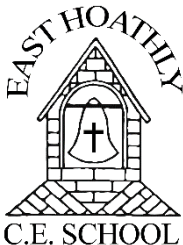


Self-Evaluation Form – ‘2023 – 2024’

Updated: February 2024

East Hoathly Church of England Primary School



All judgements are based on robust school self-evaluation using updated Ofsted September 2023 criteria.

Key to Colours	
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 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 23-24 and previous development plans are available on the school website.

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

SEF Contents	
School Contextual Information	Pages 2-4
Summary progress made by the school on areas of development identified in the last full Ofsted Inspection- 2018	Page 5
Summary SEF Judgements (using updated Ofsted September 2023 criteria)	
Overall Effectiveness - Good	Page 6
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CONTEXT



In November 2012, the School went into Special Measures. An Executive Head (exht) and Head of School (present exht) were seconded to replace the SLT. Significant changes have been made in terms of leadership, staffing, curriculum, behaviour & assessment systems, school structure and environment. The changes had a dramatic impact and in March 2014 the school was judged as good with outstanding behaviour & safety. In September 2014, the school went into partnership with Chiddingly Primary and the Head of School took on the dual role of Head of School (HoS) for Chiddingly Primary as well as East Hoathly. In February 2015 the school adopted Scallywags Nursery, now known as East Hoathly Nursery. In July 2015 the Executive Head left and the Head of School took post as Acting Headteacher and was appointed as substantive Executive Headteacher in December 2015. James Procter is still the Executive Headteacher of East Hoathly and Pioneer Federation.

East Hoathly Primary federated with Chiddingly Primary in November 2015. In November 2015 Chiddingly Primary also achieved a good with outstanding features Ofsted report after previously being in Special Measures. East Hoathly achieved an 'outstanding' SIAMS Diocese inspection in July 2016. After a Nursery management restructure, a Nursery Lead was appointed for September 2016, to work alongside the EYFS Lead teacher (Reception Teacher). In September 2016 the federation became a strategic partner in Newick Teaching School. In September 2017 the federation went to a soft partnership with St Mary's CE Primary in Hartfield and Federated in September 2018. In September 2020, the federation went into a soft partnership with Park Mead Primary and they joined the Federation from September 2021. There are 4 Primary Schools in the Pioneer Federation.

The Executive Head now splits his time equally between the 4 schools and there is now a full time Head of School for East Hoathly, supported by a Senior Teacher.

In November 2020, the lead staff structure of the Nursery was changed from a Nursery Manager to a Nursery teacher, overseen by EYFS lead.

East Hoathly achieved the National Wellbeing Award in February 2020, has the bronze Quality Mark Anti-bullying Award, achieved the Bronze National Sports Award 2020 and the outstanding GDPR compliance award in January 2020 and December 2020. In July 2021, the school achieved the silver Anti-Bullying Award. <https://pioneerfederation.co.uk/easthoathly/mhew/mental-health-emotional-wellbeing/>
<https://pioneerfederation.co.uk/easthoathly/anti-bullying-2/>

East Hoathly developed international links with a Malawi school in 2020/21. The schools share photos and videos and this link enables pupils at East Hoathly to secure an understanding of life beyond their own front door. The link was further developed in 2022/23 - pupils' understanding of injustice and equality. See website link: <https://pioneerfederation.co.uk/easthoathly/international-school-links/>

After a long period of staff stability at East Hoathly (2018- 2022), there have been significant staff changes in the last 12 months. Since September 2022- September 2023, there will have been 3 changes in Head of School, 80% teacher change and 100% support staff change. In the Nursery for the same period, there have been 75% staff changes. It is a reflection of the strength of 'Leadership & Management', the collaborative Pioneer culture & Pioneer Policy/procedures to enable the school ethos and standards to have been retained throughout these staff changes. Read below for more information about these changes. [See parent questionnaire feedback 22-23.](#) From February 2024, 100% support staff change since September 2022.

In September 2022, the previous Head of School stepped down from her Head of School (HoS) position due to personal circumstances. The interim leadership/staffing for September 2022- July 2023 was Mrs Whythe (previous Assistant Head) as Acting Head of School/ lead DSL and from October 2022, a reception teacher (ECT) was appointed and Mrs Whythe stepped up fully as HoS. Mrs Vile (Head of School at Chiddingly, Pioneer Maths Lead & Deputy DSL) was at East Hoathly for some mornings supporting in a leadership capacity. Mr Procter was at East Hoathly for more of his time across the week.

East Hoathly HOS role was advertised and Governors appointed a new permanent Head of School for East Hoathly. Mrs Alice Briley (an experienced leader who has previously worked in a secondment position for ESCC supporting other East Sussex Schools and was also previously Deputy Head at Catsfield Primary School) She is the new Head of School from September 2023.

Sheridan Whythe (interim Head of School up to July 2023) is now on maternity leave. Miss Williams (previous Y5/6 teacher, now Year 1-2 Teacher from September 2023) is Senior Teacher at East Hoathly. There is a new experienced Year 5-6 Teacher at East Hoathly from September 2023 – Mrs Pippa Seymour. The Year 3-4 Teacher at East Hoathly is Mrs Becca Bastin (previous Head of School at St Mary's Hartfield- a Pioneer School). The Nursery Teacher (Jessica Stubbs) is on maternity leave and the maternity cover teacher is a previous Pioneer teacher (Gaia May). The Reception Teacher is Mrs Kerri Howes (previous ECT from October 2022). Mark Lulham, previous East Hoathly Year 3-4 teacher has moved

to work at another Pioneer Federation school- Park Mead. All teacher changes were due to staff requests for new experiences at other Pioneer federation schools- teachers have remained within the Federation.

The East Hoathly caretaker (CT) left in August 2022 and we had a range of interim arrangements in place up until appointing our new CT in May 2023.

Four long serving Teacher Assistants have left since October 2022 (100% TA change) – all having career changes or retiring (dentistry, higher education & ESCC library service). Two TAs were appointed in December 2022 and 1 long serving TA left in September 2023 and a new TA has been appointed in October 2023. The EYFS Reception TA went on maternity in October 2023 and we appointed for that role.

In November 2022, East Hoathly had Local Authority monitoring visits for both ‘Safeguarding’ and ‘SEND’. The reports concluded that ‘Pupils are safeguarded well at this school’ and ‘There is an inclusive approach and feel to the school. SEND feels like it is interwoven into all aspects of school life. Clearly defined systems and processes underpin the inclusivity, which are reviewed and improved as needed. It is clear that there is a flexible and inclusive team with strong SEND leadership in your school.’ In February 2024, we achieved 94% (Classified as Outstanding) in our Local Authority Health & Safety Inspection. [See reports in Ofsted files & website ‘Lead Inspector’ tab.](#)

The Pioneer Federation has an outward facing approach to school improvement and are active members of local school Alliances & has strong with The Compass Partnership of Schools in London. We have a very dedicated talented staff team who have impacted greatly and leaders have blossomed in their leadership roles.

In January 2023, Kayleigh Vile was asked to joined the Local Authority Assessment and Curriculum Strategic Group- LA requested Pioneer Federation to be represented within this group. This group was created to formulate East Sussex School Assessments and Curriculum development expectations for schools.

In February 2023, East Hoathly had a Local Authority ‘Maths Deep Dive monitoring visit’. [See reports in Ofsted files & website ‘Lead Inspector’ tab.](#) The report concluded that the school had accurately evaluated Maths provision across the school as ‘Good’. Several useful ways forward were suggested and are now being developed to help move the school to outstanding.

In May 2023, James Procter joined the Small School Local Authority Leadership Strategic Group - LA requested Pioneer Federation to be represented within this group and to present about the collaborative aspects of the Federation working. This group was created to formulate East Sussex Small School development expectations. In September 2023, James Procter was asked by LA to support the Leadership of a local East Sussex School for 1 day a week (St. Marks- Hadlow down) & we are in consultation with another ES Primary school for them to join Pioneer Federation in April 2024. They would become the 5th Pioneer Primary School.

In June 2023, East Hoathly had a Local Authority Curriculum Review & Deep Dive. See reports in Ofsted files & website ‘Lead Inspector’ tab. The report concluded that *‘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.’*

In July 2023, East Hoathly achieved the ‘Gold’ Games Mark Award. <https://pioneerfederation.co.uk/easthoathly/sport/>






In November 2023, our Local Authority school Improvement partner (Duncan Greig) concluded in his monitoring report that *‘the school has made significant progress overcoming the impact of staffing turbulence. Ensuring all staff maintain the high expectations set by school leaders. The curriculum is a strength of the Federation. There is a very clear strategy into how the curriculum has been developed across the Federation. It is clear and consistent, aims to drive expectations and is resourced. The subject leaders are empowered to develop their areas and because the responsibility is shared across the federation senior leaders can deploy staff with expertise and degree level qualifications to lead curricular areas. This has helped ensure the curriculum has rigour and challenge in built. Senior leaders ensure the curriculum is reviewed regularly, learning and reflecting on the impact teaching sequences have on the children’s learning. This is ambitious and is supportive of teachers and their workload. The regular and consistent monitoring done by school leaders ensure that children are given support if they fall behind. The school deploys its resources carefully and ensures children with the greatest need receive the most support.’* [See SIP Report- 6th November 2023.](#)

Both James Procter and Kayleigh Vile, will be applying to become School Leader Ofsted Inspectors 23-24 and will use the Ofsted training and school inspection experiences to develop Pioneer school’s future. In previous years (up until July 2023) East Hoathly staff had led the local EYFS Hub & Local English Networks. This allowed the school to be at the forefront of English & Early Years developments and able to access high quality CPD for all Early Years staff and CPD for all areas of English across the age ranges. Recent staff changes have meant that these LA leadership roles have been paused until staff return from maternity and newly appointed experienced staff settle into their new roles at East Hoathly.


East Hoathly Primary School & Nursery is at present a ‘good school with many outstanding qualities’ with aspirations to be outstanding in all areas in the very near future.


The Pioneer Federation is in consultation with the Chichester Diocese, DOCET, DBE, ESCC, RSC and DfE regarding become a separate Multi-Academy Trust (MAT) in its own right, catering for small school in Sussex. [See SDP 23-24 section 2.3.](#)


Executive Headteacher	Mr James Procter	Previous School Development Plans (present SDP 23-24 on website)
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Head of School	Mrs Alice Briley	<u>2018-19</u>  EH-T4-SDP-2018-19.pdf <u>2019-20</u>  Pioneer-SDP-2019-20-Feb-updated-websi <u>2020-21</u>  Pioneer-SDP-2020-21.pdf <u>2021-22</u>  Pioneer-SDP-2021-22-June-updated.pdf <u>2022-23</u>  Pioneer SDP 2022-23- 'July 23'.pd
Chair of Governors	Mr Alan Brundle	
Unique reference number	114501 DfE No: 8453022	
Local authority East Sussex	East Sussex	
Type of Federation/Partnerships	Pioneer Federation of 4 schools and Nursery	
Church School Type	Diocesan (Diocese of Chichester)	
Age range of pupils	2-11	
Gender of pupils	Mixed	
Number of pupils on roll	School: 89 School & Nursery: 113 Nursery: 22 Reception: 9 Year 1: 16 Year 2: 12 Year 3: 12 Year 4: 12 Year 5: 12 Year 6: 16 Boys total: 54 (48%) Girls total: 57 (52%)	
Number of pupils eligible for pupil premium	16 pupils (15.5% of school age children)	
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	25 pupils in total on SEND register (22% including Nursery) (26% of school age children) EHCP 1.1%	


East Sussex School Improvement Partners Reports:



Pioneer Curriculum Review- Final Visit Re



East Hoathly CE T1 Draft Adviser Visit R



Standard visit report - East Hoathly 11.07.2



East Hoathly Draft T6 Adviser Visit Report 2


East Hoathly Draft T3 Adviser Visit Report 0



East Hoathly Draft T6 Adviser Visit Report 1



SIP Pioneer Visit - Sept 22.docx


East Hoathly Visit 7.2.23.docx



East Hoathly Term 1 report (review) 6 Nov


Local Authority Pre-Inspection Reports:



East Hoathly Pre-inspection Suppo


East Hoathly (1).docx


Local Authority Monitoring Reports:



East-Hoathly-safeguarding-review-report-2



East-Hoathly-SEND-review-report-Noveml



Ed Owen Report December 23.docx

Diocese School Improvement Partner Reports:



East Hoathly June 2021.doc



East-Hoathly-SIAMS-report-2019-1.pdf


DEP Report East Hoathly July 23.doc


East Hoathly October 23.doc

External Validation Reports:


East-Hoathly-Feb-2020- Wellbeing Award.


East Hoathly LA Health & Safety Insper

Progress made by the school on areas of development identified in the last full Ofsted Inspection- 2018


Ofsted Report June
2018.PDF


East-Hoathly-SIAMS-
report-2019-1.pdf

Ofsted Areas for Development – June 2018

Progress Made (2018- 2023)

Ofsted short inspection June 2018 – ‘a greater proportion of boys to achieve the higher standard in writing at the end of key stages 1 and 2’

This area of development has been mostly achieved.

There has generally been a rise in the proportion of boys reaching GDS since 2018; **evidence within books and attainment outcomes.**

% Boys GDS has increased overall from 2018:

KS2: 2017 = 0%, 2018= 10%, 2019= 12%, 2020= 0% (2 SEND boys in cohort), 2021= 17%, 2022= 0% -14% of boys on fringe of GDS and show +1 boys progress (0% at KS1), 2023 = 13% Boys GDS (above NA)

KS1: 2017 = 0%, 2018= 0%, 2019= 28.6%, 2020= 14%, 2021= 17%, 2022= 25%, 2023= 0% (see QofE section pg 7-10- & HOS report for KS1 2023 outcomes) 2024 targets is 20% (7% boys)- Dec 23- ‘on-track’ to reach this target.

Summary report below for Year 1-6 cohorts 2018-23: The average % of boys at Greater Depth from Year 1 to Year 6 has increased from 2018: 2019= 7.6%, 2021= 16.3%, 2022=19.5%, 2023=9% (see charts embedded below)



Boys GD Writing %
18-23.docx

Summary of actions taken 2018-23:

- ✓ SDP Ref: 18/19 1.2, 1.3, 1.5, 1.8, 2.3, 2.5 19/20 1.6, SDP 20/21 1.1, SDP 22/23 1.4.
- ✓ CPD: LA and independent CPD sourced- staff awareness of writing stands for GDS. Curriculum adaptations for boy's interest in writing. 2x KS2 County Writing moderators, termly Pioneer moderation & Alliance moderation, individual coaching and peer mentoring. Tracking of scaled scores throughout the year, curriculum development linked to texts. **See CPD Matrix**

Impact and evidence:

2018 – 2020

- Writing standards developed to be meeting and exceeding national at EXS and GDS.
- Boys achieving higher standard in writing increasing at KS1 and KS2

2021

- Greater proportion of boys achieving GDS across the school
- Data (despite 2 enforced school closures) is in line with or exceeding historical national data in EYFS, KS1, Phonics and KS2.
- **See SIP reports- 18.5.21 ‘The adviser and leaders jointly reviewed a range of boys writing books from across the age and attainment range, where evidence of progress was seen of pupils making significant progress in their writing, especially since the return to school in March.’**

2021-22-

October -staff cpd regarding writing standard calibration & receiving strong feedback and impact in cohort planning & expectations.

25% of boys achieved GDS at KS1 2022 from 0% in 2017.

11% of boys achieved GDS in 2018/19 at KS2 from 0% in 2017 and boys' progress in writing 2022 is +1 in 2022.

Predicted boys' GDS 2023 set at 21%. **(See Year 5 2022 moderated writing tracker)**

Writing Lead (KW- Senior Teacher) asked to be LA Writing Moderator in May 2023 after knowledge based seen as strength in LA moderation event in June 2022.

2022- 2023 – staff cpd regarding Greater Depth expectations at KS2 and across cohorts- Writing Lead.

March '23'- Boys writing GDS Yr6 on-track for 21%. **See 2023 datawall.**

July '23' – 13% Yr6 Boys achieving GDS after external moderation **(above boys NA)**

Sept/Oct 23- new Writing Lead implements Wr Progression and Purpose documents- providing further structure to Wr expectations across sch for all cohorts. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/09/Pioneer-Writing-Progression.pdf>

23-24 targets – Boys GDS at R, KS1 and KS2 above NA.

This area of development has been achieved.

Teachers now have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.

Summary of actions taken:

- ✓ SDP Ref: 18/19 2.5, 3.4 19/20 2.3, SDP 20/21 1.1
- ✓ CPD: LA and independent advisor GDS training, training in development of topic & subject books, subject leader monitoring and planning CPD. **See English action plan, See CPD Matrix**
- ✓ **Book and Marking Policy & Handwriting Policy** annually reviewed, model example Subject Books developed

Impact and evidence:

2018 - 2020 – see above re improvement in writing outcomes

2021 - SIP report ‘The adviser has seen evidence which supports the leaders' view that standards of pupils' work across the school has improved considerably.

2022- 100% teaching & Learning Good+ & presentation a strength **(see triangulation evidence & archived books)**

Feb 2023 LA SIP report citing that presentation strong across the school. **See SIP Report on Lead Inspector tab.**

2023- 24- New subject Books introduced from Sept 23- SDP 1.1. **Book Policy** Quality further expectations refined.

Ofsted short inspection June 2018 - ‘teachers to have consistently high expectations of the quality and presentation of pupils' written work across the curriculum’.

OVERALL EFFECTIVENESS: GOOD

Outstanding (1)

1.1 The quality of education is outstanding. [SDP 23/24](#)

1.2 All other key judgements are likely to be outstanding. [SDP 23/24](#) In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.

1.3 [Safeguarding is effective.](#)

Good (2)

2.1- The quality of education is at least good.

2.2 All other key judgements are likely to be good or outstanding

2.3- [Safeguarding is effective.](#)

Overall Effectiveness- EVIDENCE TO SUPPORT THIS JUDGEMENT:

Strengths- why we believe that East Hoathly is 'Good' overall

East Hoathly Primary is at present a good school with aspirations to be outstanding in all areas in the future.

- ✓ Children leave East Hoathly School as **confident, resilient learners** who make a very good transition to the next stage in their learning.
- ✓ The school's vision and values are at the heart of the school ethos and drive all elements of school life. Children, families and staff are fully invested in the **4 school values of 'Love, Strength, Wisdom and Truth'** and these are evident throughout all elements of school life. [See SIAMs SEF 2023-24 page 1](#)
- ✓ We are an outward facing school and enjoy the benefits of effective collaboration both inside and outside of the Federation.
- ✓ East Hoathly and the Pioneer Federation are **fully inclusive schools** and meet the needs of all children. This was particularly documented in the 2019 SIAMs report. [See LA Inclusion report Nov 2022, outcomes and 2019 SIAMs report page 1](#)
- ✓ **Teaching** is consistently good and much is outstanding over time & engages pupils in a new broad, rich and challenging curriculum. If teaching/learning ever requires improvement, rapid developments are actioned to ensure that good T&L is ensured. [See staff effectiveness matrix/triangulations 2017-23 and curriculum folder.](#) Our **inspiring curriculum** shows clarity of purpose through our clear **'Curriculum Maps- Intent, Implementation and Impact'** approach and **Road Maps, MTPs and Subject Skills Progression Documents** – [See curriculum documents/planning, curriculum website blurbs & subject books](#)
- ✓ Cohorts and groups make **progress** across the school (18-23) and **the majority of end of key stage attainment over time** is at National or above. [See QofE section below regarding KS2 Maths attainments and progress & 2023 KS1 GDS exceptions.](#)
- ✓ **Attendance** is generally in line with national and improving across the school and for different groups. [See appendix charts- page 25-32.](#) T1 2023 (October)= **96.3%**, T2 (Dec)= 95.5%, T3=94%
- ✓ **Safeguarding** is highly effective. [LA safeguarding reviews and reports- Nov 2022, SIP reports.](#)
- ✓ Pupil's **spiritual, moral, social and cultural development** is very good and the school takes deliberate and effective action to develop SMSC even further to enrich children's understanding of the world and the people who live in it. [See SIAMs inspection](#)
[See Church School tab and SMSC section on website report 2019.](#) We have well-attended whole school and partnership events, educational visits, visitors to the school to enrich the curriculum, and singing, art and drama is embedded to ensure children develop deeper sense of character and appreciation of the awe and wonder of our world. [See Curriculum Folder/newsletters/subject books/displays/website for evidence of enriching curriculum termly events.](#)

Areas for development – what we need to work on to move towards 'Outstanding'

- [See 'School Development Plan 2023-24' & 'Outcome School Development Plan 2023-24'.](#)
- To continue to develop the **Pioneer curriculum** to ensure that that it is the best it can be for all pupils. **23-24 Initiatives to include:** termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents (including Writing), 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. [See SDP 23/24 1.1.](#)
- To improve negative progress scores at KS2 in Maths to least 0 by July 2024. [See SDP 23/24- section 1.5 & 2023 outcome report on QofE section below.](#)
- To improve KS1 Writing GDS attainment. Writing GDS to at least reach NA in June 2024 (8%) (2023= **0%**). [See East Hoathly Outcome SDP 23-24.](#)
- To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems and rigorously track impact on pupil standards. 23-24 Initiatives to include: ensure that East Hoathly Year 1 phonics outcomes (2023= **60%**) reach NA (76%) in June 2024. [See SDP 23/24- 1.2.](#)
- **EYFS Maths Mastery** - To embed the development of White Rose Mastery approaches with EYFS curriculum – aligning with other Pioneer year groups. [See SDP 23/24- section 5.1](#)

THE QUALITY OF EDUCATION: GOOD

Outstanding (1)

1.1 - The school meets **all** the criteria for a good quality of education **securely** and **consistently**. SDP 21-24 Section 1

1.2 - The quality of education provided is **exceptional**. SDP 21-24 Section 1

In addition, the following apply:

1.3 - The school's **curriculum** intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. SDP 21/22 1.5, SDP 22-24 1.1

1.4 - The work given to pupils, over time and across the school, consistently matches the aims of the **curriculum**. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. SDP 21/22 1.5, SDP 22-24 1.1

1.5 - Pupils' work across the **curriculum** is consistently of a high quality. SDP 21/22 1.5, SDP 22-24 1.1

1.6 - Pupils consistently **achieve highly** (SDP 23/24- 1.2.1.5 & Outcome SDPs), particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

2.1 - Leaders adopt or construct a **curriculum** that is ambitious and designed to give all pupils, particularly disadvantaged pupils and 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. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1 & SDP 18/19, SDP 21/22 1.5, SDP 22-24 1.1

2.2 - The school's **curriculum** is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1, SDP 21/22 1.5, SDP 22-24 1.1

2.3 - 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. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1, SDP 21/22 1.5, SDP 22-24 1.1

2.4 - Pupils study the full **curriculum**; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,¹ and good progress has been made towards this ambition. SDP 19/20 1.1, SDP 21/22 1.5, SDP 22-24 1.1

Implementation

2.5 - Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. SDP 19/20 2.1, SDP 21/22 1.5, 2.3, SDP 22-24 1.1

2.6 - 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. SDP 19/20 2.1 SDP 21/22 1.5, SDP 22-24 1.1

2.7 - 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. SDP 19/20 2.1 & 2.2. SDP 21/22 1.5, SDP 22-24 1.1

2.8 - Teachers and leaders **use assessment well**, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. SDP 18/19 2.3 SDP 22/23 1.2 & Assessment Cycles

2.9 - 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. SDP 19/20 2.1, SDP 21/22 2.6 &

Curriculum Offer Docs & Book/Marking Policy

2.10 - The work given to pupils is demanding and matches the aims of the **curriculum** in being coherently planned and sequenced towards cumulatively sufficient knowledge. SDP 19/20 2.1, SDP 21/22 1.5, SDP 22-24 1.1, Curriculum Offer Docs

2.11 Reading is prioritised to allow pupils to access the full curriculum offer. SDP 19/20 1.2 SDP 22/23 1.3 and SDP 23/24- 1.2 & 1.3

2.12 - 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 pupils are taught when they are learning to read. SDP 19/20 2.1, SDP 22/23 1.3 and SDP 23/24- 1.2 & 1.3

2.13 - The sharp focus on ensuring that younger children gain **phonics** knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. SDP 23/24- 1.2

2.14 - Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

2.15 - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. SDP 23/24- 1.2.1.5 & Outcome SDPs

2.16 - 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. SDP 19/20 1.3 and 2.6. SDP 21/22 4.1 and SEND Reports & Outcome Reviews

2.17 - Pupils' work across the **curriculum** is of good quality. SDP 18/19 2.5. SDP 21/22 1.5

2.18 - 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.

Quality of Education
EVIDENCE TO SUPPORT THIS JUDGMENT:

(SEPT 2019 - JULY 2023) PREVIOUS PRIORITIES FOR Q OF E IMPROVEMENT

• SDP Curriculum Developments '18-23'

Initiatives have included: development of Curriculum Maps with 3Is- listing progressive skills and knowledge gained, Development of Curriculum Road Maps to show sequence of skills and knowledge in each subject and to make the connections between key stages explicit (EYFS- KS1). Updating curriculum Road Maps (RMs) with SEND provision information- Road Maps now have icons highlighting curriculum adaptations for SEND. [See curriculum documents/planning, curriculum website blurbs & subject books.](#)

• SDP Outcome Focus Areas '18-23'

KS2- Progress & GDS to at least reach NA Writing progress to reach NA (2018 & 2019= -2.3, 2022=+1.3, 2023= +1.8), Reading progress to reach NA (2018= -4.8, 2019= -3.6, 2022=-0.7)), Maths (2018= 7%/-4.3, 2019 = 12.5%/-4.5, 2022= -3.6, 2023= -3.5), **Achieved – apart from Maths progress- see SDP 23-24 1.7.**

Multiplication Initiative- To ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal multiplication testing in July 2022- at least teaching NA. **Yr4 MTC outcome achieved June 2023.** [See 2023 Outcome charts.](#)

East Hoathly Ofsted July 2018- To ensure that a greater proportion of boys achieve the higher standard in **writing** at the end of key stages 1 and 2 and that teachers have consistently high expectations of **the quality and presentation of pupils' written work** across the curriculum. [See SEF page 5 presentation aspect achieved & there has generally been a rise in the proportion of boys reaching GDS since 2018; evidence within books and attainment outcomes.](#)

KS1- Year 1 phonics pass % to at least reach NA (NA= 80%, '19'=70.6%, 22= 83%). **Achieved – part from 2023- see SDP 23-24 1.2 and HOS report.**

EYFS- Reception Reading and Writing 'expected' to at least reach NA (2019 Re=75% (NA=81%) Wr=75% (NA=78%)). Nursery Maths NR5 'expected' to reach NA. (2019 Ma= 55%, FFT=80%). **Achieved- see EYFS outcomes 2023- all above NA.** [See 2023 Outcome charts.](#)

- **Key Priorities SDP 18-23** – to **improve negative progress scores at KS2** & continue to develop the **Pioneer curriculum** to ensure that that it is the best it can be for all pupils.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-23' SCHOOL IMPROVEMENT PLANS

(SEPT 2019 - JULY 2023) Q of E Strengths & IMPACT OF ACTIONS TAKEN

Strengths- why we believe that East Hoathly is 'Good'

- ✓ We have an inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum** which is continuously evolving from feedback via stakeholders/Curriculum Steering Group to ensure that our curriculum offer is the best it can be for all pupils.
- ✓ Our Curriculum enables clarity of purpose and embedding of skills through the '**Curriculum Maps- Intent, Implementation and Impact**' approach and the development of **Road Maps, Medium Term Planning (MTPs) and Subject Skills Progression Documents** – [see curriculum documents/planning, curriculum website blurbs & subject books.](#)
- ✓ 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'.
- ✓ **EH Ofsted 2018-** *'The curriculum offers pupils a rich and varied diet'.* **CP Ofsted 2019** *'The curriculum is a strength and is fit for the future'.* **SMV March 2020 Ofsted** *'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.'*
- ✓ **Staff are able to explain the curriculum and what, how and why it is taught the way it is.** [SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23.](#)
- ✓ **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', SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23, SDP 19-24 1.1](#)
- ✓ Staff & pupils have **total clarity of curriculum intent and teaching standards expectations** through our refined [teaching & learning policies & subject pupil toolkits](#) at the front of each subject book.
- ✓ All **subject books** have a Subject Specific Toolkit at the beginning. This lists the overall skills the children need to be successful in the subject. i.e. 'What does a Pioneer Scientist, Historian, Geographer etc look like?'. All subject termly units will start with a 'Subject Cover' which includes key vocabulary and what the children already know and will end with a 'Subject Unit Quiz'. These will be provided by the subject leaders. The key vocabulary words will be defined and written in by the pupils when they are introduced to them throughout the unit of work. Teachers will use the information from the end of term subject quizzes to adapt the next linked unit to address and gaps in unit skills. All termly Pioneer Cohort Meetings will start by evaluating the previous term subject Medium Term Plans (MTPs) and then adapting the next unit from this information. Opportunities for the children to explain what they already know about a unit of work will be provided for below the Key Vocabulary Sheet at the beginning of the unit. This will provide teachers with a reminder of pupil baseline of knowledge for

the unit of work and also something to reflect back on after the unit quiz has been completed. The quizzes will also have an opportunity for greater depth knowledge recall by asking the children to reflect on what they have learnt linked to the overall subject big question for the term's work (represented in MTPs), making progress explicit.

- ✓ **Teaching** is consistently good and much is outstanding over time. If teaching/learning ever requires improvement, rapid developments are actioned (SLT and Pioneer subject leader coaching, mentoring) to ensure that good T&L is ensured. High quality staff CPD & robust NQT training mentoring programme [See staff meeting agendas & CPD staff matrix](#). There is strong progress in lessons as a result of well-planned differentiated & challenging learning tasks and effective use of assessment information to inform planning. [See termly lessons triangulations, SIP reports and planning feedback monitoring](#).
- ✓ Staff can discuss how pupils with **special educational needs**, those who are disadvantaged and the lowest performing 20% are identified and supported to progress. [Road Maps now have icons highlighting curriculum adaptations for SEND](#). SEND & Disadvantaged Curriculum/APDR provision (assess, plan, do, review) & planning. VG make good progress across the school. [See VG Datawall, LA Vulnerable Groups Monitoring Visit Report & SEND curriculum coverage auditing](#). *SEND and Disadvantaged Pupils make good progress across the school. There is a narrowing or no gap for PPG pupils in most cohorts.* Progress of children with support from outside agencies as a result of personalised provision (APDORS) that enables the child to close the gaps in learning. [See Vulnerable Pupil Folder and Datawalls](#).
- ✓ 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 Assessment & Monitoring Cycles, monitoring folder](#).

Teaching & Learning Improvement initiatives have impacted on outcome gaps over time: (SEPT 2019 - JULY 2023)

- ✓ Systematic approaches to phonics ([Little Wandle 2022/23](#)) and reading ensure pupils experience a rich variety of text and attain and progress well. [Apart from 2023- see SDP 23-24 1.2 and HOS report](#).
- ✓ 'No-Nonsense Spelling' initiative developed 19-23. Spelling initiative introduced to increase GPS scores. GPS has consistently been at or above NA 19- 23.
- ✓ Multiplication initiatives to ensure that strong and robust strategies in place so that Year 4 pupils achieve highly in their formal multiplication testing have had significant impact- 2023 average score 22/25 & % 20+ 75%. [Yr4 MTC outcome achieved June 2023](#). [See 2023 Outcome charts](#).
- ✓ **East Hoathly Ofsted July 2018-** To ensure that a greater proportion of boys achieve the higher standard in **writing** at the end of key stages 1 and 2 and that teachers have consistently high expectations of **the quality and presentation of pupils' written work** across the curriculum. [Range of Wt GDS staff workshops and staff meetings 19-23](#). [See SEF page 5 presentation aspect achieved & there has generally been a rise in the proportion of boys reaching GDS since 2018; evidence within books and attainment outcomes](#).
- ✓ Our Pioneer Maths Lead (Kayleigh Vile) has led a range of training, coaching and mentoring sessions 19-23 and has been involved in weekly team teaching Maths Mastery initiatives at East Hoathly- [see Maths Action Plans and monitoring/support evidence](#). In February 2023, East Hoathly had a Local Authority 'Maths Deep Dive monitoring visit'. [See reports in Ofsted files & website 'Lead Inspector' tab](#). The report concluded that the school had accurately evaluated Maths provision across the school as 'Good'.

Attainment and Progress Highlights and Impact from Quality of Education (SEPT 2019 - JULY 2023)

Attainment and progress has increased over time due to strong Q of E initiatives & high quality teaching & learning. Where improvements have been required, action has been taken to address this. [See Outcomes Summary Chart - <https://pioneerfederation.co.uk/pupil-outcomes/>](#) also [see Appendix page 32-37 for East Hoathly Outcome charts 2018-2023](#)

EYFS 2018- 2023

- EYFS attainment increasing over time 2022=64% GLD, 2023= 86% GLD
- EYFS GLD and APS above national averages in 2023. **17 - 30% value added progress from baseline.**
- Reception entry data to exit data shows children make very good progress in the EYFS for all areas.

KS1 2018- 2023

- **Year 1 Phonics** above national averages 18 & 22 other than cohort-specific dip in 2019/23- see HOS report below.
- **Year 2 outcomes** consistently at or above NA - Pupils making expected progress+ across KS1. (apart from GDS Wt/Ma 2023- - see HOS report below)
- See HOS Report below for KS1 GDS and phonics outcomes 2023



EH Key Stage 1 Data
Summary 2023.pdf

KS2 2018- 2023

- Year 6 attainment for Re, Wr, Ma & GPS at/above+ NA for EXS. GDS at/above in Writing, Reading and GPS. Maths attainment at NA GDS 2023 with an % increase from 2019/22.
- Progress figures are starting to show improvements year on year. **Very experience KS2 teaching teach from Sept 2023 is expected to bring KS2 progress scores to NA/+ July 2024.**
- See HOS Report 2022 and 2023 for Maths progress results.



Maths Progress
Scores 2022 Report p.



EH- Key Stage 2
Outcomes Summary :

Our key area of development continues to be to improve on KS2 progress scores to be at least NA. This is starting to be achieved year on year.

2017=	R=2.6	W= 1.7	M=0.6
2018=	R= -4.9	W= -2.4	M=-4.3
2019=	R= -3.5	W=0	M=-4.5
2020=	R=+2.1	W=0	M=+1.6
2021=	R=+1.3	W=0	M=-0.7
2022 =	R=-0.7	W=+1	M=-3.6
2023 =	R=-1	W=+1.8	M=-3.5

East Hoathly Outcomes Deep Dive and Actions 23-24- [see document below:](#)



East Hoathly
Outcomes Deep Dive

[Q of E- Current Areas for Development 2023/24](#) *what we need to work on to continue to maintain 'Good' and begin to move towards 'Outstanding'*

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023 - JULY 2024)

- **SDP 1.1 23/24- Pioneer Curriculum:** continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders.
- **See SDP 23/24 section 1.7-East Hoathly Ofsted July 2018-** To ensure that a greater proportion of boys achieve the higher standard in **writing** at the end of key stages 1 and 2 and that teachers have consistently high expectations of the quality and presentation of pupils' written work across the curriculum.
- **Maths Mastery** - To ensure Pioneer **Maths** Mastery Approach is embedded, in order to raise levels of challenge so that pupils make even greater progress in Maths. [See SDP 23/24 section 1.5](#)

EH KS2- Year 6

Maths SS/Progress to at least reach NA (104/0) (2023= **102.3/-3.5**, 2022 = **101/-3.6**, 2019 = **-4.5**, 2018=**-4.3**) [See SDP section 1.5](#)

Reading progress to reach NA (0) (2023= **-1.4**, 2022=**-0.75** 2018= **-4.8**, 2019= **-3.6**) [See SDP section 1.4- Lexia](#)

GDS combined to reach NA (7%) (2023= **0%**)

EH KS1 – Year 2

Writing GDS to at least reach NA (8%) (2023= **0%**) [See 'Writing Lead Action Plan' –PS- 23-24](#)

EH Year 1 Phonics

Year 1 Phonics pass outcomes to least reach NA (76%) (EH 2023= **60%**) [See SDP section 1.3](#)

Key Outcome 23-24 Priorities – to improve Maths negative progress scores at KS2, GDS Writing KS1 and Year 1 phonics outcomes.

[Q of E CURRENT ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24' SCHOOL IMPROVEMENT PLAN](#)

IMPACT (DECEMBER 2023)

End of Year Targets 2023/24

GLD: 75%

Year 1 Phonics: 80%

Year	Reading		Writing		Maths	
	EX	GD	EX	GD	EX	GD
Yr 1	81%	19%	81%	19%	81%	19%
Yr 2	80%	20%	73%	20%	80%	20%
Yr 3	75%	16%	75%	16%	75%	16%
Yr 4	58%	8%	67%	8%	67%	16%
Yr 5	83%	42%	83%	42%	83%	42%
Yr 6	81%	25%	81%	25%	81%	19%

- **Sept/Oct - 23-24 Attainment targets:** above/at NA.
- **Ma QLA info 22-23**, incorporated in planning. Maths triangulating Ma delivery T1.
- Lexia in place for KS2 pupils – focus on positive progress
- **December T2 datawall**- cohorts 'on-track' to reach aspiring targets set- <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/12/East-Hoathly-SDP-OUTCOMES-2023-24.pdf>
- Curriculum Steering Group- Cycle 1 Curriculum Map adjustments. Next steps – consultation with SLs about their areas and adjustments to ensure clear progression.
- Art Policy updated & Jan 2nd INSET planned and ready.
- VG Triangulations completed by Sian L and HOS.
- Lexia embedded across Pioneer and tracking used I PPMs. Additional licences purchased for EH Yr2 phonics passers.
- Writing Progression and Unit plans are now in place- PS. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/Pioneer-Writing-Purpose-Map-C2.pdf>
- Nov Pioneer Cohort moderation has taken place for all year groups & SLs using this information to make adjustments to T3 MTPs.
- Duncan Grieg SIP Nov 23 monitoring visit- validating 100%+ Qu of Ed. [See Nov. 23 Report.](#)

IMPACT (FEB/MARCH 2024)

- Duncan Grieg SIP January 24 monitoring visit- validating 100%+ Qu of Ed. [See Jan. 24 Report.](#)
- Cycle 1 adaptations made by Subject Leaders and will be on website by end of Spring 1 (KV)
- MTPs and unit starter docs/key vocab now embedded with curriculum intent – now including core and advanced vocab
- Subject Leaders – 4th & 9th January book deep dives and report completed and out to staff to action – [see SL reports per subject](#)
- Art INSET 2nd January- very successful- [see staff feedback questionnaires](#) – impact can be seen with art books since January 2024
- APDR SEND logistics changed to streamline and ensure clarity- TA & T now at the review and ensure smart reviewed targets in place before the end of each term- [see APDR class folders and SEND tracking termly documents](#)
- Handwriting now an area of development for PS (Wr Lead)- cpd across Fed and weekly handwriting session expected- with separate bks
- Lexia tracking termly- [mins used and impact](#)
- Maths drop-ins via KV and VM across Pioneer – [see follow up reports](#)
- Sch targets: Foundation subjects data drops (T3) attainment targets on track to be reached (mid-waypoint) – [see summary attainment reports per subject](#)
- [SIP \(Duncan Grieg\) and Mandy Watson \(DEP\) visits to EH T3 \(Jan 24\)](#) reinforce likelihood of strong SIAMS and Ofsted inspections

IMPACT (JULY 2024)

-

BEHAVIOUR AND ATTITUDES: GOOD

Outstanding (1)

- 1.1 - The school meets **all** the criteria for good in behaviour and attitudes **securely and consistently**. [SDP 21-24 Section 3](#)
- 1.2 - Behaviour and attitudes are **exceptional**. [SDP 21-24 Section 3](#)

In addition, the following apply:

- 1.3- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. [SDP 20/21 SDP 21-22 3.5, 22/23 3.4](#)
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. [SDP 21/22 - 3.1 & 4.2, 4.4, 22/23 SDP 3.2](#)
- 1.3 - Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. [SDP 18/19 4.3 & 19/20 4.3 SDP 21/22 - 3.1](#)

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. [SDP 18/19 3.8 SDP 21/22 - 3.1](#)

- 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. [SDP 19/20 3.2](#) [SDP 21/22 - 3.1, 3.5](#), [SDP 22/23- 3.4](#), [SDP 23/24- 3.3](#)
- 2.3- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. [See appendix attendance charts & SDP 19/20](#)
- 3.4. [SDP 21-24 - 3.3](#)
- 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. [SDP 17-19 2.5 & SDP 19/20 3.4](#), [SDP 22/23- 3.2](#)
- 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 & SDP 19/2- 3.3](#) [SDP 21-24 - 3.3](#)
- 2.6- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately² 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, SIAMS inspection 2016/19 and Behaviour Recorded Incidents Folders](#) [See SIAMs SEF 2021-24](#)

BEHAVIOUR AND ATTITUDES EVIDENCE TO SUPPORT THIS JUDGMENT:

(SEPT 2019 - JULY 2023) PREVIOUS PRIORITIES FOR B & A IMPROVEMENT

SDP 18-19

2.4 - **Growth Mindset and Learning Powers:** To develop pupil ability to recognise, articulate and adapt their thinking processes through embedding a strong Pioneer growth mindset culture, incorporating metacognition Learning Powers initiative.

4.1- **Attendance:** To improve by 0.5% at EH so at 96.3% and PA continues to be at NA by July 2018. No differences between groups.

SDP 19/21

3.1 - **Pupils as Leaders** – development/ embedding of pupil roles to ensure they are making highly positive, tangible contribution to the life of the school and/or the wider community. Develop/ embed our meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society. (*Ofsted Criteria: 3.1*)

3.2- **Anti-bullying** – Develop/embed strategies where leaders, staff and pupils create a positive environment in which bullying is not tolerated. Ensuring they play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. To refine and embed ant-bullying strategies from 17-19 (*Ofsted Criteria: 1.3 & 2.2*)

3.3- **Attendance** – Ensure pupils have high attendance (98.6%+). Swift action is taken if this is not the case. (*Ofsted Criteria: 2.5*)

SDP 21-22

3.1-**Therapeutic Thinking (TT)** – Ensure key aspects of TT philosophy embed within behaviour policy and procedures.

3.2- **Catch- Up Curriculum/Funding**- To continue to implement a catch-up curriculum that enables pupils to make up any loss of learning/ progress in their learning as the consequence of Lockdown.

3.3- **Attendance** – Ensure pupils have high attendance (at least at NA) and that swift action is taken if not.

3.4- **Medical Tracker**- Ensure that the latest policies and procedures regarding first aid, enable pupils and all stakeholders to be safe and they feel safe.

SDP 22-23

3.1- **Therapeutic Thinking (TT):** embed the TT philosophy within Federation behaviour policy/procedures and ensure associated cpd in place, including Zones of Regulation and Physical Intervention.

3.2 - **Skills Builder (SB)**- to support pupils understanding of the Federation value 'Learning for Life', skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiative impact on pupil aspirations, standards and the Quality of Education for all.

3.3- **Attendance** – ensure pupils have high attendance (at least at NA) and that swift action is taken if not.

3.4 - **Anti-bullying & Sports Awards**- to ensure that each school achieves/embed next stage of AB & Sports awards.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2018-23' SCHOOL IMPROVEMENT PLANS

(SEPT 2019 - JULY 2023) B&A- Strengths & IMPACT OF ACTIONS TAKEN

Strengths- why we believe that East Hoathly is 'Good'



EH Attendance 22-23

360 FFT.pdf

- ✓ **Attendance- at NA.** Above NA without pt pupil. T1 2023 (October) = **96.3%**.
- ✓ 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.
<https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/01/Attendance-Policy-Pioneer-Federation-1.pdf> We analyse absence and persistent absence rates for all pupils weekly, and different groups and this information feeds into our school approach- meeting parent & action planning –challenging/supporting/consequence. Attendance and persistence absence is at NA and strategies to increase attendance have impacted (Policy review, ESBAS involvement & weekly checks and meetings where required). [See attendance folders](#). Where pupils can't attend school, all possible strategies (external agencies and professionals and use of TLP/alternative provision) are utilised to support pupils and their family- [See 2022/23 PT A-G case study](#). School

<p>figures are at NA – see appendix attendance charts 18-23. LA review report highlighted EH attendance procedure as exemplary to be shared with other E.Sussex schools. See LA report Nov 22 and correspondence with LA.</p> <ul style="list-style-type: none"> ✓ 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. There have been no incidents of racist or homophobic bullying and 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, pre-inspection LA monitoring report, SIAMS inspection 2018 and Behaviour Recorded Incidents Folders See SIAMs SEF 2021-22 ✓ Pioneer Federation has embedded a Therapeutic thinking approach to Behaviour Management, utilising pro-social approaches. Whole staff training in INSET – Jan 4th 2022, Parent Forum 10th Jan 2022 and formal Behaviour Policy launch 14th Jan 2022. Pupils are now more reflective and take more independence when managing their behaviour due to the pro-social approaches utilised at East Hoathly. Staff, pupil and parent question showing support for new approaches, see new behaviour policy. Reflection and repair part of school ethos. See behaviour management folders of evidence. ✓ Staff receive regular Physical Intervention & de-escalation strategy training – Jan INSET 23 and 24 pioneer staff safe holding techniques cpd. https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/01/Physical-Intervention-Policy-Pioneer-Federation-Jan-202332.pdf ✓ Children are resilient and independent, embracing initiatives to empower them such as learning ambassadors, playground pals, peer mediation and school monitor responsibilities. See 'Pupil as Leaders' Subject leader report and policy 2021. Pupil/parent voice evaluations <p>Our Growth Mindset (2018-20) and INDEPENDENT ME/6Bs (2017-20) and LEARNING POWERS/SKILLS BUILDER (2018-22), ZONES of Regulation/ Mood monsters (2022/23) https://pioneerfederation.co.uk/easthoathly/zones-of-regulation/ initiatives ensure pupils are confident, self-assured learners and this impacts on progress. Pupil/parent voice evaluations & Learning Powers/Values certificates, LA Safeguarding Report- Nov 22.</p> <ul style="list-style-type: none"> ✓ There are a range of meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society. See SDP 19/20 3.1. These include: <i>Learning Ambassadors Pupil Governors RE Council Eco Helpers School Choir British Value Champs Sports Crew Peer Mediators/ Playground Friends Involvement in FPTA</i> ✓ SIAMS Inspection 2019- 'Behaviour is positive. Pupils demonstrate resilience when their learning is challenging and make positive choices, particularly in supporting and encouraging each other.' ✓ 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. ABQM silver award completed and achieved July 2021. Pupil questionnaires show that Anti-Bullying is dealt with effectively (89% of pupils questioned) See Pupil Questionnaires '19-23'. Staff questionnaires show that 100% of staff believe that bully is dealt with effectively See Staff Questionnaires- '19-23'. https://pioneerfederation.co.uk/easthoathly/anti-bullying-2/ ✓ New school vision and values leads the ethos of the school – See website & SIAMs SEF 2021-22 Leadership refreshed the school vision and values in November 2020/1, after full consultation with all stakeholders. See website link: https://pioneerfederation.co.uk/easthoathly/vision-values/. 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 SIP/DEP & Governor monitoring reports. ✓ In July 2023, East Hoathly achieved the 'Gold' Games Mark Award. https://pioneerfederation.co.uk/easthoathly/sport/ <p>Areas for development – what we need to work on to move towards 'Outstanding'</p> <ul style="list-style-type: none"> ✓ Fully embed the Therapeutic Approach to behaviour management with new leadership team- utilising pro-social approaches. ✓ Refine and embed anti-bully policy- following ESBAS review July 2023 SDP 3.3 ✓ Fully embed the school vision and values and begin to incorporate Skills Builder traits at East Hoathly. See SDP 23/24 4.1 	<p>B&A - Current Areas for Development 2023/24 what we need to work on to continue to maintain 'Good' and begin to move towards 'Outstanding'</p>
<p>PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023 - JULY 2024)</p> <p>3.1 - Skills Builder (SB)- To develop SB initiative at East Hoathly & support pupils understanding of the Federation value 'Learning for Life', in which skills builder traits will be explicitly linked to jobs skills set and will ultimately ensure that this leadership initiative impact on pupil aspirations, standards and the Quality of Education for all.</p> <p>3.2- Attendance – ensure pupils have high attendance (at least at NA) and that swift action is taken if not.</p> <p>3.3 - Anti-Bullying Policy: Ensure that the policy & procedures for investigating bullying are robust and consistently applied across all Pioneer schools- utilising ESBAS monitoring ways forward as stimulus- enabling clarity for all.</p> <p>3.4- Active Education Sussex & Sport Sports Games Marks –Embed impact from coaching team from AES across Federation. Achieving 'Silver' mark award for SMV and embedded 'Gold' award at EH, PM and CP.</p>	<p>B&A - CURRENT ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24' SCHOOL IMPROVEMENT PLAN</p>

IMPACT (DECEMBER 2023)

- T1 2023 (October) = **96.3%**. T2 (Dec) = 95.5%. See appendix attendance charts.
- Oct 23- Anti-bullying policy updated from ESBAS and LD reports July 23 – [see website- https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/East-Hoathly-Anti-Bullying-Policy-2023-Updated.pdf](https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/East-Hoathly-Anti-Bullying-Policy-2023-Updated.pdf)
- TASS/ESBAS monitoring visit and 3 Governor visits linked to 'Beh & Attitudes'- concluding that systems and routines embedded and that the Beh Policy is commonly understood and consistently applied. [See Ed Owen \(TASS\) Report & Governor Reports - Nov 23.](#)
- EH Vision and values established and Vision song sung weekly. RE Council set up & Ethos Committees in place.
- Subject Leaders have triangulated judged at EH- Reading, Writing, Maths, Humanities and Science.
- 4 page SIAMS SEF in place for EH. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/East-Hoathly-4-page-SIAMS-Self-Evaluation-Form-Sept-2023.pdf>
- SIAMS EH evidence file in place & new Values certificate embedded at EH. Pupils/parents and staff clear about V/V. [See EH parent Questionnaire feedback- Nov 23.](#)

IMPACT (MARCH 2024)

- Skills Builder in place at EH and linked to EH 4 values - <https://pioneerfederation.co.uk/easthoathly/skills-builder/>
- [Pupil voice questionnaires](#) at EH linked to learning and behaviour etc – very strong outcomes
- [MHWB Audit](#) developed for EH- pupil's awareness is the way forward. Staff feedback strong.
- EH Malawi link re-establishes and international initiatives planned for year ahead. <https://pioneerfederation.co.uk/easthoathly/malawi-update-january-2024/>

IMPACT (JULY 2024)

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PERSONAL DEVELOPMENT: GOOD

Outstanding (1)

1.1 The school meets **all** the criteria for good in Personal Development **securely** and **consistently**.

1.2 Personal Development is **exceptional**.

In addition, the following apply:

1.3 The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. [SDP 19/20 3.1, 4.1 & 4.2 SDP 21/22 – 4.1, 4.2, 4.3, 4.4, SDP 22/24 section 4](#)

1.4 There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. [SDP 19-23 4.2](#)

1.5 The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

1.6 The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. [SDP 19/20 4.3, SDP 21/22 – 4.1, 4.2, 4.3, 4.4 See SIAMs SEF 2021-22, SDP 22/23 3.2 – Skills Builder, SDP 22/24 section 4](#)

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. [SDP 19/20 4.1 See SIAMs SEF 2021-22, SDP 22/24 section 4](#)

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. [SDP 18/19 2.6- 'Learning Powers', SDP 21/22 – 4.1, SDP 22/23 section 4 and 3.2](#)

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. [SDP 19/20 4.2, SDP 20/21 3.1 & 4.1, SDP 22/24 section 4](#) 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. [SDP 19/20 4.3, SDP 22/24 section 4](#)

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**. [SDP 19/20 4.4, SDP 20/21 3.1 & 4.1 SDP 21/22 – 4.1 'Skills Builder', SDP 22/23 section 4 & 3.2](#)

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, including the things we share in common across cultural, religious, ethnic and socio-economic communities. [See SIAMs SEF 2021-24](#)

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. [SDP 19/20 3.2 See SIAMs SEF 2021-24](#)

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. [SDP 19/20 3.1 See SIAMs SEF 2021-24](#)

Personal Development

EVIDENCE TO SUPPORT THIS JUDGEMENT:

(SEPT 2019 - JULY 2023) PREVIOUS PRIORITIES FOR PD IMPROVEMENT

SDP 18/19

4.2- Mental Health Quality Mark- Wellbeing Award: To develop pupil's ability to make informed decisions about emotional and mental well-being.
4.3- Federation Thrive and Mindfulness Initiative: Develop pupil emotional wellbeing and engagement with learning through whole school Thrive and mindfulness approaches to learning.

SDP 19/20

4.1- Curriculum Enrichment & Cultural Capital— ensuring a broad enhancement of pupils’ spiritual, moral, social and cultural development through planned curriculum events and extra-curricular activities. (Ofsted Criteria: 2.1 & 2.2)

4.2- Wellbeing/Sports Initiatives- ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy and that they have an age-appropriate understanding of healthy relationships. Bronze National Sports Award and Wellbeing Award 2020. (Ofsted Criteria: 2.3)

4.3- Learning Powers/GMS/Independent Me- develop/embed strategies to support pupils to be confident, resilient and independent, and to develop strength of character. (Ofsted Criteria: 1.6 & 4.3)

4.4- British Values – develop/embed pupil understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. (Ofsted Criteria: 2.5)

SDP 20/21

4.1- East Hoathly Wellbeing Award- to embed all the initiatives from this award across the school fully and ensure that clear tangible approaches are in place that all stakeholders can understand. Achieve the Silver Anti-Bullying Award by July 2021.

SDP 21/22

4.1- Learning Powers/ Skills Builder- To ensure that these leadership initiatives impact on standards and the Quality of Education for all.

4.2- Pupils as Leaders- To ensure that initiatives to develop pupil character and voice are exemplary and consistently applied across the Federation.

4.3- Community Cohesion- To ensure that each school fully develops local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.

4.4- Wellbeing Provision and Boxall Profiling- trail replace Thrive approaches with Nurture Groups & Boxall tracking- enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.

SDP 22/23

4.1- Federation Thrive Initiative: develop pupil emotional wellbeing and engagement with learning through Federation Thrive approaches to learning whereby enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.

4.2- Staff and Pupil Mental Health: create Mental Health Subject Leadership Lead role for whole Federation who will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness.

4.3- Local & International Pupil/School Links- each school to fully develop local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE ‘2018-23’ SCHOOL IMPROVEMENT PLANS

(SEPT 2019 - JULY 2023) PD- Strengths & IMPACT OF ACTIONS TAKEN

Strengths- why we believe that East Hoathly is ‘Good’

✓ SIAMS Inspection Report 2019- <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2020/11/East-Hoathly-SIAMS-report-2019-1.pdf>

Highlights from report ‘2019’:

- *There is a strong sense of community and relationships are positive. This results in pupils who are confident and articulate, collaboration within the staff team, wider links with the church and community, and parents who are full of praise for the school.*
- *Pupils, especially those who are more vulnerable, benefit from this being a safe and nurturing place, developing their skills for learning in a spirit of working together with enjoyment. A focus on improving pupil well-being is based upon knowing and caring for each child as an individual.*
- *There are very positive relationships between pupils and adults as well as a strong partnership with the church.*
- *Pupils demonstrate resilience when their learning is challenging and make positive choices, particularly in supporting and encouraging each other.*

✓ **February 2020** – Wellbeing Award for Schools achieved by East Hoathly School. [See report.](#)

‘East Hoathly Primary an ethos of care, kindness and support in a variety of ways which was clearly demonstrated around school through their Sports Crew, Buddy system. Reading Mentors and Learning Ambassadors... Strong Pupil voice and engagement with children through the Pupil Governors.’

Wellbeing Award also identified strengths and impact of work on reducing teacher workload: *‘Ethos procedures and belief in the importance of supporting staff growth development and wellbeing including a work life balance and managing stress... Staff felt supported professionally and emotionally by the SLT and each other’*

✓ **Enriching Curriculum**- including Forest School, Wellbeing Initiative and termly bespoke curriculum events (*International Days- Starfish Malawi school to school links, Enrichment Days, Awe & Wonder Days, Vision & Values Day*). [See ‘Curriculum Events’ Tab on website.](#) 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, SMSC website folder](#). 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 also have weekly singing with a choir master. [See pupil/ parent questionnaires & newsletter covering all curriculum events and website.](#)

✓ East Hoathly (& all Pioneer Schools) is a **Thrive/Wellbeing School** (after trialling Boxall profiling 21-22). Thrive provision has become embedded over 5 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. Since September 2019 (see SDP 18/19 section 4.3), the Federation now has a Thrive Lead who coordinates Thrive across the 4 schools and we have Thrive trained staff in each school to deliver Thrive weekly. [See Thrive impact reports.](#) Thrive profiling completed termly and ‘Drawing for Talking’ in place across all 4 Pioneer schools for identified pupils.

✓ East Hoathly (& all Pioneer Schools) is a **Forest School**, enabling effective provision for outside learning using the local forest areas in the village. Staff have been trained to lead Forest School effectively to ensure maximum impact is achieved. [See Forest School weekly reports on website and impact report from the Forest School Lead.](#)

- ✓ Wide range of **extra-curricular activities** available with a strong take up, including disadvantaged pupils. East Hoathly also takes part in a range of Pioneer Federation based Sport Events & Local Sport Competitive events and celebrates talents and achievements weekly. See Sports folder on website- <https://pioneerfederation.co.uk/easthoathly/sport/> East Hoathly was awarded the Bronze Sports Mark Award in July 2019 & Gold Games Award in July 2023 [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- [Eco-Helper Initiative 20-23](#). They make informed choices about healthy eating, fitness and how to look after the planet. [See Sport Report, PE Planning and Reduce Plastic Initiatives 2019-21.](#)
- ✓ Pupils develop **physical well-being** through the curriculum and events and well-structured PE teaching and with an expert coach who visits the school. There are Inter- federation and alliance school sporting competitions and these have evolved even more 2019-23. Sports Crews have been developed to allow pupils to develop leadership opportunities within sport and games. [See PE assessments/planning, SP report/evidence folder, newsletters and sport events section on website](#)
- ✓ Pupils also have an excellent understanding of how to stay safe online due to the effective training the curriculum provides- termly online safety touch-base sessions. [See e-safety curriculum events, Purple Mash initiative, IT Curriculum maps/MTPs.](#) <https://pioneerfederation.co.uk/easthoathly/online-safety-keeping-your-children-safe-on-the-internet/>
- ✓ 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 curriculum folder and International curriculum events.](#)
- ✓ Through our thriving **Pupil Governors**, pupils discuss and debate issues in a considered way and are significantly involved in the developments of the school. 'Courageous Advocacy' whole school display area at East Hoathly- with monthly current affairs foci.
- ✓ **International School Links**- East Hoathly developed international links with a Malawi school in 2020/21. The schools share photos and videos and this link enables pupils at East Hoathly to secure an understanding of life beyond their own front door. The link was further developed in 2022/23 - pupils' understanding of injustice and equality. Water focus- <https://pioneerfederation.co.uk/easthoathly/malawi-da/> See website link: <https://pioneerfederation.co.uk/easthoathly/international-school-links/> Development of **strong international links with Starfish Malawi School** continue 22/23 and impact through Malawi Day learning of differences in lives for children across the world. Pupils have a wide & rich set of experiences as part of the curriculum due to these international links. Funds raised to support charity through event led by RE Council. [See website folder and whole school displays.](#)
- ✓ **Covid Recovery curriculum 20/21**- <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/08/EH-Recovery-Curriculum-2020-update.pdf> Recovery curriculum developed to support pupils' wellbeing on return to school in September 2020. Impacting on welfare and school-readiness. [See parent and pupil feedback.](#)
- ✓ **Mental Health & Wellbeing**- <https://pioneerfederation.co.uk/easthoathly/mhew/mental-health-emotional-wellbeing/> **Mental health & wellbeing is high profile** for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. [See staff signposting boards & parent and pupil questionnaires.](#) [Also LA Monitoring report Nov 2022.](#) We have a designated MHWB Lead (Heidi West- Park Mead HOS) and below are some of the areas she developed 22/23:
 - Staff mental Health displays in place across all schools – signposting to services, termly MHWB newsletter and signpost to cpd and support contacts
 - Mental Health and Wellbeing Policy developed alongside new MHWB Lead Pioneer position. Staff questionnaires T2 indicate that staff feel that their welfare and workload is a high priority for leaders. [See Questionnaire summary report.](#)
 - 'Mental Health & Wellbeing' folders developed on each website- 'Pupils', 'Staff', 'Parents', 'Community' represented sections (HW- presentation at FGB meeting) <https://pioneerfederation.co.uk/mental-health-emotional-wellbeing/>
 - Children's mental health week 6th-12th February 2023 and Online safety staff meeting via Andrew Gunn and focus day on 6th Feb 2023. See website folders for photos and write-ups from these days. Online safety termly touch-base- to be highlighted with curriculum maps.
- ✓ **Staff Workload**- leadership are very proactive to ensure that staff have a good work/life balance. Initiatives include: designated areas for PPA – outside of staffroom areas, subject leadership and monitoring within staff meeting times, all after-sch meetings finishing at 4:45, workload and MHWB part of all performance management areas, appropriate amount of assessment and monitoring – [see cycles.](#) [See staff questionnaire feedback questionnaires.](#)

Areas for Development **23/24** – *what we need to work on to move towards 'Outstanding'*

- Embed Thrive/Wellbeing Initiative 23/24. [See SDP 23/24 4.1](#)
- Ensure that **mental health continues to high profile** for all Pioneer schools and that all stakeholders are aware of initiatives of support/awareness. [See SDP 23/24 4.2](#)
- Embed **international school links** to further enrich the curriculum experiences. [See SDP 23/24 4.3.](#)

PD - Current Areas for Development 2023/24 *what we need to work on to continue to maintain 'Good' and begin to move towards 'Outstanding'*

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023 - JULY 2024)

4.1- Federation Thrive/Wellbeing Initiative: To develop pupil emotional wellbeing and engagement with learning through the Federation Thrive approaches to learning whereby enabling the most vulnerable pupils to be more confident, resilient and independent and ultimately impact on their engagement quality of education.

4.2- Pioneer Wellbeing/Health Schools Award: Mental Health Subject Leadership Lead will continue will to ensure that mental health is high profile for all schools and that all stakeholders are aware of initiatives of support/awareness. Pioneer schools achieve the accredited

Wellbeing/HS Awards by July 2024.

4.3- Local & International Pupil/School Links- each school to fully develop local and international links to ensure that pupils have a wide rich set of experiences as part of the curriculum.

PD- CURRENT ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2023)

- Writing progression & purpose document developed and utilised in cohort planning.
- Skills Builder stickers in place at EH to ensure that rewards are purposeful – Jan 24 launch of the initiatives full at EH.
- 'Independent Me' relaunched at EH to develop pupil confidence in applying classroom strategies independently and develop self-reflection on learning.
- New Anti-bullying and Parent Code of Conduct in place and parents informed. Posters up at each school reminding visitors of expected behaviour on sch sites.
- Active Mile in place weekly across Federation for all cohorts- tracking of fitness by PE coaches.
- Wellbeing support timetable updated ready for T3 – based on thrive profiling from T1-T2.

IMPACT (MARCH 2024)

- Skills Builder in place at EH and linked to EH 4 values - <https://pioneerfederation.co.uk/easthoathly/skills-builder/>
- Pupil voice questionnaires at EH linked to learning and behaviour etc – very strong outcomes
- MHWB Audit developed for EH- pupil's awareness is the way forward. Staff feedback strong.
- EH Malawi link re-establishes and international initiatives planned for year ahead. <https://pioneerfederation.co.uk/easthoathly/malawi-update-january-2024/>

IMPACT (JULY 2024)

LEADERSHIP AND MANAGEMENT: GOOD

Outstanding (1)

1.1 The school meets all the criteria for good in leadership and management securely and consistently.

1.2 Leadership and management are exceptional. SDP 20-24 Section 2

In addition, the following apply:

1.3 Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. SDP 19/20 1.2, 1.2, 2.1 & 2.3; SDP 21/22 2.3, 2.4, See staff CPD/SM agenda 22-24

1.4 Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. SDP 19/20 2.2 SDP 21/22 2.1, SDP 22/23 1.2

1.5 Staff consistently report high levels of support for well-being issues. SDP 19/20 2.2; SDP 21/22 2.1, SDP 22-24 4.2

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. SDP 18/19 3.8 & SDP 19/20 2.1 SDP 21/22 2.1, 2.5, 2.6 See SIAMs SEF 2022-24

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 newly qualified teachers, build and improve over time. SDP 19/20 2.1, 2.3 & 1.1 SDP 21/22 2.4, SDP 22-24 1.1

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 offrolling. SDP 19/20 1.1 & 2.3 SDP 21/22 2.1, 2.2, 2.3, SDP 22/23- 2.2, 2.3 & 2.5

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. SDP 19/20 4.1; SDP 21/22 2.1, 2.4, 2.5, 2.7, SDP 22-24- 2.2, 2.3 & 2.5

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. SDP 18/19 3.6 & SDP 19/20 2.2 SDP 21/22 2.4, SDP 22/23 1.2

2.6 Leaders protect staff from bullying and harassment. SDP 19/20 2.5; SDP 21/22 2.1, SDP 23-24 3.3

2.7 Those responsible for governance 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. SDP 19/20 2.4 SDP 21/22 2.3; SDP 22-24 2.3

2.8 Those with responsibility for governance 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. SDP 19/20 2.4 & 2.5 SDP 21/22 2.3, See INSET cpd 22-24

2.9 Safeguarding is effective. SDP 19/20 2.5 SDP 21/22 2.1, 2.3, 2.5, SDP 23-24 2.9

Leadership & Management EVIDENCE TO SUPPORT THIS JUDGEMENT:

(SEPT 2019 - JULY 2023) PREVIOUS PRIORITIES FOR IMPROVEMENT

SDP 19/20 -

- 2.1- Pioneer Pedagogy:** To clearly define the core Pioneer teaching and learning vision, values and expectations within a 4 sided succinct 'Every Lesson Counts' document. (Ofsted Criteria: 2.1 & 2.2)
- 2.2- Reducing Workload/ Staff Wellbeing-** Ensure staff workload & wellbeing is effectively managed and that leadership actions enable staff to carry out their roles even more effectively that takes account of the main pressures on them and in a way that does not create unnecessary workload for staff. (Ofsted Criteria: 2.5)
- 2.3- Subject Leadership-** 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. (Ofsted Criteria: 2.3)
- 2.4- Governors-** Those responsible for governance understand their role and carry this out effectively. Governors 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. (Ofsted Criteria: 2.7 & 2.8)
- 2.5- Safeguarding-** Ensure that each school has a highly effective culture of safeguarding. (Ofsted Criteria: 2.9)

2.6- Vulnerable Groups- Leaders ensure that for children with particular needs, such as those with SEND, their curriculum/provision is designed to be ambitious and to meet their needs. (Ofsted Criteria: 2.3)

SDP 20/21 -

- 2.1 Subject Leadership & Governance-** To embed the Federation subject leadership approach and begin the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.2- Park Mead Partnership-** to ensure a strong partnership is developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.3- School Resources-** To ensure that leaders effectively utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.4- Pioneer School Profile-** to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders. Pioneer schools to be the first choice for parent within the locality.

SDP 21/22

- 2.1 Federation and Individual School Vision and Values –** to ensure the ambitious aims (highest quality of education for all) of the Federation and schools are clear to all stakeholders through the 'living and breathing' vision and values.
- 2.2 4 School Federation Subject Leadership & Governance-** to embed the Federation subject leadership and the Governor link approach. To ensure that subject leaders effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.3 Outwards Facing Leadership -** to ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.4 School Learning Environment & Resources-** To ensure that leaders effectively develop the highest quality learning environment & utilise all school resources & premise fully, to enable all pupil needs to be met and a broad and balanced curriculum to be delivered with strong progress across the breadth of subjects.
- 2.5 Pioneer School Profile & Marketing-** to ensure that all Pioneer schools have a high profile within the community and the excellent provision provided is highlighted for all stakeholders through websites and advertising.

SDP 22-23

- 2.1 Pioneer Federation expansion & Pioneer MAT exploration:** ensure that Pioneer schools are ahead of the educational landscape shift of schools moving into Trust/MATS- White Paper 2022- & develop effective collaborative partnership strategies with other schools- to ensure strong partnership are developed and that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.2 Pioneer Federation Cohesion/Collaboration:** facilitate collaborative initiatives to ensure that Pioneer school links are in place at all levels- pupil, staff, parent & governance enabling all potential Federation community cohesion has been explored fully to impact on wellbeing and standards.
- 2.3 Pioneer Subject Leadership:** ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations. In order for them to fulfil their role to effectively focus on improving teachers' subject and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment and that Governors effectively hold them to account.
- 2.4 Church School development:** to introduce the new LA RE syllabus. To ensure that East Hoathly is ready for a Church S48 inspection and achieves an 'excellence' SIAMS when inspected, addressing all areas for development. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and have updated approaches to cater for the new SIAMS framework expectations.
- 2.5 Outwards Facing Leadership -** ensure all senior leaders develop cpd collaboration outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2019-23' SCHOOL IMPROVEMENT PLANS

(SEPT 2019 - JULY 2023) L&M- Strengths & IMPACT OF ACTIONS TAKEN

Strengths- why we believe that East Hoathly is 'Good'

- ✓ **Effective collaborative working** is a strength of Pioneer Federation. 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 enables Federation schools- to -school support when required e.g. East Hoathly leadership structure September 2022, following HOS resignation in August 2022. [See staff questionnaires, SIP/external monitoring reports & Federation strength documentation.](#)
- ✓ Leadership refreshed the **school vision and values** in November 2020/21, after full consultation with all stakeholders. [See website link: <https://pioneerfederation.co.uk/easthoathly/vision-values/>](#). The Federation & 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 SIP/DEP & Governor monitoring reports.](#) Initiatives in place yearly to keep Vision & Values high profile including Awe and Wonder Day 29th June 2023 – Vision and Values focus – [See EH Ethos Committee mins](#)
- ✓ Leaders have worked closely with staff to develop an inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum**. It enables clarity of purpose and embedding of skills through the 'Intent, Implementation, Impact' approach. Ensuring 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'. Staff are able to explain the curriculum and what, how and why it is taught the way it is due to explicit leadership curriculum cpd. Subject leaders can discuss their curriculum area coherently and explained how it has been developed due to explicit leadership curriculum cpd.
- ✓ All **key policies** are constantly reviewed to ensure they underpin consistency and high expectations in core subjects and the wider curriculum. [See Policy Review Plan, Book and Learning Environment Booklet Policies & Policy Folders.](#)
- ✓ High quality **staff CPD & robust NQT training** mentoring programme, ensuring strong subject knowledge & leadership. [See NQT folder evidence of NQTs moving to good/outstanding within first year.](#) Cross federation development opportunities support teachers in sharing effective pedagogy and learning from skilled and inspiring practitioners. [See staff meeting agendas & CPD staff matrix.](#)
- ✓ Leadership cohort **curriculum coverage** monitoring ensures that all pupils successfully complete their programmes of study. [See monitoring folder.](#)
- ✓ **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.](#)

- ✓ Leadership at all levels is focused on driving change against 5 agreed SDP key priorities with 26 sub-foci for development (SDP 19-23) [See SDPs and SIP & DEP reports](#)
 - ✓ **Staff feel empowered and morale** is high. [Staff questionnaires](#) - Staff and parent questionnaires- March 23- indicating that parents are very confidence and happy with the school and that staff feel valued and moral is high. [See Questionnaire Summary Reports.](#)
 - ✓ **The leadership structure is clear**, with precise accountabilities and expectations around precisely defined roles. Leaders promote a **coaching and growth mindset culture** for staff and pupils. Pioneer teaching and learning framework is embedded and 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](#) New positions developed 22-23 to enable further clarity and communication within year group planning- Cohort Planning Lead. Staff feedback was strong from this development.
 - ✓ **The Pioneer Federation has an outward facing approach to school improvement** and are active members of local school Alliances & has strong with The Compass Partnership of Schools in London. We have a very dedicated talented staff team who have impacted greatly and leaders have blossomed in their leadership roles.
 - ✓ In January 2023, Kayleigh Vile was asked to joined the Local Authority Assessment and Curriculum Strategic Group- LA requested Pioneer Federation to be represented within this group. This group was created to formulate East Sussex School Assessments and Curriculum development expectations for schools.
 - ✓ In May 2023, James Procter joined the Small School Local Authority Leadership Strategic Group - LA requested Pioneer Federation to be represented within this group and to present about the collaborative aspects of the Federation working. This group was created to formulate East Sussex Small School development expectations.
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- ✓ The school has a strong **Metacognition (Learning Powers) and Growth Mindset ethos** 'thinking about thinking'. Staff develop pupil's ability to recognise, articulate and adapt their thinking process very well. [Learning powers displays, pupil/parent voice and SDPs](#)
 - ✓ The strength of **Federation subject leadership** on school development has been externally recognised & staff regularly support other local schools and EIP (EYFS, KS1 and KS2 County moderators & Lead County Maths Teacher) - [See SIP monitoring reports, subject leader reports/action plans and Leadership Folders.](#) From 2019, subject leaders are now developed across the 4 federation schools- each teacher leading 1 subject from their area of expertise/particular interest [\(see Subject Leadership structure & roles on Lead Inspector tab on website\)](#) and staff meetings are carefully planned to enable staff to visit and **monitor standards in books and lessons** in all schools across the yaer. They show through their actions that they are highly ambitious for the pupils and demonstrated an uncompromising and highly successful drive to strongly improve.
- Effective Subject Leadership identified by SMV March 2020 Ofsted** – 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.'*
- In June 2023, East Hoathly had a Local Authority Curriculum Review & Deep Dive.** [See reports in Ofsted files & website 'Lead Inspector' tab.](#) The report concluded that *'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.'*
- ✓ **Leadership development** is continuous and precise, including: cross federation mentoring and placements, Local Alliance and London partnership hub CPD opportunities, Lead teacher status, SLE, Leaders of EYFS County hub, AHT- NPQML, HOS- NPQH, Literacy Hub Lead and part of LA Assessment Task Group, ExHt- LLE consultancy. The ExHt is regularly required to support other HTs strategic development within East Sussex and other local authorities and both James Procter and Kayleigh Vile, will be applying to become School Leader Ofsted Inspectors 23-24 and will use the Ofsted training and school inspection experiences to develop Pioneer school's future.
 - ✓ Present **COG** is a LA Support Governor. **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 Matrix](#) **Governance** is highly effective and challenging; governors are an integrated part of the evaluation process through focused monitoring visits where lines of enquiry are pursued. The effective use of **pupil premium and SEN funding and outcomes** are a standing item in FGB meetings/HT reports and there are Pupil Premium and SEND champion governors who specifically monitor and report on provision and outcomes for disadvantaged pupils. [See termly Governor monitoring reports and FGB minutes.](#)
 - ✓ Pupils make progress across the school in all curriculum areas. The proportions are similar for PPG pupils so that the gaps in attainment and progress between Pupil Premium and non-Pupil Premium children continues to narrow Children with SEND and high achievers make good progress [See datawalls, SENCo reports and SEND County Review Report.](#)
 - ✓ **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** and weekly refreshers are built into briefing meetings. [H/S ESCC Inspection reports and safeguarding folders and Safeguarding County Reviews](#)
 - ✓ Health and Safety Audit in February 2019 showed effective practice (84%) and was replicated at the Health & Safety LA Monitoring- 15th March – 90% grading (outstanding) [see report in FGB folders](#)

- ✓ In **November 2022**, East Hoathly had Local Authority monitoring visits for both 'Safeguarding' and 'SEND'. [See reports in Ofsted files & website 'Lead Inspector' tab](#). The reports concluded that 'Pupils are safeguarded well at this school' and 'There is an inclusive approach and feel to the school. SEND feels like it is interwoven into all aspects of school life. Clearly defined systems and processes underpin the inclusivity, which are reviewed and improved as needed. It is clear that there is a flexible and inclusive team with strong SEND leadership in your school.'
- ✓ If **pupils, particularly vulnerable pupils, are not on site** the school is very clear where those pupils are and take the necessary steps to safeguard them when off-site. (external agencies and professionals and use of TLP/alternative provision) [See school case studies for pupil with alternative provision/TLP 22-23](#).
- ✓ **Management of Teaching and Learning is strong**. Judgements about teaching are robustly triangulated by all leaders (including SENCOs) and subject leaders so that we have a secure picture of quality of teaching over time for all pupils. [See 'Staff Effectiveness Matrix' and related triangulation monitoring paperwork in monitoring folder](#)
- ✓ 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. **Staff feel supported and deeply involved in their own professional development** and all staff have a clear CPD journey within Pioneer Schools. [See PM summary targets and staff questionnaires](#)
- ✓ The **curriculum** (dove tailing with all federation schools) meets the needs of the children closely and the children have a thirst for learning. *EH Ofsted 2018- 'The curriculum offers pupils a rich and varied diet'. CP Ofsted 2019 'The curriculum is a strength and is fit for the future'. SMV March 2020 Ofsted 'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.'*
- ✓ **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](#).
- ✓ Federation links make a significant impact on school improvements and facilitates social cohesion and pupils regularly partake in shared learning experiences with children from SMV, Park Mead and CP and other local schools (Alliance and Ashdown EIP). [See weekly newsletters and partnership evidence folder](#).
- ✓ 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 Pioneer 'Approaches to Reading' Policy, 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 regular curriculum workshops, curriculum enrichment events, strong PTFA, termly parent forums, home-learning projects, celebratory termly curriculum events, strong links with East Hoathly Church & involvement in Parish Council. [See weekly newsletters and community folder](#). See [SMSC and Church folders on website](#).
- ✓ **SIAMS Inspection 2019** - *'There is a strong sense of community and relationships are positive. This results in pupils who are confident and articulate, collaboration within the staff team, wider links with the church and community, and parents who are full of praise for the school.'*
- ✓ **'Teacher Workload' questionnaire & follow up action plan in place 19-21**. Staff feedback positively to changes. [See teacher workload action plan](#). See further actions for staff wellbeing/mental health – [SDP 22/23 4.2](#)
- ✓ **Advertising**: All schools have been involved in a variety of advertising initiatives including local radio, banners and leaflets. NOR on roll has increase at EH and federation and September intake full in all schools. [EH is oversubscribed- see SAM outcomes](#).
- ✓ **Parent questionnaires January 2022/3** show high % of 'strongly agree/agree' to 18 Ofsted standard questions.
- ✓ 94% agree/strongly agree that their child is happy; 100% agree/strongly agree that their child is safe; 50% agree/strongly agree that bullying is well dealt with, the other 50% said they were not aware of bullying; 88% agree/strongly agree that issues are well dealt with, the other 12% said they were not aware of issues; 100% agree/strongly agree that their child does well at the school; 100% agree/strongly agree that they would recommend the school.
- ✓ Nursery premises improvements recognised by LA EYFS monitoring visit. [See Claire Green Reports 2022](#).

Staffing Structure At East Hoathly 2018- 2023

After a long period of staff stability at East Hoathly (2018- 2022), there have been significant staff changes in the last 12 months. Since September 2022- September 2023, there will have been 3 changes in Head of School, 80% teacher change and 75% support staff change. In the Nursery for the same period, there have been 75% staff changes. It is a reflection of the strength of 'Leadership & Management', the collaborative Pioneer culture & Pioneer Policy and procedures to enable the school ethos and standards to have been retained throughout these staff changes. Read below for more information about these changes. [See parent questionnaire feedback 22-23](#).

In September 2022, the previous Head of School stepped down from her Head of School (HoS) position due to personal circumstances. The interim leadership/staffing for September 2022- July 2023 was Mrs Whythe (previous Assistant Head) as Acting Head of School/ lead DSL and from October 2022, a reception teacher (ECT) was appointed and Mrs Whythe stepped up fully as HoS. Mrs Vile (Head of School at Chiddingly, Pioneer Maths Lead & Deputy DSL) was at East Hoathly for some mornings supporting in a leadership capacity. Mr Procter was at East Hoathly for more of his time across the week.

East Hoathly HOS role was advertised and Governors appointed a new permanent Head of School for East Hoathly. Mrs Alice Briley (an experienced leader who has previously worked in a secondment position for ESCC supporting other East Sussex Schools and was also previously Deputy Head at Catsfield Primary School) She is the new Head of School from September 2023.

Sheridan Whythe (interim Head of School up to July 2023) is now on maternity leave. Miss Williams (previous Y5/6 teacher, now Year 1-2 Teacher from September 2023) is Senior Teacher at East Hoathly. There is a new experienced Year 5-6 Teacher at East Hoathly from September 2023 – Mrs Pippa Seymour. The Year 3-4 Teacher at East Hoathly is Mrs Becca Bastin (previous Head of School at St Mary's Hartfield- a Pioneer School). The Nursery Teacher (Jessica Stubbs) is on maternity leave and the maternity cover teacher is a previous Pioneer teacher (Gaia May). The Reception Teacher is Mrs Kerri Howes (previous ECT from October 2022). Mark Lulham, previous East Hoathly Year 3-4 teacher has moved to work at another Pioneer Federation school- Park Mead. All teacher changes were due to staff requests for new experiences at other Pioneer federation schools- teachers have remained within the Federation.

Areas for development 2023-2024 – what we need to work on to move towards 'Outstanding'

- Develop new Head of School & Leadership Team, Sept 2023
- Embed the school vision and values.

- To improve negative progress scores at KS2 in Maths to least 0. See SDP 23/24 1.5.

L & M- Current Areas for Development 2023/24 *what we need to work on to continue to maintain 'Good' and begin to move towards 'Outstanding'*

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023 - JULY 2024)

- 2.1 **East Hoathly (EH) Ofsted and SIAMS Inspections:** To ensure that EH achieves at least 'Good' in both inspections within the academic year 23-24.
- 2.2 **Outwards Facing Pioneer Leadership** – Ensure that effective mentoring/coaching is in place for new leaders so that they are highly effective in their roles. To also ensure all senior leaders develop cpd collaboration both within & outside of the Federation whereby bringing in fresh ideas resulting in raised pupil outcomes and staff effectiveness.
- 2.3 **Pioneer Governance:** To streamline governor monitoring to include subject visits to focus schools bi-annually, ensuring that Pioneer Governance is highly effective in both supporting, challenging & holding leaders to account.
- 2.4 **Pioneer MAT and Expansion:** Pioneer school expansion & Trust/MAT developed within 23/24. Continue effective collaborative partnership strategies with other schools- expanding to a 5th Pioneer school and ensure that collaboration results in raised pupil outcomes and staff effectiveness.
- 2.5 **Pioneer Subject Leadership:** Ensure that subject leaders have the appropriate time set aside in termly staff meeting agendas with clearly defined milestone expectations which dovetail with Pioneer curriculum developments.
- 2.6 **Church Schools development:** To ensure that East Hoathly is ready for a Church S48 inspection, updating approaches to cater for the new SIAMS framework expectations and achieves equivalent of previous 'excellence' SIAMS when inspected. To ensure that SMV has actioned all areas of development from their last SIAMS inspection 2018 and will be ready for SIAMS inspection 24-25.
- 2.8 **Health and Safety LA Monitoring Inspections-** To ensure that all school are safe and have successful LA inspections and achieve at least 90%+. PM (Dec 23), EH (Jan 24) CP (March 24)
- 2.9 **Safeguarding:** To ensure that all Pioneer schools have highly effective safeguarding policies and procedures in place. PM (Nov 23) and CP (Sept 23) to have successful LA safeguarding monitoring reports.
- 2.10 **Pioneer NOR and Advertising Strategies-** To ensure that Pioneer schools are pursuing all potential advertising strategies to enable NOR to be the highest possible.
- 2.11 **Community Cohesion:** To ensure that each Pioneer school is proactive in developing strong community cohesion and effectively engaging/involving parents in their child/ren's education.

L&M- CURRENT ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24' SCHOOL IMPROVEMENT PLAN

IMPACT (DECEMBER 2023)

- 'Beh for learning' strategies implemented across sch by new HOS.
- Oct 23- Anti-bullying policy updated from ESBAS and LD reports July 23 – [see website- https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/East-Hoathly-Anti-Bullying-Policy-2023-Updated.pdf](https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/East-Hoathly-Anti-Bullying-Policy-2023-Updated.pdf)
- TASS/ESBAS monitoring visit and 3 Governor visits linked to Beh & Attitudes- concluding that systems and routines embedded and that the Beh Policy is commonly understood and consistently applied. [See Ed Owen \(TASS\) Report & Governor Reports - Nov 23.](#)
- EH Vision and values established and Vision song sung weekly. RE Council set up & Ethos Committees in place.
- Subject Leaders have triangulated judged at EH- Reading, Writing, Maths, Humanities and Science.
- December Governor and Subject leaders monitoring- [see Governor Subject Reports](#)
- 4 page SIAMS SEF in place for EH. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/10/East-Hoathly-4-page-SIAMS-Self-Evaluation-Form-Sept-2023.pdf>
- SIAMS EH evidence file in place & new Values certificate embedded at EH. Pupils/parents and staff clear about V/V. [See EH parent Questionnaire feedback- Nov 23.](#)
- Duncan Grieg SIP Nov 23 monitoring visit- validating 100%+ Qu of Ed. [See Nov. 23 Report.](#)

IMPACT (MARCH 2024)

- DOCET and DBE interviews for Pioneer MAT completed and successful. Next steps are consultation in March 24 & MAT Vision/Values.
- Spirituality Policy updated and on website – 'Mirrors, Windows and Doors' added – See DEP Report (MW)
- 6th Feb- Park Mead Vision song developed with Nathan Cline
- 94% EH Health & Safety Inspection outcome - 6th February
- Nutley Partnership developments for T5- to be discussed at FGB

IMPACT (July 2024)

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EARLY YEARS EDUCATION: GOOD

Outstanding (1)

- 1.1 The school meets all the criteria for good in the effectiveness of early years securely and consistently. SDP 20-24 Section 5
- 1.2 The quality of early years education provided is exceptional. SDP 20-24 Section 5

In addition, the following apply:

- 1.3 The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. SDP 19/20 Section 5 & 1.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5

- 1.4 The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. SDP 19/20 Section 5 & 1.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 1.5 Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. SDP 19/20 Section 5 and 'EYFS Characteristics of Effective Learning' 3 SDP 21/22 5.1 5.2, SDP 22/23 Section 5, SDP 20-24 Section 5
- Good (2)**
- Intent**
- 2.1 Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. SDP 19/20 5.1, 4.1 & 1.1 SDP 21/22 5.1 5.2, SDP 22/23 Section 5.1, SDP 20-24 Section 5
- 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. SDP 19/20 5.1 & 1.1 SDP 21/22 5.1 5.2, SDP 22/23 Section 5.1, SDP 20-24 Section 5
- 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. SDP 19/20 5.1 & 1.1 SDP 21/22 5.1 5.2, SDP 22/23 Section 5.1, 1.3, 1.4, SDP 20-24 Section 5
- 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. SDP 19/20 5.4 SDP 21/22 5.1 5.2, SDP 22/23 1.3, 1.4- Little Wandle, SDP 1.2
- 2.5 The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. SDP 19/20 5.1 & 1.1 SDP 21/22 5.1 5.2, SDP 22/23 Section 5.1, SDP 20-24 Section 5
- Implementation**
- 2.6 Children benefit from meaningful learning across the curriculum. SDP 19/20 5.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 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. SDP 19/20 5.3 & 5.4 SDP 21/22 5.1 5.2, SDP 23/24 1.2
- 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. SDP 19/20 5.3 & 5.4 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 2.9 Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. SDP 19/20 5.4 SDP 21/22 5.1 5.2
- 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. SDP 19/20 1.3 & 5.3 SDP 21/22 5.1 5.2, SDP 22/23 1.7
- 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. SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 2.12 The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs. SDP 19/20 5.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 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. SDP 19/20 4.2 SDP 21/22 5.1 5.2
- 2.14 Staff provide information for parents about their children's 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. SDP 19/20 5.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 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. SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 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. SDP 19/20 1.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 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. Most children achieve the early learning goals, particularly in mathematics and literacy. SDP 19/20 1.3 SDP 21/22 5.1 5.2
- 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. SDP 19/20 5.4 SDP 21/22 5.1 5.2
- 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. SDP 19/20 Section 5 and 'EYFS Characteristics of Effective Learning' & SDP 4.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5
- 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. SDP 19/20 5.3 SDP 21/22 5.1 5.2, SDP 20-24 Section 5

Early Years

EVIDENCE TO SUPPORT THIS JUDGEMENT

(SEPT 2019 - JULY 2023) PREVIOUS PRIORITIES FOR IMPROVEMENT

SDP 18/19

EYFS- effective baseline progression tracker system established.

Assessment Systems: To develop a Federation assessment framework- utilising TT as the assessment vehicle, developing individualised scale scores to evaluate

cohort progress rigorously and develop FFT predictions- both expected and aspiring tracked

SDP 19/20-

5.2- EYFS Curriculum- ensure EYFS leaders construct a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. (Ofsted Criteria: 2.1 & 2.2)

5.4- Reading, Phonics & Mathematics- Ensure the curriculum caters for the expected systematic approaches for these areas of learning to ensure the highest possible outcomes. (Ofsted Criteria: 2.3)

SDP 20/21-

5.1- Nursery Leadership Succession Plan – To ensure that a clear succession plan is in place to enable future leadership stability.

5.2- EYFS Leadership self-evaluation- ensure EYFS leaders have ownership of the EYFS SEF and areas for development under new Ofsted criteria/framework.

5.3- EYFS Curriculum- ensure EYFS leaders construct a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

5.4- Teachers pedagogical knowledge developments – ensure children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.

5.5- Reading, Phonics & Mathematics- Ensure the curriculum caters for the expected systematic approaches for these areas of learning to enable the highest possible outcomes.

5.6- Pioneer EYFS Hub- Pioneer EYFS provision to be exemplary and is worthy of being shared with others.

SDP 21/22

5.1- EYFS New Curriculum & Baseline- leaders construct a new curriculum that fulfils the new framework expectations and is still is ambitious and designed to give all children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

5.2- Teachers pedagogical knowledge developments – ensure all staff are aware of how EYFS pupils develop detailed knowledge and skills across the areas of learning in an age-appropriate way and EYFS evidence effectively demonstrates this.

5.3- Establishing new Nursery staff structure- Teacher replacing Nursery manager.

SDP 22/23

EYFS Curriculum- to embed the new Pioneer EYFS curriculum and ensure that it fulfils all framework expectations enabling impact, knowledge gained and progression of skills to be clear for all stakeholders. **SDP 22/23 5.1.**

GLD to reach at least LA Average/NA (EH 2022 64%, LA = 69%, NA 2022 72%)

Reading and Writing 'expected' to at least reach NA (2019 Re=75% (NA=81%) Wr=75% (NA=78%)). (Maths Goals 2022 Reception EH= 64% (LA Ma average 2022= 79%) **See SDP 22/23 section 1.7** (Literacy Goals 2022 Reception EH= 64% (LA Lit average 2022= 72%)) **See SDP 22/23 section 1.4**

ACTIONS TO SECURE IMPROVEMENT WERE SET OUT IN THE '2018-23' SCHOOL IMPROVEMENT PLANS

(SEPT 2019 - JULY 2023) EY- Strengths & IMPACT OF ACTIONS TAKEN

Strengths- why we believe that East Hoathly is 'Good'

- ✓ **'EYFS Lead reflections on East Hoathly/Pioneer EYFS Strengths- July 23'** – *Thorough processes for assessing children's abilities when they enter Reception and rigorous ongoing assessments staff are able to plan very effectively for the needs of all children. Strong links with parents, supported by an effective programme of pop in and play sessions and home visits, ensure that transition is managed very well. Thorough mid-term and short term planning across the Federation, as well as spontaneous and responsive planning, which follows the interests of the individual cohorts leads, to the greatest levels of involvement and interest from the children. Creative environments and inspiring resources support children's learning and development very successfully, enabling them to build up high levels of independence, curiosity and imagination. Children can make excellent progress in their reading and writing skills through the competent implementation of the Little Wandle Scheme and through both structured and unstructured opportunities to write and become authors. Extremely frequent reading, both in groups and 1-1 supports this progress. The systematic teaching of core mathematical concepts is well supported through the use of the White Rose mathematics scheme and the extensive use of a wide range of manipulatives that are readily available to the children.*
- ✓ **Pioneer EYFS Hub and Expertise (see SDP 19/20 5.5):** Within the Pioneer Federation EYFS team we have County moderators. The teachers have also previously led the County Pioneer EYFS Hub, providing training and support for East Sussex Pre-schools, Nursery and Reception Classes. **See 'Pioneer Hub' tab on website**
- ✓ **EYFS CPD:** Strong collaboration between Pioneer EYFS teachers means that teachers are supported and challenged to ensure the highest standards of provision are in place. Termly EYFS Pioneer moderation and externally with Alliance and LA. ensures that judgements are calibrated effectively. **See moderation mins and LA moderation reports.**
- ✓ **Reception EYFS Staffing Updates:** Sheridan Whythe (Previous EYFS Lead and LA Hub Lead) is on maternity July 2023. Kerri Howes is the East Hoathly Reception Teacher Sept 23 (ECT at the sch 22/23), after a very successful year at the school 22-23. Racheal Boldero has been appointed as EYFS Cohort Lead- and plans to streamline planning and develop consistency in planning approaches across EYFS Pioneer cohorts= see SDP 23/24 section 5.
- ✓ **Nursery Staffing updates & CPD:** experienced EYFS Lead supporting Nursery NQT teacher 21-23 (appointed Nov 21- ECT training in place weekly with CPD opportunities across the federation and with local links) to ensure consistency of standards across EYFS and Nursery classrooms. CPD for new nursery assistants (Hub Training, observation training, phonics and language support). Nursery assistant L2 being trained to L3. Nursery premises improvements recognised by LA EYFS monitoring visit. **See Claire Green Reports. Moderator visit to Reception/Nursery Classes from LA 2021/2** (Quality Assurance visit) –Particularly noting the provision and impact on learning: *'The children were actively engaged in their learning and adults were supporting with meaningful interactions.... Lots of time has been put into further developing the outdoor environment which ensures high quality learning can take place.'* **See LA Report.** Mentoring in place for Nursery NQT from LA Tutor- Claire Green 21-23. **Strong Good judgement of Nursery provision. See Claire Green Reports.** Nursey Teacher maternity leave March 23- March 24. Senior Nursery Assistant stepping up as Nursery Manager March- July 23 & Gaia May (previous Pioneer Teacher) maternity cover Sept 23- March 24. **Strong feedback from parents regarding staffing transition and Nursery is full.**

- ✓ **EYFS Curriculum 21-23:** 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. See website link: <https://pioneerfederation.co.uk/easthoathly/development-of-eyfs-curriculum/>, See LA report- New curriculum in place and quality assured through LA.
- ✓ **EYFS OUTCOMES** (See EYFS Trackers and Datawalls)- EYFS GLD and APS at/above national averages 2018/ 2019/2023. See data charts below. 17 – 30% value added progress from baseline. Reception entry data to exit data shows children make good progress in the EYFS. Disadvantaged pupils (PPG, SEN) make good progress. Outcome gaps from 2022 EYFS have been addressed fully in 2023 outcomes.

2017-19 Schools Performance Data Summary - Early Years Foundation Stage Profile																				
Cohort info			All Pupils				Gender				FSM				SEND ¹					
			% Each Pupil		Cohort		Boys		Girls		FSM		non FSM		SEN Support		Statement / EHCP		Non SEN	
			% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort	% Each Pupil	Cohort
2017			6.3	16	12.5	8	12.5	8	25.0	4	8.3	12	6.3	16	100	1			6.3	16
2018			6.3	16	12.5	8	12.5	8			6.3	16			100	1			6.7	15
2019			8.3	12	16.7	6	16.7	6	100	1	9.1	11			100	1			9.1	11
			All pupils		Gender				FSM				SEND ¹							
			Year	National %	School %	Boys		Girls		FSM		non FSM		SEN Support ³		Statement / EHCP ³		Non SEN ⁴		
						National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	
GLD	2017			70.7	81.3	64.0	75.0	77.7	87.5	56.0	50.0	73.0	91.7	-23.0	27.0		4.1		75.9	81.3
	2018			71.5	81.3	65.0	75.0	78.4	87.5	56.6		73.8	81.3		27.9	0	4.8		77.0	88.7
	2019			71.8	75.0	65.5	66.7	78.4	83.3	56.4	100	74.7	72.7	25.3	28.3	0	4.5		77.2	81.8
Average Point Score	2017			34.5	39.9	33.3	41.0	35.7	38.8	31.5	36.5	34.9	41.0	1.6	28.6		19.5		35.4	39.9
	2018			34.6	38.4	33.4	37.5	35.8	39.3	31.5		35.0	38.4		28.6	20.0	19.6		35.6	39.6
	2019			34.6	41.3	33.4	40.7	35.8	42.0	31.4	45.0	35.1	41.0	9.9	28.5	31.0	19.5		35.6	42.3

EYFS 2022			
	Validated teacher assessment 2022		LA/National 2022
	WTS	ELG+	ELG
Year R Reading	29%	71%	71%
Year R Writing	36%	64%	71%
Year R Maths	14%	86%- Number Ma overall= 64%	79%
Year R GLD	36%	64%	69%/72%

2022 Outcomes- Pupils made 20% value added from baseline GLD (45%). 3 SEND pupils =21%. See SDP 22/23 sections 4.1 and 5.1 for developments for EYFS Writing and Maths.

EYFS 2023			
	Validated teacher assessment 2023		National
	WTS	ELG+	ELG
Year R Reading	14%	86%	Literacy Overall 68%
Year R Reading Comprehension	14%	86%	
Year R Writing	14%	86%	
Year R Maths	14%	86%	Maths 76%
Year R GLD	14%	86%	GLD 64%

Context: 14 children in Year R, 1 child = 7%, SEN:= 7%

EY- CURRENT Areas for Development 2023/24

PRIORITIES FOR IMPROVEMENT (SEPTEMBER 2023)

- 5.1- EYFS Maths Curriculum-** To embed the development of White Rose Mastery approaches – aligning with other Pioneer year groups.
- 5.2- Pioneer EYFS Cohort Planning –** To ensure that staff learn from more experienced/EYFS Lead practioners through a more consistent and coherent planning approach across Pioneer EYFS.
- 5.3- To embed Little Wandle (LW) Phonics scheme and associated decodable books/resources systems with Pioneer EYFS** and rigorously track impact on pupil standards.
- 5.4- East Hoathly Nursery –** to ensure all aspects of Nursery provision are sustainable long term – both financially & in terms of EYFS Nursery expertise succession planning.

EY- CURRENT ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2023-24 'SCHOOL IMPROVEMENT PLAN'

IMPACT (DECEMBER 2023)

- EYFS MA mastery in place and consistent planning systems started. Additionally, EYFS utilising unit baseline and end of unit progression tracking of new knowledge gained as product of T1 triangulations.
- Cohort Moderation – Nov – calibrating and refining standards and evidence quantity and quality expectations in ETFS journals
- Separate Maths and Writing books now in place across EYFS Pioneer classes. Direct Ma and Wr progress identification.

IMPACT (MARCH 2024)

- | |
|--|
| <ul style="list-style-type: none">• Writing & Maths books established in all EYFS classes.• Nursery structure change for EH from Sept 24. Rising 5's within EYFS unit only. (Teacher and TA with level 3 qualifications). No restructure or redundancy required.• Jess Stubbs (Nursery Teacher) resigned- leaves end of T4. SW and AH interim until end of July. |
| IMPACT (JULY 2024) |

Appendix:

East Hoathly SEN 23-24

		No. boys		No. girls		% of class
	total SEND	SEN Support	EHCP	SEN Support	EHCP	
N – 21	2	1	0	1	0	8.6%
R- 15	2	1	0	1	0	8.6%
Y1 – 14	3	3	0	0	0	13%
Y2 – 12	4	4	0	0	0	17%
Y3 – 11	6	3	0	3	0	26%
Y4 – 13	3	3	0	0	0	13%
Y5 – 16	2	0	0	2	0	8.6%
Y6 -16	1	1	0	0	0	4.3%

23 pupils (19.5% including Nursery) (22% of school age children)

East Hoathly PPG 23-24

15 of school age (15.5%) NA= 22.5%

2 pupils in the school are SEN & PPG

	No. boys	No. girls	%
N- 21	0	1	4.7%
R -15	0	2	13.3%
Y1 -14	1	0	7%
Y2- 12	1	0	8.3%
Y3-11	1	2	27.2%
Y4 -13	1	1	15.3%
Y5- 16	3	0	18.75
Y6- 16	2	0	12.5%

Behaviour & Attitudes

East Hoathly COHORT ATTENDANCE TARGETS FOR 2023/2024

<u>East Hoathly</u>		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	95%	96.3%	95.5%	94%			
Year 6	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	97.2%	97.2%	94.8%	96.4%			
Year 5	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	95.5%	97%	94.8%	96.9%			
Year 4	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	90%	98.4%	96.5%	91.9%			
Year 3	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	93.5%	89.9%	94.3%	92%			
Year 2	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	93.7%	94.4%	95.3%	95.9%			
Year 1	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	94%	98.4%	96.8%	93.2%			
EYFS	Target	96.5	96%	96%	96%	96%	96.5%	96.5%
	Actual	93.3%	94%	96.4%	88.3%			

East Hoathly Termly Milestones for Attendance

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	96%	96.3	96	95.5%	96	94%	96		96.5		96.5	
Gender												
Male	96%	96.3	96	95.7%	96	93%	96		96.5		96.5	
Female	96%	97.2	96	95.3%	96	94.7%	96		96.5		96.5	
Free School Meals												
Non-FSM	96%	96.3	96	95.7%	96	94.5%	95		96.5		96.5	
FSM	96%	96.5	96	94%	96	88.5%	96		96.5		96.5	
English as a First Language												
Non-EAL	96%	96.4	94	95.4%	96	93.8%	96		96.5		96.5	
EAL	96%	92.8	96	100%	96	93.4%	96		96.5		96.5	
Special Education Needs												
No SEN	96%	96.4	96	96%	96	94.9%	96		96.5		96.5	
SEN Support	96%	95.9	96	94%	96	90.6%	96		96.5		96.5	
EHC	96%	0	96	0	96	100%	96		96.5		96.5	

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	9.9	8.0	17.9	8.0	23.8% 21/88	7.5		7.5		6.0	
Gender												
Male	8.0	2.3	8.0	19.5	8.0	23.4% 11/47	7.5		7.5		6.0	
Female	8.0	1.7	8.0	16.2	8.0	24.3% 10/41	7.5		7.5		6.0	
Free School Meals												
Non FSM	8.0	7.9	8.0	17.9	8.0	21% 16/76	7.5		7.5		6.0	
FSM (11 children)	8.0	0.1	8.0	18.1	8.0	45.4% 5/11	7.5		7.5		6.0	
English as a First Language												
Non-EAL	8.0	9.6	8.0	18.3	8.0	24.7% 21/ 85	7.5		7.5		6.0	
EAL	8.0	0	8.0	0	8.0	0 0/3	7.5		7.5		6.0	
Special Education Needs												
No SEN	8.0	7.0	8.0	14.9	8.0	20% 13/65	7.5		7.5		6.0	
SEN Support	8.0	0.2	8.0	27.2	8.0	34.7% 8/23	7.5		7.5		6.0	
EHC	8.0	0	8.0	0	8.0	0	7.5		7.5		6.0	

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East Hoathly Termly Milestones for Attendance 22-23

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	93.9 (94.8 - PT pupil)	95	94.7 (95.5 - PT pupil)	95.5	94% (94.8 6 without PT pupil)	96	94.6 94.9 (wt PT)	96	94.3% (94.9 wt PT)	96.5	94.3 %
Gender												
Male	94	92.7	95	93.7	95.5	93.8 %	96	93.9	96	93.9%	96.5	92.6 %
Female	94	95.4	95	95.6	95.5	94.05 %	96	94.2	96	94.19 %	96.5	95.2 %
Free School Meals												
Non-FSM	93	94.6	94	95.1	95	94.23	95	94.2	95	94.2 %	96.5	93.5 %
FSM	95	88.6	96	91.1	96	92.2 %	96	92.9	96	92.73 %	96.5	95.5 %
English as a First Language												
Non-EAL	93	94	94	94.7	95	94.1	95	94.2	95	94.1 %	96.5	93.6 %
EAL	95	90.8	96	93.7	96	91.46	96	89.1	96	90.8 %	96.5	98.2 %

Special Education Needs												
No SEN	94	95.2	95	95.7	95.5	95.22 %	96	95.2	96	95%	96.5	94.5 %
SEN Support	94	89.1 (93.2 – PT pupil)	95	90.9	95.5	89.64 (93.5 witho ut pt)	96	89.3	96	89.4%	96.5	90.7 %
EHC	94	0	95	0	95.5	0	96	0	96	0	96.5	0

East Hoathly	Persistent Absence (PA) % under 90% attendance											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	18.5	8.0	11.3	8.0	16	7.5	13.2	7.5	13.2	6.0	13.2
Gender												
Male	8.0	11.3	8.0	6.1	8.0	4.1	7.5	5.1	7.5	6.1	6.0	6.1
Female	8.0	7.2	8.0	5.1	8.0	12.3	7.5	8.1	7.5	7.1	6.0	7.1
Free School Meals												
Non FSM	8.0	14.4	8.0	8.2	8.0	13.4	7.5	9.1	7.5	9.1	6.0	9.1
FSM (11 children)	8.0	4.1	8.0	3.0	8.0	3.1	7.5	4.0	7.5	4.0	6.0	4.0
English as a First Language												
Non-EAL	8.0	17.5	8.0	11.3	8.0	14.4	7.5	12.2	7.5	11.2	6.0	11.2
EAL	8.0	1.0	8.0	0	8.0	2.6	7.5	1.0	7.5	2.0	6.0	2.0
Special Education Needs												
No SEN	8.0	13.4	8.0	9.2	8.0	12.3	7.5	11.2	7.5	9.1	6.0	9.1
SEN Support	8.0	5.1	8.0	2.0	8.0	4.1	7.5	2.0	7.5	4.0	6.0	4.0
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0

NB T3: Increase in female persistent absence due to term time holidays. NB T6: Chicken pox & term time holidays.

East Hoathly Outcome Charts 2020- 2023

July 2020 Teacher Assessment Outcomes KS2

	East Hoathly		National 2019	
	Exs	GDS	Exs	GDS
Reading	71%	57%	73%	27%
Writing	71%	14%	78%	20%
Maths	86%	29%	79%	27%
Combined	71%	14%	65%	11%
GPS	100%	43%	78%	36%

Progress:

- All children met or exceeded like for like targets from KS1.
- Reading: 2 (29%) children who achieved EXS at KS1 achieved GDS at KS2, 1 (14%) child who achieved WTS at KS1 achieved GDS at KS2
- Writing: 1 (14%) child who achieved WTS at KS1 achieved EXS at KS2
- Maths: 1 (14%) child who achieved EXS at KS1 achieved GDS at KS2, 1 (14%) children who achieved WTS at KS1 achieved EXS at KS2
- Concerns from previous data re progress starting to be addressed: **Reading: + 2.1 Writing: - 0.58 Maths: + 1.65**

July 2020 Teacher Assessment Outcomes KS1

	East Hoathly		National 2019	
	Exs	GDS	Exs	GDS
Reading	80%	20%	75%	25%
Writing	73%	13%	70%	13%
Maths	73%	27%	75%	22%
Combined	73%	13%		
	Year 1	Year 2	Year 1	Year 2
Phonics	85%	75% of retakes 92% of cohort	82%	91% of cohort

East Hoathly Data – KS2 2021					
	East Hoathly 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	9%	91%	58%	73%	27%
Year 6 Writing	9%	91%	33%	78%	20%
Year 6 Maths	0%	100%	25%	79%	27%
Year 6 Combined	^{1 chn} 9%	91%	^{2 chn} 17%	65%	11%
Year 6 GPS	9%	91%	42%	78%	36%
Year 4 Multiplication Test	Av score: 17.7/25 93% achieved over 50%				
East Hoathly Data – KS1 2021					
	East Hoathly 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	14%	86%	36%	75%	25%
Year 2 Writing	21%	79%	14%	70%	13%
Year 2 Maths	14%	86%	21%	75%	22%
Year 2 Combined		79%	14%		
	Year 1		Year 2	Year 1	Year 2
Phonics	83% EXS		2 retake 100 % EXS	82%	91% of cohort
East Hoathly Data – EYFS 2021					
	East Hoathly 2021			National 2019	

	WTS	ELG+	EXC	ELG	EXC
EYFS Reading	17%	83%	17%	76.9%	18.6%
EYFS Writing	25%	75%	8%	73.7%	10.9%
EYFS Maths	17%	83%	25%	79.8%	16.6%
EYFS GLD	33%	69%	8%	71.8%	13%

In- house data for this year showing attainment at EXS and GDS above national for KS1 and KS2 and within one child of national data for EYFS.
Phonics now in line with national data.

2022 EH July Data Summary –Yr R, 1, 2,4 & 6

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	25%	75%	19%	74%	18%
Year 6 Writing	18.75%	81.25%	25%	69%	13%
Year 6 Maths	43%	57%	13%	71%	22.5%
Year 6 Combined	57%	43%	13%	59%	7.3%
Year 6 GPS	30%	70%	19%	72%	28%

Context: 16 children in
SEND = 3 18.75% 1
year group

Year 6 1 child = 6.25-%
chn with EHCPs in the

Year 4 MTC: Average score: 18.7 % of chn passing (18+) = 65% SEND = 18%

Year 1 and 2					
	Teacher assessment 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	22%	78%	11%	67%	18%
Year 2 Writing	33%	67%	11%	57%	8%
Year 2 Maths	33%	67%	22%	67%	15%

Year 2 Combined	33%	67%	11%	54%	6%
	Year 1		Year 2		
Phonics	83%		1 retakes: did not pass 0% EXS	76%	9.6% of cohort

Context:

11 children in Year 1

1 child = 9%

SEND = 33%

0 chn with EHCPs in the year group

9 children in Year 2

1 child = 11%

EYFS 2022			
	Validated teacher assessment 2022		National 2022
	WTS	ELG+	ELG
Year R Reading	29%	71%	68%
Year R Writing	36%	64%	68%
Year R Maths	14%	86%- Number Ma overall= 64%	76%
Year R GLD	36%	64%	64%

Context: 14 children in
SEND: 3 children = 21%.
baseline GLD.

Year R 1 child = 7.1%
20% value added from

2023 EH 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%	25%	73%	27%
Year 6 Writing	0%	100%	12.5%	71%	13%
Year 6 Maths	27%	69%	19%	73%	22%
Year 6 GPS	19%	81%	12.5%	72%	28%

Context:

16 Children in Year 6

1 child = 6.25%

SEND = 0%

0 chn with EHCPs in the year group

Year 4 MTC

Average score: 22/25

% of chn passing 20+/25= 75%

Context:

14 children in Year 1

children in Year 2

1 child = 7.1%

= 8.3 %

SEND = --%

with EHCPs in the year group

Year 1 and 2					
	Teacher Assessment 2023			National	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	24%	75%	16.6%	69%	18%
Year 2 Writing	33%	67%	0%	61%	8%
Year 2 Maths	33%	67%	8.3%	72%	15%
	Year 1		Year 2	Year 1	Year 2
Phonics	60%		93%	76%	81%

12

1 child

0 chn

EYFS					
	Validated teacher assessment 2023			National	
	WTS	ELG+			ELG
Year R Reading	14%	86%		Literacy Overall	68%
Year R Reading Comprehension	14%	86%			
Year R Writing	14%	86%			
Year R Maths	14%	86%		Maths	76%
Year R GLD	14%	86%		GLD	64%

Context:

14 children in Year R

1 child = 7%

SEND: - children = 7 %