Date Updated: October 2026

Danehill (DH) CE Primary

2026-2027

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 2026 criteria**.

This **SDP/SEF** provides an overview of the strategic development plan for **Danehill CE Primary School** from **September 2026 to July 2027**.
Pioneer Partnership SLT operational milestones documentation with operate alongside the SDP/SEF.
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.

Designed by Pioneer Federation 2026

‘Danehill Primary’ Development Key Priorities Summary ‘26-27’

1. Leadership & Governance- ***‘Needs Attention’***- *September 2026,* ***‘Expected Standard’*** *by January 2027*

1.1 – DH Leadership Structure: Develop and embed the 4-day/1-day Headteacher Leadership Structure, defining the leadership model post-January 2027 to ensure high-quality leadership, continuous school improvement, and operational clarity for all DH stakeholders.

1.2 – DH Management Systems: Establish consistent, systematic management systems to set clear high expectations for DH staff. This includes structured meeting cycles (weekly teacher meetings, staff briefings, support staff meetings), implementation of core Pioneer policies (Behaviour, Learning Environment, Marking, and Teaching & Learning), and a formal monitoring/assessment schedule.

1.3 – DH Website & Ofsted Readiness: Launch the new DH website by October/November 2026 to ensure clear stakeholder communication, featuring a dedicated Lead HMI tab with all essential strategic documentation for the 2026/2027 Ofsted inspection.

1.4 – DH Community Cohesion: Strengthen parental engagement by providing regular updates on key school improvement initiatives via scheduled parent forums and newsletters.

2: Curriculum & Teaching - ***‘Needs Attention’***- *September 2026,* ***‘Expected Standard’*** *by January 2027*

2.1- Establish consistent high-quality approaches to DH learning environments using the Pioneer LE Policy to ensure all classrooms, corridors & displays and outdoor areas represent the highest quality work/ learning prompts for pupils to be intrinsically motivated and inspired. ***Outdoor Playground Provision:*** playground resources are engaging, stimulating, and well-maintained to support active learning and play.

2.2 –Implement & embed the new streamlined Pioneer curriculum alongside the DH enlivened approaches to learning. Ensure clear accountability & expectations for SLT and teachers regarding curriculum delivery, while allowing for appropriate adaptations at both the classroom and individual school levels.

2.3 – Establish the new PF Downs Cluster Subject Leadership Model at DH to ensure **DH teachers** are supported and held accountable for subject-specific Quality of Education at both cluster and federation levels. This includes introducing individualised subject book expectations.

2.4 –Introduce Pioneer Arbor Assessment systems at DH, enabling teachers to effectively use federation-wide assessment data to evaluate and improve pupil outcomes. This includes introducing NFER scale score tracking across KS2, to support calibration of Pioneer teacher assessment judgements.

2.5 – Strengthen pedagogy at Danehill through ensuring there are robust policies and expectations in place that detail what effective teaching and learning look like: Ensure teachers draw on their knowledge of pupils’ needs and starting points to ensure lessons show: adaption for pupils needs including those that have not yet secured the necessary foundations in learning, assessment being used well to check on understanding.
Ensure high and consistent expectations at DH for smart measurable lesson LOs, standardising associated terminology and linked pupil book-marking procedures.

2.6 – Introduce CUSP Reading at DH for Key Stage 2: CUSP Reading across Pioneer schools to build a more systematic and progressive approach to group reading at KS2, with clear reading skills progression.

3. Achievement ***‘Needs Attention’***- *September 2026,* ***‘Expected Standard’*** *by January 2027*

To raise Greater Depth attainment in UKS2 for Re, Wr & GPS from 7-14% July 2026 to national averages (NA 30%) by July 2027 & **Year 4 MTC scores** so that at least 80%+ **Yr4 pupils** reached the required standard by July 2027.

4: Behaviour & Attendance ***‘Needs Attention’***- *September 2026,* ***‘Expected Standard’*** *by January 2027*

4.1 – Implement Pioneer Behaviour Policy Approaches at DH: Ensure behaviour systems are clearly visualised around the school and all staff receive appropriate training to fully understand and apply policy expectations.

5: Personal Development and Well-Being ***‘Needs Attention’***- *September 2026,* ***‘Expected’*** *by January 2027*

5.1- Introduce SCARF PSHE Schemes at DH through PF curriculum design- PSHE overview and MTPs.

5.2- Embed and expand the DH 'Pupils as Leaders' initiatives during 2026/2027 ensuring pupil voice is represented in school improvements and developments.

5.3- Implement the *'myHappymind'* programme at DH school. This whole-school, neuroscience-grounded approach provides children with lifelong skills to regulate emotions, build resilience, and strengthen self-esteem.

5.4 - Complete the DfE Enrichment Framework at DH to systematically design, deliver, and document a high-quality enrichment offer for all DH pupils.

5.5- DH Sustainability & Climate Action: Implement sustainability initiatives—including 'Let’s Go Zero'—at DH. School and federation Climate Change Action Plans will explicitly document how we measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.

6: Inclusion ***‘Needs Attention’***- *September 2026,* ***‘Expected Standard’*** *by January 2027*

6.1 – Complete the DH Vulnerable Pupil documentation with identified barriers to learning and targeted, timetabled intervention/support in place to ensure clarity for all.

6.2 – Embed Pioneer SEND systematic systems into DH SEND protocol /management *(SEND register, APDR paperwork, review meetings, assessment, parents' meetings, etc.)* and coach teachers to complete Pioneer paperwork formats for APDRs to effectively assess and identify barriers to learning.

6.3 – DH *‘DfE Inclusion Strategies’*: Complete comprehensive Inclusion Strategy documents for DH by **31st December 2026**. Publish clear documentation on school websites detailing how funding is allocated to remove barriers to learning and support Special Educational Needs and Disabilities (SEND).

7: Early Years – ***‘Needs Attention’***- *September 2026,* ***‘Expected Standard’*** *by January 2027*

7.1- EYFS DH Oracy & Vocabulary Focus: Review current curriculum intent to maintain ***‘a sharp focus on oracy, ensuring children acquire rich vocabulary and develop strong communication skills early on’.***

7.2 – High-quality and well-maintained DH EYFS outside learning environments enable purposeful and strong free-flow ET provision.

7.3 – DH EYFS pupil evidence is of the highest quality in identifying pupil attainment and achievement, and in identifying next steps to support ongoing development.

8: Safeguarding – *‘Met’*- *September 2026,*

8.1 –DH DSL time is systematically scheduled and that safeguarding communication and recording processes remain consistent, rigorous, and **effective in keeping children safe.**

8.2 – Robust DH Health and Safety policies- systems, procedures & processes to achieve a 90%+ score in the LA Inspection in 2026/27 & establish **safe/secure school premises** with strong associated risk assessments.

9. Church Schools Development – Establish a clear, consistently understood, and theoretically rooted Christian Vision & Values at DH. Ensure strong visual representation across

4.2 – DH Pupil Attendance Management: Ensure robust and consistent attendance management procedures are in place so that DH pupils' attendance improves to at least national averages (overall, across year groups, and for persistent absence), maximising time in school for optimal learning progress. Review DH contextual flexi-schooling approaches within the attendance management streamlining process for 2026/2027.	the school environment and website, integrate a dedicated DH vision song, and align whole-school practice with core values.

Context and Characteristics of School

The local context and characteristics of 'Danehill Primary School'

Context and Background

Danehill Church of England Primary School is a small, rural, Voluntary Controlled school. The school's substantive headteacher stepped down in June. It is currently led by Caroline Powell as interim headteacher. Caroline works Monday to Thursday. Sarah Smith is interim headteacher on Fridays. Both are experienced leaders. This arrangement is in place until the end of December. Arrangements after that are being confirmed.

Until June 2024 the school had a positive inspection record. It delivered what was termed an 'enlivened curriculum', which featured 'growth mindset' as a central element. This was popular with parents, some of whom are interested in alternative approaches to schooling. It is noteworthy that the Waldorf-Steiner Foundation is well established in the area, with the large Michael Hall school nearby. The local community reflects a broader county-wide trend of rising levels of elective home education and demand for flexible schooling. In June 2024 the school had a S8 inspection. It was judged to remain good but with evidence of a decline. The wider curriculum, notably in the foundation subjects, was revealed to be poorly planned. Attendance was revealed to be too low.

In recent years the school has accepted more pupils with complex SEND needs. Over the summer term 2025, staff became unhappy about the behaviour and management of these pupils. They felt unsupported to manage them. They complained to governors, who instigated an external review. This concluded in October 2025. It found a need for improvements across SEND provision, behaviour management and safeguarding. The reporting of this investigation saw the governors commission a safeguarding visit from the LA. This too concluded that there were concerns about inclusion and its management, and about safeguarding. LA safeguarding staff set priorities for improvement but did not believe the pupils were at immediate risk of harm. The number of pupils on roll fell sharply over that autumn as parents lost confidence in the school.

Staffing at the school is complex. Staff turnover in recent years has been high but was more stable for September. A new and experienced teacher joined Year 5/6. There are significant amounts of shared class teaching necessitated by part-time working.

Governance and Leadership Changes

In response, and taking all the issues into account, the LA education team issued a warning notice to governors. They were unable to respond. The LA asked the DFE for permission for an IEB. This was granted on the 4 December. The IEB quickly set up a first meeting just ahead of the Christmas break.

Following that meeting, the IEB:

- met immediately with parents and staff
- made visits to the school
- set the headteacher immediate priorities linked to improving safeguarding, inclusion, behaviour management and attendance, and wider performance management targets linked to school improvement
- required the headteacher to write a strategic evaluation and development plan
- carried out monitoring visits, with a focus on safeguarding, SEND and behaviour
- held regular meetings with parents and issued notes of those meetings
- held monthly IEB meetings at the school, with records published
- caught up on a significant volume of out-of-date policies
- checked statutory duties were being addressed
- agreed support from a local headteacher for two days a week up to Easter, and explored longer term support. This led to nearby Pioneer Federation taking over support in June as part of an 18-month partnership. This will include a consultation about joining the federation.

The impact over the spring and early summer term saw:

- the headteacher more effectively supported and held to account by the IEB
- safeguarding improved, as evident in an LA monitoring visit just before Easter which checked progress against the original audit of concerns
- a calmer environment, with parents and pupils noting the improved atmosphere and reductions in the concerning behaviours noted in the autumn term
- improvements in assessing and planning to meet the needs of pupils with SEND

- some rises in mathematics and writing standards.

However, in spite of the positives, IEB monitoring identified a lack of further improvement of behaviour, curriculum, teaching, attendance and the school environment. A request by the then headteacher Katie Jones to leave the school in June 2026 was supported by the IEB. Caroline Powell, a headteacher from Pioneer, became the school's interim headteacher, with Sarah Smith leading the school on Fridays.

Pioneer Federation Partnership

As noted above, from June 2026, the school entered a formal partnership with the Pioneer Federation (https://pioneerfederation.co.uk/), joining a network of nine village primary schools across East Sussex.

Caroline is supported weekly by Executive Headteacher James Procter and 'Cluster Leads' Alice Briley and Kayleigh Vile. Additionally, Pioneer SENDCo/Inclusion Lead Sian Leahy mentors the Danehill SENDCo on a weekly basis. (See the Pioneer Partnership Letter to Danehill Parents).

Initial Progress & Next Steps
Impact since June has accelerated. Improved curriculum planning, professional development and quality assurance has brought significant improvement. The school is calm, classrooms and the environment are much improved and curriculum content is being delivered in a logical flow. The site is secure. Staff are really benefitting from clear leadership, better policies and systems, and from working alongside colleagues in Pioneer. Some are finding it harder to rise to the challenge. They are requiring support and guidance to fulfil their roles more effectively. The school looks and feels much more purposeful. However, there remains work to do. Attendance is too low and there is a legacy of lost learning for pupils due to weaknesses in past teaching and curriculum thinking.

The IEB has continued its regular meetings and visits, alongside 4/6 weekly meetings with parents to ensure they are well informed and to hear their views. There are though real concerns that the school needs to recover pupil numbers after the losses last autumn. Parents are concerned about this too, and about school leadership after Christmas. The LA is rightly taking the lead in securing a suitable head. The LA provides a wide range of support for the school. This includes expertise on the IEB, finance for the support from the Pioneer Federation, specialist SEND work, and money for site improvements.

Curriculum, Behaviour, and Academic Outcomes - As part of the partnership:

- **Curriculum:** Danehill teachers are adopting the Pioneer Curriculum and are collaboratively planning and sharing resources with Pioneer cohort colleagues (SDP KP 2.1). Developed over nine years (2017–2026), this shared mixed-age curriculum provides a robust structure adapted to local contexts. It is underpinned by evidence informed approaches, ensuring that reaching builds systematically on prior learning and supports pupils to develop secure and lasting knowledge.
- **Leadership Model:** Danehill staff will participate in Pioneer's shared cluster and federated subject leadership model (SDP 26/27 KP 2.3).
- **Behaviour Policy & Book/Marking Policy:** Pioneer's behaviour management framework & Book/Marking Policy has been adapted and implemented at Danehill (SDP 26/27 KP 3.1).

Academic Outcomes: In July 2026, Danehill pupil outcomes were at or above the National Average (NA). Raising Key Stage 2 Greater Depth attainment/progress will be focus 262-7 (see SDP 26/27 KP section 3)
Stable staffing for September 2026: There have been recent changes to staffing in the past year with several TAs and teachers being relatively new to Danehill. Policies and procedures are being introduced and embedded to ensure everyone is aware of Danehill expectations.

Contextual Data

Number on roll	No./% Boy/Girl	No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
50	58% / 42%	11/22%	12/24% 3 EHCP	1/2%	0

Progress since Previous Inspection- 12 June 2024



(before Pioneer partnership starting Sept 26)

Area for Improvement	Progress since previous inspection
➢ ***Curriculum Sequencing**: While the curriculum design is highly engaging, the school has not given enough attention to structuring what knowledge is taught and when it is taught.*	See Curriculum section **SDP 26-27- 2.1**

➢ ***Knowledge Progression**: Because of gaps in the sequential framework, pupils' knowledge does not always build effectively over time.* ➢ ***National Curriculum Endpoints**: Staff must inject more structural rigour into subject planning to ensure pupils take well-sequenced steps toward national curriculum goals and are fully prepared for their next stages of education.* ➢ ***Attendance:** The school's work on improving the attendance of pupils who do not regularly attend school is not yet having sufficient impact. These pupils therefore miss important learning. The school should continue to work with pupils and their families to further improve attendance.*	Danehill is now following the Pioneer streamlined structured curriculum design. https://pioneerfederation.co.uk/curriculum-from-2026/key-information-about-our-curriculum/ ● **T2 Dec 26** commentary of impact: ● **T4 March 27** commentary of impact: ● **T6 July 27** commentary of impact: See Behaviour and Attendance section **SDP 26-27- 4.2** Policies and procedures are now in place including a Flexi School policy. Flexi school is in line with ESCC expectations and needs to be agreed by the school. Attendance is monitored regularly to ensure that pupils attend regularly and are only absent for authorised reasons.

July 2025 Outcomes Summary Info:


KS2 Headlines from DFE publication.pdf


Ofsted _ Inspection Data Summary Repor

2026 July Data/Outcomes Summary:

2026 Danehill Primary

Data Summary –Yr. R, 1, 2, 4 & 6

EYFS		
	Validated teacher assessment 2026	**National 2026**
	ELG	**ELG**
Year R Reading	**87.5%**	68%
Year R Writing	**87.5%**	71%
Year R Maths	**100%**	78%
Year R GLD	**87.5%**	68%
Context: 8 pupils in year R. 1 child = 12.5%		

Year 1 and 2		
	Year 1	**Year 2**
Phonics	**Outcome: 100%**	**Outcome: 50%**
Context: *3 children in Year 1, 5 children in year 2, 2 retake (1 left)*	1 child = 33% SEND = 0 EHCP = 0	1 child = 20 % SEND = 2 EHCP = 0

Year 4 MTC	
% 20+ MTC Score	**Outcome: 50%**
Context: 4 pupils	1 child = 25% SEND = 1 EHCP = 0 (1 on pathway)

Year 6 SATS				
	SAT Actual Outcomes 2026		**National 2025**	
	EXS+	**GDS**	**EXS**	**GDS**
Year 6 Reading	**86%**	**14%**	75%	33%
Year 6 Writing	**71%**	**7%**	69%	13%
Year 6 GPS	**78%**	**14%**	74%	30%
Year 6 Maths	**71%**	**29%**	74%	23%
Year 6 Combined	**64%**	**7%**	62%	9.4%

Context: 14 children in Year 6 1 child = 7.1% SEND = 3 EHCP = 0

School Development Plan (SDP)

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

Ofsted Aspect (1-8)	Areas for Development (directly from SEF Ref)		Success criteria and 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	**1.1:** **DH Leadership Structure:** **Develop and embed the 4-day/1-day Headteacher Leadership Structure,** defining the leadership model post-January 2027 to ensure high-quality leadership, continuous school improvement, and operational clarity for all DH stakeholders.	JP CP/ SS	**Clarity of roles and responsibilities (1-day / 4-day- JDs) & PF partnership supportive roles defined via termly milestones.** Clarity for DH stakeholders for school improvement plans and implementation structures. (See SDP 1.4) **Quality of Education and pupil outcomes improve 2026–2027 SDP- sections 2 & 3 are achieved.** **4-day / 1-day HoS is effective:** Consistency of leadership approaches is embedded. Stakeholder questionnaire feedback (Term 1, Term 3, Term 5) validates this.	• **DH SLT weekly meeting:** Linked to SDP and termly milestones focus. • **July 2026 (CP & SS):** Clarity of focus – SDP/milestones. • **14th September 2026:** DH budget and leadership structure meeting (SL/JP/FW). • **28th September 2026:** LA, Diocese, and PF Strategic Group meeting to establish further clarity. • **October 2026:** Recruit PF secondment or LA recruitment for January 2027. • **November 2026:** Communications to parents and transition plan for new leadership structure in January 2027. Mentoring/support from PF clear if continuing post-January 2027. • **January 2027:** New leadership for DH in place. • **April 2027:** Term 4 stakeholder questionnaire – leadership effectiveness	: IEB : SL
	1:2: **DH Management Systems:** Establish consistent, systematic management systems to set clear high expectations for DH staff.	CP/ SS DH Staff	From September 2026: Structured meeting cycles (INSETs, weekly teacher meetings, staff briefings, support staff meetings), implementation of core Pioneer policies *(Behaviour- SDP 4.1, Learning Environment -2.1, Book/Marking- 2.5, and Teaching & Learning),* and a formal monitoring/assessment schedule. See SM & Monitoring schedules. Visual clarity in sch. Clarity of purpose and expectations for DH staff. Improvements in DH premises, Learning Environments (LEs), book quality, and pupil focus in lessons. Termly triangulation report via DH SLT.	• **July 2026:** Introduce core policies and tasks for DH. Begin meeting schedules and expectations/conduct. • **September 2026:** Pioneer infrastructure built into DH management via SLT CPD – core policies, meeting schedules, assessment/monitoring cycles. Communications with staff clear and visual in HT office and staffroom. • **October 2026:** Monitoring implementation by DH staff. Feedback for book, LEs, and lesson delivery via SLT Term 1 triangulation. • **November 2026:** Term 2 triangulation follow-ups. • **December 2026:** All core policies expected to be fully in place across the school.	: IEB : JP
	1:3: **DH Website & Ofsted Readiness: Launch the new DH website by October/November 2026** to ensure clear stakeholder communication, featuring a dedicated Lead HMI tab with all essential strategic documentation for the 2026/2027 Ofsted inspection.	JP/ CP DH	**JP & CP (working with Andrew Huggett (AH) – PF IT Tech)** update and launch the new DH website by November 2026. It enables clear access to core/key updated information for all stakeholders. **CP/AH updates and maintains the standard of the DH website:** Effective in showcasing DH school improvements and infrastructure. Items are easily accessible and clear.	• **July 2026:** Tidy up present DH website and update with new partnership/leadership information. Agree with Andrew Huggett (PF IT Tech) on the format and structure of the new DH website. • **September 2026:** CP responsible for ensuring that the DH website has key information regularly updated (performance management Obj 26–27). HMI tab has all DH strategic info uploaded. Curriculum intent aligned with DH baseline and PF structure (see SDP Section 2.1).	: IEB : SL

		Stakeholders	Includes a Lead HMI tab with all strategic documents for the forthcoming Ofsted inspection (2026–2027). **Stakeholder feedback validates that the new DH website is effective:** Stakeholders report that the DH website is easily accessible and aesthetically pleasing, setting a high-quality visual standard for the school. Stakeholder questionnaire feedback (Term 2, Term 4, and Term 6) supports this, recognising DH as a strong Pioneer Federation school website.	• **October 2026:** Website draft ready; AH, JP, and CP present to IEB (Interim Executive Board). • **November 2026:** Launch new DH website. • **January 2027:** Stakeholder feedback gathered via questionnaire – tweak accordingly.	
	1.4: **DH Community Cohesion:** Strengthen parental engagement by providing regular updates on key school improvement initiatives via scheduled parent forums and newsletters.	**CP/ SS** DH parents	**DH Community cohesion initiatives in place for 2026–2027: Termly Parent Forums:** Behaviour Policy, Curriculum Design & Intent, Phonics Workshops, Homework and Home Reading Workshops. **Termly Open House:** Opportunities for parents to view pupils' books and DH LEs. **Parent feedback:** Parents report that they have been well-informed and included in the development of the school and the curriculum (evidenced via Term 1, Term 2, and Term 3 parent questionnaires).	• **July 2026:** DH Parent Forum flyers and newsletter template designed. • **September 2026:** Term 1 Parent Forum – Behaviour Policy (KV/CP). • **October 2026:** Open House end of Term 1 celebration – "Fabulous Finish T1". • **November 2026:** Term 2 Parent Forum – Curriculum Design & Intent. • **December 2026:** Open House end of Term 2 celebration – "Fabulous Finish T2". • **January 2027:** Term 3 Parent Forum – Phonics Workshops, Homework, and Home Reading Workshops. • **February 2027:** Open House end of Term 3 celebration – "Fabulous Finish T3".	: IEB : JP
2: Curriculum & Teaching	**2.1:** **Establish consistent high-quality approaches to DH learning environments** using the Pioneer LE Policy to ensure all classrooms, corridors & displays and outdoor areas represent the highest quality work/ learning prompts for pupils to be intrinsically motivated and inspired.	**CP** (Supported by: JP/KV/AB) DH Stakeholders	**Playground & Outdoor Provision: Playground Provision:** Playground resources are engaging, stimulating, and well-maintained to support active learning and play. Pupil behaviour improves at playtimes. 4-Square play area introduced at DH (KV). **Outdoor Premises:** DH outdoor premises are upgraded to a higher standard to ensure all areas are fully utilised for pupil learning, and that the school looks and feels purposeful, inspiring, and aesthetically pleasing. **Premises Quality:** The quality of premises across DH improves throughout, ensuring all areas are best utilised for pupil learning experiences, leaving every part of the school feeling well looked after and high quality. **Learning Environments (LE): Consistent Approach:** Implementation of a consistent approach to DH learning environments using the Pioneer LE Policy. This ensures all classrooms, corridors, and displays feature highest-quality work and learning prompts, keeping pupils intrinsically motivated and inspired. **Impact on Pupils:** DH children benefit from high-quality LEs that enable them to apply their learning, develop independence, and feel a sense of pride and intrinsic reward in seeing their work displayed. **Monitoring & Feedback: Evidence Base:** Evaluated via learning environment checks, termly pupil voice monitoring, and AP/SEO reports (see reports). **Stakeholder Feedback:** Pupil questionnaires, visitor comments, and external monitoring report that the school feels and looks purposeful and inspiring.	• **July 2026:** Declutter, reorganize rooms, and install new DH signs. PF/DH Learning Environment (LE) Policy agreed and staff CPD delivered. DH teachers visit PF schools with a focus on Learning Environments. Caretaker identifies key priorities for summer holidays to prepare for September opening (additional for Term 1: outdoor wooden enclosed space). Classroom supplies ordered (backing paper, borders, books, etc. – KV). Staff provided with Pioneer LE Policy expectations; classrooms and corridors developed within expected standards. • **September 2026: Sept/ October 2026:** Monthly premises summative monitoring schedule in place, along with weekly formative reviews for CP. Caretaker maintenance schedule established to ensure premises quality at all times (October 2026 – June 2027; see weekly checklist and evaluations). • Playground storage and resources completed; 4-Square play area introduced (KV). • Term 1 / Term 2: LE monitoring and support from SLT focusing on working walls, behaviour systems, and symbols. Pioneer LE Policy kept consistent throughout, featuring high-quality borders and presentation. Early October: Parents visit Learning Environments and provide feedback during the "Fabulous Finish" event at the end of Term 1. • **January 2027 (Terms 3 & 4):** Embed LE expectations and utilize visits to other Pioneer schools for staff as needed. • **May 2027:** Parent/FGB "Fabulous Finish" Open House and questionnaire regarding Learning Environments. • **June – July 2027:** Make any adjustments to the LE Policy for 2027–2028. • **July 2027:** Stakeholder questionnaire regarding premises developments, accessibility, and visual presentation as a high-quality school; action any work items arising from feedback.	: IEB : AP/SEO

	2:2: **Implement & embed the new streamlined Pioneer curriculum alongside the DH enlivened approaches to learning.** Ensure clear accountability & expectations for SLT and teachers regarding curriculum delivery and pedagogy, while allowing for appropriate adaptations at both the classroom and individual school levels.	**JP/ CP** DH Stakeholders	**DH 'enlivened approaches to learning' incorporated with PF Curriculum intent** – articulated to staff, parents, and pupils. DH staff understand the PF curriculum **intent** (skills progression, coverage and end points) & consistently implementing new PF curriculum (**implementation & impact)-** accountable for delivery and adaptations for their classes. Learning walks and monitoring evidences that teaching builds on prior learning, with new material being introduced in small steps providing opportunities for modelling, guided and independent practice. **DH 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 from **defined end points.** Ultimately, leading to a **stronger DH Quality of Education and pupil outcomes**. Outcome datawalls 26-27 & **External monitoring validates -** SEO, SIP, SIAMS & Ofsted.	**July 2026:** **DH teachers visit PF schools** and attend Cohort Term 6 collaborative planning. **DH teachers have access** to the PF Google Drive and shared curriculum planning/resources. Curriculum streamlining completed and re-represented on all PF websites – enlivened approaches to learning represented within planning and delivery, and where DH curriculum intent is shown (website, newsletters, etc.). ● **September 2, 2026: INSET Day** — Launch of the new streamlined curriculum for teachers. Compile a list of any further action suggestions and tweaks -***including sharing DH enlivened approaches with PF staff.*** ● **October 13, 2026:** Frances National Curriculum Review — LA and PF Gov Report. ● **November 2026 – January 2027:** Pioneer adaptive curriculum approaches embedded in DH by **PS** (delivered *via Staff Meetings [SMs], briefings, triangulation feedback, Assessment Points. Subject Leaders' MTPs) to detail suggested adaptations for specific cohorts.* ● **January 2027 INSET Day:** AI CPD for all PF staff — led by Mr. Lee P. ● **January – March 2027:** Learning Objectives (LOs) and Subject Book expectations development — *refer to FDP Sections 2.2 & 2.4.* **Ongoing Priorities & Actions (2026–2027): DH Support Staff CPD-** Focused on adaptive curriculum implementation and new Ofsted expected standards for support staff in Teaching & Learning (T&L).	: AP/ IEB reviews : DH Ofsted 26/27
	2:3: **Establish the new PF Downs Cluster Subject Leadership Model at DH** to ensure DH teachers are supported and held accountable for subject-specific Quality of Education at both cluster and federation levels. This includes introducing individualised subject book expectations.	**JP/ CP** DH Stakeholders	**Clear Expectations & Accountability:** DH Subject leaders have full clarity regarding expectations for their roles, including how to effectively hold teachers accountable within their respective subjects. **Systematic Monitoring:** monitoring and feedback SL events are systematically timetabled into the PF monitoring calendar/cycle/SMs to enable subject leaders to fully fulfil their roles. **External Validation:** External monitoring reports (from LA AP, SEO, Ofsted, and SIAMS) highlight that DH subject systems are "strong"—successfully supporting staff and maintaining robust accountability for Quality of Education (QoE) across all subject areas *(see DH external reports for details).*	● **July 2026- Subject Leader Policy updated:** SL roles for 2026–2027 defined for Cluster and for Leaders across the PF. ● **2nd September:** SL 2026–2027 roles shared at the INSET day. SL Policy read and signed off by all teachers. ● **16th September / October 2026-** New Subject Leader teams to review subject policies and add them to the Google Drive curriculum folder: Curriculum Subject Policies. ● **Sept 26- April 27-** learning walks by SLs built into once a year per cluster per subject – pm ● **6th & 13th January:** Federation-wide book audits conducted via SL teams. ● **March 2027 -** SL and SLT to define individualised subject book expectations and append them to the Book and Marking Policy. ● **21st April:** SL teams to review planning and provide feedback to Phase Leads for cohort planning. ● **9th & 16th June:** Follow-up book audits across the Cluster led by SLs. ● **July 2027-** SL 2027–2028 roles defined; SL Policy expectations updated and shared.	: SEO & AP,IEB monitoring ● : : Ofsted & SIAMS

	2.4: **Introduce Pioneer Arbor Assessment systems at DH,** enabling teachers to effectively use federation-wide assessment data to evaluate and improve pupil outcomes. This includes introducing NFER scale score tracking across KS2, to support calibration of Pioneer teacher assessment judgements.	**JP/ CP** DH Teachers	**CP** holds ultimate accountability for setting Arbor targets. **Teachers** are accountable for data drops and pupil outcomes, reinforced through regular PPMs with the SLT. **DH Subject Leaders** effectively utilise Arbor data to hold teachers accountable for outcomes across their specific subject areas. **DH Teachers demonstrate** a strong grasp of pupil attainment and progress using the new Arbor assessment systems *(evaluated via staff questionnaires in Terms 2, 4, and 6).* Comprehensive Arbor data analysis across all subjects empowers both DH teachers and PF Subject Leaders to perform precise gap analyses. Outcome tracking is actively maintained through updated 2026–2027 trackers and data walls.	• **July 2026- Assessment Policy Updated:** Revised to reflect Arbor and NFER assessment systems. NFER testing materials purchased. • **September / October 2026- CP** target setting completed for all subjects. • **16th September 2026- Staff Meeting (JP):** Arbor Assessment and updated Assessment Policy roll-out. • **21st October 2026- Staff Meeting:** Term 1 formative data drop. • **9th December 2026- Staff Meeting:** Term 2 Reading, Writing, and Maths (R/W/M) data drop (Term 2 trackers and data walls updated). KS2 NFER Term 2 assessments. • **10th February 2027- Staff Meeting:** Foundation subject data drop; Foundation Term 3 data walls developed. • **17th March 2027- Staff Meeting:** Term 4 R/W/M data drop (Term 4 trackers and data walls updated). KS2 Term 4 NFER assessments. • **23rd June 2027-** Summative data drop for all subjects. Term 6 data walls developed and presented to the Full Governing Body (FGB) and Local Authority (LA).	: Data/ outcomes/ assessment based Governors – termly review report • : Outcome datawalls 26-27 & **External monitoring will validate -** SEO, SIP, SIAMS & Ofsted.
	2.5: **Strengthen pedagogy at Danehill through ensuring there are robust policies and expectations in place that detail what effective teaching and learning look like:** Ensure teachers draw on their knowledge of pupils' needs and starting points to ensure lessons show: adaption for pupils needs including those that have not yet secured the necessary foundations in learning, assessment being used well to check on understanding. Ensure high and consistent expectations at DH for smart measurable lesson LOs, standardising associated terminology and linked pupil book-marking procedures.	**CP/ BD** DH Teachers	**DH Staff Training & SMART Objectives:** DH Staff training ensures teachers understand the expectations for teaching and learning, what good learning looks like at DH. **MTP & Lesson Delivery Updates:** DH Teachers will actively use Curriculum and teaching policy to deliver lessons and use the Medium-Term Plans (MTPs) and lesson learning objectives throughout the 2026–2027 academic year. **Curriculum Cycle Preparation:** Staff will utilise the **15th January INSET day** to update MTPs for the upcoming 2027–2028 curriculum cycle.	• **Sept INSET:** Policies and expectations to all teaching staff • **30th September 2026- Staff Training:** BD & CP leads staff training on SMART Learning Objectives (LOs), reinforcing expectations and core terminology. • **October 2026- Policy Update:** Book and Marking Policy adapted to reflect the updated SMART LO expectations. • **Sept-Dec—**Monitoring cycle in place to include, observations and learning walks of T and L, standards of work etc. Support where needed to include visits to other schools, mentoring by subject leaders, SLT • **15th January 2027- INSET Afternoon:** Session led by BD focusing on LO delivery. Phase Leads (PLs) & DH HT share strong examples of LOs across phases to support updating MTPs for the upcoming 2027–2028 curriculum cycle by teachers during INSET pm. • **March – April 2027: Monitoring Window:** DH LO delivery monitoring by SLT, LA AP and SEO. • **July 2027: Final Review:** Both curriculum cycles (A and B) feature fully updated SMART LOs across all MTPs.	:JP and Govs : AP & Ofsted
	2.6: **Introduce CUSP Reading at DH for Key Stage 2:** CUSP Reading across Pioneer schools to build a more systematic and progressive approach to group reading at KS2, with clear reading skills progression.	**BD/ AB** DH Teachers	**Staff Training & Implementation:** DH teachers are fully trained to implement CUSP Reading systems consistently across all KS2 classrooms. **Timetabled Delivery & Tracking:** Weekly group reading sessions are systematically timetabled, with progressive reading skills continuously assessed and tracked. **Feedback & Pupil Outcomes:** DH Teacher feedback that CUSP provides clarity and systemic PF approaches to reading delivery/teaching. KS2 reading aspiring outcomes successfully meet all target benchmarks for both Expected Standard (EXS and GDS *(see Reading trackers and datawalls for details).*	· **July 2026** – CUSP Reading resources purchased and organised into storage boxes for weekly carousel distribution across the 3 PF clusters. · **2nd Sept INSET** – BD delivers afternoon training for all PF teachers on CUSP Reading. · **Sept 2026 – Dec 2026** – DH Teachers and SLT observe CUSP Reading at GST; BD model sessions where requested. · **Oct 2026** – DH website updated to reflect the new Reading system. · **Nov 2026** – PF Reading policies adapted for the CUSP Reading system. · **Jan 2027** – CUSP Reading monitoring across PF schools conducted by BD and SLT. · **March 2027** – Purchasing plan for 2027–2028 extended to reduce the need for carouselling books across clusters ***(refer to Business Plan & Budget).*** · **April 2027** – Teacher questionnaire distributed and evaluated (Term 4/5) regarding the CUSP Reading initiative. · **July 2027** – Review CUSP Reading impact on pupil outcomes linked to targets set.	:JP and Re Govs : AP & Ofsted

3: Achievement	**3.0** **To raise Greater Depth attainment in UKS2 for Re, Wr & GPS** from 7-14% July 2026 to national averages (NA 30%) by July 2027 **& Year 4 MTC scores** so that at least 80%+ Yr4 pupils reached the required standard by July 2027.	**CP** DH KS2 Teachers	**Target Setting & Accountability:** Set ambitious attainment and progress targets. Hold teachers accountable for pupil outcomes using termly data drops and moderation. **Key Stage Progress:** All Disadvantaged (DH) year groups make strong progress from their respective starting points. **Key Targets (by July 2027): Year 6:** Reach National Averages (NA) in Greater Depth Standard (GDS) for Reading, Writing, and Grammar, Punctuation & Spelling (GPS). **Year 4:** 80%+ of pupils achieve the expected standard in the Multiplication Tables Check (MTC). **Tracking System:** Termly ARBOR cohort tracking and summative data walls (ARE). *(See SDP 2.4)*	**July 26-** Monitoring timetable for 2026-27 in place and shared with staff **Sept 26-** CP set up aspiring cohort targets (T perf management) Set up systematic teaching and assessment for **LKS2 MTC**. *(contact HD at Nutley for MTC systems set up 25-26- DH EVT wo link up with 3-4 TS)* **Oct/Nov 26-** Performance management completed with targets set for each cohort including pupils aspiring to GD identified. Monitoring of writing to check on GD achievement. SATs assessment practice in R and M to identify pupils not on track for GD who should be. **Jan/Feb 27-** Termly PPM to identify pupils not on track. Interventions and booster support in place. Writing monitoring and M and R SATs practice to check on GD achievement. **April 27-**Termly PPM to identify pupils not on track. Interventions and booster support in place. **July 27-**Review of attainment and support given to boost it.	:IEB and JP : CP
4: Behaviour & Attendance	**4.1:** **Implement Pioneer Behaviour Policy Approaches at DH**: Ensure behaviour systems are ***clearly visualised*** around the school and all staff receive appropriate training to fully understand and apply policy expectations**. *(Including Behaviour plans/RA for high need pupils)*** Behaviour Plans/RA established for pupils outside of Behaviour Policy – PF examples utilised for clarity (appendix 2- Beh Policy)	**CP** (supported by KV) DH Stakeholders	**Pioneer Federation visual 4-symbols approach/consequence system** is in place in all classrooms, corridors, hall, and on the DH website (behaviour folders). **DH staff are appropriately trained** on the principles and application of the Behaviour Policy (staff questionnaires: Term 2, Term 4, Term 6). **Behaviour Plans/RAs** established for pupils outside of Behaviour Policy – PF examples utilised for clarity (appendix 2- Beh Policy) **Parents have clarity** about Behaviour Policy expectations and principles due to effective parent forums delivered by HT (supported by KV). **All stakeholders report** that the adapted Behaviour Policy is fit for purpose and applied consistently and rigorously. **No loss of learning** due to low-level disruption in lessons (AP/SEO/Ofsted Reports 2026–2027). **Parents report** that pupil consequence information is communicated with clarity and sensitivity (Parent questionnaires: Term 2, Term 4, Term 6 – specifically regarding the Behaviour Policy). **Consequence analysis is now integrated within Arbor,** enabling quick access and evaluation by SLT (see termly Head's reports for Behaviour).	• **July 2025:** HoS – DH staff provided with Pioneer Beh Policy expectations/policy. • **3rd September 2026 (INSET):** Staff CPD – PS ensures that visual symbols are in place across all areas of DH. • **9th September 2026:** CP (HoS) leads DH teacher training - staff meetings on the new Behaviour Policy, legal expectations for suspensions/exclusions, and record-keeping requirements. • **September 2025 – October 2025:** Expectations established in classrooms and key areas of the school; behaviour symbols represented in all key DH areas; tracking for Step 1 and Step 2 fully in place. **Behaviour Plans/RAs** established for pupils outside of Behaviour Policy – PF examples utilised for clarity (appendix 2- Beh Policy) • **October 2026 -** DH Parent Forum – CP- supported by KV (Beh Policy as focus) • **October 2026:** Behaviour recording systems standardised using Arbor (or MyConcern/CPOMS); tracking and trend analysis for HoS reports are also standardised. • **November 2025:** Pupil and parent voice gathered on new behaviour systems and clarity of communications/expectations. • **January 2026 – March 2026:** AP / Governor focus during school visits. • **June – July 2027:** Review new assessment systems with IEB) and SLT – evaluative report.	: Behaviour IEB (KR) – termly review report & HT Reports- with Beh analysis included • : External monitoring SEO, SIP, SIAMS & Ofsted reports

	4:2: **DH Pupil Attendance Management:** **Ensure robust and consistent attendance management procedures** are in place so that DH pupils' attendance improves to at least national averages (overall, across year groups, and for persistent absence), maximising time in school for optimal learning progress. Review DH contextual **flexi-schooling approaches** within the attendance management streamlining process for 2026/2027. **DH Attendance & Persistent Absence (PA) – July 2026:** ● **Attendance: 91%** *(National Average: 94.8% – 95.0%)* ● **Persistent Absence (PA):**14.8% (9/61) *(National Average: 5.2%)*	**CP** STG Stakeholders	**Key Targets** **DH Attendance Improvement:** Increase DH attendance toward National Averages (from 91% in July 2026 to 95% by January 2027). **School Climate:** Children are happy, safe, and motivated to attend school daily. **Systems, Policy & Early Intervention** **Stakeholder Clarity:** Provide total clarity for all DH stakeholders regarding Attendance Management Systems (CP). **Flexi-Schooling Policy:** Review the Flexi-Schooling policy and establish clear boundaries regarding attendance expectations linked to flexi-schooling. **Rapid Action:** Ensure swift, proactive intervention whenever attendance concerns arise. **Persistent Absence (PA) Support:** Meet promptly with families of PA pupils to co-develop targeted action plans with explicit timeline expectations. **Multi-Agency Support:** Actively seek external agency advice and intervention whenever necessary. **Monitoring & Reporting** Maintain up-to-date attendance charts aligned with the SDP/SEF. Submit termly Head of School (HOS) attendance reports. Fortnightly leadership attendance actions with support from KV/AB *(Refer to School Attendance Chart and Chronology of Actions/Follow-ups).*	**July 26-** DH July Attendance& PA reported. Establish that CP responsible for managing attendance from Sept 26- HT (supported by KV/AB) **Sept 26-** PF Attendance Policy in place at DH. New information sent out to parents (and LA summary poster) TASS meetings with SPOC x 3 a year- see LA reports **Sept/Oct 26**- Review the Flexi-Schooling policy and establish clear boundaries regarding attendance expectations linked to flexi-schooling. HT to meet with flexi-school parents (Individual meetings) to establish correct use/request for flexi school **Sept 26- Feb 27**- 'CP & KV/AB' 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. ***Daily –*** *Attendance registers and collation of attendance information.* ***Fortnightly*** *- attendance tracking and notes logs completed.* ***Termly*** *- attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. SDP attendance charts and HoS reporting.* **June/July 26-** Review attendance plans. Report end of year attendance to families.	: Attendance based IEB– termly review report & HT Reports- with attendance analysis included :: External monitoring SEO, SIP, SIAMS & Ofsted reports
5. Personal Development and well-being	**5.1:** **Introduce SCARF PSHE Schemes at DH** through PF curriculum design- PSHE overview and MTPs.		**Key Targets** **PSHE SofW in place using SCARF-** monitoring show that PSHE is taught well **DH pupils can talk about how they feel safe-**DH pupils can confidently talk about PSHE and how the curriculum supports them in knowing how to keep safe **PSHE enrichment happens regularly throughout the year** **RSE policy reviewed and in line with current legislation** Hall and corridor displays and website folder – maximising stakeholder aware of Pas L	**July 26-** DH teachers to join Pioneer subject cohorts to begin planning alongside colleagues. Set up access to SCARF website. **Oct 26-** DH teachers to start planning and teaching using SCARF. Review RSE policy to ensure it reflects current RSE legislation and links to SCARF. Plan in opportunities for PSHE enrichment throughout the year. Link and plan some worship to PSHE themes e.g. keeping safe, stranger danger. Set up worry boxes in classrooms. **Jan/Feb 27**-Anti- bullying week, safer internet week. Displays around school reflect wider work of PSHE in school. Review online safety policy ensuring pupil voice is included. **April 27-**Monitor impact of SCARF through book monitoring and pupil voice. PSHE enrichment days and activities- SCARF workshop. **July 27-**Review impact of PSHE across the year. Undertake pupil survey to gather their voice on PSHE	:IEB : CP

	5:2: **Embed and expand the DH 'Pupils as Leaders' initiatives** during 2026/2027 ensuring pupil voice is represented in school improvements and developments.	**CP/ SS** DH Pupils as Leaders	**CP/SS (HTs) has establish the PaL (Pupils as Leaders) initiatives at DH** so that pupil voice influences the DH ethos of inclusion. Play Leaders will support positive, inclusive and active play during lunch and break times, helping to promote engagement, resolve minor conflicts and encourage cooperative play across year groups Pupils will be provided with meaningful opportunities to take on leadership roles across the school and wider community. The School Council enables pupils to have a genuine voice in school improvement, with pupil ideas influencing decisions and actions. Regular meetings will take place in classes. Peer Mentors/Leaders, including the Growing Club – Pupils as Leaders, enable pupils to support younger or less confident pupils, developing responsibility, teamwork and mentoring skills while promoting high levels of positive behaviour. Pupils demonstrate increased confidence, independence, responsibility and leadership skills, with a growing number of pupils actively contributing to school life and the wider community. Leadership opportunities are inclusive and accessible, ensuring pupils from different year groups and backgrounds are empowered to contribute and make a positive difference. **Visual displays in prominent parts of DH school and website page/folder** showcase PaL initiatives, Including: School Council, Eco/Sustainability Council, Care Home connections, House Captains, Peer Mentors / Leaders (Growing Club – Pupils as Leaders), Mental Health Ambassadors / Leaders	**July 26-** Observe and monitor pupils play during playtimes including interaction with each other and staff. Observe how playground and school environment is used for play including routines and rotas. CP and SS to talk to staff and pupils about what works well and what needs improvement. **Sept/Oct 26-** Leadership roles and responsibilities clearly established and communicated, pupil leaders appointed via a variety of methods (School Council, Buddies, Play Leaders) **Nov 26-** Leadership groups area established and meet regularly, pupils have received guidance about their roles and training provided, meetings are minutes and action plans created. Pupil Voice is regularly generated and used to inform school decisions. **Jan 27-** Pupil leaders are actively carrying out their roles and building confidence, keen to make a difference. At least one pupil-led initiative is being actioned. **April 27-** Monitor participation to ensure it is inclusive and represents a broad range of pupils and year groups. Leaders are taking responsibility to seeing through initiatives and reporting the difference these are making. **July 27-** All initiatives have been actioned in some way with results reported to pupils. Pupils report increased confidence in leadership and teamwork. Pupils across the school feel valued, their voices heard and actively making a difference to the school.	: JP/BD : IEB

	5:3: **Implement the *'my Happy mind'* programme at DH school.** This whole-school, neuroscience-grounded approach provides children with lifelong skills to regulate emotions, build resilience, and strengthen self-esteem.	**CP & HW** (PF MHWB lead) & **SS** **Lucy Hill-** Service Manager – Mental Health and Emotional Wellbeing in Education DH SLT & Teachers	***LA offer*** *is being made to fully fund a one-year pilot of* ***my Happy mind*** *exclusively for the Pioneer Federation.* *Grounded in neuroscience and positive psychology, this evidence-based digital programme provides whole-school support designed to foster* ***pupil resilience, emotional regulation, and readiness to learn****, while also boosting staff confidence in delivering mental health education and early intervention strategies.* *Termly review of impact – SLT and Governor reports.*	• **July 2026:** SLT LA professional coaching funded via LA (6 sessions 25-26). JP to liaise with FGB about PF-funded coaching for 2026–27 *(refer to Business Plan & Budget).* 'my Happy mind' PF confirmation for 8 PF schools, including DH as part of the MHWB initiative. • **September 2026:** 14th Sept SLT CPD (3:00 PM). Action plan on how 'my Happy mind' will be developed at both school and federation levels. • **October 2026:** SLT to consider how 'my Happy mind' will align alongside other PF wellbeing initiatives (Thrive, Drawing and Talking, etc.). • **January 2027:** Mid-year review of 'my Happy mind' impact using questionnaires and pupil engagement data (evaluating pupil resilience, emotional regulation, and readiness to learn). • **March 2027:** SLT/Governors decision on Year 2 funding for 'my Happy mind'.	:JP and IEB : AP & Ofsted
	5:4: **Complete the DfE Enrichment Framework at DH** to systematically design, deliver, and document a high-quality enrichment offer for all DH pupils.	**CP** DH SLT & Teachers	DfE Enrichment Framework, published on **June 15, 2026**, is a non-statutory national guidance package designed to help schools and colleges in England plan, deliver, and evaluate high-quality enrichment activities. Aimed at bridging the "participation gap" for disadvantaged youth by 2035, it shifts educational focus from merely listing what activities a school provides to auditing **who participates and what impact the activities deliver**. Starting **September 2026**, Ofsted inspectors evaluate how institutions have had regard to this framework under the Personal Development and Wellbeing inspection criteria. 26-27 PF Ofsted reports.	• **July 2026:** Enrichment opportunities documented in the FDP (PA, 'my Happy mind', 'Let's Go Zero'—streamlined PF curriculum) and school-based SDP/SEFs. • **September 2026:** DfE Enrichment Framework—PF templates for Federation and individual school levels developed. • **October 2026:** PF Heads complete the Enrichment Framework for each of their schools, and the Federation-wide framework work summarizes the federated approach. • **October 2026 – March 2027:** Termly evaluation of enrichment impact documented in PF newsletters and websites. • **January 2027+:** Evaluation from PF Officers / Inset days (x4) on PF review of enrichment initiatives across our schools. • **July 2027:** Summative report on enrichment initiative 2026–27 impact on pupil engagement and PF NOR.	IEB : AP, SEO & Ofsted
	5:5: **DH Sustainability & Climate Action:** Implement sustainability initiatives—including 'Let's Go Zero'—at DH. DH Climate Change Action Plans will explicitly document how we measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.	**CP/ SS** DH SLT & Teachers	**Lets Go Zero Workshop July 2025** · action plan FDP.docx Climate change **2026–27 plans will explicitly document:** *how DH measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.* **Evaluation:** Pupil voice to measure understanding of initiatives and the impact on lifelong sustainability learning.	• **July 2026:** DH signs up for *'Let's Go Zero' initiative.* • **September 2026:** Sustainability action plan for the Federation developed, then localised for each school. IEB (PF *Sustainability Lead / Governor*) working with CP/SS to define impact targets per cluster. • **DH Sustainability & Climate Action website folder** set- summary blurb and linked APs • **October 2026:** DH school sustainability pupil groups developed • **November 2026 – May 2027:** Action plan implemented and impact evaluated termly; feedback provided via Jess Watkins to Clusters and FGB. • **June 2027:** Summative sustainability impact report and AP evaluated. • **July 2027:** 2027–28 sustainability focus identified, and Action Plan written and approved at FGB.	Sustainability IEB Govs : AP, SEO & Ofsted

6: Inclusion	**6.1:** **Complete the DH Vulnerable Pupil documentation** with identified barriers to learning and targeted, timetabled intervention/support in place to ensure clarity for all.	**CP/ SL** DH VG Stakeholders	Vulnerable pupils identified including PP, SEN, CIC, other vulnerabilities Document shared with staff and being used to tailor support and interventions for pupils All staff including TAs can talk confidently about individual pupils and their barriers to learning including how those barriers are being removed.	**July 26-** CP to meet with SL to clarify pupils on SEN register. CP and MU to start regular DSL meeting to update vulnerable pupil list. **Oct 26-** CP to finalise vulnerable pupil list. Share it with staff and share it weekly in briefings. List being used to check on support and interventions in PPMs. **Jan 27-** Regular monitoring of vulnerable pupil list including support being given **April 27-** Regular monitoring of vulnerable pupil list including support being given **July 27-** Monitor, review and update documentation	:IEB : HT
	6:2: **Embed Pioneer SEND systematic systems into DH SEND protocol /management** *(SEND register, APDR paperwork, review meetings, assessment, parents' meetings, etc.)* and coach teachers to complete Pioneer paperwork formats for APDRs to effectively assess and identify barriers to learning.	**CP/ SL** DH SLT & Teachers	Pioneer systems and paperwork in place and being used consistently (APDR paperwork, pupil passports) Monitoring schedule in place including APDR meetings Teachers are using SEND systems consistently and can identify and talk about pupils and their barriers to learning.	**July 26-** CP to share 2026-27 monitoring schedule with staff **Oct 26-** SEND paperwork beginning to be put into place. APDR meeting and reviews follow monitoring schedule. Teachers supported to complete paperwork **Jan 27-** APDR review meetings **April 27-**APDR review meetings **July 27-**All SEND paperwork and individual pupil info updated. Pupil targets reviewed and set for term 1 2027	:IEB :HT
	6:3: **DH '*DfE Inclusion Strategies*':** Complete Inclusion Strategy documents for DH by **31st December 2026**. Publish clear documentation on school websites detailing how funding is allocated to remove barriers to learning and support Special Educational Needs and Disabilities (SEND).	**CP/ SL** DH VG Stakeholders	DfE Inclusion documentation on school websites detailing how funding is allocated to remove barriers to learning and support SEND. **All DfE requirements are fulfil and** external monitoring feedback/judge that DH Inclusion strategies, intent and provision are at least **'expected standard'** and have clarity. AP, SEO and DH Ofsted report 26-27 **Ofsted 'strong' Inclusion criteria:** *Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND & rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted. Well analysed, quantitative and qualitative data underpins leaders' decisions.*	• **July 2026:** DH SDP details Inclusion Strategy action plan. • **September 2026:** CP/SENCo lead with SLT on Action Plan for Inclusion Strategy. • **October 2026:** Governors monitor progress and feedback on Action Plans. • **December 2026:** Inclusion strategies completed and published on websites—school and Federation levels. • **January 2027 onwards:** Implement and termly evaluate all aspects of school inclusion strategies. • **External reporting:** Evaluated PF Inclusion Strategies—SEND link Governors Action Plan, SEO, and Ofsted.	: JP & IEB : AP, SEO & Ofsted
7: Early years	**7.1:** **EYFS DH Oracy & Vocabulary Focus:** Review current curriculum intent to maintain ***'a sharp focus on oracy, ensuring children acquire rich vocabulary and develop strong communication skills early on'.***	**CP** (working with **PF EYFS Phase** leaders- KT & LH) DH EY Teacher	• *All MTPs have clear progression of Poetry throughout EYFS* • *All full-time children are planned to receive a minimum of 5 rhyme/reading sessions each day* • *All children have scribble/drawing club folders/floor book and evidence of children referring to language actions used* • *Practitioners provide a language-rich environment* **Outcomes:** External monitoring and feedback judge that oracy and vocabulary is strong in EYFS AP, SEO and Ofsted reports 26-27. EYFS teams are confident at delivering Story Talk and 5 rhyme/reading sessions.	**July 26-** INSET – **LH** Planning and poetry review across EYFS. LH to purchase Poetry basket themes and these to be added to planning. **September 26** – Inset – LH- review of scribble/drawing club. Story talk training for P/S Scribble/drawing club actions added to environment. **Sept – CP liaising with LH** - Review of Foundations in phonics timetabling (Rhyme time, tuning into sounds, love of reading) LH to complete Story Talk training and train DH TAs/Ts. Parents invited termly for story/rhyme time and environment open afternoon. **Oct 26- CP liaising with LH** -Language link and Little Link completed and interventions delivered Scribble club and drawing club folders /floor book evident and used in provision **Jan 27- DH HT liaising with LH** Indoor/outdoor provision has developed 'talking' opportunities. Tuff tray shelving includes 'curiosity approach' **April 27- DH HT liaising with LH** 'Curiosity approach' is fully evident and in practice across the EYFS. **May - July 27**- Year 2 mapping completed	:JP : EYFS IEB member /AP

	7:2: **High-quality and well-maintained DH EYFS outside learning** environments enable purposeful and strong free-flow EY provision.	**CP** (working with **PF EYFS Phase** leaders- KT & LH) DH EY Teacher	• **The outside area enables all pupils to develop appropriate skills and knowledge across all areas of learning** • **Staff are able to make effective choices about what, when and how to teach, ensuring that activities for outside learning are selected carefully and with maximum impact on achievement** • **All staff (teaching and support) are able to develop meaningful interactions with pupils to develop their learning** **Rowena Dumbrell/ Claire Green (LA EYFS Specialist)** – invited to monitoring and feedback re DH EYFS outdoor and free-flow provision- **by Nov 26.**	**July 26-** Clear out and declutter outside ETFS area. Zone areas and centralise resources. **Sept 26-** CP to liaise with EYFS Phase Leaders (LH & KT) linked for DH EYFS Ts to view & calibrate PF high quality outdoor and free flow provision. **Sept/Oct 26-** CP and PF EYFS lead to monitor outside learning including interactions between staff and pupils. MU to provide support for support staff to ensure good learning outside takes place. Review resources and zones available and purchase/develop as needed including storage and labelling. Staff including site manager to keep area tidy and weed free. **Jan 27-** Continue to monitor quality of learning outdoors including activities linked to the curriculum available to develop skills and knowledge and staff intercation. Continue to develop and review zones and allocation of resources, particularly those that are nearing end of life to redevelop the outside where needed. **April 27-**Continue to monitor learning and progress towards ELGs. **July 27-**Continue to monitor learning and achievement of ELGs. Review impact of outside area on achieving ELGs.	:IEB :CP and MU
	7:3: **DH EYFS pupil evidence is of the highest quality in identifying pupil attainment and achievement**, and in identifying next steps to support ongoing development.	**CP** (working with **PF EYFS Phase** leaders- KT & LH) DH EY Teacher	• **All pupils achieve well from their starting points** • **All pupils are well prepared to reach a good level of development by the end of Reception** • **Pupils facing a barrier to learning are quickly identified and learning adapted to support their needs** **Rowena Dumbrell/ Claire Green (LA EYFS Specialist)** – invited to monitoring and feedback re DH EYFS pupil evidence- **by Nov 26.**	**July 26-** MU to join PF EYFS cohort meetings and to start using PF planning. MU to visit Chiddingly EYFS **Sept 26-** CP to liaise with EYFS Phase Leaders (LH & KT) linked for DH EYFS Ts to view & calibrate PF high quality pupil evidence. **Oct 26-** SLT to monitor learning in EYFS. DH EYFS staff to visit other PF EYFS classes. **Jan 27-** SLT to monitor learning in EYFS. **April 27-**SLT to monitor learning in EYFS. PPMs **July 27-**SLT to monitor learning in EYFS. PPMs	:IEB :CP

8. Safeguarding	**8.1:** **DH DSL time** is systematically scheduled and that safeguarding communication and recording processes remain consistent, rigorous, and **effective in keeping children safe.**	**CP** & DH DDSL DH Staff	• **DH Pupils and staff** are kept safe and safeguarding are judged as highly effective at DH 26-27. • **DH Leaders & staff receive the appropriate cpd** for their roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are keep safe at DH, applying these when required. • All **external monitoring validates** the safeguarding at DH is highly effective. • **Staff and pupils can talk about how pupils are kept safe at DH** **21st Sept-** Liz Hill LA **DH Safeguarding monitoring visit**- CP to lead- supported by Alice B *(Evidence utilised: **Head termly report**- safeguarding summary charts, **CPOMS records**, **weekly triangulation meetings** notes)*	**July 2026 – Designated Safeguarding Lead (DSL) Roles & Systems Re-establishment: DSL & DDSL Structure:** Re-establish Designated Safeguarding Lead (DSL) roles and systems across Disadvantaged (DH) groups. *To confirm:* Formally define the Deputy Designated Safeguarding Lead (DDSL) role. **Monitoring & Compliance: Weekly Triangulation:** Determine who will be managing weekly triages and set the timeline/schedule. **Single Central Record (SCR):** Identify who is responsible for checking the SCR and set the schedule for ongoing reviews. • **September 2026 - All-Staff CPD:** LA Safeguarding CPD conducted for all staff on 3rd September. (DH Certificate on evidence record) • **21st Sept-** Liz Hill LA **DH Safeguarding monitoring visit**- CP to lead- supported by Alice B • **Processes & Systems:** ○ Weekly DSL triangulation systems established (BD modelling for PS). ○ DH DDSL role fully embedded. ○ Weekly staff briefings updated to include a safeguarding quiz as a standing item. ○ Safeguarding Governor termly visit dates and reporting proforma agreed. ○ New LA Single Central Record (SCR) format checked at DH. ○ Headteacher termly safeguarding reporting format established. **Oct 26- (SCR):** SCR training for DH DDSL and DH office staff. • **November 2026-** CP completes updated LA DSL CPD (certified). • **External Audit:** Requested formal LA Safeguarding Review for DH (see LA report for findings). • **January – June 2027- Ongoing Monitoring:** Termly DH safeguarding reviews via AP and Governor visits. **July 2027- Annual Review:** Feedback and actions compiled into the 2026–2027 Summary Report, establishing key action items for 2027–2028.	: Safeguarding based IEB – termly review report : External monitoring – Liz Hills (Sept report) SEO, SIP, SIAMS & Ofsted reports
	8:2: **Robust DH Health and Safety policies**- systems, procedures & processes to achieve a 90%+ score in the LA Inspection (Nov 26) in 2026/27 & establish **safe/secure school premises** with strong associated risk assessments.	**CP** DH Staff	**CP works effectively with Paul (SBM & H/S Lead) to ensure that DH health and safety procedures and policies are in place, providing all stakeholders with clear expectations.** **As a result, staff and pupils remain safe at DH, achieving a 90%+ score in the LA Inspection in November 2026.**	• **September 2026- Risk Assessments:** Core Risk Assessments updated in liaison with Natasha Roberts(NR) (Local Authority) • **Sept 26- H-S Inspection date agreed with NR. For Nov 26-** & initial LA audit & action plan gaps. • **Weekly Monitoring:** Weekly meetings established between Head of School (HOS) and H&S Lead to evaluate the action plan ahead of the November DH inspection. • **Staff Briefings:** H&S updates and updated Risk Assessments added as standing agenda items. • **October 2026- Self-Audit:** Draft H&S Self-Audit completed. • **November 2026- LA Inspection:** DH Health & Safety Inspection conducted by Natasha Roberts. • **December 2026- Action Planning:** Action plan developed to address outcomes and feedback from the inspection. • **June 26: H&S DH Lead Appointment (using PF JDs)** • **January – July 2027- Embedding Practice:** Maintain and embed exemplary H&S culture and systems across DH.	: JP & H/S IEB Govs : Natasha Roberts- LA Nov Inspection

9. Church School	**9.0:** **Establish a clear, consistently understood, and theoretically rooted Christian Vision & Values at DH.** Ensure strong visual representation across the school environment and website, integrate a dedicated DH vision song, and align whole-school practice with core values.	**CP** (working with **Alice Briley**) DH Stakeholders	• **Theologically rooted vision in place which links to the curriculum and life of the school** • **Vision and values are driving the work of the school** • **Vision and values understood by all stakeholders** Set vision for school, ensuring it is rooted in Christian theology whilst also taking account of DH current ethos and stakeholder makeup Link worship to the school values/learning behaviours Plan worship based on Christianity	**July 26-** Observe and monitor how worship is currently delivered din school to ensure it is rooted in Christian theology. Display learning values and current school vision in prominent areas around the school, ensuring that stakeholders can see it in order to live and breathe it. **Sept/ Oct 26-** Link current values and vision to learning and behaviour expectations from Sept. Plan worship around values/learning behaviours. Ensure learning values are prominent in each classroom and around the school. **Jan 27-March 27-** SLT to gather views of stakeholders on the current vision- do they know it, is it relevant, does it work in order to start review of vision and values. **April 27- July 27-** SLT and IEB to undertake review of vision and values in order to set new ones (where needed) for Sept 2028.	:IEB : SLT

Self-Evaluation Form (SEF)

Ofsted Focus Aspects 26-27 (1-8)

Leadership and Governance, Curriculum & Teaching, Achievement, Behaviour & Attendance' Personal Development and Wellbeing' Inclusion, Safeguarding, Early Years

The 5 'Overall Ratings' against each Ofsted aspect:

- **Urgent Need (red):** needs urgent action to provide a suitable standard of education for children and learners
- **Needs Attention (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 expected 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"

Overall 'Ragged Ofsted Criteria' Embedded here:

Ofsted Grading Areas - PF TEMPLATE.docx

Ofsted Aspect (1-8)	Specific Aspect Guidance Criteria Evaluated (RAGGED Ofsted criteria embedded documents below: *Green – criteria met, Amber- partially met*)	Overall Aspect Self- Evaluation *(with rationale/commentary)* Urgent Need (red) Needs Attention (amber) Expected Standard (light green) Strong (green) Exemplary (dark green)	Particular Strengths (& evidence for statements in turquoise)	Areas for Development (See Ref points in **Development Plan**)
1: Leadership and Governance	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected Standard'* by January 2027.** Ofsted Grading - Leadership and Gover	***'Needs Attention'*** **(September 2026). Plans to re-evaluate as *'Expected Standard'* by January 2027.** **Risk Factors**: *(see contextual summary p.2)* ○ **September 2026:** New strong 4-day HT / 1-day HoS leadership structure; however, it needs time to embed. ○ **Uncertainty regarding post-January 2027 leadership model** (meeting on 28th September with LA, Diocese, and PF Strategic Group to establish further clarity). ○ **DH in partnership with Pioneer (September 2026):** Partnership/Federated collaborative approaches also need time to embed.	✓ **Strong IEB** with experienced and respected HMI (Stephen Long) as IEB Chair. ✓ **Strong Pioneer Federation collaborative infrastructure** https://pioneerfederation.co.uk/ – leadership, management and curriculum (Pioneer Curriculum) Pioneer Partnership Letter to Danehill Parents). ✓ **Experienced September 2026 4-day HT / 1-day HoS leadership structure** *(CP Consultant PF HT with 20 yr+ leadership/ SS Strong DH at Manor Primary)* ✓ **May 26 - August 26:** PF partnership work has enabled the establishment of some Pioneer consistent, systematic management systems (see T5 and T6 Partnership milestones) – June/July 26 beginning to set up clear	➢ **1.1: DH Leadership Structure: Develop and embed the 4-day/1-day Headteacher Leadership Structure** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **1.2: DH Management Systems: Establish consistent, systematic management systems to set clear high expectations for DH staff.** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **1.3: DH Website & Ofsted Readiness: Launch the new DH website by October/November 2026** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**

		○ **Time needed to manage the changes in staffing for 2026–2027:** There are several staff changes from September 2026 (see below in SEF Section 2). ○ **Autumn terms required** to establish the new PF Downs Cluster Subject Leadership Model. ○ **DH longer-term future:** Pioneer partnership reviews and consideration of federation – linked to DH NOR, class structures & financial viability (see partnership agreement; termly milestones and minutes from PF FGB / Strategic Group meetings).	expectations for DH staff. This includes structured meeting cycles *(weekly teacher meetings, staff briefings, support staff meetings)* and core T&L policies *(Pioneer-based Behaviour Policy, Learning Environment Policy and Book/Marking Policy)* & collaborative support for ECT management, & DH curriculum and teaching and learning-see section 2 below. ✓ All teachers at Danehill have a strong willingness to develop themselves and the school.	➢ **1.4: DH Community Cohesion:** Strengthen parental engagement **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**
2: Curriculum & Teaching	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected Standard'* by January 2027.** Ofsted Grading Area-Curriculum.docx Ofsted Grading Areas - TEACHING.docx	**'Needs Attention' (September 2026). Plans to re-evaluate as 'Expected Standard' by January 2027.** **Risk Factors:** ○ **Time needed to manage the changes in staffing for 2026–2027 and embed expectations:** several staff changes from September 2026: New teacher in Year 5/6 who has a strong record in behaviour and learning expectations. Teacher in Year 3/4 is ECT +1 but was given little support or development last year. She job shares with another teacher who started at Danehill mid way through 2025-26. Many of the TAs are new to Danehill within the last year and some have had no or little experience in school. Appointing strong TAs has been a challenge due to few applicants. **Autumn terms needed to:** ○ DH SLT will focus T1/T2 on ensuring consistency of expectation/standards in all DH classes **(1.2 SDP**) from Sept 26 *(Behaviour- SDP 4.1, Learning Environment - **SDP 2.1,** Book/Marking- **SDP 2.5,** and Teaching & Learning)* ○ Implement & embed the new streamlined Pioneer curriculum alongside 'Enlivened learning approaches' **(2.2 SDP)** ○ Establish the new Ashdown Cluster Subject Leadership Model **(2.3 SDP)**	✓ **Particular strengths in DH teaching & 'enlivened curriculum approaches.'** KS1 and EYFS staff are particularly experienced teachers and know Danehill's strengths and areas for development well. They have been supporting the SLT with driving things forward. Pupils and parents report that children enjoy coming to school at DH because of the enlivened curriculum approach. There are lots of opportunities for authentic experiences and creative learning. ✓ **Strong Pioneer Collaborative Curriculum Model** – Shared Framework: Developed collaboratively over nine years (2017–2026), the shared mixed-age Pioneer curriculum provides a strong foundation while allowing each school to adapt learning to its local context (learn more about our curriculum model). (Pioneer Curriculum) ✓ **Key strengths cited include:** Strong curriculum design, clarity of progression and endpoints, aligned assessment systems/tracking, effective implementation, and high-impact federated collaboration: *"Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools."* – Ofsteds 2024–2026. https://pioneerfederation.co.uk/ ✓ **Strong monitoring, feedback and mentoring management** within Pioneer cycles to ensure all	➢ **2.1: Establish consistent high-quality approaches to DH learning environments** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **2.2: Implement & embed the new streamlined Pioneer curriculum alongside the DH enlivened approaches to learning** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **2.3- Establish the new PF Downs Cluster Subject Leadership Model at DH** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **2.4: Introduce Pioneer Arbor Assessment systems at DH** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **2.5: Standardise DH Lesson Learning Objective (LOs) Expectations** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **2.6: Introduce CUSP Reading at DH for Key Stage 2** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**

		○ ARBOR Assessment tracking (PF) and NFER testing resources at KS2 **(SDP 2.4)**	teaching and learning is consistently executed/delivered with clarity of excellence to move to strong by January 2027.	
3: Achievement	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected Standard'* by January 2027.** Ofsted Grading Area-Achievement.docx	***'Needs Attention'*** **(September 2026). Plans to re-evaluate as *'Expected Standard'* by January 2027.** **Risk Factors:** ○ July 26 Re UKS2: **14%** (NA:33%) ○ July 26 Wr UPKS2:**7%** (NA:13%) ○ July 26 Re UPKS2: **14%** (NA:30%) ○ July 26 Yr4 MTC outcomes: **50%** (DH below NA) ○ Embed a termly systematic assessment, monitoring, data drops standardisation, and moderation cycle **See SDP 1.2 & 2.4.**	**July 26 Outcomes:** ✓ EYFS outcomes sign above NA and strong VA from baseline. ✓ Yr1 Phonics 100% passing. ✓ All UKS2 EXS at or above NA and Re sign above. **2026 Danehill Primary** Data Summary –Yr. R, 1, 2, 4 & 6 **EYFS** Validated teacher assessment 2026 / National 2026 ELG / ELG Year R Reading 87.5% 68% Year R Writing 87.5% 71% Year R Maths 100% 78% Year R GLD 87.5% 68% Context: 8 pupils in year R. 1 child = 12.5% **Year 1 and 2** Year 1 / Year 2 Phonics Outcome: 100% / Outcome: 50% Context: 3 children in Year 1, 3 children in year 2, 2 retake (1 left) 1 child = 33% SEND = 0 EHCP = 0 / 1 child = 20 % SEND = 2 EHCP = 0 **Year 4 MTC** % 20+ MTC Score Outcome: 50% Context: 4 pupils 1 child = 25% SEND = 1 EHCP = 0 (1 on pathway) **Year 6 SATS** SAT Actual Outcomes 2026 / National 2025 EXS+ GDS EXS GDS Year 6 Reading 86% 14% 75% 33% Year 6 Writing 71% 7% 69% 13% Year 6 GPS 78% 14% 74% 30% Year 6 Maths 71% 29% 74% 23% Year 6 Combined 64% 7% 62% 9.4% Context: 14 children in Year 6 1 child = 7.1% SEND = 3 EHCP = 0 ○ 3 Yr strong Trends? (**Stephen** to add here)..... ○ During the past few years, the focus on the core subjects (writing and maths) has produced an upward three year trend and Danehill is now working just about in line with or above national at expected.	➢ **3.1: To raise Greater Depth attainment in UKS2 for Re, Wr & GPS** from 7-14% July 2026 to national averages (NA 30%) by July 2027 **& Year 4 MTC scores** so that at least 80%+ Yr4 pupils reached the required standard by July 2027. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**
4: Behaviour & Attendance	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected Standard'* by January 2027.** Ofsted Grading - Behaviour.docx	***'Needs Attention'*** **(September 2026). Plans to re-evaluate as *'Expected Standard'* by January 2027.** **Risk Factors:** **Pioneer Behaviour Policy now needs implementing fully at DH (SDP Section 4.1):** ● **Clarity of 4-visuals system** now needs embedding at DH by the new 4-day HT. ● **Behaviour Plans/RAs** established for pupils outside of Behaviour Policy – PF	**Strong & consistent attendance & Behaviour management now needed by CP/SS (HT)** – September 2026 – July 2027 **(see SDP 4.1 & 4.2)** Actions: ➢ **DH Attendance Improvement:** Increase DH attendance toward National Averages (from 91% in July 2026 to 95% by January 2027). ➢ **School Climate:** Children are happy, safe, and motivated to attend school daily. ➢ **Stakeholder Clarity:** Provide total clarity for all DH stakeholders regarding Attendance Management Systems (CP). ➢ **Flexi-Schooling Policy:** Review the Flexi-Schooling policy and establish clear boundaries regarding attendance expectations linked to flexi-schooling. ➢ **Rapid Action:** Ensure swift, proactive intervention whenever attendance concerns arise.	➢ **4.1: Implement Pioneer Behaviour Policy Approaches at DH** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**

	Ofsted Grading - Attendance.docx	examples utilised for clarity (appendix 2- Beh Policy) ● **Behaviour recording systems** standardised using Arbor (or CPOMS); tracking and trend analysis for HT reports are also standardised. **Maintain and embed Attendance systems (SDP Section 4.2):** New HTs (CP/SS) establish ***strong pupil attendance management*** at DH through systematic Pioneer approaches.	➢ **Persistent Absence (PA) Support:** Meet promptly with families of PA pupils to co-develop targeted action plans with explicit timeline expectations. ➢ **Multi-Agency Support:** Actively seek external agency advice and intervention whenever necessary. ➢ **Monitoring & Reporting:** Maintain up-to-date attendance charts aligned with the SDP/SEF. Submit termly Head of School (HOS) attendance reports. Fortnightly leadership attendance actions with support from KV/AB *(Refer to School Attendance Chart and Chronology of Actions/Follow-ups)*. ➢ **Pioneer Federation visual 4-symbols approach/consequence system** is in place in all classrooms, corridors, hall, and on the DH website (behaviour folders). ➢ **DH staff are appropriately trained** on the principles and application of the Behaviour Policy (staff questionnaires: Term 2, Term 4, Term 6). ➢ **Behaviour Plans/RAs** established for pupils outside of Behaviour Policy – PF examples utilised for clarity (appendix 2- Beh Policy) ➢ **Parents have clarity** about Behaviour Policy expectations and principles due to effective parent forums delivered by HT (supported by KV). ➢ **All stakeholders report** that the adapted Behaviour Policy is fit for purpose and applied consistently and rigorously. ➢ **No loss of learning** due to low-level disruption in lessons	➢ **4.2: DH Pupil Attendance Management: Ensure robust and consistent attendance management procedures** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**
5: Personal Development and well-being	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected Standard'* by January 2027.** Ofsted Grading - personal developmen	***'Needs Attention'*** **(September 2026). Plans to re-evaluate as *'Expected Standard'* by January 2027.** **Risk Factors:** ○ In the past there have been inconsistent opportunities to develop pupil leadership. Action is being taken by new leadership team to develop pupil leadership. Term 1 and 2- pupils a sleaders roles to be established, rotas and practice put in place to give children a voice and provide greater sense of belonging for all. ○ SCARF PSHE programme is being introduced from Sept 2026. Time needed to establish teaching of PSHE through the SCARF programme (SDP Section 5:1)	✓ There are a broad range of opportunities for pupils to develop in sport and arts e.g. music lessons and performances, sports coaches. Danehill pupils show great confidence in these areas. ✓ Danehill makes use of Cumnor House (local private school) to develop wider opportunities in the arts e.g. joint year 3 /4 performance in spring term. Sporting opportunities e.g. cross country event. ✓ DH has strong Christian values and Enlivened Learning Habits that provide a strong sense of belonging, ensuring pupils feel valued, respected and supported as members of the school community. ✓ Enlivened curriculum allows pupils to develop their interests and talents e.g. Year 3/ 4 filming project in summer 2026.	➢ **5.1: Introduce SCARF PSHE Schemes at DH** through PF curriculum design- PSHE overview and MTPs. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **5.2: Embed and expand the DH 'Pupils as Leaders' initiatives** during 2026/2027 ensuring pupil voice is represented in school improvements and developments. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **5.3: Implement the *'myHappymind'* programme at DH school.** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**

		○ My Happy Mind clarification on how it will provide the greatest impact, aligning with other provision ○ Setting up and establishing the sustainability action plan		➢ **5.4: Complete the DfE Enrichment Framework at DH** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **5.5: DH Sustainability & Climate Action:** Implement sustainability initiatives—including 'Let's Go Zero'—at DH **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**
6: Inclusion	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected Standard'* by January 2027.** Ofsted Grading Area-Inclusion.docx	***'Needs Attention'*** **(September 2026). Plans to re-evaluate as *'Expected Standard'* by January 2027.** **Risk Factors:** ○ Many staff including TAs and teachers are new to Danehill (within past year or so) meaning action o reduce barriers to learning is still a work in progress ○ Danehill has had an influx of pupils with complex SEN needs in the past year which has put pressure on systems and staffing. ○ New systems are being introduced but need time to embed. ○ SENCo works for 1.5 days a week and has had to write 4 EHCPs in the past few months (two for pupils who recently joined Danehill) taking her attention away from needs of other pupils ○ Staff CPD and support via Pioneer needs time to embed	✓ Danehill now has an experienced SLT and experienced SENCo working together to put in place appropriate support and provision. ✓ Local Authority has provided support for the school with the funding of an intervention teacher, who supports teacher's practice. ✓ Staff know their pupils and their needs very well.	➢ **6.1: Complete the DH Vulnerable Pupil documentation** with identified barriers to learning and targeted, timetabled intervention/support in place to ensure clarity for all. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **6.2: Embed Pioneer SEND systematic systems into DH SEND protocol /management** *(SEND register, APDR paperwork, review meetings, assessment, parents' meetings, etc.)* and coach teachers to complete Pioneer paperwork formats for APDRs to effectively assess and identify barriers to learning. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **6.3: DH *'DfE Inclusion Strategies'*:** Complete Inclusion Strategy documents for DH by **31st December 2026**. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**
7: Early years	***'Needs Attention'*** **(October 2026).** **Plans to re-evaluate as *'Expected***	***'Needs Attention'*** **(September 2026). Plans to re-evaluate as *'Expected Standard'* by January 2027.**	✓ **DH EYFS progress from baseline is significant.** See Data Charts page 3 (SDP) and 2025–2026 EYFS Data Walls.	➢ **7.1: EYFS DH Oracy & Vocabulary Focus:** Review current curriculum intent to maintain ***'a sharp focus on oracy, ensuring children acquire rich vocabulary and develop strong communication skills early on'.*** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**

	Standard' **by January 2027.** Ofsted Grading Areas - EYFS.docx	**Risk Factors:** ○ Although the EYFS teacher is not new to Danehill, she is new to EYFS ○ Outside area needs to ensure it provides high quality learning ○ Exemplary practice via Pioneer needs time to embed	✓ **Exemplary/Strong ETFS within Pioneer Federation to support DH EYFS developed- organised by CP (DH HT) - *Lucy Hazeldine*** *is the Pioneer Federation EYFS Phase Leader and an LA Moderator and Mentor.* ✓ The work between EYFS and KS1 is strong meaning there is good transition for the pupils.	➢ **7.2: High-quality and well-maintained DH EYFS outside learning** environments enable purposeful and strong free-flow ET provision. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **7.3: DH EYFS pupil evidence is of the highest quality in identifying pupil attainment and achievement**, and in identifying next steps to support ongoing development. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**
8: Safeguarding	***'Met'*** **(September 2026).** Ofsted Grading Area - Safeguarding.docx	***'MET'*** **(October 2026).** **Risk Factors:** ● Autumn needed to embed Safeguarding & Heal/Safety system (AB mentor- Cluster Lead) See SDP section 8.1 & 8.2 for Pioneer actions to support DH safeguarding & H-S	***Pioneer Support DH with Safeguarding & Health/Safety:*** ✓ **Safeguarding Leadership:** Strong Pioneer safeguarding leadership and mentoring systems established from September 2026 (refer to DH SLT Job Descriptions). ✓ **Health & Safety Record:** All Pioneer schools consistently achieve a **90%+ score** in Local Authority (LA) Health & Safety inspections. ✓ **Sept 26- Dec 26: Standardised Systems:** Consistent safeguarding and H&S recording systems are implemented at DH, fully aligned with all Pioneer Federation schools.	➢ **8.1: DH DSL time** is systematically scheduled and that safeguarding communication and recording processes remain consistent, rigorous, and **effective in keeping children safe.** **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:** ➢ **8.2: Robust DH Health and Safety policies**- systems, procedures & processes to achieve a 90%+ score in the LA Inspection in 2026/27 & establish **safe/secure school premises** with strong associated risk assessments. **IMPACT Dec 26:** **IMPACT March 27:** **IMPACT July 27:**

TARGETS FOR PUPIL OUTCOMES JULY 2027

These have been set by looking at % of pupils at expected standard in July 2026 and adding challenge, we try to ensure no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

		Targets for July 2027 Expected Standard	**National Average 2026**		
EYFS		**80% GLD**	68%		
Y1 Phonics		**86%**	82%		
LKS2 MTC (Y4)	14 pupils	**+20 mark =65%**			
End of KS2 (Y6)	**FFT50 estimates for expected standard**			**Targets for July 2027** Higher Standard	**National Average 2026**
Reading		**83% EXS+**	75%	**33%**	33%
Writing		**75%**	69%	**25%**	13%
Maths		**92%**	74%	**17%**	23%
Combined		**75%**	62%	**8%**	9%
GPS		**83%**	74%	**17%**	30%

COHORT ATTENDANCE TARGETS FOR 2026/2027

		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	91.6%	88.8% 93.1% (excl pt and fs)					
Year 6	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	89.4%	84.8%					
Year 5	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	90.2%	89.4%					
Year 4	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	92.4%	91.9%					
Year 3	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	87.6%	86.9%					
Year 2	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	82.8%	84.7%					
Year 1	Target	96%	96%	96%	96%	96%	96%	96%
	Actual	90.9%	88.7%					
EYFS	Target	96%	96%	96%	96%	96%	96%	96%
	Actual		95.4%					

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%	88.8%	96%		96%		96%		96%		96%	
Gender												
Male	96%	90.1%	96%		96%		96%		96%		96%	
Female	96%	87.1%	96%		96%		96%		96%		96%	
Free School Meals												
Non-FSM	96%	87.6%	96%		96%		96%		96%		96%	
FSM	96%	86%	96%		96%		96%		96%		96%	
English as a First Language												
Non-EAL	96%	88.7%	96%		96%		96%		96%		96%	
EAL	96%	93.1%	96%		96%		96%		96%		96%	
Special Education Needs												
No SEN	96%	91%	96%		96%		96%		96%		96%	
SEN Support	96%	76.7%	96%		96%		96%		96%		96%	
EHC	96%	53.2%	96%		96%		96%		96%		96%	

	Persistent Absence (PA) % under 90% attendance											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	32% (16)	8.0		8.0		7.5		7.5		6.0	
Gender												
Male	8.0	27.6% (8)	8.0		8.0		7.5		7.5		6.0	
Female	8.0	38.1% (8)	8.0		8.0		7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0	32.4% (11)	8.0		8.0		7.5		7.5		6.0	
FSM	8.0	31.3% (5)	8.0		8.0		7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0	32.7% (16)	8.0		8.0		7.5		7.5		6.0	
EAL	8.0	0	8.0		8.0		7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0		8.0		8.0		7.5		7.5		6.0	
SEN Support	8.0	40% (2)	8.0		8.0		7.5		7.5		6.0	
EHCP	8.0	100% (3)	8.0		8.0		7.5		7.5		6.0	