

Updated: 01/01/26



# Federation Development Plan (FDP)

## 2025-2026

This FDP provides an overview of the joint strategic development plans for all Pioneer Schools from September 2025 to July 2026.

Each Pioneer school then also has their own SDP and SEF.

Both this 'FDP' and each 'school individualised SDP/SEF' should be referenced when evaluating Pioneer schools.

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

### Context and Characteristics of Federation

#### Context and characteristics of the Pioneer Federation of schools <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).
- There is a **shared mixed aged Pioneer curriculum** (developed over 8 years 2017-2025 - <https://pioneerfederation.co.uk/easthoathly/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 the FDP section 2 below.
- **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: *'Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools'*.

- **East Hoathly Ofsted and SIAMS inspections June 2024-** *‘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.’* **Chiddingly Ofsted October 2024-** *‘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’.* **Park Mead Ofsted November 2024-** *‘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.’* **St Mary’s Ofsted May 2025-** *‘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.’*
- 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>

#### Federation Contextual Data *(see individual school SDP/SEF for specific school contextual information)*






Total Number on roll	No./% Boy/Girl	Total No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
<b>Pioneer Federation</b> (6 schools and 2 partnership schools) – <b>711</b> Stonegate-97, Framfield - 90	<b>Boys-366 51%/ Girls -345 49%</b>	<b>80/711 11.3%</b>	<b>126/711 17.8%</b>	<b>15/711 2.1%</b>	<b>5/711 0.7%</b>
<b>Chiddingly Primary - 106</b>	Boys – 51 Girls - 55	12/106 11%	17/106 16%	1/106	1/106
<b>Park Mead Primary- 89</b>	Boys - 48 / Girls - 41	14 / 89 - 15.7%	19 / 89 - 21.3%	1/89 - 1.1%	0/89
<b>East Hoathly Primary- 69</b>	38 – 55% Boys 30 – 45% Girls	9 / 13.2%	17 / 25%	5 / 7.3%	0
<b>St Mary Hartfield Primary- 81</b>	40 - 49% / 33 - 41%	15 / 18%	20 / 27%	1 / 1%	4 / 5%
<b>Groombridge Primary- 118</b>	B -65 55%/ G- 53 45%	4 /3.4%	15 /12.7%	2/1.7%	0
<b>Nutley Primary- 61</b>	31 boys 50.8%/ 30 girls 49%	7/ 11.4%	4/5%	2/ 3.2%	0

#### Progress since Previous Inspections

Common Areas for Improvement from Ofsted for all Pioneer Schools	Progress since previous inspection
<p>EH (June 24), CP (Nov 24), PM (Oct 24), SMV (May 25) all have had Ofsted Inspections ‘24-25’.</p> <p>Common area development was the development and embedding of <b>adaptive teaching approaches</b>:</p> <p>➤ <b>CP Oct 24:</b> <i>In a small number of subjects, pupils do not have opportunities to deepen their understanding and move on to more complex work. This means that they are not gaining depth and breadth of knowledge in these subjects. The school should support teachers to design activities that are <b>adapted expertly</b> for mixed-age classes.</i></p> <p>➤ <b>PM Nov 24:</b> <i>‘At times, teachers’ checking of what pupils know and can do does not sharply identify the knowledge, gaps and misconceptions that pupils have. As a result, <b>the adaptations that teachers make to meet pupils’ emerging needs do not have as much impact as they could.</b> The school should ensure that 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.’</i></p> <p>➤ <b>SMV May 25:</b> <i>‘In some subjects, the <b>school’s adaptive teaching approaches are not firmly embedded.</b>’</i></p> <p>Nutley Ofsted inspection- Sept 2021</p>	<p><b>January 2025 INSET Full Federation staff training – ‘Adaptive Teaching Approaches’:</b></p> <p>✓ <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></p> <p>✓ <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></p> <p>✓ <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>See <b>section 2</b> in FDP below – <b>‘Curriculum’</b> - for actions towards the Ofsted WF 25-26 – list here the improvement actions ‘Sept-25 -July 26’.</p>








<p>➤ <i>'The curriculum is not yet coherently planned and sequenced' in some subjects, such as history, geography and art. Leaders need to ensure that each subject is carefully planned and sequenced from Reception to Year 6. These plans should identify the important knowledge that leaders want pupils to learn.</i></p>	<p>See section 3 below in FDP below- '<a href="#">Developing Teaching</a>' - for actions towards the Ofsted WF 25-26- list here the improvement actions 'Sept-25 -July 26'.</p>
<p>GST Ofsted Inspection- April 2023</p> <p>➤ <i>The sequencing of knowledge is not yet complete. Pupils remember information, but it is not always connected in a way that builds into a rich and deep body of knowledge. Leaders need to continue with their ambitious redesign to ensure that knowledge develops cumulatively from Reception through to Year 6. Leaders need to ensure that staff have the knowledge and confidence required to implement the planned curriculum successfully.</i></p>	

## Pioneer July 2025 Outcomes






<div>  <div> <h1>The Pioneer Federation of Schools</h1> <h2>'July 2025'</h2> <h3>Headline Outcomes</h3> <p>See 'SDPs 2025-2026' for action plans to address any <b>gaps</b> in outcomes. Aligned with NA in <b>green</b>. Above NA in <b>blue</b>.</p> </div> </div>									
Aspect	National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary	East Hoathly	Groombridge	Nutley
OFSTED Judgement				Good- October 2024	Good- December 2024	Good- June 2025	Good- June 2024	Good- April 2023	Good- June 2021
SEF 25/26 Judgement				<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
Early Years Foundation Stage	National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary's	East Hoathly	Groombridge	Nutley
% exp. + Literacy	68%	72%	<b>80%</b>	<b>93%</b>	<b>79%</b>	<b>91%</b>	<b>68%</b>	<b>75%</b>	<b>75%</b>
% exp. + Maths	76%	80%	<b>84%</b>	<b>93%</b>	<b>79%</b>	<b>91%</b>	<b>68%</b>	<b>75%</b>	<b>100%</b>
% exp. + Good Level of Development (GLD)	<b>64%</b>	70%	<b>76%</b>	<b>87%</b>	<b>79%</b>	<b>82%</b>	<b>68%</b>	<b>67%</b>	<b>75%</b>
Phonics	National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary's	East Hoathly	Groombridge	Nutley
Year 1 % working at req. standard [WA]	76%	76%	<b>82%</b>	<b>85%</b>	<b>90%</b>	<b>80%</b>	<b>77%</b>	<b>79%</b>	<b>80%</b>
Year 2 % working at req. standard [WA]	89%	86%	<b>90%</b>	80%	<b>93%</b>	<b>90%</b>	<b>86%</b>	<b>95%</b>	<b>100%</b>
Year 4 MTC	National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary's	East Hoathly	Groombridge	Nutley
(20+)				69%	80%	90%	66%	67%	<b>10%</b>
Key Stage 2 (Year 6)	National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary's	East Hoathly	Groombridge	Nutley
Reading	% exp. 	75%	71%	<b>77%</b>	<b>79%</b>	<b>63%</b>	<b>70%</b>	<b>84%</b>	<b>85%</b>
Test	% Greater D	27%	33%	<b>36%</b>	<b>7%</b>	<b>35%</b>	<b>38%</b>	<b>40%</b>	<b>39%</b>
	% exp. 	72%	69%	<b>70%</b>	<b>79%</b>	<b>76%</b>	50% (*50% SEND)	<b>60%</b>	<b>79%</b>
Writing TA	% Greater D	13%	13%	<b>14%</b>	<b>14%</b>	<b>18%</b>	<b>0%</b>	<b>20%</b>	<b>16%</b>
Maths Test	% exp. 	74%	67%	<b>70%</b>	<b>79%</b>	<b>71%</b>	<b>63%</b>	<b>70%</b>	<b>79%</b>
	% Greater D	26%	17.6 %	<b>21%</b>	<b>21%</b>	<b>24%</b>	<b>38%</b>	<b>20%</b>	<b>16%</b>
RW&M Combined	% exp. 	62%	56%	<b>61%</b>	<b>64%</b>	<b>76%</b>	50% (*50% SEND)	<b>50%</b>	<b>74%</b>
	% Greater D	9.4%	7%	<b>8.7%</b>	<b>7%</b>	<b>6%</b>	<b>0%</b>	<b>20%</b>	<b>11%</b>

# Federation Development Plan (FDP)








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





Ofsted Aspect (1-10)	Areas for Development		Success Criteria & Practice Indicators	Activities/actions required to fulfil Areas of Development (£ & Business Plan Ref) (What milestone activities/actions should happen to achieve the 'key actions'?)	Activities to monitor & evaluate implementation of key actions & when
1: Leadership and Governance	<p><b>1.1:</b></p> <p>To develop 2 Pioneer Clusters of schools- 'Ashdown Cluster' and 'Weald Cluster' to support the effective collaboration of an 8 school federation.</p> <p><b>Weald Cluster:</b> CP, PM, StG &amp; FF (Cluster Lead HT- Kayleigh Vile (VL))</p> <p><b>Ashdown Cluster:</b> SMV, GST, EH &amp; N (Cluster Lead HT- Alice Briley (AB))</p>	JP  Staff & FGB	<p>The Pioneer federation continues to collaborate effectively even when doubling in size (4 to 8 schs within a year) through the efficiency of the 2 clusters approach.</p> <p>Staff will feedback <b>questionnaires T2, T4, T6</b> that leadership and curriculum developments both within and between clusters supports them to be even more effective, ultimately leading to a stronger Quality of Education and pupil outcomes. <b>External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b></p>	<ul style="list-style-type: none"> <li><b>July/Sept 25</b> Cluster formed and Cluster Lead HTs (<b>FF &amp; N</b>) appointed with JDs. Phase Leaders (<b>FF &amp; N</b>) appointed with clarity of cohort planning and expectations for collaborative working across the 8 schs (<b>PL Visions of intent</b>), (<b>Staff meetings/INSET agenda 25-26 and leadership JDs</b>)</li> <li><b>Sept 25</b> 'Pioneer policy development plan' and updating schedule established for SLT and SLs. JD and AF to monitor and feed into FGBs.</li> <li><b>Oct 25</b> T1 shared planning using MPTs. Subject Leaders &amp; Teams established across 8 schs- linked to streamlining curriculum. FF and NP SL visits to triangulations (deep dive focus areas) across T1/T2 for Nutley. <b>SL Teams (Ls)</b></li> <li><b>Jan 26</b> FF SL visits to triangulations (deep dive focus areas) across T1/T2 for Nutley</li> <li><b>March 26</b> Following curriculum streamlining, establish 'Cluster subject leaders'- 1 subject per teacher per cluster. Book audit via SL Teams.</li> <li><b>April 26</b> SLs across Clusters to develop MTPs 26-27. Book audit via SL Teams.</li> <li><b>July 26</b> <b>Questionnaire evaluations from Pioneer teachers</b> for Cluster model systems and feedback utilised for cluster planning 26-27</li> </ul>	<p> : COG and Committee Clusters Co-Chairs (<b>Termly reports for FGB</b>)</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
	<p><b>1.2:</b></p> <p>To develop a new Pioneer FGB for 6 schools with 2 Clusters Committees ensuring that all schools are represented and that their strengths/developments are supported and challenged by Pioneer governance.</p>	AB/JP  FGB & Staff	<p>The new governance structure is effective in supporting, challenging and holding leadership to account at the schools. Those governors with a special interest in each school ensure that that sch identity and development are heard and represented in FGB.</p> <p>Governor work balance and MHWB is good due to carefully organised Pioneer systems-roles/responsibilities.</p> <p>Each school continues to thrive under this new formed Governance structure. <b>Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b></p>	<ul style="list-style-type: none"> <li><b>July 25</b> IOG for FGB and Clusters committees, Finance Committee and Ethos Groups established. Dates and standing items agreed. <b>Shadow Body Mins- July.</b></li> <li><b>Sept 25</b> COG and Co-chairs for CCs voted on. CC members and roles agreed. Establish subject Leadership Teams/Gov links. Strategic development working party -KB. SDP/SEFs validated &amp; new look HT reports. <b>22nd Sept</b>- FGB and SLT complaints cpd- JM.</li> <li><b>Oct 25</b> Co-chairs- mentored by COGs. Committee standing items- established- church schools ethos etc. Cluster Gobs represent schs for external validation visits- <b>SIAMS/Ofsted</b>. Sch via all cluster gobs in clusters. (meet/greet all staff)</li> <li><b>15th October</b>- SL/Curriculum streamlining - SLT/FGB meeting</li> <li><b>Jan 26</b> Governor 'work balance and MHWB review'- questionnaire from COG</li> <li><b>Jan 26 &amp; July 26</b> - Mid-yr FGB review via LA (JM and Ruth- D) <b>External report on new Pioneer FGB structures.</b></li> <li><b>April 26</b>- SL/Gov links to evaluate actions plans.</li> <li><b>July 26</b>- <b>New FGB reflections and reviews</b> &amp; end of yr FGB review via LA (JM and Ruth- D)</li> </ul>	<p> : Mid-yr &amp; end of yr FGB review via LA (JM and Ruth- D) <b>External report on new Pioneer FGB structures.</b></p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
	<p><b>1.3:</b></p> <p>To embed newly federated schools into Pioneer (Nutley and GST) and develop effective partnerships with 2 new schools (FF and StG)- and an 'Interim Framfield FGB',</p>	AB/JP/KB	<p>The 4 new Pioneer schools benefit from joining Pioneer and the federation will be stronger due to new schools joining. <b>Evaluated partnership milestones</b> will be fully met and the vast majority of stakeholders (<b>termly questionnaires</b>) linked to the partnership will report back that the collaborations of school has helped to improve</p>	<ul style="list-style-type: none"> <li><b>July 25</b> Partnership agreements in place. STs appointed (<b>FF &amp; N</b>) at NP and FF. Interim FF board established (IOG)- KB as CPG and PEC in place for StG and FF.</li> <li><b>Oct 25</b> 'KB Strategic Development Working Party' to evaluate future expansion plans.</li> <li><b>Jan 26</b> Mid-way PEC milestones evaluated and consultation to Federation agreed. <b>Develop federation consultation paperwork. See PEC mins and evaluated milestones.</b></li> <li><b>April 26</b> Partnership school attending SMS/INSET, combining curriculum intent and experiencing shared subject leadership. Reconstitute FGB. (JM &amp; LH to review structure)</li> </ul>	<p> : 'PEC Committees' - termly &amp; FGBs</p> <p> : JM LA &amp; LD - D External</p>

		Stakeholders at FF/StG	the development of their schools in both the short and long term.	<ul style="list-style-type: none"> <li><b>July 26-</b> Federation consultation completed for an 8 school federation. New FGB set up with shadow board in July.</li> </ul>	monitoring SEO, SIP, SIAMS & Ofsted reports
	<p><b>1.4:</b></p> <p>To ensure that <b>NOR in school under 100+ to be increased at pioneer school</b> in order to have balanced budgets and be able to afford full support staff quotas.</p>		<p>In '25-26' the NOR in Pioneer schools has increased due to effective marketing and advertising. The budgets will be balanced and support staff in school will increase in proportion to the NOR.</p> <p>See individual school SDP/SEFs linked to NOR increases 'Sept 25- July 26':</p> <ul style="list-style-type: none"> <li>EH NOR '70s to 80s'</li> <li>NP NOR '60s to 70s'</li> <li>PM NOR '90s to 100s'</li> <li>SMV NOR '80s to 90s'</li> </ul>	<ul style="list-style-type: none"> <li><b>July 25-</b> TA RS completed due to lower N and ensure budget balanced.</li> <li><b>Sept 25-</b> 'Marketing Committee' established- termly meetings – lead Alice B. DT and KM. Clear T/R and remit. Standing item in FGBs.</li> <li><b>'Oct 25- March 26'</b>- advertising campaign- website adaptations –visiting nurseries, banners- Ofsted quotes – radio, leaflets and nurseries</li> <li><b>'October 25- Feb 26'</b>- Open days across all 4 schools with less 100+- double the normal new intake offer</li> <li><b>April- June</b> – review impact- NOR rise</li> </ul>	<p> : FGB</p> <p>standing item – Heads reports NOR and impact from marketing initiatives</p> <p> : JM LA &amp; LD - D</p> <p>External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
2: Curriculum	<p><b>2.0:</b></p> <p>To streamline the Pioneer curriculum 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></p> <p>Pioneer Curriculum Steamlining.docx</p>	<p>SLT (KV, AB, HW, JP)</p> <p>Pioneer Staff</p>	<p>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 <b>stronger Quality of Education and pupil outcomes</b>. 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- scarf &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.</li> <li>- Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice</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</p> <p>Nation curriculum streamlining review- see Sept &amp; Feb reports</p> <p> : JM LA &amp; LD - D</p> <p>External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>

3: Developing teaching	<p><b>3.0</b></p> <p>To address Pioneer schools Ofsted areas for development (24-25) by embedding the Pioneer <u>adaptive curriculum approaches</u> to teaching &amp; learning to enable children of all ability groups to access learning fully, gain the intended subject knowledge and make strong progress.</p> <p><b>24-25 Ofsted Ways Forward:</b></p> <ul style="list-style-type: none"> <li>➤ CP Oct 24: <i>The school should support teachers to design activities that are <b>adapted expertly</b> for mixed-age classes.</i></li> <li>➤ PM Nov 24: <i>'At times, teachers' checking of what pupils know and can do does not sharply identify the knowledge, gaps and misconceptions that pupils have. As a result, the adaptations that teachers make to meet pupils' emerging needs do not have as much impact as they could.'</i></li> <li>➤ SMV May 25: <i>'In some subjects, the school's adaptive teaching approaches are not firmly embedded.'</i></li> </ul>	SLT  Pioneer Staff	<p>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.</b></p> <p><b>Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted</b></p>	<p>July/Sept 25: Reinforce new teaching &amp; learning policy adaptive teaching expectations.</p> <p><b>T1/T2: Briefing meetings review Jan 24 INSET input with staff</b></p> <p><b>'Adaptive Teaching Approaches':</b></p> <ul style="list-style-type: none"> <li>✓ <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></li> <li>✓ <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></li> <li>✓ <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></li> </ul> <p>15<sup>th</sup> October- <b>SL/Curriculum streamlining/adaptive teaching - SLT/FGB meeting</b></p> <p>'Oct 25- April 26':</p> <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>'May 26- July 26': Review T/L policy - Pioneer approaches to adaptive teaching represent 25-26 developments</p>	<p> : Curriculum based Governors – <b>termly review report</b></p> <p> External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
4: Achievement	<p><b>4.0</b></p> <p>To incorporate <b>Pioneer based assessment scale systems</b> within <u>ARBOR assessment</u> across all Pioneer schools and all subjects in order to streamline the efficiency and accessibility of data systems and analysis.</p>	JP  Pioneer Staff	<p>Staff have received training to enable them to have clarity about how to access and utilise the new ARBOR assessment systems.</p> <p>Teachers have a strong grip of attainment and progress via the new ARBOR assessment systems. <b>(Questionnaires T2, T4, T6)</b></p> <p>ARBOR data analysis for all subjects, supports teacher and subject leader gap analysis. <b>Outcome datawalls &amp; trackers 25-26</b></p>	<ul style="list-style-type: none"> <li>• <b>June 25- ARBOR to develop bespoke 6 step systems (B, B+, W, W+, S, S+) and % of attainment 10%-100+%)</b></li> </ul> <p></p> <p>Pioneer Assessment System within ARBOR</p> <ul style="list-style-type: none"> <li>• <b>July 25- Pioneer baseline outcomes from all 8 Pioneer schools into ARBOR systems</b></li> <li>• <b>Sept 25- 8<sup>th</sup> Sep INSET input from Lisa/Hollie from ARBOR – data entry and analysis</b></li> <li>• <b>Oct 25- ARBOR trackers and 'live' datawalls for R/W/M (T2 trackers/datawalls)</b></li> <li>• <b>Jan 26- T2 data generated via new ARBOR systems – SLT review with SIP/SEO</b></li> <li>• <b>April 26- Link ARBOR assessments aligned end of yr reports via ARBOR</b></li> <li>• <b>July 26- review new assessment systems with FGB and SLT- evaluative report</b></li> </ul>	<p> : Data/ outcomes/ assessment based Governors – <b>termly review report</b></p> <p> : Outcome datawalls 25-26 &amp; <b>External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b></p>



<p>5. Behaviour and attitudes</p>	<p><b>5.0</b></p> <p>To adapt the <b>Pioneer Behaviour Policy</b> to ensure the language/principles used are fully <b>Therapeutic Thinking (TT)</b>.</p> <p><b>Adaptions to include:</b></p> <ul style="list-style-type: none"> <li>Positive relationship development language review with policy i.e. changing 'consequence language' for TT ethos- 'potentially step 1 and Step 2 are only for internal sch use only - ARBOR</li> <li>Develop a 'Consequence level' that takes into account -'intent' &amp; 'proportionate actions' (i.e. a 1.5 step)</li> <li>Behaviour policy reviewed and audited for neuro-affirming language</li> <li>'Consequence reporting' to parents is carried out we respect, sensitively and subtly – sense of walk of shame' is eradicated.</li> </ul>	<p>SLT</p> <p>Pioneer Staff</p>	<p>All stakeholders report that the adapted Behaviour Policy is fit for purpose and can be applied consistently and rigorously. Parents' report that pupil consequence info is reported with clarity and sensitivity. (Parent and staff questionnaires T2, T4, T6- specifically about Beh Policy)</p> <p>Consequence analysis is now within ARBOR so enables quick access to evaluation by SLT (See termly Heads reports for Behaviour)</p> <p>Neuro-affirming language and strategies are seen throughout our Pioneer policies and approaches so that all children have a sense of belonging, autonomy, safety and equity delivered through a compassionate, flexible and adaptive approach. (SEND LA Pioneer review – Nicky Angus &amp; Lucy Fisher – Feb 2026)</p>	<ul style="list-style-type: none"> <li><b>July 25-</b> consolidate feedback from stakeholders linked to Pioneer Beh Policy implementation (see Lucy Fisher July 25 SMV report)</li> <li><b>Sept/Oct 25-</b> <ul style="list-style-type: none"> <li>LT meeting T1- review suggestion adaptions- amend policy. SL- to support refine TT terminology</li> <li>ARBOR recording systems developed with Lisa/Steve and Hollie – EH trialling</li> <li>Staff cpd via weekly Briefing Meetings</li> </ul> </li> <li><b>Nov 25-</b> FGB approval of changes made &amp; launch with staff/parents (parent Forum)</li> <li><b>Jan 26-</b> Lucy Fisher 2026 return visit report</li> <li><b>Feb 26-</b> Co-Chairs review at each Pioneer school- pupil, staff and parent voice</li> <li><b>April 26- July 26-</b> Review impact of changes- staff and parent questionnaires</li> </ul>	<p>: Co-Chair reviews for each CC utilising (Parent and staff questionnaires T2, T4, T6-</p> <p> Lucy Fisher Reports July 25 &amp; Jan 26.</p> <p> External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
<p>7: Personal Development and well-being</p>	<p><b>7.0</b></p> <p>Pioneer overall <b>'Mental Health &amp; Wellbeing' target</b> is to ensure Pioneer MWHB procedures are high profile across all schools and the culture within Pioneer schools supports a balanced and strong wellbeing for all staff and pupils.</p>	<p>MHWP Lead (HW) and Cluster co-leads</p> <p>Pioneer Staff</p>	<p>Staff feedback (staff MHWP questionnaires T2, T4, T6) that MHWP is highly effective at Pioneer schools and pupil's coverage and understanding of MHWP is highly effective via the PSHE curriculum intent. (SCARF)</p> <p><b>External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b></p> <p> PSHE Scarf.docx</p>	<p><b>July 25-</b> T1 MTPs to reflect SCARF scheme (HW &amp; PSHE SL Team)</p> <p><b>Sept/Oct 25-</b> Remind/signpost staff to Wellbeing services at Pioneer &amp; HW as Pioneer MHWP Lead. Establish MHWP Leads across both Clusters- CLHTs.</p> <p> Care first poster (1).docx</p> <p><b>Oct 25-</b> Refresher and update all staff MHWP display boards. MHWP Leads – also checking on Governor MHWP via COG.co-chairs</p> <p><b>Jan 26-</b> PSHE planning and book auditing- coverage, progress and adaptions</p> <p><b>Feb- April 26-</b> Crowborough Alliance initiatives for MHWP development with Pioneer</p> <p><b>July 26-</b> Review MHWP- Staff questionnaires &amp; Governor MHWP review</p>	<p>: MHWP based Governors – termly review report</p> <p>: External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>

8. Inclusion	<p><b>8.0</b></p> <p>Pioneer overall <b>'Inclusion' target</b> is to ensure Pioneer procedures are welcoming, support individual differences and neuro-affirming language and strategies are seen throughout our Pioneer policies and approaches so through the Pioneer compassionate, flexible and adaptive approach all children have a sense of belonging, autonomy, safety and equity; disadvantaged pupils make progress in line with their non-disadvantaged pupils and SEND pupils make at least good progress from their starting points</p>		<p>All pupils have a sense of belonging, autonomy, safety and equity shown by a range of pupil voice responses and by SEND and disadvantaged pupils' participation in all aspects of school life.</p> <p>Staff at all levels are observed to use neuro-affirming language and strategies that are demonstrated through an adaptive teaching approach and impactful behaviour supports.(SEND learning walk records, behaviour records)</p> <p>Attendance is good and improving. Suspensions numbers are low as see in HOS reports to Govs</p>	<p><b>July 25-</b> consolidate learning from the PINS project to consider impact on the Pioneer SEND information report and policy</p> <p><b>Oct 25-</b> Pioneer Approach to SEND and inclusion is reviewed and updated, separating from each individual schools information report, in consultation with all stake holders T2 SEND learning walks and book audits Stakeholders questionnaires and Pupil voice included in pupil passports</p> <p><b>Jan 26-</b> Pioneers Approach to SEND and Inclusion (policy) is agreed by governors. A All schools information reports are individually updated in line with their universal provision and individual setting needs, and capacity. Audit of attendance at clubs/ trips and events in T1&amp;2</p> <p><b>April 26-</b> T4 SEND learning walks and book audits, any teaching concerns addressed via mid year performance management review Audit of attendance at clubs/ trips and events I T3 and 4 Stake holder questionnaires and Pupil voice included in pupil passports.</p> <p><b>July 26-</b> review of impact of policy update and consideration of changes for Sept 26</p>	<p> : SEND Governor reports Learning walk notes HOS reports to governors</p> <p> : SIP visits reports</p>
10. Safeguarding	<p><b>10.0</b></p> <p>Pioneer overall <b>'Safeguarding &amp; Safety' target</b> is to ensure that all aspects of safeguarding are judged at least Good+/highly effective, ensuring that all policies/procedure are followed and that pupils &amp; staff are kept safe at Pioneer schools.</p>		<p><b>Pupils &amp; staff</b> are kept safe and safeguarding and health/ safety procedures are judged as highly effective in all Pioneer schools 25-26.</p> <p><b>Leaders &amp; staff</b> receive the appropriate cpd for their roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are kept safe at Pioneer schools, applying these when required. (training records)</p> <p><b>LA safeguarding audits</b> (T3) judged as highly effective - see audit reports</p> <p><b>Safeguarding records</b> show systematic approaches to safeguarding and recording.</p>	<p><b>July 25-</b> New Safeguarding Policy – LA recommendation added (KCSIE updates)</p> <p><b>4<sup>th</sup> Sept 25-</b> LA full Pioneer training &amp; David Law Prevent cpd</p> <p><b>Oct 25-</b> DSL Refresher and new DSL training - Re-establish SLT Pioneer triangulations as SLT team - Governor Safeguarding update training for new FGB</p> <p><b>Jan 26-</b> Briefing safeguarding updated review/quizzes shared across SLT</p> <p><b>'Feb-April' 26-</b> LA safeguarding audits (T3) - see audit reports</p> <p><b>Termly</b> safeguarding Governor reports with DSLs. Each Cluster with separate Safeguarding Governor and AB as Pioneer Safeguarding Governor Lead</p> <p><b>July 26-</b> Review Safeguarding feedback from across 25-26 and adaptations made for 26-27</p>	<p> : Termly safeguarding Governor reporting with DSLs.– See termly reports and Heads reports</p> <p> : External monitoring SIP &amp; Ofsted reports/LA Audits</p>