



# Nutley CE Primary School

## **Believe and Achieve**

*John 10:10, "I have come so they may have life and have it to the full"*

## SUMMARY OF SELF- EVALUATION '2024 - 2025'

Updated: April 2025

All judgements are based on robust school self-evaluation using updated Ofsted September 2024 criteria.

<u>Key to Colours</u>	
Green text:	These criteria are fully met
Turquoise text:	Evidence for statements
Purple Text:	School Development Plan reference
Amber text:	These criteria are partly met
Red text:	These criteria are areas for further development

This evaluation is updated regularly. Evidence is collected from a range of sources including lesson

<u>SEF Contents</u> check all of these page numbers	
School Contextual Information & Pupil Outcomes	Pages 2-6
Summary progress made by the school on areas of development identified in the last full Ofsted Inspection- June 2021	Page 7-8
<u>Summary SEF Judgements</u> (using updated Ofsted September 2024 criteria)	
Overall Effectiveness - Good	Page 8-9
The Quality of Education - Good	Pages 9-12
Behaviour and Attitudes - Good	Pages 12-15
Personal Development - Good	Pages 15-18
Leadership and Management - Good	Pages 18-22
Early Years - Good	Pages 22-26
Appendix Vulnerable Group Information (page 24) Attendance Charts 20-23 (pages 25-32) Outcome Charts (pages 32- 37)	Pages 26-37

observations, book scrutiny, talking to learners, staff and parents and analysis of data.

Staff and Governors contribute to evidence included in the SEF. It is shared with the Local Authority and influences key actions in the short term and priorities for the school development plan (SDP). SDP 24-25 is available on the school website.

Summary statement for each area in *italics* at the beginning of each section below.

## CONTEXT

In **June 2021**, the School achieved a ‘**Good**’ Ofsted inspection.

Nutley CE Primary School is a small village school near to the towns of Uckfield and Crowborough, located in Nutley High Street and within close walking distance of the Ashdown Forest. The school is a voluntary-controlled Church of England school in the Diocese of Chichester.

Nutley has an outward facing approach to school improvement. The school has been a member of the Uckfield Town School Alliance for several years and joined the Village Schools Alliance in September 2023. Nutley CE Primary has joined into a partnership with the Pioneer Federation from September 2024 for a year, with a view to formally joining the federation in September 2025. The Pioneer Federation consists of 4 Primary schools: East Hoathly Primary, Chiddingly Primary, St Mary’s CE Primary in Hartfield and Park Mead Primary. Groombridge Primary also joined in soft partnership with Pioneer Federation from September 2024. The Pioneer Federation aims to grow to 8 schools in total, catering for small schools in Sussex. After a period of consultation with staff and parents, in Term 4 2024, Nutley and Pioneer governing boards voted for Nutley to join Pioneer Federation. Nutley CE Primary School is led by the headteacher, Mrs Emma Robinson, who was appointed in June 2023 and has successfully completed the NPQH in July 2024. She works alongside the Executive Headteacher of the Pioneer Federation, Mr James Procter, for the partnership year. The 6 schools aim to work very closely & collaboratively in all aspects of school development. [See SDP 24-25 section 1.4.](#)

We have a very dedicated talented staff team who care deeply about providing the very best learning experience for the children. Nutley CE Primary had an OFSTED inspection in June 2021 which summed up the ethos of the school: ‘Leaders want the very best for pupils at this small village school. They aspire for pupils to leave with the knowledge, skills and values that they need for the future. Pupils are eager to meet adults’ high expectations of them. There is a strong sense of community spirit, which is underpinned by the school’s Christian ethos. Everyone is proud to be part of ‘Team Nutley’.’

[https://www.nutleyprimaryschool.org.uk/\\_files/ugd/60d4fc\\_548c8b27a0fb474b843766fed30ee89c.pdf](https://www.nutleyprimaryschool.org.uk/_files/ugd/60d4fc_548c8b27a0fb474b843766fed30ee89c.pdf)

Our [LA School Improvement Partner \(SC\)](#) concluded in **November 2023**, that ‘Governance remains a strength in the school.’

Nutley recently had a Local Authority monitoring visit for [‘Safeguarding- April 2024’](#). The report concluded that ‘Leaders work collaboratively to create an authentic whole school approach to safeguarding. The DSL/DDSLs have sufficient time and resource and are effectively deployed to fulfil their roles and to contribute to safeguarding. Staff know the pupils and their families well and as such are able to provide swift support when necessary. Safeguarding practice is being well managed and developed by school leaders. Systems are in place to ensure governors have relevant opportunities and information to scrutinise safeguarding practice in the school.’ With regard to pupils: ‘The sample of pupil voice gathered during the review demonstrates children’s positive attitudes about school, their confidence that school is a safe place and adults in the school are there to help them, and their understanding of risks they may face and different ways to respond to keep themselves safe.’

We believe that **Nutley CE Primary School** continues to be a good school.

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## Nutley CE Primary School Vision

We believe that everyone is an individual, valued for who they are.

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We encourage our school community to reach their full potential in a happy, safe and caring environment.

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Providing a foundation for lifelong learning, we build resilience and hope for the future, based on Christian values.

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A small school, with a big heart – we aim to make a positive impact within our community and in the wider world.

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## Nutley CE Primary School Context & Details

Headteacher	Mrs Emma Robinson	Senior Teacher: Miss Sarah Debenham
Chair of Governors	Dr Birgit Smith	
Unique reference number	114517	DfE No: 845/3048
Local authority East Sussex	East Sussex	
Type of Federation/Partnerships	Soft partnership with Pioneer Federation from September 2024	
Age range of pupils	4-11	
Gender of pupils	Mixed	
Number of pupils on roll	<b>Number on roll: 63</b> Reception: 6 Year 1: 5 Year 2: 7 Year 3: 9 Year 4: 10 Year 5: 13 Year 6: 13 <b>Boys: 34 (54%) Girls: 29 (46%)</b>	
Number of pupils eligible for pupil premium	11/63= 17.4%	
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	9/63= SEN 14.3% 1/63= EHCP 1.6%	
Appropriate authority	East Sussex County Council	
Date of previous Ofsted inspection	June 2021	
Overall Ofsted judgement	Good	
Key Ofsted actions from last report- Key areas to improve	<ul style="list-style-type: none"> <li>Curriculum: to ensure that each subject is carefully planned and sequenced from Reception to Year 6; these plans identify the important knowledge that leaders want pupils to learn</li> <li>All staff teach phonics consistently so all children have strategies to help them decode words successfully.</li> </ul>	
Telephone number	01825 712575	
Website	<a href="http://www.nutleyprimaryschool.org.uk">www.nutleyprimaryschool.org.uk</a>	
Email address	office@nutleyce.e-sussex.sch.uk	

## East Sussex School Improvement Partners (SIP) Reports:



SIP Visit Report -  
19-09-2024.pdf



SIP Visit Report -  
29-04-2024.pdf



SIP Visit Report -  
24-06-2024.pdf



SIP Visit Report -  
23-11-2023.pdf



SIP Visit Report -  
25-04-2023.pdf



SIP Visit Report -  
20-04-2023.pdf



SIP Visit Report -  
16-05-2023.pdf



SIP Visit Report -  
03-07-2023.pdf

## Local Authority Monitoring Reports:



Autumn EYFS



Summer EYFS Profile  
Moderation Visit Report



MHEW Support Visit  
Report - 02-10-2024.pdf



MHEW Support Visit  
Report - 23-01-2025.pdf



Safeguarding  
Review Report Nutle

## 2024 Data Summary –Yr. R, 1, 2,4 & 6

EYFS		
	Validated teacher assessment 2024	National 2023
	ELG	ELG
Year R Reading	83.3%	68%
Year R Writing	83.3%	68%
Year R Maths	100%	76%
Year R GLD	83.3%	64%
Context: 6 children in Year R 1 child = 16.7% SEND = 0		

Year 1 and 2		
	Teacher assessment 2024	
	EXS+	GDS
Year 2 Reading	90%	50%
Year 2 Writing	80%	20%
Year 2 Maths	90%	40%
Year 2 Combined	80%	20%
	Year 1	
Phonics	85.7% (National 76.0%)	
Context:	7 children in Year 1 1 child = 14.29% SEND = 1 EHCP = 0	

Year 4 MTC Average score: 19.9% Percentage of chn scoring 18+/25 = 64.3%

Year 6					
	SAT Outcomes 2024			National 2024	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	41.7%	58.3%	16.6%	73%	27%
Year 6 Writing	25.0%	75.0%	16.6%	71%	10%
Year 6 Maths	16.7%	83.3%	16.6%	72%	17%
Year 6 Combined	41.7%	58.3%	8.3%	59%	7.2%
Year 6 GPS	41.7%	58.3%	25.0%	72%	32%

Context: 12 children in Year 6 1 child = 8.33% SEND = 0 EHCP = 0

	Reading	Writing	Maths	Combined	GPS
A	114	EXS	101	EXS	112
B	104	EXS	103	EXS	99
C	91	WTS	88	WTS	83
D	104	EXS	104	EXS	100
E	109	GDS	114	EXS	113
F	109	EXS	103	EXS	100
G	98	EXS	107	WTS	97
H	96	EXS	102	WTS	103
I	98	WTS	98	WTS	90
J	115	GDS	112	GDS	114
K	96	WTS	101	WTS	91
L	109	EXS	104	EXS	101
Av SS	103.6		103.1		100.3

## 2023 Data Summary –Yr. R, 1, 2,4 & 6

Year 6					
	SAT Outcomes 2023			National 2023	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	25%	75%	17%	71%	28%
Year 6 Writing	17%	83%	8%	71%	13%
Year 6 Maths	33%	67%	0%	73%	22%
Year 6 Combined	33%	67%	0%	59%	8%
Year 6 GPS	17%	83%	8%	72%	28%

	Reading	Writing	Maths	Combined	GPS
A	103	GDS	109	EXS	109
B	108	EXS	104	EXS	100
C	108	EXS	105	EXS	101
D	99	WTS	93	WTS	92
E	108	EXS	95	WTS	101
F	107	EXS	104	EXS	107
G	103	EXS	101	EXS	97
H	97	WTS	97	WTS	94
I	118	EXS	102	EXS	107
J	103	EXS	100	EXS	107
K	116	EXS	101	EXS	101
L	94	EXS	98	WTS	98
Av SS	105.3		100.75		101.2

Context: 12 children in Year 6 1 child = 8.33% SEND = 1 0 chn with EHCPs in the year group

Year 4 MTC Average score: 17.1% Percentage of chn scoring 18+/25 = 46.7% SEND children = 33.3%

Year 1 and 2					
	Teacher assessment 2023			National 2023	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	18%	82%	9%	69%	18%
Year 2 Writing	18%	82%	9%	61%	8%
Year 2 Maths	9%	91%	18%	72%	15%
Year 2 Combined	18%	82%	0%	53%	8%
	Year 1		Year 2	Year 1	
Phonics	69%		100% (2/2)	76%	

Context: 13 children in Year 1

1 child = 7.7 %

SEND = 1

0 EHCP

11 children in Year 2

1 child = 9.1%

SEND = 1

EYFS			
	Validated teacher assessment 2023		National 2023
	WTS	ELG	ELG
Year R Reading	25%	75%	68%
Year R Writing	25%	75%	68%
Year R Maths	25%	75%	76%
Year R GLD	25%	75%	64%

Context: 8 children in Year R 1 child = 12.5% SEND: 1

## 2022 Data Summary –Yr. R, 1, 2, 4 & 6

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	33.3%	66.7%	33.3%	74%	18%
Year 6 Writing	25.0%	75.0%	16.7%	69%	13%
Year 6 Maths	41.7%	58.3%	16.7%	71%	22.5%
Year 6 Combined	58.3%	41.7%	8.3 %	59%	7.3%
Year 6 GPS	50%	50%	25%	72%	28%

Context: 12 children in Year 6 1 child = 8.33 % SEND = 16.66 % 0 chn with EHCPs in the year group

	Reading	Writing	Maths	Combined	GPS
A	110	EXS	107	EXS	101
B	95	WTS	90	WTS	90
C	115	GDS	105	EXS	110
D	94	EXS	101	WTS	96
E	96	WTS	101	WTS	93
F	107	EXS	98	WTS	102
G	104	EXS	99	WTS	97
H	118	GDS	113	GDS	112
I	114	EXS	113	EXS	111
J	108	EXS	99	WTS	99
K	89	WTS	90	WTS	93
10	104	EXS	102	EXS	106
Av SS	104.5		101.5		100.8

Year 4 MTC Average score: 16.9% Percentage of chn scoring 18+/25 = 42.9% SEND children = 0%

Year 1 and 2					
	Teacher assessment 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	17.6%	82.4%	41.2%	67%	18%
Year 2 Writing	23.5%	76.5%	17.6%	57%	8%
Year 2 Maths	11.8%	88.2%	23.5%	67%	15%
Year 2 Combined	25.0%	75.0%	11.8%	54%	6%
	Year 1		Year 2	Year 1	
Phonics	87.5 %		66.7 (2/3)	76%	

Context:

8 children in Year 1

17 children in Year 2

1 child = 12.5 %

1 child = 5.9%

SEND = 0 %

SEND = 11.8%

0 chn with EHCPs in the year group

EYFS			
	Validated teacher assessment 2022		National 2022
	WTS	ELG+	ELG
Year R Reading	0%	100%	68%
Year R Writing	0%	100%	68%
Year R Maths	0%	100%	76%
Year R GLD	0%	100%	64%

Context: 12 children in Year R 1 child = 8.3% SEND: 0 children = 0 %

**Progress made by the school on areas of development identified in the last full Ofsted inspection**



OFSTED report  
22.6.21.PDF

**ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2021-24' SCHOOL IMPROVEMENT PLANS**

Ofsted Areas for Development – June 2021	Progress Made
<p>Coherently plan and sequence the curriculum in all subjects from Reception to Year 6, identifying the important knowledge that leaders want pupils to learn.</p> <p><i>Nutley Ofsted 2021-</i> The curriculum is not yet coherently planned and sequenced in some subjects, such as history, geography and art. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to ensure that each subject is carefully planned and sequenced from Reception to Year 6. These plans should identify the important knowledge that leaders want pupils to learn. This will help all pupils to do well, including those with SEND.</p> <p><b><u>ACHIEVED</u></b></p>	<p><i>This area of development has been <b>achieved</b>. We know this because the full broad/balanced curriculum is represented through planning of all subjects – as shown by the 2-year cycle of curriculum and unit progression documents.</i></p> <p><b>2021/2022:</b> Ensure curriculum is creative, cohesive and covers the requirements for core subjects in the national curriculum plus foundation subjects, including MFL, and gives the children a breadth of experience. To ensure the curriculum leads to children making progress with skills, concepts and knowledge year-on-year. Impact: There has been no narrowing of the curriculum since school reopened in September. PE has been a priority to look after children's physical and mental health. LP (headteacher) attended virtual curriculum conference on 20.01.21 Two-year plan being followed. Staff had adapted the curriculum when needed to reflect the restrictions put in place by the Covid risk assessments. e.g more outdoor learning. Curriculum developed to become a concept driven curriculum with central learning questions. BCC Scheme of work chosen for Spanish. Subject progression documents now written for: Spanish, DT, art, history, geography, computing and science.</p> <p><b>2022/2023:</b> Progression maps were completed for RE, PE, Music and PSHE. KS2 curriculum was reviewed and amended to ensure National Curriculum coverage of knowledge and skills in Geography and History. All progression documents now present on website. New teachers updated on Nutley's curriculum journey and use of progression maps when planning. Intent, Implementation, Impact documents placed on website.</p> <p><b>2023/2024:</b> 2.1 Ensure that each subject is carefully planned and sequenced from Reception to Year 6 in subject specific progression documents. Focus on implementation of the curriculum. Staff audit revealed need for computing and music CPD – ER modelled 3x Python programming lessons and ECT delivered to other year group. SD and ER modelled music lessons to Y3/4 ECT SB. Observations/book looks of science, English writing and PE have taken place. PE pupil voice has happened. Drop-ins of history (Y5/6) geography (Y3/4) and art (Y1/2) showed consistently high levels of challenge and questioning, in line with expectations set out in progression grids. School now uses a NATRE RE curriculum planning scheme that aligns with the new County RE syllabus. This is adapted by the RE lead to ensure a bespoke provision and improved quality of teaching and learning. Successful governor monitoring of progression within the history, geography and science curriculum in T6 – impact of progression grids was evident in depth of pupil understanding and links made with other subjects. English, Computing and Science Leads reported to governors at FGBs. <b>See SDP 23/24 2.1 – ACHIEVED</b></p> <p><b>2024/2025:</b> 2.1 Ensure that each subject is carefully planned and sequenced from Reception to Year 6 in subject specific progression documents. Initiatives to include: Subject leaders to monitor the implementation of the curriculum intent and feedback to governors, SLT and class teachers. Staff engage in CPD opportunities with Pioneer Federation. Subjects leaders hold teachers to account for agreed improvements. EYFS use Pioneer curriculum from Sept 24. Other year groups trial the use of the Pioneer curriculum where they can find alignment with Nutley curriculum. Nutley Staff attend January 2025 Pioneer INSET (DT and Music CPD, as well as workshop on adaptive teaching methods). Definitions agreed and language clarity for all staff between 'differentiation' and 'adaptions' – Loom Video training. Pioneer and Nutley begin curriculum alignment planning to ensure all Pioneer schools using same planning from September 2025. Teaching and Learning Policy reviewed and updated to ensure Adaptive Teaching is central in consultation with teaching staff. Greater Depth in Maths element strengthened by the 'Awesome 8' application/extension model.</p>

	<p>Subject policies completed for RE, art, DT, music, Spanish, PE and Reading. Nutley SLT work with Kayleigh Vile from Pioneer to further align the curriculum at Nutley to avoid repetition when the school adopts the Pioneer curriculum from September 2025. New computing scheme resources being trialled from T4 2025: NCCE scheme (also being trialled by Pioneer). New Spanish scheme of work resources being trialled from T5: 'Language Angels', which is used by Pioneer.</p> <p><b>Rationale for aligning our curriculum with Pioneer Federation:</b>  East Hoathly had an Ofsted inspection in <b>June 2024</b> &amp; the 'Pioneer Curriculum' was judged as <i>'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'</i>  Chiddingly Ofsted November 2024 - 'The school's curriculum is designed to meet the needs of all pupils. It is ambitious and clearly identifies what teachers need to teach within each subject. - Adaptations for pupils with SEND are effective. This means that every pupil can learn the curriculum and achieve well. Staff have a strong subject knowledge and are confident to teach the curriculum. This has been supported by the work and training across the federation.'  Park Mead Ofsted October 2024 - 'The school and the federation it is part of have worked skilfully together to design an ambitious curriculum. It is clearly sequenced and planned so that new concepts build on - prior learning. The school has identified the important knowledge and subject content that they want all pupils to learn and remember. This helps teachers know what to teach and to explain curriculum content clearly.'</p>
<p>Ensure that there is a consistent approach to the teaching of phonics OFSTED</p> <p><i>Nutley Ofsted 2021-</i> Although most pupils can read fluently, there are some inconsistencies in how phonics is taught. The very small number of pupils who need support to read do not always have strategies to help them decode words successfully. Leaders need to put in place their plans to make sure that staff are well trained.</p> <p><b><u>ACHIEVED</u></b></p>	<p><b><i>This area of development has been <u>achieved</u>. We know this because a new government accredited systematic synthetic phonics scheme (Twinkl Phonics) has been embedded and delivered consistently. EYFS and Year 1, 2 teachers report improved outcomes for pupils.</i></b></p> <p><b>2021 –2022:</b> English Lead SD held a twilight phonics training session for teachers and TAs 17.11.21. EW Y3/4 teacher attended phonics training for LKS2 teachers. English Lead investigated various replacements for our current Letters and Sounds phonic scheme; a decision was made to purchase the government accredited Twinkl phonics scheme and decode-able books in Term 5.</p> <p><b>2022 - 2023:</b> Staff training implemented by end of term 1. Presentation to governors term 2 FGB meeting. Support staff training Term 3. March '23: Teachers report good progress of children using new phonics scheme.</p> <p><b>2023 - 2024:</b> Parent workshop was part of 'Meet the Teacher' in HHogs and Rabbits – all the parents had a clear understanding of the expectations of phonics. SD reported to governors May 2024 – governors aware of subject leader action plan and impact. Governor who reads with children and Y1/2 teacher contribute excellent progress of children in KS1, particularly those who would have previously struggled, to the consistent teaching of the Twinkl phonics scheme. Reading comprehension results in optional Y2 SATS prove impact. Paired observations of phonics teaching in school resulted in actioning of CPD for interventions teacher, which led to consistency of teaching across EYFS and KS1; Interventions teacher found it useful to see the professional delivery of others and how they use the programme; useful to watch the children being taught by others and notice SEN adaptations. CPD for class teachers: good to see basic blends and segmenting being taught; useful to see how SD manages 2 year groups &amp; pre-teaching Y1s with Y2s; consistency in structure of lessons was reassuring. Opportunity led by Nutley Headteacher through UTSA for other schoolteachers from Uckfield schools to meet and discuss Twinkl – impact was teachers sharing expertise and Nutley learning about Twinkl game resource that can be shared with parents for homework; need to discuss phonics provision with feeder pre-schools. Phonics screening check success – all Y2s passed, 6/7 Y1s passed.</p> <p><b>2024 – 2025:</b> Nutley staff keen to continue with Twinkl Phonics, as opposed to Little Wandle which is used by all Pioneer schools. New EYFS, KS1 and KS2 reading book banded system and new library in place. Pupils transferred to digital reading records: BoomReaders. KS2 children all registered with LEXIA – online reading comprehension programme. New Learning Environment Policy and focus on the adaptive curriculum ensures key vocabulary is used as part of lessons, displays and learning to ensure children understand and use it accurately in their learning. <u>See lesson observation and Learning Environment Audit records.</u></p>

**THE QUALITY OF EDUCATION: GOOD**

Good (2)



Intent - The curriculum is broad and ambitious for all pupils.

- 2.1- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- 2.2- Pupils study the full curriculum; it is not narrowed. A broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout Years 3 to 6.
- 2.3- The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- 2.4- Reading is prioritised to allow pupils to access the full curriculum offer.
- 2.5- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- 2.6- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Implementation - The planning and implementation of the curriculum supports a strong impact on pupils' learning.

- 2.7- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- 2.8- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- 2.9- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- 2.10- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- 2.11- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- 2.12- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- 2.13- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- 2.14- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- 2.15- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- 2.16- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

Impact - the impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.

- 2.15- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- 2.16- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
- 2.17- Where available, impact is reflected in results from National tests and examinations that reflect government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- 2.18- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

1.

Quality of Education  
EVIDENCE TO SUPPORT THIS JUDGMENT:

PRIORITIES FOR IMPROVEMENT (SEPT 21- JULY 2024)

*Ensure that each subject is carefully planned and sequenced from Reception to Year 6 in subject specific progression documents. Subject progression documents will identify the important knowledge that leaders want pupils to learn.*

**OFSTED (see above)**

*Ensure that there are no inconsistencies in how phonics is taught.* **OFSTED (see above)**

*Ensure that pupil premium funding and Covid catch up funding is used precisely and its impact on the pupils evaluated carefully; ensure that interventions support vulnerable children and close the attainment gap.*

**21/22:** A different way of working with the SENCO and class teachers to write and review class provision maps is trialled. This involves meeting with the SENCO on the first Wednesday of each term. Provision mapping is supported by SLT and SENCO, with each class teacher meeting the SENCO at the start each term (8.09.21 and 3.11.21). Meeting with HT/DHT/SENCO on 8.09.21 and 3.11.21. Staff absence and staff needing to be pulled from interventions to provide class cover has been an issue at times in terms 2 and 3. Governor monitoring looked at intervention timetables and intervention books.

**22/23:** Provision map/pupil progress meetings held termly. Pupil voice T1 & 5.

*Continue to develop the SEND provision within the school.*

**21/22** ESQMI (East Sussex Quality Mark for Inclusion) document completed and submitted to County.

**22/23:** SEND Policy and Information report updated.

*Ensure that vulnerable groups (pupil premium, SEND, EAL) receive appropriate and effective interventions and adaptations are made within the curriculum so they make at least expected progress.*

**23/24:** Interventions in term 1 not only provided to close gaps of children who are below or WT ARE, but also to support children to make expected progress from prior benchmarks. Provision map meetings ensure needs of SEND are being met. Intervention teachers breaking down targets into achievable smaller steps. Impact of VSA training: KW's attendance at 'De-escalation and positive phrasing' 29.11.24 - reinforced understanding of therapeutic thinking training at INSET and provided TA with good resources. KW's attendance at 24.1.24 'Adapting lessons to meet the needs of pupils with XSEND and bottom 20%' led by Tina Gomez SENDCO meant KW was more aware of importance of communication re lesson planning and about bespoke strategies for dealing with behaviour for individuals, between support staff and class teachers. MW's attendance at 'Support within writing for SEN / vulnerable groups' led by Sarah Reeves SENDCO 21.2.24 meant MW learned how to help children improve their writing by restructuring their sentences. LC's attendance at 'Developmental language disorder and the inclusive classroom' 25.4.24, led by the CITES team, ensured LC was able to put learning into practice with SEND child in KS1 straight away and see the impact. Intervention review meeting means we will improve organisation of interventions slightly differently next year to build on progress and efficiency – less children, one subject per child per term, more frequent work on targets, and more CTs setting targets.

Quality of education positively impacted through development of subject leadership:

**23/24:** ER planned a staff meeting on standardisation, which SD delivered – the impact of this was that all staff, including the subject lead, had an improved understanding of the expected standard in English in KS1 and KS2, particularly with reference to textual cohesion. PE – achieved Gold Sportsmark Award through involvement in inter school competitions and termly challenges; as a result, pupils built resilience, fitness, knowledge & skills and enjoyment in sport. Science Open Day and Science Week raised profile and enjoyment of science, exemplification materials provided for teachers and focus on progression grids ensured improved assessment and higher standards of work in books.

*Provide challenge across the curriculum, especially in maths and reading, to ensure at least expected progress*

**23/24:** Arbor training for teachers (INSET OCT) Attendance at maths hub, observations of teaching and series of online training sessions with Gareth Metcalf raised levels of challenge evidenced in teacher questioning, books, observations. Attendance at Maths Hub 'sustaining maths mastery' workshop for mixed-age classes. ER, SD & SB attended maths hub workshop. KS2 teachers signposted to medium term plans for mixed-age classes. Staff training online organised by East Sussex Maths Hub attended by teachers; Gareth Metcalf and Miriam Rhine delivered quality training for mastery and challenge. Evidence of impact seen e.g. challenge quadrant in Fox class books, mathematical terminology (divisor, dividend, quotient) used by teacher and children in Badger Class; repeating of stem sentences reinforces long term memory (e.g. = always means is equal to; actions to remember part/part/whole model; learning about 'deconstructing word questions improved understanding of money problems in Y3/4. Y3/4 with missing numbers. Storyteller/author (Kevin Graal) experience organised to promote oracy and reading. All children took part in a Readathon, raising over £350 for the Read for Good charity, raising the profile of reading in the school and giving the children a sense of making a positive difference to the education of children who are in hospital. Good communication by English lead with parents has been appreciated – Blue Peter badge for reading, links for recommended reading books for each year group, links to local library membership. SATS Club for reading and maths improved pupil

confidence and provided challenging questions which were used as learning aids and to identify areas for revision teaching.

## ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2021-24' SCHOOL IMPROVEMENT PLANS

### Q of E Strengths & IMPACT OF ACTIONS TAKEN (SEPT 21- JULY 2024)

#### Strengths- why we believe that Nutley CE Primary is **Good**

- EYFS summative assessment end of year data for GLD is consistently well above national in 2022, 2023 and 2024.
- Year 1 Phonics scores were well above national in 2022 (87.5%) and 2024 (85.7%).
- Year 2 summative assessment data for children at ARE is consistently well above national for reading, writing, maths and combined in 2022, 2023 and 2024.
- Year 2 summative assessment data shows strong GDS as maths and combined were both above national in 2022 and 2024.
- Year 4 multiplication check scores show consistent improvement year on year.

	Multiplication check average score	% of children scoring 18+/25
2022	16.9%	42.9%
2023	17.1%	46.7%
2024	19.9%	64.3%

- End of KS2 summative assessments show writing is consistently above national at ARE in 2022, 2023 and 2024. Our writing was well above national for GDS in 2022 and 2024.
- End of KS2 summative assessments (SATS) show consistent improvement in maths scores for ARE year on year.

SAT Outcomes Maths EXS+	
2022	58.3%
2023	67%
2024	83.3%

- In 2024, our GDS result was in line with national for maths, and 83.3% achieved ARE – well above national.
- 25% of Year 6 children scored GDS in SATS in 2022 and 2024.
- We have an inspiring, challenging, inclusive & fully broad and balanced **Nutley Curriculum**. It will evolve and improve still further as we combine our curriculum with the Pioneer Federation Curriculum. For example, the inclusion of Subject Toolkits, Knowledge Organisers with Key Vocabulary and Subject Unit Quizzes provided by their subject leaders. This will ensure that our curriculum offer is the best it can be for all pupils. PIONEER CURRICULUM: East Hoathly Ofsted June 2024- 'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'
- Our Curriculum enables clarity of purpose and embedding of skills through the 'Intent, Implementation and Impact' approach and the development of Subject Skills Progression Documents – [see curriculum documents, curriculum website](#).
- Our curriculum planning ensures strong 'Cultural Capital' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & the development of a wide range of 'Curriculum Enrichment Events'.
- Subject leaders can discuss their curriculum area coherently and explained how it has been developed. They have developed clear curriculum documents to map subject skills and knowledge progression. [See curriculum maps/offer, subject books, curriculum coverage auditing, website 'curriculum and enrichment'](#).
- Staff have total clarity of curriculum intent and teaching standards expectations through our refined [teaching & learning policy, book policy. Learning environment policy & subject policies](#).
- Teaching is consistently good. If teaching/learning ever requires improvement, rapid developments are actioned (SLT coaching, mentoring) to ensure that good T&L is ensured. High quality staff CPD & robust ECT training mentoring programme [See Nutley staff meeting agendas & Pioneer CPD staff matrix](#). Progress in lessons results from well-planned

differentiated & challenging learning tasks and effective use of assessment information to inform planning. [See book and learning environment audits, vulnerable groups triangulations, SIP reports and observation feedback monitoring.](#)

- Our Alliance Partner visited for lesson observations in English in Term 1 on 19.9.24. [\(See separate report\)](#) Teaching and learning were seen to be key strengths.
- Staff can discuss how pupils with special educational needs, those who are disadvantaged and the lowest performing 20% are identified and supported to progress. Specific targeted SEND & Disadvantaged APDR provision (assess, plan, do, review) & planning is in place and use of PPG and SEND funding is directed towards defined areas of need and tracked for impact & value for money. EYFS teacher as SENCO ensured benefit of on-site SENCO fulltime, every day, to support staff, pupils and parents. [See PPG and SEND Reports and Summary Documents 24/25.](#)
- Appropriate systematic assessment and monitoring termly cycles in place to evaluate the effectiveness of performance. Rigorous pupil progress systems to develop the root cause of individual achievement needs & partnership moderation systems ensure validation of assessments. [See Data Summary, Pupil Progress Meeting records.](#)

#### **Teaching & Learning Improvement initiatives have impacted on outcome gaps over time: (SEPT 2021 - JULY 2024)**

- Systematic approaches to phonics (Twinkl Phonics) and reading ensure pupils experience a rich variety of text and attain and progress well. [See SDP 22-24 and above data](#)
- Introduction of White Rose Maths, engagement with the Maths Hub, maths lead observation feedback and a series of CPD workshops (2023-2024) with Gareth Metcalf have ensured strong improvement in maths validated by increased scores, year on year, in multiplication checks and end of year summative assessments in KS1 and KS2. [See Outcome charts above.](#)

#### **Q of E- Areas for Development 2024/25 - what we need to work on to secure 'Good'**

##### **PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)**

##### **To deliver the following outcomes in July 2025:**

- Progression documents: Evidence of key knowledge and skills outlined in progression documents will be found through scrutiny of pupil work, pupil conferencing, learning environments and classroom observations.
- Phonics: Year 1 pupils' attainment will be at least in line with national expectations (2023 79%); All Year 2 pupils re-sitting the phonics screening reach the required level of attainment; Monitoring of phonics teaching shows there is a consistent approach, and this is having impact on pupil attainment.
- Vulnerable groups: Data evidences vulnerable groups have made at least expected progress through the year; Staff are more familiar with Arbor and can use this to track pupil progress; Good relationships between parents and school – parents feel well-informed, supported.
- Raise attainment of KS2 boys in maths, GPS, writing and reading: All boys in KS2 make at least expected progress in reading, writing and maths; Children identified as higher attaining pupils at previous benchmark achieve GD at the end of the next key stage i.e. Year 2, 4 and 6.

#### **Q of E ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN**

##### **IMPACT (DECEMBER 2024)**

- 10.10.25 – HT's attendance at Primary Leaders Conference, with a focus on Disadvantaged Pupils and how to create an Inclusive Environment, highlighted need for further adapting the curriculum for the needs of all learners. Pioneer Adaptive Curriculum Lead recorded and shared Loom video for all staff and audited current practice to inform Jan INSET input. Adaptive Curriculum priority added to T&L policy.
- [Teaching and Learning Policy, Learning Environment Policy and Book Policy](#) shared with staff and implemented. Impact: a consistent approach throughout the school, with more effective classroom learning walls, which include key vocabulary and space for modelling strategies in maths / writing in English, enabling pupil independence in learning.
- On recommendation from CLASS advisor, consistent beige/black display boards across the school improve learning environment for autistic SEND pupils; new classroom locations for Sept 2024 providing two-classroom 'break-out space' for Y5/6 aids high proportion of SEND children in Badger Class.
- Bespoke support and CPD begins for TAs, provided by SB (UC/UTSA), improves clarity and confidence in adapting learning to meet the needs of the pupil.
- T2 - Headteacher and staff visit Chiddinglye library and decision is made to copy blueprint of their library book banding system at Nutley to further ensure pupils are reading books at the right level, to aid progress and enjoyment of books.
- Staff trial Pioneer planning (knowledge organisers, final assessment opportunities, success criteria) accessible on shared Google drive.
- Term 2 – LEXIA reading programme trialled in KS2 to improve reading and spelling.
- Term 2 – computers relocated from ICT Suite into classrooms to improve access to the computing curriculum for classes.

- 22.10.25 & 23.10.24 - Nutley teachers join Pioneer Staff for a standardisation meeting led by Kathryn Tucker, Education Consultant. Impact: teachers have shared understanding of aspects of ARE and GD writing.

#### IMPACT (MARCH 2025)

- Library relocated downstairs into a central location in the school to ensure the importance of reading is emphasised and books are in a more easily accessible place for pupils. Inspiring artwork and soft furnishings make library even more enticing.
- Zones of Regulation room created to allow for re-regulation of SEND pupils in a structured way so they can become ready for learning. Safeguarding is ensured using a mirror and baby monitor.
- Headteacher office re-located to room above library to ensure Headteacher is more able to monitor use of Zones Room and be a central presence within the school, more accessible to both staff and pupils.
- Discussions around how the curriculum of Nutley and Pioneer might be merged start in term 2, including consultation with staff. Need for focus on the adaptive curriculum identified by leadership at Nutley and Pioneer, and this communicated with staff at Pioneer INSET in January. Jan INSET planned with SLT and SENCOs – raised awareness and clarity around adaptive curriculum expectations – **see book/learning environment audits**
- SD begins meetings with Kayleigh Vile on curriculum combining 30.1.25.
- Participation in World Book Day 6.3.25 raises the profile of reading.
- Term 3 SATs club run by ER ensures further teaching and support and practice of SATs papers.
- Term 3 – interventions focus more heavily on children in Y6 who need a boost to achieve ARE in SATs
- T3: Boom Readers set up to encourage improved recording of regular reading, as well as more effective teacher monitoring. Pupils and parents will improve engagement in recording reading through the use of Boom Reader – online recording platform.
- Term 3 – Switch to Mathletics from MyMaths online maths homework provision, to align better with teaching and learning content.
- T3: Joint Headteacher and maths lead observations at Nutley provide further opportunities for adaptive curriculum and challenge e.g. Awesome 8 and Prove-It Stickers
- March 2025: New laptops ordered for pupils and being paid for through capital monies to ensure computing curriculum can be taught in classrooms effectively.
- Library books are banded and out-of-date books are disposed of to ensure appropriate content and improve quality of provision, as well as guide pupils to books at the correct reading level. Impact – Nutley children will be matched to books appropriate to their reading level, and all stakeholders will have clarity of progression of reading at the school.
- INSET 6.1.25 – CPD provided by Pioneer federation – music, SEND (adaptive curriculum), DT focus at Chiddingly; further CPD at online staff meeting: science, computing and RE – ensures Nutley staff are benefitting from the expertise of their subject leaders and understand the benefits of entering the federation.
- 21.1.25 SATS information evening for Y6 parents means parents are informed about expectations and how they can best support their child.
- SEND – HT meets Inclusion Advisor – strategic planning (14.1.25) for classroom observation to support Classteacher and her provision for ASC pupils (20.1.25).
- 16.1.25 – Maths monitoring by Headteacher and Pioneer Maths lead, Alice Briley, including observations of teaching. Impact: introduction of further challenge resource: Prove It Stickers and Awesome 2, 4 and 8 Challenges.
- ECT monitoring takes place consistently each week, incorporating observations and feedback sessions. Impact: improved confidence and practice of ECT, especially in behaviour management and adaptive curriculum.

#### IMPACT (JULY 2025)

### BEHAVIOUR AND ATTITUDES: **GOOD**

#### Good (2)

- **2.1-** The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils'

behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

- 2.2- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- 2.3- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. [See appendix attendance charts](#)
- 2.4- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- 2.5- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. [See appendix attendance charts](#)
- 2.6- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. [See behaviour records](#)
- 2.7- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. [See Behaviour Logs, pupil/parent voice, SIP reports, Behaviour Recorded Incidents Folders](#)

## BEHAVIOUR AND ATTITUDES

### EVIDENCE TO SUPPORT THIS JUDGMENT:

#### PRIORITIES FOR IMPROVEMENT (SEPT 2021- JULY 2024)

##### 3.1 Improve attendance of children in receipt of PPG

**21/22:** Daily monitoring of PPG children attendance. Follow up with parents about any absence, e.g. if reported on Studybugs, office staff or HT/DHT will still make contact with parents via telephone to confirm absence and discuss when the child will be back in school.

**22/23:** March '23 - whole school and PPG attendance increasing. PPG children attendance 92% in May '23

##### 3.2 Ensure that whole school attendance continues to be in line with or above national averages.

**21/22:** Parents were reminded of correct procedures for withdrawing children via the weekly newsletter. (Attendance for all pupil groups has been severely impacted by Covid and other winter illnesses.)

**22/23:** Parents informed about new attendance letter procedure to start in the New Year. Parents with attendance less than 90% written to at beginning of Term 3. Weekly attendance figures continue to be published on the weekly newsletter. Attendance reported to governors *termly* as part of the FGB meeting. Fines to be introduced for holidays taken during term time from September '23.

##### 3.3 Ensure that the school is compliant with uniform in light of new legislation. Continue to develop the SEND provision within the school.

**21/22:** Parent and children views on proposed uniform changes collected and were positive. No negative responses at all from parents and many children keen to get started with the new uniform, especially girls being able to wear trousers. Revised uniform policy and timescale for any changes shared with parents and carers in time for the next school year. New affordable uniform expectations clear on website.

##### 3.1 Reduce persistent absence and improve general school attendance

**23/24:** Attendance letters sent to all parents of children who are persistently absent 3x a year. Attendance is above national. Meetings with parents and senior leaders and ESCC attendance officer has improved attendance of individual children. First fines have been issued for holidays in term-time – impact of this yet to be seen. HT daily monitoring and follow up calls for PAs has improved attendance.

##### 3.2 Embed the new behaviour policy so all staff are familiar with and using the therapeutic thinking approach

**23/24:** T1 New behaviour policy approved by governors. Staff training on new behaviour policy and using the therapeutic thinking approach (INSET Sept and Oct 2023). Staff at Oct '23 INSET reported that the new behaviour policy is already having a positive effect and dangerous anti-social behaviour incidents have reduced. T2 Risk reduction plans written for children who exhibit DASB with a focus on preventative strategies. (DASB - Dangerous Anti Social Behaviour). Support staff training with therapeutic thinking approach. Support visit from ESCC. CPOMS being used to record behaviour and safeguarding - by the member of staff who dealt with the incident, and these are then followed up by class teachers / DSLs, actions recorded and closed. Participation in Anti-Bullying Week 2023 – Make a noise about bullying. T4: Support staff workshop on therapeutic thinking approach and positive phrasing. Training with JP – educational psychologist – on PDA supported therapeutic thinking approach: improved staff awareness of how to support SEND and use positive phrasing to good effect. T6 Behaviour incidents reviewed: almost all behaviour incidents originate from SEND children - no significant pattern of behaviour detected, other than incidents stopping for a period and then starting again, with breaks in between, with slight changes to categories on CPOMS. One SEND

child left the school in Term 3 2024 to be home-schooled. He has returned on a reduced timetable and is being successful. Second safeguarding pupil voice indicates behaviour has improved.

## ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2021-24' SCHOOL IMPROVEMENT PLANS

### B&A- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 21- JULY 2024)

#### Strengths- why we believe that Nutley is **GOOD**

- Behaviour is good and pupils demonstrate 'good' attitudes to learning. High expectations of behaviour at all levels across the school are evident as a consequence of consistent and embedded policy. Pupils say they feel safe at school. Incidents of bullying are rare and effectively and rapidly acted on, as the result of clear systems for monitoring and dealing with such issues. [See Behaviour Logs, pupil/parent voice, SIP reports, Behaviour Recorded Incidents Folders](#)
- Anti-Bullying: We have a robust anti-bullying policy and procedure that is consistently implemented. Thorough investigations are carried out for any allegations of bullying. [See Safeguarding Monitoring, CPOMS records, Pupil Surveys '21-24'](#).
- Nutley CE Primary has embedded a Therapeutic thinking approach to Behaviour Management, utilising pro-social approaches. Whole staff training in INSET – Sept & Oct 2023, Parent Forum 31st Jan 2025 and revised Behaviour Policy launch to pupils 20th Jan 2025. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches. Pupil and parent surveys and questioning showing support for new approaches. [See new behaviour policy](#). Reflection and repair part of school ethos. [See behaviour management folders of evidence](#).
- Staff have received Physical Intervention & de-escalation strategy training. (Head, Y1/2 and Y5/6 class teachers)
- SEN family support service (provided by Uckfield Town School Alliance) supports two families this year with challenging behaviour. Impact – supports parents with behaviour management strategies at home and helps bridge the gap between capacity of SENCO in school and parental expectations. Class teachers also supported with behaviour management advice.
- Children are resilient and independent, embracing initiatives to empower them such as Reading RockStars, Playground Leaders, School Councillors, Faith Councillors, Digital Leaders.
- The Peter Smith Award was launched 27.9.24 to encourage children to follow our Golden Rules and live our Core Values. His widow, Diana Hurrell, was present. At the end of each year, a child is celebrated and their name engraved on the Award.
- We aim to be an inclusive school which values diversity and keeps up to date with current best practice: staff have received training on Unconscious Bias 23/24 and the Headteacher has attended ESCC AntiRacism Training 13.1.25 at Uckfield College (ESCC)
- New school vision and values leads the ethos of the school. Leadership refreshed the school vision in July 2024, after consultation with all stakeholders. The school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. The school values are embedded within the school ethos-[see Governor monitoring reports](#).
- Overall attendance is good and strategies to increase attendance have impacted (Policy review, ESCC Attendance Officer involvement, introduction of fining, PA letters, & weekly checks and meetings where required). [See Attendance evidence on CPOMS](#). Leaders do all it reasonably can to achieve the highest possible attendance and have a strong understanding of the cause of absence. We have a robust attendance policy and procedure that is consistently implemented.
- Persistence absence remains an area of focus for leadership – [see attendance records on CPOMS, policy review & fortnightly monitoring checks](#). We analyse persistent absence every fortnight and this information feeds into our school approach- meeting parent & action planning –challenging/supporting/consequence. Strategies to increase attendance have impacted.

**Whole school attendance has increased marginally year on year, and is consistently above national:**

	<b>Nutley</b>	<b>National</b>
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21/22	94.5%	92.4%
22/23	94.8%	94.1%
23/24	94.9%	94.5

### B&A - Areas for Development 2024/25- *what we need to work on to secure 'Good'*

#### PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

- Attendance for all children and PAs is at least in line with the national average.
- Dangerous anti-social behaviour (DASB) incidents are reduced.
- Staff use positive phrasing when managing behaviour, thoroughly investigate incidents and implement necessary restorative justice.
- Parents are kept well-informed by class teachers about their own child's behaviour
- Low-level disruption is reduced.
- SEND parents feel better informed about child's THRIVE programme; nurture groups involvement is evidenced.
- Pupils are aware of their responsibilities, as well as their rights.
- Courageous advocacy encouraged and rewarded

### B&A - ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN

#### IMPACT (DECEMBER 2024)

- Attendance letters sent to parents of children who are persistently absent.
- Parents informed of new government expectations and fining structure.
- Attendance Officer met with headteacher 26.11.24. Parents taking term-time holidays is the main reason for the non-attendance and children being classed as PA – fines have been issued. The impact of this meeting was to provide more clarity and information for parents about fines for non-attendance due to term-time holidays and when to send your child to school even if they are ill (Every Moment Matters DFE campaign). The Attendance Policy was also updated.
- Reduced timetable at start of year has been successful in re-integrating SEND child into fulltime education.
- T1: Behaviour policy shared with new staff and new governors. INSET 6.1.25 – Staff introduction to new Behaviour Policy – therapeutic thinking refresher and discussion and agreement on the implementation of new consequences strategy.
- Educational Psychologist advises HHogs and Badgers class teachers on managing challenging behaviour, in line with the therapeutic thinking approach.
- T1: High expectations of behaviour and routines introduced. Class teachers make 'conduct contract', including low-level disruption.
- T1: Nurture groups' attendance book set up and attendance recorded.
- T2: We raised the profile of our core values by displaying these prominently in the hall.
- T2: Bespoke support staff training with therapeutic thinking approach and adapting the curriculum, with SB from Uckfield College (UTSA) - Impact: TAs report strategies learned are successful when put into practice
- Whole school pupil survey (November 2024) showed largely positive attitude to behaviour and attitudes to learning.
- T2: Participation in Anti-Bullying Week 2024 w/b 11.11.24 – 'Chose Respect' continues to keep Anti-Bullying message strong in school

#### IMPACT (MARCH 2025)

- Impact of new Behaviour Policy: Behaviour data (ie number of Step 2 Reflection forms, has reduced from Term 3 to Term 4.
- Behaviour Policy reviewed with staff.
- T4: The Zones of Regulation space is completed and used by children.
- End of term 4 2025: our current attendance is 94.4%, broadly in line with national attendance data at 94.5%.
- Persistent Absence: In February 2025, 2.7% of our children (8 children) are now classed as persistently absent (this has decreased since last term).
- In March 2025, 6 children are classed as PA – this has reduced again. 5 children's attendance is of concern. National persistent absence is currently 18.7%. Attendance support plans are put in place where necessary.



- ER and office staff now have regular fortnightly attendance meetings where we monitor attendance and generate necessary actions.
- The school vision is displayed in all classrooms and significant rooms in the school to remind everyone of our core purpose.
- 12.3.25 - PAMs meetings with SENCO and educational psychologist held with class teacher with focus on behaviour management of SEND children. Impact – strategies shared and implemented.
- T4: Headteacher and governor monitoring of safeguarding shows very positive attitudes of pupils towards EDI and bullying.

IMPACT (JULY 2025)

## PERSONAL DEVELOPMENT: **GOOD**

Good (2)

- **2.1-** The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- **2.2-** The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- **2.3-** The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- **2.4-** The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- **2.5-** The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- **2.6-** The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- **2.7-** Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- **2.8-** The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

### Personal Development

#### EVIDENCE TO SUPPORT THIS JUDGEMENT:

#### PRIORITIES FOR IMPROVEMENT (SEPT 2021- JULY 2024)

##### **4.1 Support good mental and physical health in children and adults.**

**21/22:** Pupil voice completed. A few individual negative responses were followed up and clarified with the children to check there were no urgent or significant issues to be addressed.

**22/23:** Termly attendance by SD/AM at PLT meetings led by Uckfield College – impact: inter school tournaments and sporting competitions restarted from term 1 (led by Uckfield College) are participated in by Nutley pupils. Gold School Games Mark achieved for commitment, engagement in the School Games for 2022-2023.

**23/24:** Monitoring of attendance at clubs of PPG and SEND children shows participation in line with other children. Pupil voice collected and any negative responses discussed with children. Headteacher leads mental health assembly – the 12 Rocks, and Worry Box promoted throughout the year. MHEW Lead appointed and attends MHEW senior leadership course. Headteacher re-visits growth mindset – special assembly. Purchase of JIGSAW means we have current scheme of work for PSHE ensuring compliancy and high quality of teaching resources, including for SRE. Review PSHE RSHE policy and parent consultation on RSHE. Parents attend RSHE consultation and have a good knowledge of what their children are learning and have been consulted on the curriculum and policy. The consensus was that the scheme is well planned and delivered and appropriate for the needs of their children. Improved communication with parents re RSHE teaching and content via letter. Staff socials organised e.g. escape rooms, bowling, bingo, quiz night. Staff socials throughout the year have promoted team spirit and enjoyment. T4: Training for teachers and DDSLs in discussing concerns relating to HSBs with parents. Staff reported that training led by ER on handling tricky conversations with parents was helpful – this included HSBs and signposting to additional resources.

All classes make time for the daily mile. More children getting involved in different sports – a range of sports, not just competitive, also sport in school – personal best challenges, skipathon, 60 active meetings at break.

#### **4.2 Increase children's awareness of diversity and equality.**

**21/22:** Holi Day whole school celebration and workshop with external provider 2.03.22 – raised awareness of Hindu culture and practices.

**22/23:** Governor monitoring in terms 2.

**23/24:** Participation in Red Nose Day 15.3.24 and BBC Children in Need 17.11.23 increases courageous advocacy for those who are suffering. Participation in Anti-Bullying Week 'Odd Socks Day' Monday 13.11.23 develops appreciation of difference. Participation in Black History Month – October 2023, improves understanding of diversity and equality. LEANS resource used in both KS2 classes ensures pupils understand neurodiversity and that some children may need more support than others to have equitable access to the curriculum than others. T3: INSET 28.3.24 training for school staff on unconscious bias: Impact – all staff realised that implicit bias exists and understood direct and indirect racism. Pupil voice showed children felt difference is valued here, and they knew how to get help about concerns. Fund obtained from Nutley parish to buy EDI books – these are now in classrooms. Participation in Gender Equality Month – March 2024 and Disability Awareness Month – June 2024. Disability awareness initiative (assembly about hidden disabilities led by ER and visit to all classes by disabled parent) was successful. Children talking very positively about disability – teachers noticed and encouraged further conversation and discussion e.g. hearing aid superpower. Sunflower lanyard talked about by child at home to parent with hidden disability. Children also talked about being young carers. Children participated in Diwali Dance Day, showing enjoyment in this celebration – they learned more about Hindu religion and culture. KM and LC were the only East Sussex school teachers to attend an ESCC visit to a Brighton synagogue. Purchase of JIGSAW provides teaching about difference e.g. different families, (LGBT) which was highlighted as being important by most of our parents at the RSE consultation.

#### **4.3 To give the children wider experiences once again that were not possible during the height of the pandemic.**

**21/22:** School trips have taken place to Lewes Castle. Herstmonceux Science Centre and Newhaven Fort. PGL residential trip. Whole school skateboarding day 30.11.21. Whole school scooter day 1.2.22. Whole school skateboarding Day 22.03.22 and a Golf morning for 1.04.22. EYFS Spring Walk 5.05.22. Whole school party to celebrate The Queen's Platinum Jubilee on May 27<sup>th</sup>.

**23/24:** Glyndebourne Opera House choir event attended. Church Christmas service - choir attended. Choir attended Nutley Xmas market. Participation in Uckfield Lions ROAR event 2023. Whole school 'Scootering Day' in T3. Participation in Maypole dancing at Nutley Village Fete. Nutley children have been much more present at community events this year. A family who saw our children sing at the Christmas Market have enquired about places for their 2 children at our school.

#### **4.4 To develop pupil leadership.**

**21/22:** School Councillors and House Captains/Vice Captains elected work across the school. EYFS teacher (SS) works with the House leaders on eco projects, starting with an eco-advent idea. The Faith Council has been re-established after COVID.

**22/23:** Faith Council develop outdoor prayer and reflection space. Term 4: launch Y3 and 4 'Playground buddies' and 'reading buddies'.

**23/24:** School Councillors lead participation in Anti-Bullying Week and 'Odd Socks Day' w/b Monday 13.11.23 and participation in BBC Children in Need 17.11.23. Digital Leaders participate in Safer Internet Day 6.2.23 assembly. Participation in World Book Day 7.3.24 – Reading Buddies. House Captains have led termly PE activities in playground e.g. Skipathon, Driblathon, learning how to deal with competitive situation, improved leadership skills. House Captains and Vice Captains supported running of Sports day. Playground buddies: timetable for netball and football, improved pupil leadership has helped with behaviour in playground. £192 raised for the school by Bake Sale organised by School Council. Impact of Faith Council – opportunity to develop relationship with Church Family Liaison officer, through craft activities, that promote Christianity in the school. Digital leaders visited classes to discuss online safety and present PPT – children more aware of dangers of technology and how to get help.

### **ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2021-24' SCHOOL IMPROVEMENT PLANS**

#### **PD- Strengths & IMPACT OF ACTIONS (SEPT 2021- JULY 2024)**

#### **Strengths- why we believe that Nutley is 'Good'**

- Enriching Curriculum- including Forest School. Our curriculum is highly effective in promoting pupils moral and social understanding and is diverse in the development spiritual and cultural understanding- Curriculum Folder, curriculum newsletters & events. Children's sense of awe and wonder is strong across the curriculum through whole school events, points of reflection, whole school projects and extensive programme of visits. All pupils have weekly singing. See pupil/parent questionnaires & newsletter covering all curriculum events and website.

- Nutley is a Church School. We are proud of our Christian distinctiveness. Our new school vision and our values lead the ethos of the school – [See website](#) Leadership refreshed the school vision and values, after full consultation with all stakeholders. The school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. The school values are embedded within the school ethos- [see pupil and parent voice and Governor monitoring reports](#). The school's vision and values are woven into communication with stakeholders via the weekly newsletter, prominent displays in the school hall, the website and daily acts of worship. Worships centre around our core values, and these are carefully planned each term by the RE Lead. Reverend Ben leads worship every other week during each term. SL, our link church worker, visits the school to work with our Faith Councillors. The John 10:10 quote continues to be referred to – it is prominently displayed in the hall - so the full message of the words has an impact on the children, with an emphasis on gratitude. The deliberate and effective action to ensure that the curriculum enhances the spiritual and cultural experiences has promoted high attainment in all areas and enriched pupil's experiences. [See SIAMS SEF and ETHOS Committee meeting minutes](#)
- Nutley is a Thrive School with our own trained THRIVE practitioner. Thrive provision has become embedded over 6 years and significantly impacted on pupils' social and emotional development and therefore ability to access the curriculum. This has then impacted on attainment and progress for these vulnerable pupils. [See Thrive impact reports.](#)
- Nutley is a Therapeutic Thinking School with a revised Relationships and Behaviour Policy and an emphasis on positive phrasing.
- Nutley is a Forest School enabling effective provision for outside learning using the Ashdown Forest and a private field. During the Partnership year with Pioneer Federation, each class has enjoyed an additional Forest School enrichment experience at St Mary's CE Primary alongside other pupils from the Pioneer cluster. Nutley Forest School offers all classes the opportunity for outdoor learning for 6 weeks during a term, once per year, on the Ashdown Forest. Impact: physical activity is beneficial for children and staff, and being in beautiful green surroundings is good for MHEW. The forest offers a learning environment that better suits delivery of some aspects of the curriculum e.g. burning materials in science.
- Wide range of extra-curricular activities available with a strong take up, including disadvantaged pupils. Nutley also takes part in a range of Uckfield inter-school events and celebrates talents and achievements weekly. Nutley was awarded the Gold School Games Mark achieved for commitment, engagement in the School Games. See Sports Premium report.
- Our curriculum and events help pupils understand how to keep themselves healthy and there is strong and developed understanding about sustainability. They make informed choices about healthy eating, fitness and how to look after the planet. [See Sport Report, Curriculum Planning, Healthy Schools Award 2025.](#)
- Pupils also have an excellent understanding of how to stay safe online due to the effective training the curriculum provides. [See e-safety curriculum, Education for a Connected World](#)
- Through our Pupil Leadership opportunities, our pupils are significantly involved in the developments of the school.
- Pupils develop physical well- being through the curriculum and events and well-structured PE teaching and with an expert coach who visits the school. Active Mile in place weekly for all cohorts. [See hall PE display.](#) There are Inter- federation and alliance school sporting competitions. [See PE planning, newsletters.](#)
- Mental Health and Wellbeing is discussed and valued. Policies have been recently updated and a graduated approach to pupil support for mental health and wellbeing developed by staff. Designated area developed for staff PPA.
- Collaboration with the Uckfield Town School Alliance improves personal development through various initiatives: e.g. a funded project to support SEN children and their families in the Uckfield area. This has been successful and three support workers have been recruited: The Family SEN Support Team. They are based at Uckfield College and currently work with one of our families. E.g. we are accessing a bespoke TA training through UTSA delivered by SB (previous Assistant Headteacher at Uckfield College) – KW and AB have had several sessions in Term 2 which they have found useful. E.g. online safety - all UTSA school heads wrote a joint letter about 'the impact of Smartphones on young people' to their parent communities in December 2024.

#### PD- Areas for Development 2024/25- what we need to work on to secure 'Good'

##### **PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)**

- Pupil attendance is high.
- Pupils report good mental and physical health.
- Pupils have opportunities to take part in events, tournaments and competitions with other schools.
- We achieve the Sports Mark for the year 2024-2025

- Pupils develop resilience and conflict resolution skills
- Pupils have developed their understanding, tolerance and respect for others so they can demonstrate that they value equality, diversity and inclusion
- Children across KS1 and KS2 have had the opportunity to become leaders and can articulate the impact they have had and the skills they have learned through the support of school adults.

## PD- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN

### IMPACT (DECEMBER 2024)

- Parent Survey results from March 2025 show improvement in Parent Satisfaction.
- 12.9.25 - Meet the teacher Evening for Parents – impact: parents have clarity over classroom routines and expectations for learning and homework
- 27.9.25 – Peter Smith Award launched to encourage following of Golden Rules and value exceptionally kind and motivated children.
- 30.9.25 – PANTs talk in all classes. Impact: children aware of keeping themselves safe and seeking adult help
- Parent, staff and pupil voice collected
- 4.10.25 – Harvest Festival at the church ensures all children learn more about Christianity and enjoy this community event, attended by parents, to give thanks for our food. Pre-school join us with a contribution and this improves relations with our feeder school.
- 11.10.25 – Whole school theatre trip to Awful Auntie in Brighton. Impact: disadvantaged pupils improved cultural capital so now have an understanding of what a city looks like and experience of a live theatre performance, so they can draw from these opportunities when creative writing, designing stage sets and performing.
- PFA meetings attended by ER, headteacher. (16.9.25, 17.10.25). Impact: PFA liaise with headteacher to raise money in inventive ways to help the personal development of children at the school e.g. Theatre trip, class funds, Christmas market, wreath making event.
- 21.10.25 - School Photos taken by a professional photographer, of individual children & siblings (including pre-school children). Impact: children feel valued and opportunity for parents to keep a special photograph.
- MHEW audit and action plan completed by ER and KM
- 20.11.24 – Nutley staff complete MHEW audit and collaborate to produce a MHEW document – a graduated approach to pupil MHEW support – which is added to the revised MHEW Policy. This follows meetings between school and the ESCC MHEW Advisor, NM.
- 23.10.25 - Fox Class (Y3/4) trip to British Wildlife Centre complements learning about animals in science and sparks interest in otters and courageous advocacy.
- Improved communication with parents by THRIVE practitioner with 3x yearly catch-up meetings.
- Tidy up and redecoration of front garden and playground by Groundforce team of parents, staff and governors – impact: improve setting for pupils.
- 25.10.24 - Black History Month learning shared in hall between all classes. Fox class shared their posters (they had researched a black person and showed why we celebrate them); HHogs learned about the impact of Rosa Parkes; Badgers studied and discussed the Premier league No Room for Racism campaign; YR learned about the artist, Alma Thomas, and created similar abstract art. RW conducted 2 worships: Neurodiversity and Black Ethnic people, and Black History Month. Impact: black children feel valued, and all children learn more about the significant impact of black people through time and the importance of eliminating racism.
- 21.11.24 - Adult choir – the Uckfield Singers – join the whole school in the hall to showcase some of their songs. They teach the children a song and the children sing to them. We hope to collaborate with them in the future. Impact: enjoyment of collaboration through singing and improvement in community relations.
- Nutley PFA raise money by working in unison with the Pre-School Littel Deers to organise a fund-raising community event – Nutley Christmas Fair. This is well-attended and enjoyed by families. Nutley Primary Choir perform on the stage during the morning and work as elves in Santa's Grotto. Impact: PFA funds increase, raises name of the school in the community and school children are challenged with musical performance opportunity and leadership responsibilities.
- Table tennis table installed in playground and 4-Square game introduced in order to improve purposeful play during unstructured times. Children from Chiddinglye visited to teach Nutley children how to play 4 Square.

- Badger class girls receive extra SRE lesson about puberty. Impact – girls are better prepared for starting their periods and know how the school can help them. Participation in Anti-Bullying Week ‘Odd Socks Day’ Monday 11.11.24
- 15.11.24 - Children wear something spotty to school to raise money for BBC Children in Need; parents donate directly through the BBC website.
- Pupil Leadership established: School Council, Faith Council, Digital Leaders, Reading Rockstars. Impact – children develop leadership skills and work with staff to make a positive impact on the school.
- We raised the profile of our core values and vision by displaying these prominently in the hall.
- 28.11.24 - PFA Wreath making event in hall is well attended by school families and previous pupils of the school and money raised for the school.
- School Councillors lay a wreath at The Airman’s Grave in the Ashdown Forest Remembrance Service 10.11.24.
- 5.12.25, 9.12.24, 10.12.24 - YR and KS1 present the Nativity to school and parents. Impact: children’s confidence in performing improves and the Christmas message of giving enriches the moral values of the community
- Christingle Service at the church 19.12.24. Impact: children gain confidence in performing, make memories and the school community come together at a significant point in the church year.
- A ‘wraparound care’ grant from ESCC was approved in Term 3 – a new grant that enabled us for the first time to provide more sustainable care from 8am-6pm. Knowing we would most likely receive the grant, Breakfast Club commenced in Term 2, led by a TA. This has been well-attended, particularly by pupils with SEND who enjoy the ‘soft start’ to the school day.
- 11.12.24 - Reading Rockstars lead a ‘Christmas Books Share’ in the hall to inspire reading.
- 18.11.24 - Sean Taylor – author visit, gives children opportunity to take part in writing workshop.
- 16.12.25 - Y5/6 Badger Class charity Xmas sale of their own hand-made arts and crafts – courageous advocacy - raising money for Raystede animal charity.

#### **IMPACT (MARCH 2025)**

- Participation in Children’s mental Health Week: ‘My Voice Matters’ 5.2.25 – 11.2.25
- New MHEW resources used in new Zones of Regulation area in ‘The Nest’.
- Pupil voice collected
- INSET 6.1.25 – Introduction to new Behaviour Policy for all staff – therapeutic thinking refresher and discussion and agreement on the implementation of new consequences strategy ensures clarity for all staff
- 13.1.25 Presentation to parents about new Behaviour and Positive Relationships Policy.
- HT leads mental health assembly – 12 Rocks
- 28.1.25 – Parent workshop to help support children with anxiety and worry, held at Nutley, and led by Lily Stanovic.
- Whole school ‘Scootering Day’ – introduces all children to a different sport
- Staff socials e.g. Christmas Party, enrich the lives of ‘Team Nutley’.
- Participation in Red Nose Day 21.3.25 – children encouraged to bring a joke to school and wear something red; families encouraged to donate via the website.
- Participate in Gender Equality Month – March 2025 – International Women’s Day
- Participation in World Book Day 6.3.25 – children dress up as favourite book characters, classroom teachers plan reading activities, ‘Whole School Read’ in hall.
- RE Policy is reviewed.
- 3.4.25 - Easter Service in the church. The school are joined by the Little Deers Pre-School. All classes perform a contribution, e.g. Y5/6 Easter Rap. Faith Council write and lead prayers during the service, also leading a procession of their hand-made colourful Easter crosses. The School Council lead the service, introducing the events, and also performing Easter bible readings from the pulpit.
- 13.1.25 – Anti-Racism training at Uckfield College (ESCC)
- Successful Healthy Schools submission before Easter – mainly required policies to be in place (PE, Whole School Healthy Eating Policy, School Travel Action Plan). Impact – clarity in policy and procedure for all; and improvement in road safety and accessibility of school site for wheelchair users.
- Skateboarding Day – all children have the opportunity to learn.
- 10.2.25 - History book author, John Gordon-Reid, visits all classes to talk to children about his books which show the chronology of history in topics e.g. natural history, inventions, etc
- 13.2.25 - Safer Internet Day marked – RW presented an assembly about spotting scams online.
- 13.3.25 - British Science Week marked in RW’s Thursday Worship.

- 28.3.25 - Mother's Day – PFA enable every child to plant a bulb in a pot as a gift to mothers or others.
- 2.4.25 - Football Day – Albion in the Community work with each class to promote football skills and teamwork, in celebration of School's Football Week.
- Class assemblies / Class Exhibitions - each class does one per year. Term 3: Y5/6 hosted a Shang Dynasty exhibition for parents and the school community 13.2.25; a high quality of work was produced for the event and Badger class designed interactive activities to interest their guests e.g. tea tasting, lantern making. Term 4: Y1/2 invited parents and pupils to watch their class assembly; the children shared their animal posters, explained how they grew and ate cress, included the audience in a song and demonstrated their finished PE sequences. Impact: pupils have a purpose for learning and parents feel included in their learning journey.
- T4: Fox Class organise and run a cake sale in the hall to raise money for The British Wildlife centre – this follows their desire to improve the lives and habitats of animals, particularly the otter, following their class trip to the organisation earlier in the academic year.

IMPACT (JULY 2025)

## LEADERSHIP AND MANAGEMENT: GOOD

### Good (2)

- 2.1- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- 2.2- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- 2.3- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- 2.4- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. [see parent questionnaire feedback](#)
- 2.5- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. [PM feedback](#)
- 2.6- Leaders protect staff from bullying and harassment.
- 2.7- Governors/trustees understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- 2.8- Governors/trustees ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. [CPD and INSET records](#)
- 2.9- Safeguarding is effective. [CPD and INSET records](#), [Safeguarding monitoring reports](#)

### Leadership & Management

#### EVIDENCE TO SUPPORT THIS JUDGEMENT:

#### PRIORITIES FOR IMPROVEMENT (SEPT 2021- JULY 2024)

##### 1.1 Ensure all subject leaders understand their roles and carry them out effectively.

**21/22:** Teachers completed and reviewed their action plans. Staff meetings had a curriculum focus that include a focus on progression within subjects and an element of CPD, e.g. sharing the 6 DT principles as suggested by the D & T Association: User, Authenticity, Purpose, Functionality, Innovation and Design Decisions. Performance management objectives had a focus on subject leadership and have been reviewed. Disruption caused by high number of teacher absences due to Covid (6 teachers in the 3 weeks since the start of term 5).

**22/23:** Teachers continue to have one strand of their performance management targets based on subject leadership. A monitoring schedule is written and shared with teachers. Both teachers' performance management targets and subject action plans are reviewed mid-year and at the end of the school year. Science: Monitoring confirms staff are using progression grids and the Kent SOW. English: New phonics scheme communicated to all stakeholders and teacher training carried out. GROW project shared with teachers. Maths: NumberSense purchased to help with fluency – used in interventions. Maths Mastery '5 Big ideas' introduced to staff; ECTs observed maths mastery at local school through UTSA. Staff meeting discussion on differentiation and challenge – teachers agreed to carry out one or more of the solution options.



**23/24:** Teachers collectively lead and monitor art, DT, history and geography, led by ER, as a means of providing CPD in subject leadership. RE Lead, Science Lead, Computing Lead and English Lead reported to governors at FGBs – governors are aware of their impact. ER planned a staff meeting on standardisation, which SD delivered – the impact of this was that all staff, including the subject lead, had an improved understanding of the expected standard in English in KS1 and KS2, particularly with reference to textual cohesion. Performance management meetings completed – all staff demonstrating evidence and impact in completed subject leader action plans e.g. e.g. timetabling of ICT suite and labelling of IPADS and laptops has ensured suite used more frequently and monitoring of online safety breaches improved; e.g. profile and standards of reading raised by storyteller visit, consistency of phonics teaching, Readathon, year group reading lists; e.g. attendance at maths hub, observations of teaching and online training with Gareth Metcalf raised levels of challenge evidenced in teacher questioning, books, observations; e.g. PE – achieved Gold Sportsmark Award through involvement in inter school competitions and termly challenges – pupils built resilience, fitness, knowledge & skills and enjoyment in sport; e.g. Science Open Day and Science Week raised profile and enjoyment of science, exemplification materials provided for teachers and focus on progression grids ensured improved assessment and higher standards of work in books.

### **1.2 Prepare the school for the next SIAMS inspection.**

**21/22:** The Governor Day due to be held on 16.11.21 focused on SIAMS has been postponed until term 4 due to levels of illness of children in school. Evidence for SIAMS is being gathered by Kirsty Milne as RE Lead and by the HT (LP). The revised framework shared with staff. Staff are passing evidence for SIAMS to HT/RE Lead e.g. evidence for the strand relating to courageous advocacy.

**22/23:** Faith Councillors meeting regularly improves pupil leadership and provides evidence of impact. Worship planned in advance by the RE Lead have raised quality, ensured inclusion of Christian content from the bible and improved variety. Link with church strengthened by recent meetings with newly appointed church worker. Staff and governors are aware of the requirements of the latest SIAMS framework. Training for staff completed by end of term 2 – SIAMS INSET led by RE Lead. Staff know more about how to prepare for a future SIAMS inspection. Training for governors in SIAMS on Governor Day Term 3. 23.3.23. ER's meeting with Mandy Watson (Diocese of Chichester) 16.11.22 highlighted the need for us to measure impact and to also consider the needs of our setting. RE Lead (KW), ER (Acting Head) and Associate Governor (SW) begin writing SIAMS SEF. ER (Acting Head) and KM (RE Lead) begin regular termly SIAMS meetings. ER (Acting Headteacher) attended 'Preparing for SIAMS inspection 2023-24' course.

**23/24:** Term 2: SIAMS SEF and SIAMS Action plan completed and updated by ER (Headteacher) and KM (RE Lead). HT and RE Lead now have a good understanding of the school in relation to SIAMS. School website is reviewed to ensure it is compliant for SIAMS. HT attended New to Headship training at the Diocese. Our theologically rooted vision for the school is reviewed, ensuring it is ambitious and enables all to flourish; we wish to ensure we are more outward looking and eager to make a positive impact on our community and the wider world. The 'Floor Book', a new initiative carried out by LC (RE Cover teacher in YR), is an effective vehicle to communicate learning outcomes to all stakeholders.

### **1.3 Ensure safeguarding is effective**

**21/22:** DSL team meet termly in school. DSL or DDSL attend all County DSL network meetings.

**22/23:** Succession planning for the DSL team to ensure the school retains a fully qualified DSL team. RW (EYFS teacher) undertakes two day initial DSL training in T2. Whole staff face-to-face safeguarding training on INSET day 31<sup>st</sup> October. The DSL team have completed the County Safeguarding Audit, shared with safeguarding governors and an action plan created. Completing safeguarding audit has improved Acting HT's knowledge of safeguarding expectations. Most outstanding actions from safeguarding audit have been completed by end of T6. The DSL team to continue to meet termly and continue to record outcomes for any child where concerns have been raised. The DSL team continue to share updates and good practice in focused, scheduled meetings as well as at weekly staff meetings.

**23/24:** County Safeguarding Audit completed and action plan written. The DSL team to continue to meet termly and continue to record outcomes for any child where concerns have been raised. The school retains a fully qualified DSL team (1 DSL and 2x DDSLs). The DSL team continue to share updates and good practice in focused, scheduled meetings as well as at weekly staff meetings. All school staff have received the most up to date training from ESCC. By end of Term 1: All Staff receive training in updates in KCSiE, how to record safeguarding concerns, and use of new recording software CPOMS (Sept INSET). All staff have experience of recording incidents on CPOMS by end of T2 and quality of recording is improving. PREVENT training for all staff (INSET Oct '23) promotes awareness amongst staff of radicalisation and how to report. HT provides staff (and governors, where appropriate) with weekly safeguarding snippets. DSL attends ESCC safeguarding events / meetings. All governors and staff have read and understood section one of KCSiE. Pupil voice focussing on safeguarding. HT completes Health and Safety course. Whole school PANTS talk Oct 2023. Participation in Safer Internet Day 6.2.23 - HHogs (online bullying), Foxes (made posters). Safer Internet assembly led by RW 25.4.24 ensured all pupils more aware of how to keep safe online. SCR checked regularly (T1,3 and 5) by Headteacher and monitored by safeguarding governor. ESCC Safeguarding Review outcome: 'The school have accurately self-assessed their safeguarding practice and there are no or limited areas for priority action.' T6 ER met with Head at Punnetts Town primary for CPOMS CPD – impact was better understanding of

transferring files to new schools; and procedure for DSL meetings and delegating responsibility so there is apparent shared oversight.

*1.4 To take appropriate steps to ensure that the school is ready to address the key points raised in the government 2022 Education White Paper.*

**22/23:** Chair and Acting Headteacher attend both County and Diocese organised events that give information about MATs so that Governors have sufficient information to begin to formulate plans regarding MATs or federations. Diocese Roadshow event 29.11.22 attended by Chair and ER (Acting Head). 12.10.22 ER attended Uckfield Heads meeting regarding forming a trust of Uckfield schools. 30.11.23 BS and ER attended second Uckfield schools trust meeting. 30.11.22. ER attended 3rd Uckfield schools trust meeting 28.2.23. AS (governor) and ER attended 'Academies' governor meeting 28.2.23. Term 5 /6– meetings with Pioneer Federation take place. Term 6 – Nutley joined VSA – Village Schools Association. Governors agree new school timings for September 2023 – proposed 8.30am gates open with all children in by 8.45am. All children to leave at 3.15pm or later (currently EYFS and KS1 leave before this). Term 2/3 staff consulted about school opening time proposals.

*1.4 Explore how the school could benefit from working with others through partnership, federation or academisation, and take appropriate strategic steps in this direction*

**23/24:** Meetings with Bluebell Federation, Weald Federation and Pioneer Federation completed. Future strengthening of existing partnership and academisation of UTSA schools evaluated. Meeting between James Proctor (Pioneer Federation) and Bluebell Federation means governors are more aware of the impact of a federation with these organisations. Staff social with VSA schools increased networking opportunities with other teachers of mixed-age classes and provided support staff training. FGB March '24 voted for School to work in partnership with Pioneer from Sept 2024 for 1 year, with a view to joining the Federation. JP, EHT Pioneer Federation, met with staff and parents. 1st Partnership Executive Committee (PEC) meeting sets milestones. JP and ER meet several times and achieve milestones for Term 6. Nutley family benefits from support from newly established Family SEN Support Team (UTSA) – impact is the improvement of the relationship between parent and school. A new bid is in place to access bespoke in-school training (Sarah Bamford from UC) for support staff in UTSA primaries.

*1.5 Promote the school to increase school roll*

**22/23:** Efforts made to get the name of the school and information about what we do into the public domain. Marketing Sub-Committee set up to project manage school promotion. Term 1 BSm (Chair) and AM (governor) create Facebook page. Information about the school is shared termly in the Parish Magazine. A new school banner is designed and produced. Term 2 BSm (Chair) and RW (EYFS teacher) meet with pre-school. ER is interviewed on Ashdown Radio (coverage is Uckfield and Crowborough towns) and promotes the school in T2 and T6. T3 – Rabbit Class regularly join up with Pre-school for visits. T6 – huge school promotion at Nutley Fete – impressive PFA stall, branding and leaflets handed out throughout the day to all families with young children who attended. Term 6 EYFS Welcome booklet re-designed and updated. School prospectus re-designed and updated. Promotional video of school made by work experience student and placed on school website. Impact: 3 more children have joined in Term 3 (2 Y4s, 1 Y2). Reception class 2023: 7 children put us as first choice.

**23/24:** Promotional leaflet designed, printed and delivered through Royal Mail to 3 large local areas, paid for by PFA. Prospectus updated. New leaflets also delivered to pre-schools by HT. Ashdown Radio interview successfully completed by Headteacher promoting Science Open Day for new prospective parents and pushed out through Facebook. New banner and additional banner prominently placed outside school. Teachers contributing regularly to Facebook page. School council feature on website and Facebook. Pre-school and wider community (e.g. Evergreen Over 50s group) invited to Nutley school Nativity. Successful open day secured 8 new children 1<sup>st</sup> choice for Nutley Reception class Sept '25. Successful open day secured 8 new children 1<sup>st</sup> choice for Nutley Reception class Sept '25. Pre-school and Reception children meet regularly from mid-Term5 onwards and forge improved relations with Pre-School and aid pupil transition. ER has met with ESCC officer re wraparound care and a new grant means we will be able to secure more sustainable before and after school clubs from October '24. Strong school promotion at Nutley Fete: – impressive PFA stall, branding and leaflets handed out throughout the day to all families with young children who attended; ER (headteacher) opened the fete and judged the Pre-School fancy dress; Nutley children performed maypole, PFA stall busy – all raise the profile of the school in the local community.

*1.1 Review our theologically rooted vision for the school, ensuring it is ambitious and enables all to flourish*

**23/24:** Our theologically rooted vision for the school is reviewed, ensuring it is ambitious and enables all to flourish; we wish to ensure we are more outward looking and eager to make a positive impact on our community and the wider world.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE 2021-24 SCHOOL IMPROVEMENT PLANS

L&M- Strengths & IMPACT OF ACTIONS TAKEN (SEPT 2021- JULY 2024)



## Strengths- why we believe that Nutley is **Good**

- ✓ Leadership refreshed the **school vision and values** in September 2024, after full consultation with all stakeholders. The new school vision provides clear and ambitious aims for the highest quality education for all our pupils and explains our strong and shared values. The school values are embedded within the school ethos and policies. Ethos Committee Meetings have impact and there is a **strong, supportive relationship between the school and the church**. [See pupil and parent voice and SIP & Governor monitoring reports.](#)
  - ✓ **Effective collaborative working** is a strength of Nutley CE Primary. There is strong support and challenge at all staffing levels to ensure that staff and pupils perform at the best they can be. Our strong collaborative working means that we continue to be 'Team Nutley'. [See staff questionnaires, SIP reports.](#)
  - ✓ Leaders have worked closely with staff to develop an inspiring, challenging, inclusive & fully broad and balanced **Nutley Curriculum**. It is concept driven with a central learning question. It ensures strong cultural capital - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & development of a wide range of Curriculum Enrichment Events. Subject leaders can discuss their curriculum area coherently and explain how the progression documents have been developed and how these support planning. Through the Partnership Year with Pioneer Federation, leaders have worked with Pioneer SLT to ensure curriculum alignment as we move forward to join the Federation in Sept 2025. This means that pupils will not repeat learning content as we move towards using the Pioneer Curriculum. EYFS are already using the Pioneer Curriculum.
  - ✓ All **key policies** are constantly reviewed to ensure they underpin consistency and high expectations in core subjects and the wider curriculum. [See Policy Folders.](#)
  - ✓ High quality **staff CPD & robust ECT training** mentoring programme, ensuring strong subject knowledge & leadership. [See ECT observation records, STEPLAB records.](#) Pioneer Federation CPD and shared planning development opportunities support teachers in sharing effective pedagogy and learning from skilled and inspiring practitioners. [See staff meeting agendas & CPD staff matrix.](#)
  - ✓ **School self-evaluation is robust** due to deep interrogation of data over time, triangulation and work scrutinies and regular classroom observations. As a result, the SDP is keenly focused on key areas identified as crucial to raising standards across the school. [See monitoring files & SDPs.](#)
  - ✓ Leaders promote a **coaching and growth mindset culture** for staff and pupils. Teachers are trusted to **take risks and innovate** in ways that are right for their pupils. [See SDPs section 2 & staff meetings mins, and Leadership Action Plans](#)
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- ✓ **Nutley CE Primary has an outward facing approach to school improvement** and are active members of local school **Uckfield Town School Alliance**. Emma Robinson led Peer Review in 2023/24 and organised an evaluation of Twinkl phonics across the Uckfield schools. We also joined the **Village Schools Association** in 2023/24 which resulted in joining in with TA staff training opportunities for the adaptive curriculum and the application of therapeutic thinking approaches e.g. positive phrasing.
  - ✓ From 2021-2024, we successfully trained PGCE student teachers each year from the **University of Brighton**.
  - ✓ From 2022 – the present time, we have successfully trained 3 ECT teachers, working in collaboration with **STEP Academy**.
  - ✓ In 2024/25 we joined the highly successful **Pioneer Federation** for a Partnership Year and we will be joining the Federation from September 2025. This means Nutley will benefit from shared expertise with the aim of reducing workload, particularly with regard to planning and subject leadership. (See below.)

The strength of **Federation subject leadership** on school development has been externally recognised. **Effective Shared Federation Subject Leadership identified by SMV March 2020 Ofsted & East Hoathly Ofsted June 2024** – Deep Dives were led by Subject leaders from across the federation. *'Leaders and teachers have a very clear picture of the school's curriculum, carefully considering the knowledge and skills they want pupils to learn in all subjects. Linking subjects to the local area helps to provide a useful context to the learning.'* Staff are very positive about the school. They benefit from the high-quality training across the federation. As a result, staff deliver the curriculum confidently. Teachers have secure subject knowledge. They explain learning clearly and design activities that interest pupils and deepen their learning over time'.

**In June 2023, Chiddingfold had a Local Authority Curriculum Review & Deep Dive.** The report concluded: *'subject leaders were very strong, with a clear understanding of what teaching & learning looked like in their subjects and how future developments will have a very positive effect on the offer given to children. As an indication of what subject leadership looks like across Pioneer, they showed that this was strong with a desire to continue to develop their subjects in order to improve outcomes for children. It was clear that subject leaders knew what outcomes looked like from their focussed work scrutinies.'*

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- ✓ **Leadership development** is continuous and precise. ER, Headteacher, successfully completed an NPQH qualification in July 2024. RW, EYFS teacher and SENCO, successfully completed a NASENCO qualification in April 2025. ExHt- LLE consultancy. The ExHt is regularly required to support other HTs strategic development within East Sussex and other local authorities'.
  - ✓ **Governors** have a strong strategic involvement in school improvement are an integral part of the school leadership team and have a very detailed understanding of the school strengths and areas for development. [See Governors Annual Monitoring.](#) **Governance** is effective and challenging; governors are an integrated part of the evaluation process through focused monitoring visits where lines of enquiry are pursued. [See termly Governor monitoring reports and FGB minutes.](#)
  - ✓ **Safeguarding and Health & Safety** procedures and policies are robust and effective. All are vigilant and constantly maintain an attitude of 'it could happen here'. DSLs effectively identify pupils who may need early help & secure the help pupils need. All staff receive annual **safeguarding and prevent training**. Successful ESCC Safeguarding Review outcome in 2023/24: 'The school have accurately self-

assessed their safeguarding practice and there are no or limited areas for priority action.' [ESCC Inspection reports and safeguarding folders and Safeguarding County Reviews](#)

- ✓ Leadership of teaching and learning is robust, **managing teacher's performance** in line with National Teaching Standards. Performance management systems are systematic and effective- with clearly defined targets matched to staff needs and providing clarity of accountability for impact on school improvement. [See PM summary targets](#)
- ✓ **PPG funding** has been successfully targeted to narrow the gaps in attainment and **Sports Premium** being used to provide weekly sports coaching for teaching staff and pupils, as well as access to extra-curricular sports clubs. [See PPG & SP folders and reports, intervention books.](#)
- ✓ Pioneer Federation and Uckfield Town Schools Alliance links make a significant impact on school improvements and facilitates social cohesion and pupils regularly partake in **inter-school shared learning experiences**. [See weekly newsletters and partnership newsletters.](#)
- ✓ **Pupils have a love of learning** and this is evident through the behaviour for learning in the classrooms and the high standards of learning produced in pupil's books and outcomes. [See pupil questionnaires, pupil voice and book/lesson triangulation.](#)
- ✓ A wide range of initiatives are utilised to engage with **the community** and SMSC initiatives are a strength of the school- including curriculum enrichment events, strong PFA, parent forums, celebratory curriculum events, strong links & involvement in Parish Church. [See weekly newsletters.](#)
- ✓ [Parent questionnaires](#) show high % of 'strongly agree/agree' to 18 Ofsted standard questions.
- ✓ Through **successful school promotion**, we now have **14 children** who will be joining Year Reception in September 2025. This means that our future predictions mean **our school roll will now grow through time**, following a period of low birth rate.

### [L&M- Areas for Development 2024/25 - what we need to work on to secure 'Good'](#)

#### PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)

- Children and adults can explain how children learn about our core values and why they are important.
- Children and adults flourish, as promised by Jesus in John 10.10 – "I have come that you may have life in all its fullness" - this is lived, not just laminated!
- 'Team Nutley' flourishes as a collective endeavour. Everyone can explain how they care about and value themselves, others and our wider world, and how they have made a difference.
- Subject leaders are clear about the priorities for their subjects and their role as subject leader. Clear action plans have been completed with success criteria and there is evidence that they have monitored (lesson drop-ins, work scrutinies, pupil voice), reviewed, and given feedback and evaluated impact. Subject leaders feedback to governors and HT.
- Parents, staff, governors and children report that pupils feel safe in school. The ESCC safeguarding audit and review find safeguarding to be compliant. All staff are recording incidents appropriately on CPOMS and incidents are actioned and closed. SCR is checked at least 3 x per year.
- All stakeholders work successfully to Nutley/Pioneer federation PEC TimeLine. Governors have sufficient information to begin to formulate plans regarding joining Pioneer formally in Sept 2025. Parents and carers have sufficient time to make any adjustments needed to accommodate the changes. Nutley staff feel included and well-informed about progress towards federation, with leaders mindful of workload.
- School roll increases through effective school promotion: increase in sign-up to Reception Sept 2025; more children join Nutley in other year groups; Nursery year group is established and brings more children to the school.

### [L&M- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN](#)

#### IMPACT (DECEMBER 2024)

- Pioneer practices adopted where appropriate. E.g. Nutley introduces weekly 8am Staff briefings – Impact: clarity on communications
- PFA 'ground force' improve lighting in 'dark area' by removing wooden slats and clearing weeds. Impact: improved the playground and positively impacted on the wellbeing of children.
- Teacher performance management interviews completed. Subject leader action plans completed.
- All Staff receive training in updates in KCSIe, how to record safeguarding concerns, and use of CPOMS (Sept INSET)
- DSL meetings begin weekly, instead of termly
- Whole school PANTS talk Oct 2023
- DigiGreet installed - a comprehensive digital system that streamlines visitor check-ins, enhances security and leaves a positive impression on our guests. This is now being used successfully by all staff and visitors, and a safeguarding information leaflet is also provided in the entrance.
- All staff have experience of recording incidents on CPOMS

- SCR checked by HT increases safety in school.
- Headteacher set up afterschool clubs (external providers), starting in Term 1, instead of teacher-run clubs, to enable class teachers to be released from running clubs themselves so they can join Pioneer staff meetings. External providers' after-school clubs comprise tennis, karate, multi-skills, EeziSports and EeziBlocks. This had enabled teachers to attend Pioneer CPD opportunities.
- September 2025 – Nutley started working with Pioneer Federation in a partnership year. Partnership Executive Committee meetings (PEC) (15.10.25) and Partnership Newsletters occur termly. Class teachers have the opportunity to join Pioneer Staff meetings to discover their systems and processes. E.g. 16.10.25 - Nutley teachers attend Cohort Planning meeting to observe collaborative approach to planning and its benefits. CPD opportunity too as the purpose of the learning – the Why – was discussed as a key part of each lesson. Nutley Staff visit Chiddingfold Primary to look at books and learning environment 26.11.24. See PEC action plan milestones
- SDP and PEC newsletter shared with staff termly.
- ER and KS (School Business manager) meet regularly weekly, formalising meetings, and recording minutes.
- ER, was interviewed on Ashdown radio on 7.10.24 to promote the open day and talk positively about the teaching and learning at the school, as well as wrap-around care.
- Parish Magazine articles published monthly – promote the school and provide current information.
- School banner to promote Open Day and swing board on A22, and on Facebook.
- Remaining leaflets distributed to wider community: leaflet drops, pre-schools, etc and on Facebook
- School prospectus updated and distributed electronically to pre-schools and paper copies handed to visiting prospective parents
- Grant for wraparound care approved and successful recruitment of club supervisor to start running Breakfast Club provision from Term 2. This is established and used by parents and children.
- Meeting with ESCC provides clarity around their lack of support for Nutley creating provision for a Nursery Year. Incorporating a Rising 5s year is not supported by ESCC, who would not want to jeopardise the future of the pre-school in Nutley. Discussions around the possibility of letting space within our school setting to Little Deers Pre-School begin with aim of achieving a rental income in the future to increase the school budget and converting more pre-school parents to Nutley pupils. We explored the application for the School Based Nursery grant currently offered by the DfE. Nutley informed the Diocese and they were in support. The Little Deers Committee discussed our offer in Term 2 and are currently of the opinion not to proceed and stay in their current location. Builders quotes were obtained for various proposals for creating extra EYFS setting space within the school, with the provision of appropriate toilets and outdoor space.
- Joint Harvest Festival with Pre-School boosts relations.
- The 'Celebration of the Arts' open morning at 9.30-10.30 on 19<sup>th</sup> November 2024 was a success, with interactive activities in each classroom and children serenading our guests in the hall with guitar and drums. This was well attended by new prospective parents to Reception 2025, as well as many of our existing parents in order to create a buzz for learning in the school. We also ran two parent tours: 15<sup>th</sup> October and 6<sup>th</sup> November where parents were able to see the school in action on a normal day. Marketing subcommittee meeting
- The Reception area and inner hallway have been painted white and this has brightened up the area. New chairs and a coffee table have been purchased to make the school entrance area more welcoming. Promotional materials and information leaflets are arranged tastefully in the school entrance.
- Quotes for replacing school hall floor obtained.
- Teachers contributing to Facebook page regularly, promotes the school. Teachers are now able to post directly on Facebook and are doing so. Posts include school trips, but also activities in school e.g. use of the PE apparatus in the hall, ballet dancing (Y5/6), Chinese dancing, weather reporting (Y1/2).
- Leaflets dropped at feeder Pre-schools and visits by Headteacher and EYFS teacher to pre-schools further establishes relationships between key staff
- Pre-school and wider community invited to successful Nativity performance showcases Nutley School
- New permanent school signage in place promotes the school.
- A Christmas wreath-making event, planned by the PFA, occurred on 28.11.24. We had a strong presence at the Pre-School Christmas market on 1.12.24 and a choir in attendance performing Xmas songs. These events served to raise money, help the local community and promote the school.

- We are also accessing bespoke TA training through UTSA delivered by Sarah Bamford (previous Assistant Headteacher at Uckfield College) – KW and AB have had several sessions in Term 2 which they have found useful.
- Headteacher performance management meeting completed with Alliance Partner and Nutley COG and governor.
- All UTSA school heads, including Nutley, wrote a joint letter about ‘the impact of Smartphones on young people’ to their parent communities in December 2024.
- Headteacher takes over line-management of the caretaker in October 2024 and begins weekly premises meetings. Impact: caretaker’s time is made more effective as priority jobs are tackled first. Headteacher learns more about caring for the premises from the caretaker.
- Vulnerables list updated (Oct 2024) and shared with staff. Impact: office contact most vulnerable pupils’ families first to establish reason for absence. Staff aware of vulnerable children in the school.

#### IMPACT (MARCH 2025)

- Re-painted playground and addition of 4Square and Table tennis table, as well as window created in ‘dark area’ to create more light have significantly improved the playground and positively impacted on the wellbeing of children.
- Performance management reviews completed. Subject leader action plans reviewed. Impact: subject leaders becoming increasingly effective
- Paper folder Subject Leader files created in readiness for OFSTED and to combine all documents in one place. Subject leaders use Pioneer subject leader guidance documents.
- Participation in Safer Internet Day 11.2.25 increases pupil knowledge about the dangers online and how to seek help.
- SCR checked by HT. Impact: improved safeguarding for Third Party club organisers
- County safeguarding audit completed. Impact: policies updated where necessary.
- Screening fitted on playground fence adjacent to School Lane increases safety of children from general public.
- Breakfast Club continues to grow and be successful, especially as a soft start for SEND pupils.
- A Consultation with Staff is held 25.2.25. A Parent Consultation is held 3.3.25. The Governing Boards of Nutley and Pioneer Federation both vote to federate on 31.3.25.
- A further meeting was organised for Little Deers, Nutley and ESCC to meet again 25.2.25 and further ideas were developed on how we could work more closely together and jointly promote our schools e.g. Rhyme Time session for Term 5, and future joint CPD opportunities with Pioneer Federation.
- A ‘wraparound care’ grant from ESCC was approved in Term 3 – a new grant that enabled us for the first time to provide more sustainable care from 8am-6pm. (Knowing we would most likely receive the grant, Breakfast Club commenced in Term 2, led by our TA, KW. We are struggling to recruit after school wraparound care coordinator – we have now launched the advert for a third time.
- In terms 3 and 4, Emma Robinson, the Headteacher, runs SATS club for Year 6.
- Reading Policy introduced to provide consistency and guidance.
- 3.2.25 Book Audit carried out by HT and James Procter (Ex Head of Pioneer)
- 5.2.25 - SENCO and HT carry out Triangulation of Vulnerable groups. This involved a book look and talking to pupils about classroom learning, homework and reading.
- 27.3.25 - Safeguarding Monitoring – Pupil Voice carried out by HT and COG.
- Governor monitoring - safeguarding 28.11.24 and 13.2.25, SEND 11.12.24 and 28.3.25, Ethos (Vision & Values) 26.2.25, EYFS 24.3.25.
- The headteacher and the Chair of Governors carry out premises inspections 3x per year to maintain a safe learning environment for all.

#### IMPACT (July 2025)

- Acceptable Use documents signed by parents, staff and pupils.

## EARLY YEARS EDUCATION: GOOD

Good (2)

Intent

- 2.1- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged (including those with SEND), the knowledge, self-belief and cultural capital they need to succeed in life
- 2.2- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- 2.3- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- 2.4- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception
- 2.5- The school is ambitious for all children, including disadvantaged children, which includes those with SEND.

#### Implementation

- 2.6- Children benefit from meaningful learning across the curriculum.
- 2.7- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- 2.8- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- 2.9- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- 2.10- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- 2.11- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- 2.12- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. Leaders and other staff are particularly attentive to the youngest children's needs.
- 2.13- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically
- 2.14- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

#### Impact

- 2.15- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- 2.16- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- 2.17- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- 2.18- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- 2.19- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- 2.20- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

### July 2024 EYFS Outcomes All above NA

EYFS		
	Validated teacher assessment 2024	National 2023
	ELG	ELG
Year R Reading	83.3%	68%
Year R Writing	83.3%	68%

Year R Maths	100%	76%
Year R GLD	83.3%	64%
Context: 6 children in Year R 1 child = 16.7% SEND = 0		

### July 2023 EYFS Outcomes All at/above NA

EYFS			
	Validated teacher assessment 2023		National 2023
	WTS	ELG	ELG
Year R Reading	25%	75%	68%
Year R Writing	25%	75%	68%
Year R Maths	25%	75%	76%
Year R GLD	25%	75%	64%
Context: 8 children in Year R 1 child = 12.5% SEND: 1			

### July 2022 EYFS Outcomes All above NA

EYFS			
	Validated teacher assessment 2022		National 2022
	WTS	ELG+	ELG
Year R Reading	0%	100%	68%
Year R Writing	0%	100%	68%
Year R Maths	0%	100%	76%
Year R GLD	0%	100%	64%
Context: 12 children in Year R 1 child = 8.3% SEND: 0 children = 0 %			

## Early Years EVIDENCE TO SUPPORT THIS JUDGEMENT:

### PRIORITIES FOR IMPROVEMENT (SEPT 2021- JULY 2024)

#### 5.1 Ensure EYFS provision is compliant with changes to the EYFS statutory framework September 2021.

**21/22:** EYFS staff changed planning to accommodate the new EYFS framework, ensuring EYFS children had access to a broad and balanced curriculum, compliant with the statutory changes. See an example below:

*An example of how I've adapted my planning to suit the new ELGs is:*

*I am having an 'In the olden days' day, where the children will dress up as children from the olden days and only play with old fashioned toys- no electronic and no plastic! We will also look at photos of Nutley from a long time ago. The following day we will play with electric toys, and talk about how things are different between now and then, to suit the new ELG 'Past and Present' for Understanding the World.*

Additional resources needed were sourced.

#### 5.2 Introduce and develop the use of Tapestry as an assessment tool in EYFS.

**21/22:** Parental agreement and acceptable use for Tapestry was acquired. Following this, all parents and carers became involved in the assessment and recording process through the use of Tapestry, with support provided where needed. EYFS staff used Tapestry to replace paper Learning Journey books for recording and assessment. Parent survey conducted (6.5.22), focusing on the use of Tapestry; of the four parents who responded, all were positive about Tapestry and its use.

### 5.1 Develop the EYFS provision and learning environment.

**22/23:** Improvements are made to both the indoor and outdoor provision for EYFS: the classroom was painted over the summer holiday and unwanted/broken resources removed, and resources stored appropriately in new outside shed. The children have free flow access to a well organised and inviting outdoor area in the mornings, enabled by having a Teaching Assistant working with this year group in the mornings. 14.11.22 Successful Moderation report. Children enjoyed outings (e.g. changing a tyre at Nutley Garage) and visits by 'People who help us' (e.g. Police Officer and sniffer dogs).

### 5.2 Improve the transition from EYFS into Year 1.

**22/23:** New information leaflet for parents created, which they could share with their child in the run up to starting YR e.g. photos of staff, pictures of the learning environment. The EYFS and KS1 teachers were provided with Alistair Bryce Clegg's book 'Effective transition into Year one' and subsequently they carefully planned for transition to support all learners; this involved more opportunities to mix with the current Year 1 children, regular visits to the Hedgehog classroom, meetings with a SEND parent and a gradual approach within YR to working at tables. Impact: the child with SEND who moved from YR to Year 1: this child's behaviour and focus improved significantly as evidenced by Alliance Partner observations – the result of close teamwork between all EYFS and KS1 staff, with SENCO support.

### 5.1 Develop the EYFS provision and learning environment so it is engaging and inspiring, with good use of the space, to promote all areas of the curriculum, including creation of an outdoor learning woodland at the school field.

**23/24:** Parent workshop was part of 'Meet the Teacher' in HHogs and Rabbits – all the parents had a clear understanding of the expectations of phonics. The 'Floor Book', a new initiative carried out by LC (YR), is an effective vehicle to communicate learning outcomes to all stakeholders. EYFS teacher visited Rocks Park T2 to view an excellent example of a EYFS setting (recommended by Alliance Partner) – planning was adapted as a result of the visit, moved onto one document like a timetable, making more activities physically using resources, rather than on the screen. E.g. basketball toilet roll tube maths number sentence. EYFS teacher worked collaboratively with the school caretaker to clear and make safe an outdoor learning area in the school field. EYFS teacher and Y1/2 teacher began joint class sessions in this new learning space.

### 5.2 For EYFS and KS1 staff to work flexibly and creatively together to provide the best learning experience for years R, 1 and 2 collectively.

**23/24:** EYFS and KS1 teacher considered grouping phonics teaching across the 3 year groups, using the adult resources available, however, due to pupil (including SEND child) progress and attainment, there was no need to do this, as initially thought. All EYFS and KS1 staff observed each other teaching phonics and followed up with professional discussions centered around the appropriate use of the new Twinkl Phonics resource, improving consistency of delivery and providing CPD for cover teacher, particularly around SEND adaptations. EYFS teacher and Y1/2 teacher met other school teachers from Uckfield schools to discuss Twinkl – impact was teachers sharing expertise and Nutley learning about Twinkl game resource that can be shared with parents for homework; a need to discuss phonics provision with feeder pre-schools came from this. EYFS and KS1 teachers also collectively planned behaviour management strategies, supporting support staff with the implementation of the behaviour policy, and adapted adult support as appropriate across the two classes to meet the needs of SEND children.

## ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2021-24' SCHOOL IMPROVEMENT PLANS

### EY- Strengths & IMPACT OF ACTIONS TAKEN - (SEPT 2021- JULY 2024)

#### Strengths- why we believe that Nutley is 'Good'

- ✓ LA EYFS moderation 22/23- reinforcing strong good judgement on Teaching and Learning. For example: EYFS profile judgements were found to be consistent and accurate, in all areas of learning and in reference to the characteristics of learning. The EYFS teacher 'knows his children really well and could give in depth examples against the ELG statements. He chose to share a range of evidence to assist conversations such as photos, videos, drawings, writing and lots of anecdotal examples.'



Autumn EYFS



Summer EYFS Profile

Pre-Moderation Visit Moderation Visit Rep



<ul style="list-style-type: none"> <li>✓ <b>The EYFS outdoor environment has been developed with open ended resources.</b> Children now also have access to an outdoor learning area on the school field which they visit throughout the year with Y1 &amp;2, as well as an annual <b>Forest School opportunity</b>.</li> <li>✓ <b>Effective collaborative working</b> between EYFS and KS1 staff is a strength of Nutley CE Primary. There is strong support and challenge at all staffing levels to ensure that staff and pupils perform at the best they can be. Our strong collaborative working means that we continue to be 'Team Nutley'. <a href="#">See staff questionnaires, SIP reports.</a></li> <li>✓ <b>EYFS OUTCOMES</b> - EYFS GLD at/above national averages. Disadvantaged pupils (PPG, SEN) make very good progress. <b>EYFS outcomes mostly at or above LA/NA</b> - <a href="#">see progress in attainment 21-24.</a></li> <li>✓ <b>EYFS teacher also the SENCO</b> from 23/24 to March 2025.</li> <li>✓ <b>High adult to pupil ratio</b> means <b>increased opportunities for 1:1 teaching and support</b> (<a href="#">See EYFS Data Outcomes above for pupil numbers</a>)</li> <li>✓ <b>EYFS CPD:</b> Strong collaboration between Pioneer EYFS teachers in 2024/25 means that teachers are supported and challenged to ensure the highest standards of provision are in place. Termly EYFS Pioneer moderation ensures that judgements are calibrated effectively. <a href="#">See moderation mins and LA moderation reports.</a></li> <li>✓ <b>Use of Pioneer EYFS Curriculum 24-25:</b> leadership have worked with EYFS Pioneer teams and LA consultants to develop an ambitious new curriculum that fulfils the new framework expectations and is still designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. <a href="#">See website link:  https://pioneerfederation.co.uk/chiddingly/development-of-eyfs-curriculum/</a></li> </ul>
<p style="text-align: center;"><b>EY- Areas for Development 2024/25</b>  <b>Areas for development – what we need to work on to secure 'Good'</b></p>
<p><b>PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2024- JULY 2025)</b></p> <ul style="list-style-type: none"> <li>➤ The EYFS outdoor area is well organised, inviting and inspiring, and resources stored tidily, regarding health and safety requirements.</li> <li>➤ Learning walks and observations record effective child-led learning, inspired by the outdoor learning environment.</li> <li>➤ Children make at least expected progress from their baseline assessments towards achieving GLD.</li> <li>➤ Parents feel involved with their child's learning, and parental engagement increases</li> <li>➤ Parents are always feeling well-informed about their child's reading stage.</li> </ul>
<p style="text-align: center;"><b>EY- ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2024-25' SCHOOL IMPROVEMENT PLAN'</b></p>
<p><b>IMPACT (DECEMBER 2024)</b></p> <ul style="list-style-type: none"> <li>- 100% attendance at 'Meet The Teacher' evening shows strong parent engagement</li> <li>- Rabbit outdoor space risk-assessed by headteacher and deemed unsafe due to low fencing and a large drop on the outside. With one class teacher and no TA, the indoor and outdoor space does not provide continuous provision. Site visit for ESCC H&amp;S officer and ESCC Buildings maintenance officer arranged. ESCC have been to visit and we pressed for them to immediately provide taller fencing to safeguard the outside space and this to be funded by ESCC, which they unfortunately declined.</li> </ul>
<p><b>IMPACT (MARCH 2025)</b></p> <ul style="list-style-type: none"> <li>- Higher trellis fencing constructed around outdoor Reception area mitigates risk of a fall from height. The area is now safer for the children to be outside with an adult, but still not safe enough for free-flow without an adult outside.</li> <li>- In January, two proposals for developing outside space at Nutley for Reception class were considered by governors at an extraordinary Governors Meeting, with the aim of creating true continuous provision and free-flow (one involving the development of the front garden, and the other involving development of the current Reception class back wall). Governors favoured the latter. In T3, Rowena Dumbrell (ESCC Early Years advisor) met with Pioneer Exec Head, Nutley Headteacher, COG and EYFS teacher to advise on potential movement of Reception class to alternative location in school, and to also advise on current improvement of use of outside space. In term 4, a decision was made by the governing board to develop the Reception class back wall by applying for a loan.</li> <li>- Stay and Share event gave parents the opportunity to visit their child in their learning environment and look at their work.</li> </ul>



- In T4, introduction of separate maths, English and Topic books ensured EYFS came more in line with Pioneer Federation practises and also gave leadership improved oversight when monitoring and further developed evidence-based assessment records where progress and coverage of the EYFS curriculum could be clearly seen by all stakeholders.
- EYFS teacher, Headteacher and COG visited Harlands EYFS hub 15.1.25 to see an example of Nursery working well with Reception, as recommended by ESCC Improvement Partner. This provided opportunity for further discussion about developing the EYFS outdoor learning environment.
- New EYFS teacher (ECT) recruited to replace EYFS teacher leaving at Easter – successful transition opportunities for new EYFS teacher ensure parents and pupils feel included and reassured by the change.
- YR attended Forest School at Pioneer School (St Mary's in Hartfield) for cluster Forest School opportunity.

#### **IMPACT (JULY 2025)**

- New book banding progression document is created and shared with parents so parents, pupils and staff are well-informed about reading stages, and the stage individual pupils are at.

## Appendix:

### Additional Documents of Potential Interest

	Number of Pupils	%
Whole School	63	100%
PPG	11	17.4%
SEN	9	14.3%
Reception	6	9.5%
Year 1	5	7.9%
Year 2	7	11.1%
Year 3	9	14.3%
Year 4	10	15.9%
Year 5	13	20.6%
Year 6	13	20.6%

Class Name	Year Groups	Number of pupils
Rabbits	YR	6
Hedgehogs	1 & 2	12
Foxes	3 & 4	19
Badgers	5 & 6	26

**Vulnerable Groups** - SEN 9 (14.3% of school pop), EHP= 1 (1.9% of school population)

EHCP

R	0	
1	0	

2	1	
3	1	
4	1	
5	2	1
6	4	
9		1

PPG –11    17.4% of school population

		Boys	Girls
R	0	0	0
1	1	1	0
2	0	0	0
3	2	0	2
4	2	0	2
5	3	1	2
6	3	2	1
	11		

Attendance 24/25

**Nutley CE School - Attendance Statistics**  
 01 Sep 2024 - 01 Feb 2025

Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
All Students	94.94%	3.55%	1.51%

Demographics	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
Female	94.65%	3.47%	1.88%
Male	95.19%	3.61%	1.2%
EAL	90.22%	8.7%	1.09%
SEN	91.18%	6.52%	2.29%
Disadvantaged	92.34%	5.83%	1.83%
Pupil Premium Eligible	92.34%	5.83%	1.83%

Year Group	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
Year 1	93.91%	3.7%	2.39%
Year 2	97.13%	2.33%	0.54%

Year 3	96.8%	2.05%	1.15%
Year 4	94.89%	2.61%	2.5%
Year 5	93.94%	4.68%	1.38%
Year 6	93.19%	5.56%	1.25%
Year R	96.54%	1.78%	1.69%