>: External monitoring <a href="#">SEO, SIP, SIAMS &amp; Ofsted reports</a></li> </ul>

<p><b>5. Behaviour and attitudes</b></p>	<p><b>5.1:</b> <b>Ofsted Dec 2024- 'Behaviour Policy':</b> <i>'Staff do <b>not</b> always apply the school's behaviour approach consistently. This means that routines are not well established. As a result, disruptions to learning and lost learning time occur in some areas of the school. The school should make sure that all staff are supported to apply the behaviour principles and expectations consistently.'</i></p>	<p>NR (supported by KV)</p> <p>FF Staff</p>	<ul style="list-style-type: none"> <li>Staff are appropriately trained about the principles and how to apply the Behaviour Policy. <b>staff questionnaires T2, T4, T6</b></li> <li>Parents have clarity about behaviour policy expectations/principles due to effective parent forums delivered via <b>HOS</b>. (supported by KV)</li> <li>All stakeholders report that the adapted Behaviour Policy is fit for purpose and is applied consistently and rigorously.</li> <li>There is no loss of learning due to disruptions of learning in lessons – <b>SIP/SEO Reports 25-26</b></li> <li>Parents' report that pupil consequence info is reported with clarity and sensitivity. (<b>Parent and questionnaires T2, T4, T6</b> specifically about Beh Policy)</li> <li>Consequence analysis is now within ARBOR so enables quick access to evaluation by SLT (See termly <b>Heads reports</b> for Behaviour)</li> </ul>	<ul style="list-style-type: none"> <li><b>July 25- HOS</b> - FF staff provided Pioneer LE Policy expectations/policy.</li> <li><b>Sept- staff cpd –INSET- Beh Policy-</b> via HOS &amp; 'Skills Builder'- see SDP 7.1</li> <li><b>Parent Forum (Sept)</b> – Beh policy via HOS</li> <li><b>TT cpd for staff</b> requiring refresher training – <b>LA/SLT</b></li> <li><b>October 25-</b> implementation monitoring via SLT and impact of lesson for us/progress <i>'no loss of learning due to disruptions of learning in lessons'</i></li> <li><b>Sept 25 -Oct 25-</b> expectations in classrooms and in key areas of school, beh symbols represented in all key areas, tracking step 1 and 2 all in place</li> <li><b>Nov 25-</b> pupil and parent voice – new beh systems and clarity of comms/expectations</li> <li><b>Jan 26- March 26-</b> SIP/Gov focus of school visits</li> <li><b>June- July 26-</b> review new assessment systems with FGB and SLT- <b>evaluative report</b></li> </ul>	<p> : Behaviour based Governors – <b>termly review report</b> &amp; HOS Reports-with Beh analysis included</p> <p>● : External monitoring g <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
<p><b>6: Attendance</b></p>	<p><b>6.1:</b> To ensure that <b>the pupils attendance at FF continues to reach at least NA–</b> (overall, year groups and PA) so that pupils are in school as much as possible so that they make the best progress in their learning possible.</p> <p><b>July 2025- FF Attendance</b> Whole school 95.8%, SEND 95% EAL 96.6%, Disadvantage 95.4% PA 4.8%</p>	<p>NR (supported by KV)</p> <p>FF Parents / Pupils</p>	<ul style="list-style-type: none"> <li>Children happy and motivated to be coming to school.</li> <li>Swift action is taken if attendance is an issue.</li> <li>FF attendance for all groups continues to be least at NA.</li> <li><b>PA families</b> met with promptly and action plan developed with time frame expectations.</li> <li>Advice and support sought from other agencies where necessary.</li> </ul> <p><b>Attendance charts</b> with SDP/SEF (pages 15-17), <b>HOS termly report and fortnightly leadership attendance actions</b> (with support from KV) – <b>see sch attendance chart and chronology of actions/follow ups</b></p>	<p>➤ <b>July 25- FF SLT</b> established and FF Attendance officer (HOS) &amp; mentors (KV). CP- SCR. <b>See FF SLT JDs and attendance role allocation</b></p> <p><b>Sept 25- Feb 26-</b> 'KV &amp; NR' to meet weekly to review attendance and ensure Pioneer summative attendance documents are in place with follow up parent meetings/actions listed. 'Attendance Governor' informed about Pioneer protocol – added to Gov reporting format</p> <p><b>July 25 /Sept 25-</b> Adaptions to attendance policy including up to date guidance</p> <p><b>Sept-</b> new information sent out to parents (and LA summary poster) <b>TASS</b> meetings with SPOC x 3 a year- <b>see LA reports</b></p> <p><b>Daily</b> – Attendance registers and collation of attendance information. <b>Fortnightly</b> - attendance tracking and notes logs completed. <b>Termly</b> - attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. <b>SDP attendance charts and HoS reporting.</b></p> <p><b>June/July 26-</b> Review attendance plans. Report end of year attendance to families.</p>	<p> : Attendance based Governors – <b>termly review report</b> &amp; HOS Reports-with attendance analysis included</p> <p>● : External monitoring g <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>

<b>7: Personal Development and well-being</b>	<p><b>7.1:</b></p> <p><b>FF Pupil Character Traits:</b></p> <p>To further develop (<i>Skills Builder</i>) and embed the FF/Pioneer pupil ethos of <b>high aspirations</b> and standards for learning and life. <i>'To be the best you can be in all you do'.</i></p>	<p><b>NR</b> (supported by KV/HW)</p> <p><b>FF Staff</b></p>	<p>FF pupil character traits are embedded and extended – through the introduction of '<i>Skills Builder</i>'.</p> <p><a href="https://pioneerfederation.co.uk/chiddingly/pupil-character/">https://pioneerfederation.co.uk/chiddingly/pupil-character/</a></p> <p><b>Pupil voice</b> shows that they are proud of their school, are clear about the <b>FF Vision and Values</b> and know that staff expected them to do their best and they will be supported well in their learning. They have high aspirations.</p>	<ul style="list-style-type: none"> <li>July 25- SIP GW feedback P.Character at FF</li> <li>Sept 25- Skills Builder (SB) intro and V/V reinforced. Vision song developed.</li> <li>Oct 25- SB certificates weekly &amp; parent forum SB launch. 'FF Charter' developed. Pupil personal targets 25-26 displayed 'Aiming High!'</li> <li>Jan 26- HW support with SB day at FF – traits workshop carousel</li> <li>April 26- May 26- parent and pupil voice- P.Character</li> <li>July 26- review FFPC with FGB and SLT- <b>evaluative report</b></li> </ul>	<p> : Ethos/P.C based Governors – <b>termly review report</b></p> <p>● : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
<b>8. Inclusion</b>	<p><b>8.1:</b> To embed SEND Pioneer systems into Framfield SEND processes. (SEND register/APDR paperwork/Review meetings/Assessment/parents' meetings etc).</p>	<p><b>RR/ NR</b></p> <p><b>FF SEND Pupils &amp; Parents</b></p>	<ul style="list-style-type: none"> <li>All Framfield paperwork is on Pioneer formats.</li> <li>SEND register has been reviewed and level of need clearly established</li> <li>Assessment processes and reviews are diarised for the year</li> <li>Communication systems are clear to all stakeholders</li> <li>SEND SEF completed and SEND action plan identified.</li> <li>UAP document reviewed and updated in line with Pioneer developments</li> <li>Training for new staff to clarify adaptive teaching strategies</li> <li>SENCO coaching for teachers in new paperwork formats and Adaptive teaching</li> <li>Coaching for teachers in assessing and identifying barriers</li> </ul>	<ul style="list-style-type: none"> <li>Oct 25- Ensure Framfield 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</li> <li>Jan 26- To ensure SEND SEF of FF, review and update school's UAP documents have been completed. Share clear criteria of SEND with Stakeholders.</li> <li>April 26- staff are confident and able to assess and identify barriers to learning.</li> </ul>	<p> : SEND based Governors – <b>termly review report</b></p> <p>● : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
	<p><b>8.2</b> To establish clarity of SEND across the school, review SEND register and establish clear criteria of SEND with Stakeholders.</p>				
	<p><b>8.3</b> Complete SEND SEF of FF, review and update school's UAP documents and Adaptive Teaching Practise. Respond to the review findings.</p>				
	<p><b>8.4</b> Coach the teachers to complete the Pioneer Paperwork formats for APDRs and begin to assess and identify barriers to learning.</p>				
<b>9. Early years</b>	<p><b>9.1:</b></p> <p>To <b>support the new EYFS FF teacher</b> (previously worked in an independent school) to ensure <b>Pioneer expectations and standards are in place across all areas of EYFS curriculum</b> intent and delivery and that pupils make strong progress from their baseline starting points.</p>	<p><b>KT/ NR</b></p> <p><b>SD</b></p>	<p>Pioneer EYFS support infrastructure (Pioneer <b>EYFS Phase Leader</b> and Cohort Planning, moderation and standardisation) has been utilised effectively to support SD in her new role at Framfield, and <b>she is thriving</b>.</p> <p><b>FF EYFS standards and expectations</b> match those found in other Pioneer schools- pupil books, learning environment, planning &amp; resources.</p> <p><b>EYFS pupils make strong progress</b> from their starting points. See EYFS <b>tracking/datawall</b>.</p> <p><b>FF EYFS termly triangulations</b> show that QofE is at least 'strong' and developing to 'exemplary'.</p>	<ul style="list-style-type: none"> <li>July 25- New FF EYFS Teacher (SD) &amp; EYFS Phase Leader (KT) appointed. T1 Cohort meeting attended- planning in place for Sept 25.</li> <li>Sept 25- EYFS Policy expectations reinforced &amp; <b>Termly Cohort/Phase planning and book sharing</b> for quality and standards</li> <li>Oct 25- KT to visit FF and review <b>EYFS set up</b>. Outdoor storage containers for outside equipment. Open up full EY outside area including Forest sch zone</li> <li>Oct- Jan- KT to work alongside SD monthly to review/support book quality and pupil evidence &amp; LE. Pioneer EYFS pupil progress/attainment tracking.</li> </ul> <p><b>11<sup>th</sup> Feb</b> –Pioneer EYFS Moderation</p> <p><b>18<sup>th</sup> March</b> –Pioneer EYFS standardisation (Claire Green LA)</p>	<p> : SLT termly QofE <b>Triangulations</b></p> <p>● : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>

<p><b>10. Safeguarding</b></p>	<p><b>10.1:</b></p> <p>To ensure that all aspects of <b>FF safeguarding</b> are highly effective and that the safeguarding policies and procedures in place and applied consistently in order for FF pupils and staff to be kept safe.</p>	<p><b>NR (DSL)</b> (supported by KV)</p> <p><b>FF Staff</b></p>	<ul style="list-style-type: none"> <li>• <b>FF Pupils and staff</b> are kept safe and safeguarding and health/ safety procedures are judged as highly effective at FF 25-26.</li> <li>• <b>FF Leaders &amp; staff receive the appropriate cpd</b> for their roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are kept safe at FF, applying these when required.</li> <li>• All <b>external monitoring validates</b> the safeguarding at FF is highly effective.</li> </ul> <p><b>Head termly report-</b> safeguarding summary charts, <b>MyConcern records, weekly triangulation meetings</b> notes</p>	<ul style="list-style-type: none"> <li>➤ <b>July 25-</b> FF SLT established and DSL/DDSL &amp; mentors (KV). CP- SCR. See FF SLT JDs and safeguarding role allocation</li> <li>➤ <b>Sept 25-</b> 4<sup>th</sup> Sept LA Safeguarding cpd for all staff <ul style="list-style-type: none"> <li>-Weekly DSL triangulation systems established – KV modelling for NR</li> <li>-NR training DM as DDSL embedded</li> <li>-Briefing weekly- safeguarding quiz as standing item</li> <li>-Safeguarding Governor termly visit dates and proforma agreed</li> <li>-New LA SCR format in place at FF</li> <li>-HT Termly safeguarding reporting format established</li> </ul> </li> <li>➤ <b>Oct 25-</b> DSL refresher cpd for Dan and SCR training for NR and office FF staff</li> <li>➤ <b>Nov-25-</b> Safer Recruitment cpd for NR</li> <li>➤ <b>Dec 25-</b> requesting LA FF formal safeguarding review- D-H-A) – see LA report</li> <li>➤ <b>Jan 26- June-</b> Termly review for FF safeguarding- SIP/LA/Governor visit</li> <li>➤ <b>July 26-</b> Feedback and actions in summary report 25-26 – actions for 26-27</li> </ul>	<p> : Safeguarding based Governors – <b>termly review report</b></p> <p>● : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
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# 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"
- Expected Standard **(light green)**: offering a "secure standard of education" by meeting the above standards
- Strong **(green)**: practice is "consistently secure across different year groups and subjects". Leaders "working above and beyond" what's expected
- Exemplary **(dark green)**: all evaluation areas are graded at least secure and, in an area that is "consistently strong", there is "a feature of practice that could be considered as exemplary"

Ofsted Aspect (1-10)	Specific Aspect Guidance Criteria Evaluated (RAGGED Ofsted criteria embedded documents below: <i>Green</i> – criteria met, <i>Amber</i> – partially met)	Overall Aspect Self- Evaluation (with brief commentary)  Causing concern <b>(red)</b> Attention needed <b>(amber)</b> Secure <b>(light green)</b> Strong <b>(green)</b> Exemplary <b>(dark green)</b>	Particular Strengths (Evidence for statements in <b>turquoise</b> )	Areas for Development (See Ref points in <b>Development Plan</b> below)
Leadership and Governance <b>1:</b>	<b>Strategic leadership and capacity to improve</b>	<b>'Expected Standard'</b> <b>Risk Factors:</b> <ul style="list-style-type: none"> <li>• '85% FF staff changes' from Sept 25</li> <li>• Newly Pioneer seconded Head of School (first leadership position- previously Pioneer ST)</li> <li>• New Interim FGB- linked 'Associate Pioneer Governors as members'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Very experience FF Interim <b>FG Chair of Governors</b>- Karen Bye (also Pioneer Associate Member)</li> <li>✓ <b>Vice Chair</b>- experience SIP/DEP and Advisor- Mandy Watson (also Pioneer Associate Member)</li> <li>✓ <b>Previous FF Governors</b> part of interim board- to ensure the contextual/historical aspects of FF development are in place</li> <li>✓ <b>Alan Brundle</b> (Pioneer COG &amp; LA Lead Governor) will lead the PEC Committee</li> </ul>	<p>➤ <b>1.1:</b> To develop an <b>effective Interim Framfield FGB</b> to support and challenge leadership in order for the school to make the necessary improvements 25-26.</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p>
	<b>Responsible bodies, including employers, trustees and governance (strategic oversight)</b>			<p>➤ <b>1.2: Ofsted Dec 2024 – 'Subject Leadership':</b> <b>'Leadership is not strong enough in some subjects. As a result, there are inconsistencies in the delivery of the curriculum that hinder pupils in learning important skills and knowledge.'</b></p> <p><b>IMPACT Dec 25:</b></p>


		<ul style="list-style-type: none"><li>New FF collaborate subject leadership and Pioneer curriculum</li><li>Pioneer partnership Sept 25- July 26' with a view to Federating with Pioneer from Sept 26. See <a href="#">partnership milestones and PEC Committee mins</a></li></ul> <p><i>NR to add to and this section developed after T1 once schools is known more to Pioneer SLT</i></p>	<ul style="list-style-type: none"><li>✓ Proven effective <b>Pioneer SLT- JP, KV &amp; CP</b> – in place to support NR – HOS</li><li>✓ <b>Proven Infrastructure of support/collaboration</b> from Pioneer federation- including shared cohort planning, phase leadership support, shared subject leadership etc <a href="https://pioneerfederation.co.uk/wp-content/uploads/2025/07/Pioneer-Leadership-Governance-2025-26.pdf">https://pioneerfederation.co.uk/wp-content/uploads/2025/07/Pioneer-Leadership-Governance-2025-26.pdf</a></li><li>✓ <b>5 strong Inspections in 12 months</b> at Pioneer schools <a href="#">See Pioneer Inspections 2024-25</a></li></ul>	<p><b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p> <p>➤ <b>1.3: Parent Communication &amp; Community Cohesion:</b> To develop strong parent/community relations through clear, regular and transparent communication so that FF community are able to support the school and pupils fully.</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p> <p>➤ <b>1.4:</b> To develop the <b>FF website</b> 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.</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p> <p>➤ <b>1.5:</b> To develop <b>FF outdoor premises</b> to a higher standard in order to ensure all areas of utilised fully for pupil learning and that the school looks/feels purposeful, inspiring and aesthetically pleasing.</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p>
Curriculum 2:	<a href="#">Curriculum</a>	<p><b><u>'Attention Needed'</u></b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"><li>Pioneer curriculum streamlining 'Sept 25- Jan 26'- <a href="#">see FDP section 2</a></li><li>Subject Teams Sept 25- Jan 26 &amp; newly formed Cluster collaborative subject leadership 'Feb- July 26' (<a href="#">see SDP section 1.2</a>)</li></ul>	<ul style="list-style-type: none"><li>✓ Proven embedded - well designed and sequenced mixed aged Pioneer curriculums &amp; subject to leadership structures.</li><li>✓ <a href="#">Pioneer Ofsted/SIAMS 24/25</a> - 'Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools'.</li></ul>	<p>➤ <b>2.1: Ofsted Dec 2024 – 'Curriculum Design':</b> 'The <b>school curriculum is not designed well enough in a number of subjects</b>. Therefore, pupils do not learn important skills and knowledge over time. The school must ensure that the school's curriculum is well sequenced and ambitious in all subjects.'</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p> <p>➤ <b>2.2: Ofsted Dec 2024: 'Curriculum Delivery':</b> 'The school must ensure the curriculum is delivered effectively so that pupils learn well and achieve highly. <b>Staff do not have secure enough subject knowledge</b>. This means they do not explain learning clearly enough or check pupils' understanding accurately. As a result, pupils do not learn as well as they should.'</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p>
	<a href="#">Leadership of the curriculum</a>			
	<a href="#">Communication and language, reading, writing and mathematics</a>			
	<a href="#">Inclusive curriculum culture and practices</a>			
	<a href="#">Implementation of Climate Change Curriculum</a>			
Developing teaching 3:	<a href="#">Leadership of teaching</a>	<p><b><u>'Attention Needed'</u></b></p> <p><b>Risk Factors:</b></p>	<ul style="list-style-type: none"><li>✓ Pioneer have a proven record for rapidly developing/improving teaching &amp; learning (inadequate/R1 to good+) and then maintaining standards over 14 years of school improvement</li></ul>	<p>➤ <b>3.1: Ofsted Dec 2024- 'Phonics':</b> 'The <b>teaching of phonics is not consistent</b>. As a result, pupils do not learn to read fluently quickly enough. The school must ensure phonics is consistently implemented so that pupils are supported to become confident, fluent readers.'</p> <p><b>IMPACT Dec 25:</b></p>

		<ul style="list-style-type: none"> <li>New 5/6 teacher from Jan 26 onwards to be recruited (BB maternity from Jan 26)</li> <li>ECT in KS1 class</li> <li>100% new FF teachers from Sept 25 &amp; 60% support staff changing (all needing recruiting post Sept 25)</li> </ul>	<ul style="list-style-type: none"> <li>Clearly sequenced staff meeting/INSET 25-26 – see SM agendas</li> <li>FF Pioneer SLT – clarity of roles and ECT mentorship- see FF SLT JDS</li> </ul>	<p><b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p> <p>➤ <b>3.2: Learning Environments:</b> To develop a consistent approach to FF learning environments using the Pioneer LE Policy to ensure all classrooms, corridors &amp; displays represent the highest quality work/ learning prompts in order for pupils to be intrinsically motivated and inspired.</p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p>
<p><b>Achievement</b></p> <p><b>4:</b></p>	<p>Professional development</p> <p>High-quality &amp; Inclusive teaching</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><b>‘Attention Needed’</b></p> <p><b>Risk Factors:</b> <b>Gaps on outcomes July 25:</b> <b>KS2 July 2024 Outcomes-</b> 20% combined R/W/M, 30%, EXS MA/WR, 0% GDS W/R/M. <b>Phonics screening Year 1=</b> 54%.</p> <p><b>Gaps on outcomes July 25:</b> <b>Year 1 Phonics</b> (63% 2025, NA 80%) <b>Year 4 MTC</b> (2025 12% /APS-18.6, NA 34%/APS- 20.6) <b>GDS Year 6 Writing</b> (2025 14.3%, NA= 26%) (2025 SS 104.86/ NA 105) <b>GDS Year 6 Maths</b> (2025 64%/14.4%SS 103.21, NA 73%/29.3%/105) <b>SPAG Year 6 to reach NA at EXS and GDS</b> (2025 64%/14.4%SS 103.21, NA 73%/29.3%/105) <b>0% GDS W.R/M combined.</b></p> <p><b>FF Outcome Trends:</b></p> <p>➤ <b>Phonics:</b> below Year 1 phonics for at least 2 yrs –July 2024- 54%.</p> <p>➤ <b>KS2 GDS</b> –blow NA 24 and 25 for Ma, Wr and combined</p>	<ul style="list-style-type: none"> <li>Improvements in KS2 EXS outcomes 24 to 25: R, W and M EXS now at NA.</li> <li>Pioneer have proven record to make rapid improvements in attainment and progress and maintaining standards over time- see Pioneer school overview out0oes ‘see Pioneer 19-25’outcome charts</li> <li>See SDP section 4- for actions 25-26– for support/challenge for outcomes gaps at FF</li> <li>New ARBOR streamlined assessment tracking systems – See FDP section 4</li> </ul>	<p>➤ <b>4.1: Year 1 Phonics outcomes to reach NA by July 2025 (63% 2025, NA 80%)</b> Also see SDP 3.1- phonics</p> <p>➤ <b>4.2: Year 4 MTC to reach NA by July 2024 (2025 12% /APS-18.6, NA 34%/APS- 20.6)</b></p> <p>➤ <b>4.3: GDS Year 6 Writing to reach NA by July 2025 (2025 7.1 %, NA= 12.9%)</b></p> <p>➤ <b>4.4: GDS Year 6 Maths to reach NA by July 2025 and Maths SS to reach NA (2025 14.3%, NA= 26%) (2025 SS 104.86/ NA 105)</b></p> <p>➤ <b>4.5: SPAG Year 6 to reach NA at EXS and GDS by July 2025 (2025 64%/14.4%SS 103.21, NA 73%/29.3%/105)</b></p> <p><b>IMPACT Dec 25:</b> <b>IMPACT March 26:</b> <b>IMPACT July 26:</b></p>



<p>Behaviour and Attitudes</p> <p>5:</p>	<p>Leadership of behaviour and attitudes</p> <p>Developing positive attitudes to learning</p> <p>Inclusive behaviour, culture, policy and practice</p>	<p><b><u>'Attention Needed'</u></b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>Lack of consistency and clarity for FF behaviour systems – <i>'As a result, disruptions to learning and lost learning time occur'</i> Dec 24 Ofsted</li> </ul> <p>NR to add to and this section developed after T1 once schools is known more to Pioneer SLT</p>	<p>✓ SIP 'July 25' (GW) report: <i>'The federation is keen to maintain the school's culture and practices that make an impact on the standards of provision and pupils' outcomes. Pupils show confidence to greet and talk to the headteacher and transfer quickly and quietly to their classroom.'</i></p> <p>✓ SIAMS Report 'July 2025'- <i>'The school is a highly nurturing and supportive community'</i>.</p> <p>✓ 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.'</i> The Federation has a positive and effective approach to behaviour management. <i>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>	<p>➤ <b>5.1: Ofsted Dec 2024- 'Behaviour Policy':</b> <i>'Staff do not always apply the school's behaviour approach consistently. This means that routines are not well established. As a result, disruptions to learning and lost learning time occur in some areas of the school. The school should make sure that all staff are supported to apply the behaviour principles and expectations consistently.'</i></p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p>
<p>Attendance</p> <p>6:</p>	<p>Strategic leadership to secure the best possible attendance</p> <p>Working in partnership</p> <p>Inclusive attendance, culture and practices</p>	<p><b><u>'Expected Standard'</u></b></p> <p><b>Risk Factors:</b></p> <p>Significant changes in staff Sept 25. (see 'Context and Characteristics of School')</p> <p>See SDP section 6.1</p>	<p>✓ FF 'July 2025' attendance figures are strength: <b>July 2025- FF Attendance</b> Whole school 95.8%, SEND 95% EAL 96.6%, Disadvantage 95.4% PA 4.8%</p> <p>✓ Pioneer also have effective approaches to managing pupil attendance- Pioneer Ofsted/ SIAMS 24/25 <i>'While attendance has been low in the past, the school has diligently addressed this. It works closely with families to ensure that pupils who have been absent now attend well.'</i></p>	<p>➤ <b>6.1:</b> To ensure that the pupils attendance at FF continues to reach at least NA– (overall, year groups and PA) so that pupils are in school as much as possible so that they make the best progress in their learning possible.</p> <p>IMPACT Dec 25:</p> <p>IMPACT March 26:</p> <p>IMPACT July 26:</p>



<b>Personal Development and well-being</b> <b>7:</b>	<p>Leadership of personal development and well-being</p> <p>Pastoral support and pupils' well-being</p> <p>Inclusive opportunities and practices</p>	<p><b>'Expected Standard'</b></p> <p><b>Risk Factors:</b> Significant changes in staff Sept 25. (85%)</p> <p>Behaviour for learning developments requiring reinforcement and developing further – see SDP section 7.1</p>	<p>✓ <b>'July 25'</b>- SIAMS report:</p> <div data-bbox="958 134 1155 261">  <p>SIAMS Report Framfield Church of E</p> </div> <p><i>'The vision is central to the life and work of the school. It is a firm anchor that has enabled the school community to flourish.'</i></p> <p>✓ Develop FF pupil character trait further though introduction of the Pioneer Skills Builder Systems. See SDP section 7.1</p> <p>✓ Embed wellbeing /PHSE Pioneer systems - refining PSHE scheme and MTPs from Sept- see FDP section 7</p>	<p>➤ <b>7.1: FF Pupil Character:</b> To further develop and embed the FF/Pioneer pupil ethos of high aspirations and standards for learning and life. 'To be the best you can be in all you do'.</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>
<b>Inclusion</b> <b>8:</b>	<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><b>'Attention Needed'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>• New SENCO in post 'Sept 25 – Jan 26'</li> <li>• 60% of support staff &amp; 100% INA left in July 25- (recruitment process over summer hols/ Sept 25)</li> </ul>	<p>✓ Strong transition from previous and new Pioneer based SENCO (RR)</p> <p>✓ Inclusion and SEND provision a strength at Pioneer- Pioneer Ofsted 24/25</p> <p><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></p>	<p>➤ <b>8.1:</b> To embed SEND Pioneer systems into Framfield SEND processes. (SEND register/APDR paperwork/Review meetings/Assessment/ parents' meetings etc).</p> <p><b>8.2</b> To establish clarity of SEND across the school, review SEND register and establish clear criteria of SEND with Stakeholders.</p> <p><b>8.3</b> Complete SEND SEF of FF, review and update school's UAP documents and Adaptive Teaching Practise. Respond to the review findings.</p> <p><b>8.4</b> Coach the teachers to complete the Pioneer Paperwork formats for APDRs and begin to assess and identify barriers to learning.</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>
<b>Early years</b> <b>9:</b>	<p>Leadership of the early years</p> <p>Achievement and preparation for key stage 1</p> <p>Learning and development requirements</p> <p>Well-being and welfare requirements</p>	<p><b>'Expected Standard'</b></p> <p><b>Risk Factors:</b> New EYFS FF teacher from Sept 25 &amp; new to the Federation (replacing experienced FF EY teacher)</p>	<p>✓ Strong EYFS mentoring Pioneer systems for FF to support SD in post- see SDP section 9. (Phase Leader KT)</p> <p>✓ <b>EYFS curriculum and leadership is a strength at Pioneer.</b> See PSFTD/sip Reports 23-25.</p> <p>✓ EYFS judged as 'good' in FF Dec 204 Ofsted</p> <p>✓ <b>FF EYFS GLD consistently at NAs.</b> 25-26- targets to be above NA by July 26.</p>	<p><b>9.1:</b> To support the new EYFS FF teacher (previously worked in an independent school) 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><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>

<p style="text-align: center;"><b>Safeguarding</b></p> <p style="text-align: center;"><b>10:</b></p>	<p><i>Culture - Safeguarding information for all staff to know and act on</i></p> <p><i>Management of safeguarding &amp; safer recruitment</i></p> <p><i>Safeguarding concerns or allegations &amp; Child-on-child sexual violence and sexual harassment</i></p>	<p style="text-align: center;"><b><u>'Secure'</u></b></p> <p style="text-align: center;"><b><u>Risk Factors:</u></b></p> <p style="text-align: center;">New DSL (NR) and DDSL (DM)</p> <p style="text-align: center;">See SDP section 10.1 for Pioneer actions to support FF safeguarding</p>	<p style="text-align: center;"><b><u>Safeguarding is effective.</u></b></p> <p>Strong Pioneer safeguarding leadership 'mentoring systems' Sept 25- see FF SLT JDs</p> <p>Safeguarding at Pioneer is strong and highly effective- LA reports/ Ofsted Reports/ SIP reports</p> <p>Same safeguarding recording systems at FF as used across all Pioneer schools</p>	<p><b>10.1:</b> To ensure that all aspects of <b>FF safeguarding</b> are highly effective and that the safeguarding policies and procedures in place and applied consistently in order for FF pupils and staff to be kept safe.</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>
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## **TARGETS FOR PUPIL OUTCOMES JULY 2026**

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

	<b>Targets for July 2026</b>	<b>National Average 2025</b>		
	Expected Standard			
<b>EYFS</b>	<b>69% GLD</b>	68.5%		
<b>Y1 Phonics</b>	<b>80%</b>	81%		
<b>LKS2 MTC (Y4)</b>	<b>+20 mark = 62 %</b>			
<b>End of KS2 (Y6)</b>			<b>Targets for July 2026</b> Higher Standard	<b>National Average 2025</b>
<b>Reading</b>	<b>78.57%</b>	75%	<b>28.57%</b>	33.3%
<b>Writing</b>	<b>78.57%</b>	72%	<b>14.29%</b>	12.8%
<b>Maths</b>	<b>78.57%</b>	74%	<b>35.71%</b>	26.2%
<b>Combined</b>	<b>71.43%</b>	62%	<b>14.29%</b>	10%
<b>GPS</b>	<b>78%</b>	73%	<b>14%</b>	29.5%

### COHORT ATTENDANCE TARGETS FOR 2025/2026

		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	95.9%	98.6%	97.3%				
Year 6	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	95.5%	99.5%	97.9%				
Year 5	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	97.7%	99.6%	97.2%				
Year 4	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	95.5%	98%	98.4%				
Year 3	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	96.7%	97.4%	97.7%				
Year 2	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	96.7%	100%	98.1%				
Year 1	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	88.6%	98.6%	95%				
EYFS	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	95.9%	98.2%	96.7				

## 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%	98.6%	96%	97.4%	96%		96%		96%		96%	
Gender												
Male	96%	98.2%	96%	97.1%	96%		96%		96%		96%	
Female	96%	99.1%	96%	97.6	96%		96%		96%		96%	
Free School Meals												
Non-FSM	96%	97.2%	96%	97.3%	96%		96%		96%		96%	
FSM	96%	97.5%	96%	97.4%	96%		96%		96%		96%	
English as a First Language												
Non-EAL	96%	97.1%	96%	97.3%	96%		96%		96%		96%	
EAL	96%	98.2%	96%	98.4%	96%		96%		96%		96%	
Special Education Needs												
No SEN	96%	97.5%	96%	97.7%	96%		96%		96%		96%	
SEN Support	96%	97.5%	96%	93.9%	96%		96%		96%		96%	
EHC	96%	N/A	96%	N/A	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	4.3	8.0		7.5		7.5		6.0	
Gender												
Male	8.0		8.0	2	8.0		7.5		7.5		6.0	
Female	8.0		8.0	1	8.0		7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0		8.0	0	8.0		7.5		7.5		6.0	
FSM	8.0		8.0	0	8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0		8.0	0	8.0		7.5		7.5		6.0	
EAL	8.0		8.0	0	8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0		8.0	2	8.0		7.5		7.5		6.0	
SEN Support	8.0		8.0	1	8.0		7.5		7.5		6.0	
EHCP	8.0		8.0	0	8.0		7.5		7.5		6.0	