



Alliance Partner Visit Report

School/Setting: East Hoathly CofE Primary School (3022)

LA: East Sussex

Date: 12/06/2023, 12:30

Adviser: Shaun Collins

Focus: Alliance Partner Visit Report

Reference: Alliance Partner

Headteacher/Manager: James Procter

Attendees:

EIP and Alliance Partner

EIP - Ashdown and Lewes

Shaun Collins

Report circulated to

Executive Headteacher

Head of School

ESCC

Agreed Focus:

Discussion around future curriculum developments across the federation.

To undertake a deep dive in two subjects alongside subject leaders.

Relevant changes in context of school/setting

The federation has employed two new Heads of School to begin in September.

Self-evaluation

Quality of Education - 1

Behaviour and Attitudes - 1

Personal Development - 1

Leadership and Management - 1

Early Years - 2

Overall Effectiveness - 1

Key school improvement areas

The federation continues to focus on curriculum development.

Engagement with the local alliance or wider education improvement partnership (EIP)

The federation ensures that, availability permitting, a head of school attends the alliance meetings.

Key information

Curriculum Developments

The Executive Headteacher and Head of School presented on current and future curriculum developments. The following areas were discussed:

- SLT have begun writing the school development plan for the next academic year after reviewing progress that has

been made thus far.

- Road maps have always been in place for the curriculum and now a steering group has begun the work on developing medium term plans and unit progression plans so that teachers are clear about the skills and knowledge to be taught and developed. The steering group will continue to meet once per term.
- Staff meeting time will be used for subject leaders to develop medium term plans.
- Subject leaders are clear about reconnecting to previous learning when developing plans.
- Different local studies have been identified in all of the four schools across the federation in order to improve the children's cultural capital.
- Assessment is used to develop the curriculum to a degree and this will develop further with the introduction of subject specific books and 'quizzes' for the children to show their understanding and learning at the end of each unit of work.

The Executive Headteacher provided a document will clearly outlined future developments in the federation curriculum. Developments will include:

- Develop subject unit skills progression documents for all curriculum subjects in order to show clearly the progression of skills and knowledge gained through the different units within a subject.
- Embed end of unit pupil self-assessments for each subject with a cumulative word bank to assist pupil reflection.
- Implement end of unit foundation subject pupil quizzes/tests to assess pupil knowledge of the skills represented in medium term plans and curriculum cycles.
- Subject leaders to start to write the medium term plans for each subject for teachers to use when planning weekly lessons.
- Art/DT curriculum – staff CPD to take place in order to ensure that the skills and knowledge listed in the curriculum maps are delivered in the most effective and creative ways possible.
- Develop planned 'recap and review time' at the beginning of each lesson– so that pupils are reminded about previous learning linked to the units of work and about how they can utilise their previous knowledge in future learning.
- Developing an overarching 'Termly Key Question' to enable more flexibility for how subject areas are organised within each term, to ensure total clarity about subject skills and knowledge development.

The alliance partner worked with the humanities and science subject leaders on answering deep dive questions.

Humanities

What are the key strengths?

- A consistency of approach across the year groups and schools within the federation.
- A chronological timeline is in place.
- When developed, medium term plans will benefit an enquiry based learning approach.
- The expected knowledge has been mapped out in humanities.

What are the areas for development?

- Developing the unit progression plans
- Developing key concepts as a golden theme, building on prior learning and encouraging children to become a geographer/historian.
- Tangible evidence will be gathered from quizzes and the subject leader will show how this assessment has impacted on curriculum development.

Do you use a scheme for planning your subject? If so, how off the shelf is the scheme you use and how does it link to the national curriculum?

- Medium term plans will be developed and introduced.
- Questions lead to planning second order concepts in humanities. Over arching questions such as, 'What impact did the Romans have on Britain?' are used to frame learning.
- It will be appropriate for the children to decide how they would like to present their findings.

How do class teachers know what prior learning took place in previous years?

- This will be clear once the medium term plans and unit progression documents are developed and disseminated.

How do you monitor progress across the year? How are end of term assessments fed back into teaching and learning?

- Medium term plans will be reviewed and any findings will be used to guide future curriculum planning.

How does your curriculum meet the needs of/include SEND children? How are SEND children supported?

- Pre learning takes place on learning the key vocabulary for lessons and units of work. There is a need to ensure that there is a consistent approach for this across the federation.
- Word packs are used to ensure that children have key vocabulary to hand.
- The approach for teaching and learning for SEND children will be highlighted on the medium term plans.
- Adults will scribe for children when this is appropriate.

How are higher ability learners challenged in your subject?

- Open questions enable all children to develop their thinking skills.
- Teachers have high expectations for all children and are clear about the expectations for those children who are working at a greater depth.

What CPD provision do you have for all staff?

- The subject leader has taken part in training provided by the local alliance group on developing key Geographical concepts. Key learning from this has been fed back to staff.
- The subject leader has subscribed to keystagehistory.com where good enquiry questions can be found.
- **How do you improve pupils' cultural capital?**

This is different for each school as local visits that are relevant to each setting take place. This includes a visit to Cuckmere Haven for one school within the federation.

Do you feel supported in your role by senior leaders?

- Yes and a good amount of time is given in order for the subject leader to lead effectively.

Science

What are the key strengths?

- Work has taken place on developing planning. This has ensured that knowledge acquisition is sequential, the enquiry skills have been broken down and there is continuity between units of work.
- Scientific enquiry success criteria are on the shared system and can be seen in the children's books.
- There is a build up to whole investigations in Years 5 and 6 and Year 2 children have had opportunities to identify their own investigations.

What are the areas for development?

- Developing teacher confidence in delivering the new curriculum.
- Using evidence in children's books for the end of year assessment.

Do you use a scheme for planning your subject? If so, how off the shelf is the scheme you use and how does it link to the national curriculum?

- The federation uses the Kent Science Scheme alongside Grammarsaurus ensuring that these are tailored to each class' needs. Challenge questions and next steps are included alongside examples of additional challenges. Teachers will be signposted to these.

How do class teachers know what prior learning took place in previous years?

- The Kent Science Scheme curriculum document can be used to identify links and prior learning.

How do you monitor progress across the year? How are end of term assessments fed back into teaching and learning?

- The subject leader has undertaken a number of monitoring activities including book looks, planning audits and lesson observations. Evidence of science work and cultural capital can also be seen on newsletters.
- The subject leader has undertaken pupil voice in two schools with positive outcomes. The children report that they are excited by their science work and the opportunities given.

How does your curriculum meet the needs of/include SEND children? How are SEND children supported?

- Teachers take ownership of the progress made by children identified as SEND; deciding if activities need adapting, if children needed to be given more practical work and identifying appropriate ways for the children to record outcomes in order to show their progress and understanding.

How are higher ability learners challenged in your subject?

- The subject leader feels that differentiation is appropriate for these children.

What CPD provision do you have for all staff?

- Teachers were provided with a questionnaire which led to appropriate CPD being given on developing skills enquiry, looking at good examples of planning, using concept maps, developing children's subject specific vocabulary and expected outcomes.
- Peer to peer visits take place across the federation.
- There is a staff meeting once a term with teachers joining together with others from across the federation.

How do you improve pupils' cultural capital?

- A wide range of visits take place along with visitors to the school. These include a visit from a local vet and local farmers and visits to Wakehurst Place and a solar farm.

Do you feel supported in your role by senior leaders?

- Yes, in terms of both the amount of time and guidance given.

Agreed judgements:

It was agreed that:

- Based on the discussions that took place, all actions related to future curriculum developments will ensure that the children are exposed to a broad, balanced and well sequenced curriculum across the federation.
- Assessment data provided by quizzes/tests will enable effective future curriculum planning.
- The two subjects leaders who presented today were very strong, with a clear understanding of what teaching and 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. It was discussed that it would be even better if there were more opportunities for them to undertake learning walks in other settings across the federation.

Additional support requested (if any)

To be agreed with the new alliance partner.