

SIAMS Self-Evaluation Form – 2023 - 2024

East Hoathly Church of England Primary School



All judgements are based on robust school self-evaluation using the updated SIAMS ‘September 2023’ Framework.

Key to SEF IQs Colours	
Green text:	These questions are fully met
Turquoise text:	Evidence for impact statements
Purple Text:	School Development Plan reference
Amber text:	These questions are partly met
Red text:	These questions are areas for further development

This evaluation document is updated regularly. This SAIMS SEF provides evidence-based knowledge of the impact of the vision, policy, and practice of the school. Evidence is collected from a range of sources including worship & lesson observations, book scrutiny, talking to learners, staff and parents and analysis of data. Staff and Governors contribute to evidence included in the SIAMS SEF. It is shared with the Diocese 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 Inspection Question are in italics at the beginning of each section below.

SEF Contents		
	School’s theologically-rooted Christian Vision & External Validation Reports	Page 2
	School Contextual Information & What are we doing here?	Page 3 & 4
How then shall we live? (& summary self-judgements)	1Q1- How does the school’s theologically rooted Christian vision enable pupils and adults to flourish? - J1	Page 5
	1Q2- How does the curriculum reflect the school’s theologically rooted Christian vision? - J1	Page 6 & 7
	1Q3- How is collective worship enabling pupils and adults to flourish spiritually? - J1	Page 8
	1Q4- How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?- J1	Page 9
	1Q5- How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?- J1	Page 10
	1Q6&7- Is the religious education curriculum effective (with reference to the expectations set out in the Church of England’s Statement of Entitlement for Religious Education) & what is the quality of religious education? - J1	Page 11
Appendix - Links to key Policies Vulnerable Group Information Attendance Charts 20-24 Outcome Charts		Separate Document

School's theologically-rooted Christian Vision:



How is the school's vision a clearly-articulated

<https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2020/11/Our-Values-stories.pdf>



Comments from parents 2021-23 questionnaires show that pupils are taking their learning from the vision and values home with them and this is impacting on their development and behaviour – *‘We have been pleased to see that Christian Values are well promoted in school. This is particularly important to us and we hope that these values will continue to be well preserved and guarded.’*
‘We as a family don’t follow a religion but we love the diversity and also the values that are promoted without us feeling pushed into having the same values.’ *‘I have already noticed a change in my daughter’s behaviour towards others. She has always been very polite, but she now is beginning to express empathy and kindness to others on another level. She has also talked about being grateful and appreciating what she has compared to others. Very happy with the values promoted at East Hoathly.’*

‘Being the best that we can be in a thriving community, following the example of Jesus and achieving fullness of life’
‘Achievement for All, Learning Together, Learning for Life’

Along with the vision, our core values of **Love**, **Strength**, **Wisdom** and **Trust** underpin everything we do at East Hoathly. In Matthew 19:26 & John 10:10, Jesus tells us He came to give us life in all its fullness and all things are possible with God, and we believe that we help give children the best start in their education by giving them the values, confidence & stepping stones they need to enjoy all the opportunities life has to offer. As a Christian school, we believe that children live their best lives when they know they are **loved** and being loving; shown how to use their **strengths** and **wisdom** so they can continuously work hard and strive for high achievements and are taught that being honest and **trustworthy** and living their lives by God’s example can lead to ‘life-long learning’ and positive change. Our purpose at East Hoathly is for all children to achieve their true potential, lead happy and fulfilled lives and contribute positively to their communities and wider world, experiencing ‘life in its fullness’. All 4 values have specific biblical reference as their origins which are intertwined into the ethos of East Hoathly School.

<https://pioneerfederation.co.uk/easthoathly/school-vision-values-rules/>

Pioneer Federation Vision & Values: <https://pioneerfederation.co.uk/pioneer-federation-growth/>

Useful Recent External Monitoring Reports for Reference:

Previous SIAMS Inspection Reports:

Diocese School Education Partner (DEP) Reports:

Local Authority Monitoring Reports:

External Validation Reports:



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



SIAMS-Inspection-Report-E-Hoathly-2016



East Hoathly June 2021.doc



DEP Autumn 2022.doc



DEP Report Pioneer July 2022.doc



DEP Report East Hoathly July 23.doc



East Hoathly October 23.doc



East Hoathly Term 1 report (review) 6 Nov



East-Hoathly-safeguarding-review-report-2



East-Hoathly-SEND-review-report-Noveml



East Hoathly Note of Visit 22.01.24.pdf



East-Hoathly-Feb-20- Wellbeing Award.



Ed Owen TASS support report 7.12.21

Inspection Conversations: Context

Who are we?

Is the school a Church of England, Methodist or joint denomination school?

- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

SIAMS Inspection Initial Conversation Information

One week before the date of the inspection, the inspector will contact the school to speak with the headteacher. The discussion will include the following areas:

Executive Headteacher: Mr James Procter, Head of School: Mrs Alice Briley, Chair of Governors: Mr Alan Brundle, Unique reference number: 114501 DfE No: 8453022
Local authority: East Sussex, Type of Federation/Partnerships: Pioneer Federation of 4 schools and Nursery- <https://pioneerfederation.co.uk/pioneer-federation-growth/>
Church School Type: Church of England & Controlled (Diocese of Chichester), Age range of pupils: 2-11

- **The school's Christian vision and its theological roots:** <https://pioneerfederation.co.uk/easthoathly/school-vision-values-rules/>
- **Information about how school is organised:** Federation of 4 schools. **Teacher Structure:** 5 teachers (Nursery, Reception, Year 1-2, Year 3-4 and Year 5-6). Acting Senior Teacher Completing leadership training (NPQML). 1 ECT Sept 22- July 23 (now Reception Teacher) 1 ECTs (Nursery Teacher – on Maternity leave). 2 teacher developed from being teaching students in the Federation. **Subject Leaders across the federation- 1 subject each**
- **Information about leadership and governance structure:** **SLT:** Exec Head, HOS, Senior Teacher, Inc Manager. **FGB:** 13 Governors- 7 Foundation (2Ex- Officio) <https://pioneerfederation.co.uk/roles-responsibilities/>
- **Key partners and collaborations, including church/es:** Diocese of Chichester partnership – DEP- Mandy Watson- Senior Improvement Partner. Significant collaboration between the 4 Federated schools on all staff and class/cohort levels. 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. **Mandy Watson-** (Diocese Senior School Improvement Officer (previous COG 2012- 18 & Foundation Governor until 2023) and our other Foundation Governors/Ex-Officio- **Rev Jeremy Sykes vicar** of Hellingly and Upper Dicker, **Reverend Julie Sear** from St Mary's Church & **Fr. James Vine** Rev at in Framfield, East Hoathly and Chiddingly - have been instrumental in enhancing the work of the school as a church school. 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. The Pioneer Federation is in consultation with the Chichester Diocese, RSC and DfE regarding become a separate Multi-Academy Trust (MAT) in its own right, catering for small school in Sussex.
- **Number on roll (NOR):** School: 90 School & Nursery: 112 Nursery: 22 Reception: 8 Year 1: 16 Year 2: 14 Year 3: 12 Year 4: 12 Year 5: 12 Year 6: 16 Boys: 54 (48.2%) Girls: 58 (51.8%)
- **Planned admissions number PAN and number of church places (VA):** 15 Reception PAN. • Number of pupils currently withdrawn from RE and from collective worship (if any). Number of families this represents: n/a
- **Information about RE (if not outlined in policy or on website). How RE is organised, who teaches RE, syllabus followed:** East Sussex RE Syllabus (2022-27) <https://pioneerfederation.co.uk/easthoathly/re-curriculum/>
- **Information about collective worship (if not outlined in policy or on website). How it is organised, who manages it:** <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2022/11/Collective-Worship-Policy-2022.pdf>
- **Special Educational Needs and Disability (SEND) - is this above/below/in line with national averages?** 25 pupils in total on SEND register, (24% including Nursery), (17.6% of school age children) NA= 13%
- **Disadvantage- is this above/below/in line with national averages?** 16 pupils (20% of school age children) See VG chart for class nos/% NA= 22.5%
- **Ethnicity- how ethnically diverse is the school pupil population?** Minority ethnic groups- 11 pupils 9.7% o % of pupils who speak English as an Additional Language? 3%
- **Pupil mobility?** 80.6% were admitted in Reception. o **Service children?** n/a
- **Attendance -% year to date/previous 12 months?** At NA – see charts in Appendix. o **Persistent absence - % year to date/previous 12 months?** 22/23- At NA – see charts in Appendix.
- **Exclusions- year to date/previous 12 months?** 22/23- See HOS Reports and Beh file. 3 fixed term exclusions.
- **Staff turnover, stability and recent significant appointments & significant events in the life of the school:** **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.** 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 Whyte (previous Assistant Head) as Acting Head of School/ lead DSL and from October 2022, a reception teacher (ECT) was appointed and Mrs Whyte 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 Whyte (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).

	<p>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). All teacher changes were due to staff requests for new experiences at other Pioneer federation schools- teachers have remained within the Federation.</p> <p>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 have appointed for this role.</p>
<p>What are we doing here? J1</p> <ul style="list-style-type: none"> Considering the answers under 'Who are we?', what is the vision of the school and of the trust? How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this? How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically? Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school? As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are? How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this? What are the school's arrangements for collective worship? Why are these arrangements in place? see IQ3- page 8 How is religious education structured and organised? Why have these decisions been made? see IQ6&7- page 11 What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish? What is the relationship between the school/trust and local church/es? 	<p>The School Vision and all 4 Values have specific biblical references as their origins which are intertwined into the rules & ethos of East Hoathly School. https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2020/11/Our-Values-stories.pdf</p> <ul style="list-style-type: none"> Vision Statement: In Matthew 19:26 & John 10:10, Jesus tells us He came to give us life in all its fullness and all things are possible with God, and we believe that we help give children the best start in their education by giving them the values, confidence & stepping stones they need to enjoy all the opportunities life has to offer. Love: 'Let all that you do be done with love'. <p>In Corinthians 16:14, Paul signifies to us, that the whole of the obedience to Christ, should spring from, and be done in love to Him.</p> <p>Our East Hoathly rules link specifically with this biblical reference, explaining that we should 'Be kind and respectful to all members of the school community'.</p> <ul style="list-style-type: none"> Strength: 'Be strong & courageous. Do not be afraid, do not be discouraged, for Lord your God will be with you wherever you go'. <p>Joshua 1:9, reminds us that God is with us, therefore we can be 'strong and courageous' as we pursue his calling in our life and help us face hard things with 'faith and confidence'. Life can be full of challenges, sorrows, and tough decisions. But even amidst hardship, the Lord asks us to be 'strong and courageous'.</p> <p>Our East Hoathly rules link specifically with this biblical reference, explaining that 'We are resilient, brave and aims to be the best that we can be'.</p> <ul style="list-style-type: none"> Wisdom: 'Let us learn together what is good'. <p>Job 34:4, tells us to use the power of choice to do what's right and to learn from it. Elishu – 'Teach me what I do not see [in regard to how I have sinned]; If I have done wrong (injustice, unrighteousness), I will not do it again?'</p> <p>Our East Hoathly rules link specifically with this biblical reference, explaining that 'We are creative learners and continuously strive for high achievements'.</p> <ul style="list-style-type: none"> Truth: 'And you will know the truth, and the truth will set you free'. <p>In John 8:32, Jesus tells us "Ye shall know the truth, and the truth shall make you free". Through faith in him and following his teaching, we can have true freedom.</p> <p>Our East Hoathly rules link specifically with this biblical reference, explaining that 'We are honest, positive thinkers and live our lives by God's example'. https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2021/03/School-Rules.pdf</p> <p>The Pioneer Federation Vision/Values is also clearly rooted in Christianity- https://pioneerfederation.co.uk/pioneer-federation-growth/</p> <p>'Being the best that we can be in thriving communities, following the example of Jesus and achieving fullness of life' 'Our Church Schools work closely with the Diocese of Chichester, under God's rule and 'following the example of Jesus'. In Matthew 19:26 & John 10:10, Jesus tells us He came to give us life in all its fullness and all things are possible with God, and we believe that we help give children the best start in their education by giving them the values, confidence & stepping stones they need to enjoy all the opportunities life has to offer. We believe that children live their best lives when they know that they are loved and are being loving; shown how to use their strengths so they can continuously work hard and strive for high achievements and are taught that being honest and living their lives by God's example can lead to 'life-long learning' and positive change.'</p> <p>School Collaboration: Vision and Values - 'Learning Together' - 'Let us learn together what is good'.</p> <p>See Pioneer Federation Growth since 201- https://pioneerfederation.co.uk/pioneer-federation-growth/</p> <p>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 East Hoathly & Federation schools- to -school support when required. See Ofsted, SIP and DEP Reports & staff questionnaires linked to Pioneer collaboration strategies and impact.</p> <p>Expansion Background- 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. 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. The Pioneer Federation is now in consultation with the Chichester Diocese, 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.</p> <p>Governance and church relationship: experienced Governor Team & strong relationship with local church/es (13 Governors- 7 Foundation (2Ex- Officio)) https://pioneerfederation.co.uk/roles-responsibilities/ Mandy Watson- (Diocese Senior School Improvement Officer (previous COG 2012- 18 & Foundation Governor until 2023) and our other Foundation Governors/Ex-Officio- Rev</p>

How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

Jeremy Sykes vicar of Hellingly and Upper Dicker, Reverend Julie Sear from St Mary's Church & Fr. James Vine Rev at in Framfield, East Hoathly and Chiddingly - have been instrumental in enhancing the work of the school as a church school. See FGB minutes, Ethos Committee minutes and actions & DEP Reports.

The East Hoathly Governor Ethos Committee is made up of Rev.J.Skyes (V.Chair), Fr. J.Vine and representatives from the school's Senior Leadership Team. This group meets termly to review and constructively challenge the progress being made as a church school. Events with the church and community are also planned. This allows all stakeholders clarity in the vision for the year and SLT an opportunity to share successes and ways forward with the suggestions and challenges from other members of the school community.

Inspection Questions (IQ)- How then shall we live?

Inspection Question (IQ) Impact of provision and sources of evidence

IQ1- J1
 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? (Vision and Leadership)

East Hoathly school's theologically rooted Christian vision enable all stakeholders to flourish.
East Hoathly Definitions: 'Theologically rooted Christian'= a vision based on the teaching of Jesus. 'Flourishing'= all are achieving the 'best that they can be', have high confidence and self-belief & we all care for each other.

- a) How is the Christian vision expressed?
- b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

- a) See pages 2 & 4 above and below in b). In 2020/21, our vision was rewritten (after full consultation with all stakeholders) to clarify with all stakeholders the aims of East Hoathly as a church school. This allowed all members of the school community to be united in their approach to achieving the vision and seeing how the values underpin all decision made in the school. 2022/23- V/V Refresher activities throughout the year to ensure at the forefront of people's minds. See Awe & Wonder Day – Vision & Values 28/04/2023 and V/V evidence folders.
- b) We ensure that the Vision and Values are a living, breathing entity for all school stakeholders.
 - o Stakeholders are clear about the school vision and values and have clarify regarding the Christian theological roots. See V/Vs focus days/Awe & Wonder events and stakeholder questionnaires/voice. January 2024 – Awe & Wonder Day- Vision and Values reminders – see corridor displays.
 - o We have Vision song sung weekly. <https://pioneerfederation.co.uk/easthoathly/school-vision-values-rules/>
 - o The school values are intertwined with the planned collective worship & RE teaching. See Collective Worship Cycle and Planning. See RE curriculum and planning.
 - o Vision core values drive school rules, rewards and consequences discussions with pupils. See Behaviour Policy & Behaviour/Attitude Governor Reports- Nov 23
 - o Vision represented visually throughout school and website.
 - o The values of the school, Love, Strength, Wisdom & Truth, following the example of Jesus, is embedded throughout the school. They affect the way we manage behaviour, treat each other and underpin the decision that are made at all levels of staffing.
 - o The school values are fully embedded into the ethos of East Hoathly, "it's part of the school core vocabulary."
 - o Vision traits & values are built into the weekly pupil celebration certificates in collective worship and each achievement is specifically linked back to the core 4 values. See achievement display and weekly newsletters.
 - o Mental Health & Wellbeing represented in and embedded through our vision and values. <https://pioneerfederation.co.uk/easthoathly/mhew/mental-health-emotional-wellbeing/>
 - o School events and pupil achievements explicitly linked to school values in school newsletters. See weekly school newsletters/news bulletins.
 - o All school Briefing Meetings and FGB Meetings start with a reference to the school Vision and Values. See minutes.
- c) The theologically rooted Christian vision is enabling people to flourish at East Hoathly School.
 - Parent, Staff & Pupil Questionnaire Feedback- see evidence files Quality of Teacher & Learning and staff development- see monitoring and triangulation folders & SIP/External Monitoring Reports Pupil Outcomes – see SEF 23/24 –QofE section- pages 7-10
 - Staff retention- see staffing matrix 18-24 Community Feedback- see evidence files
- d) The Pioneer Federation Vision/Values is rooted in Christianity- <https://pioneerfederation.co.uk/pioneer-federation-growth/>
 'Our shared vision and set of values† that underpin all that we do have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. Our children learn to respect and appreciate the world around them, so they leave us as conscientious 21st Century citizens of the world. Across all schools, Pioneer Federation teachers work collaboratively to design lessons and activities that engage children in meaningful experiences. Our Church Schools work closely with the Diocese of Chichester, under God's rule and following the example of Jesus.'

	<p>Next Steps linked to IQ1 2023-24:</p> <ul style="list-style-type: none"> o Further refinement of ‘Pioneer Federation Vision and Values’ so ready for further expansion and for becoming a Multi-Academy trust of 10+ schools. o New East Hoathly leadership refresher present V/V with new staff and then to refine and re-launch Vision/Values (24/25) so having ownership and reshaping for the next steps/journey of the school i.e. post Ofsted/SIAMS. See parent and staff questionnaires – Nov/Dec 23 o All Governor monitoring reports to evaluate vision and values as a standing item. (monitoring template adjusted accordingly 23-24)
<p>IQ2 - J1</p> <p>How does the curriculum reflect the school’s theologically rooted Christian vision?</p> <p>(Wisdom, Knowledge, and Skills)</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school’s curriculum?</p>	<p><i>The philosophy, planning and implementation of East Hoathly curriculum clearly reflects the school’s theologically rooted Christian vision.</i></p> <p>a) <i>East Hoathly Value of Strength- ‘We are resilient, brave and aims to be the best that we can be’, Love: ‘Let all that you do be done with love’.</i></p> <p>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. 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.’ See also SIP and DEP reports Oct, Nov and Dec 2023.</p> <p>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’. Subject leaders have ensured that all subjects are sequenced logically (linking with the overarching topic themes) and that they are progressive, yet provide opportunities to revisit key skills, deepening understanding and providing a broad and balanced curriculum.</p> <p>The PSHE/RSHE policy was updated in 2022-24 and details how these subjects are covered in school & the use of the JIGSAW PSHE scheme covers a wide range of material in a sensitive and age-appropriate way. The curriculum that children experience is inclusive and diverse. The reading books used to support their termly topics cover a wide range of ethnicities, cultural diversity and represent celebrations of different faiths. This ensures the children are seeing Christianity as a worldwide faith and the diversity of the world they live in. International links (2020-24) have been made with a school in Malawi- more information about this can be found for IQ5.</p> <p>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.</p> <p>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 PTFAs, 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. Liaison with parents is strong. Teachers are available at the beginning and end of the day to speak with parents and in the latest parent questionnaire, 90% of parents agreed or strongly agreed that the school lets them know how their children are doing.</p> <p>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. At lunchtimes, there are a variety of clubs to allow children to pursue other interests (e.g. Art and Lego club) and the Playground Pals break time do an activity with the children following on from the morning’s worship and linking with the termly value. This ensures the message of the morning worship is continued in school with practical activities to encourage the children to think for themselves what it means for them. RE Council also runs a lunchtime club for all ages with bible stories and activities for the children to join in with. This not only provides children a calm space at lunchtimes if needed, but also deepens their knowledge of bible stories and how these can be examples to us all in everyday life. 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.</p> <p>Behaviour is excellent and pupils demonstrate very 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— tying in with key school values. 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.</p> <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> <p>East Hoathly is a Thrive/Wellbeing School. 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 2019/20, 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.</p> <p>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.</p> <p>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</p>

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](#)

b) The idea of **spirituality** is exposed to pupils in a variety of ways across the curriculum and wider events of the school. Pupils are encouraged to share their beliefs through open discussions (particularly in PSHE and RE) and reflection on their thoughts and experiences is planned across subjects, as well as each class completing a Spiritual task every week – see Ethos Committee meeting minutes and Collective Worship planning. A Spiritual Development Policy was created in September 2022 outlining how Spirituality is explored through the curriculum, links with the Church and Community, our Vision & Values and Collective Worship. The impact of spirituality can be seen through our Pupils as Leaders groups, collective worship evaluations, RE book monitoring and participation in community events. Each year, the school joins with the church to celebrate key events in the calendar – Harvest, Remembrance Day, Christmas, Ash Wednesday and Easter. These themes tie in with learning that happens in the classroom and parents are invited to services focused on these events. This allows parents to be actively involved in the events of the church and school. Each Friday, our Celebration Assembly is well attended by parents. We inform parents ahead of the day which children are receiving particular certificates and this allows them to be involved in the school celebration of individuals. Each class write **Love, Strength, Wisdom and Truth certificates each week** for children they have noticed that have shown our school values well- children are quoted in the certificates. This involves them in promoting and demonstrating how the school values are lived out in everyday life.

c) **Outcomes, Feedback, Monitoring & Quality of Education**

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.

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.](#)

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.](#) 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- see QoF E SEF section for specifics and evidence. 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 pages for East Hoathly Outcome charts 2018-2023](#)

d) *East Hoathly Vision of 'Achievement for All'. We have a highly inclusive curriculum.*

PPG provision is dedicated to identifying the gaps in the child's learning and providing teaching assistant-led interventions targeting those areas. This means the children who are at risk of falling behind their peers have dedicated time to work on their individual targets to try and close the gap between the disadvantaged. PPG children are discussed each term at Pupil Progress meetings to ensure staff and SLT are aware of the provision in place. Teacher Assistant timetables are directed related to ratio of PPG pupils per class. Interventions are put into place for children on the **SEND register** and coordinated by the Inclusion Manager who works closely with class teachers. SEND provision is thorough and evaluated termly for impact. Where any provision is not having the desired impact, these are adapted. See LA Vulnerable Group Monitoring Report Feb 2023. '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.' Staff can discuss confidently 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.](#)

e) **Wisdom: 'Let us learn together what is good'. Effective collaborative working** is a real **strength of Pioneer Federation** and we are work collaboratively at all staffing levels. [See staff questionnaire feedback and SMV Ofsted 2020.](#) e.g. **shared subject leadership.** By sharing subject leadership across the Federation, it is enabled individual teachers to focus, in depth, on one subject, ensuring the skills and knowledge are progressive, are inclusive of all attainments and build them up ready to transition to secondary school. By working closely with SLT and class teachers, subject leaders are able to share their expertise, and planning ideas and access CPD for one subject (rather than multiple). The impact of this is that teachers gain a deeper insight into a specific area of learning, allowing a more comprehensive curriculum. Subject leaders create a yearly action plan for their subject which is shared and monitored by a link governor twice a year as part of Governor meetings. The impact of this ensures that each subject strengthens in some way each academic year. [See Action Plan and Governor monitoring reports.](#) 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.*

It was clear that subject leaders knew what outcomes looked like from their focussed work scrutinies.' Effective Subject Leadership was also identified by [SMV March 2020 Ofsted.](#)

Federation collaborative 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, pupil questionnaires/pupil voice- newsletters and partnership evidence folder.](#)

IQ3 - J1

How is collective worship enabling pupils and adults to flourish spiritually?

(Impact of Collective Worship)

Collective Worship Policy



Collective-Worship-Policy-2023.pdf

Spiritual Development Policy



EH-Spiritual-Development-Policy-2023-24

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

➤ **Next Steps for IQ2 2023-24:** Address the gaps in 22/23 outcomes – see SDP 23/24/Outcome SDP & EH SEF QofE section. To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils.

The school provides daily Collective Worship for pupils in the local Church which is wholly Christian in character and in keeping with the school trust deeds. It gives all those present time for reflection and prayer and enables pupils and adults to flourish spiritually. See Collective Worship & Spirituality Policy.

East Hoathly Definitions: Spirituality: 'Outward (windows), Inward (mirrors) & forward (doors). Those opportunities to experience beyond ourselves to understand your place in the world and have a relationship with God'.

a) **Leadership ensure that the school vision and values of 'Love, Strength, Wisdom and Truth' are promoted and embedded through Worship.** Within the context of the faith and practice of the Church of England, our Collective Worship contributes to the spiritual, moral, cultural, physical, intellectual and social development of the children, thus relating to the day-to-day aspirations and values of the school. Each term, collective worships are based around a termly value with key events/themes in the Christian calendar being revisited each year – Christmas (peace) and Easter (hope). This ensures the children revisit these events each year; as key parts of the Christian belief (Jesus the Son of God being born and the crucifixion providing a way to be friends with God), focusing on this each year ensures all children are clear behind the messages and importance of these celebrations. The values are taken from 'Roots and Fruits' scheme and cover a comprehensive range of values that are important for all of us to reflect on. They are linked to key Bible stories or verses which helps the children have an immersion into all parts of the bible. The school values are also intertwined with the planned collective worship. See [Collective Worship Policy, Cycle and Planning](#). Vision traits & values are also built into the weekly pupil celebration certificates in collective worship and each achievement is specifically linked back to the core 4 values. We have Vision song sung weekly in collective worship. The school prayer and opening of daily collective worship references the school vision and values. <https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2021/03/school-prayer.pdf> Our end of collective worship prayer reminds the children daily of our values and encourages the children to ask the Holy Spirit to guide them to follow the example of Jesus and to be filled with love, strength, wisdom and truth. This reminds them of the Holy Trinity and how Jesus is the example to follow. This, along with the lunch time prayer, end of day prayer and Lord's Prayer are used daily to develop pupil's understanding of prayer and the focus time it gives them.

b) **East Hoathly has a shared approach to collective worship planning with leaders, local clergy and pupils having the opportunity to contribute and lead.** The planning for Collective Worship is laid out in a framework, which reflects the main themes of Christian life and teaching. Worship themes are planned for in the two-year rolling cycle of Christian Values and teachers and church ministers are consulted in the planning and review stages of this. Planning ensures that pupils have opportunities to encounter the teachings of Jesus. Planning follows the broad pattern of the Christian Year, but it is not restrictive, for there is always a need to respond to local or national/international situations. In order to broaden the knowledge and understanding of the pupils and achieve high standards of learning, we invite visitors to lead worship where possible. Reverend J.Sykes led weekly worship 22/23 and Rev.J.Vine is now a weekly contributor to Worship and also links with pupils for specific areas of RE learning. 'Open the Book' local community leaders reenact bible stories weekly with the pupils-linked to the termly theme/vision values. Contributions from leaders from other Christian denominations and Christian charities (such as Starfish Malawi and Christian Aid) are welcomed to share Worship with the children whenever possible. This means the children see that the Christian faith is further than just their immediate school and community. Our Diocese Education Partner (Mandy Watson) often observes collective worship and provides useful feedback for development to ensure worship is as inclusive, inviting and inspirational as possible.

c) & d) **Collective Worship at East Hoathly School is highly inspiring, invitational and inclusive.** Children take part in many different ways in Collective Worship. The children are actively involved in collective worship by saying prayers, volunteering for games to illustrate a value or leading dramatic readings to share bible stories with the rest of the school. They write/lead prayers, take part in engaging starter activities, help with the readings and short drama performances. The impact of this is the children are involved in the worship, not just observers. Worship at EH is therefore a time for the children to learn, be involved in developing their own spirituality and the younger children in particular observe the older children modelling the values of the school and Bible. The prayer spaces inside and outside provide a space for children, staff and families to have a dedicated area for quiet and reflection. This is utilised at playtimes to allow the children to enjoy prayer stations and also provide a space for those who prefer a quieter time at break times to connect with other children. See [Prayer Spaces, spiritual journeys, collective worship evaluations and pupil/parent voice in questionnaires](#). Collective Worship generally takes place in the church at 9.25am. Children are encouraged to enter the Church quietly while music is playing. This reflective period enables those present to begin their own conversation with God and invite Jesus into their worship. A variety of strategies may be drawn on throughout the year to involve and interest the children, but each act of worship will include: • Stories, drama or other readings from sacred or inspirational literature • use celebration, silence, stilling, reflection, contemplation, meditation, prayer, song, symbols and imagery as vehicles for worship and spiritual growth • encourage all present to explore their own beliefs and understanding of God within a Christian framework by learning more about the Christian faith and by encountering Christ's love through worship • seek to provide opportunities for spiritual, social and moral development that is characterised by feelings such as awe, wonder, elation, appreciation, gratitude, respect and reverence • develop a sense of community within the school and locality (e.g. local church/es) and foster the sense of being part of a wider community through the celebration of achievements, festivals and special occasions, developing the wellbeing of all in the school community From September 2023, we incorporating the collective worship concept of 'God shaped spaces for children to step into and explore ideas- Mirrors, Windows and Doors' within our policy and collective worship delivery. Mirrors – own feelings, Windows – looking outside, Doors – Doing something about this and future development.

Leaders have developed a spirituality policy, statement and action plan- this includes indoor/outdoor prayer spaces, daily collective worship & display linked to core themes, mindfulness time at points of transition in the day, spiritual journals for each class linked to collective themes- enabling pupils and staff to reflect on collective worship impact, church school newsletter section weekly, an RE Council to reflect and evaluate on whole spiritual development, Thrive initiative (school Thrive practitioner)- including class bubble time, separate PSHE journals and PSHE scheme (Jigsaw). Thrive links on newsletters- see evidence files and website. Spiritual Journal time is held weekly in every class. A thought provoking question and task is shared with all children linked to the value and bible story from Monday's worship. The children are then given time to personally reflect on how this applies to them and what changes or adjustments they could make to their behaviours or attitudes to have a positive impact on their community and wider world. The questions of the week are shared in the weekly school newsletter for families to also discuss at home. There are a **range of evaluative strategies** used to reflect on the effectiveness of collective worship and involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role- 'RE Council'. See [spiritual journeys, RE Council meeting notes, collective worship evaluations and pupil/parent voice in questionnaires](#). Monitoring and feedback

e) How does the trust contribute to and enhance the school's worship and spiritual life?

about of delivery could be development further to continue to improving practice. Leaders listen to feedback and adaptations are made to practice and planning as a product of this evaluation-ensuring then improving practice of collective worship. [See DEP and Diocese reports, CW evaluations and adapted planning/delivery](#). The Governors hold leaders to account through the Ethos Committee who observe, monitor and review practice and support development going forwards.

e) **The collaborative ethos of our federation supports the development of collective worship at our church schools.** Within the Pioneer Federation there is another Church school- St Mary's Hartfield. Leaders and teachers share collective worship planning and regular observe worship at each school to share best practice and ideas. Reverend Julie Sear from St Mary the Virgin (Federation school) also leads some collective worship at EH. **The Pioneer Governing Body & East Hoathly Governor Ethos Committee** has experienced Foundation Governors who have been have been instrumental in enhancing the work of the school as a church school and collective worship at East Hoathly. [See FGB minutes and Ethos Committee Minutes](#). **Next Steps for IQ3 2023-24:** embed EH CW policy and implementation with new leadership and staffing team. **Spirituality Policy updated Jan 24** and launched with school stakeholders- now included 'Window', Mirrors & Doors'. [See website](#).

IQ4 - J1
How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?
 (Community and Living Well Together)

a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?

b) How do school policies and practice create a culture in which people's wellbeing is enhanced?

c) How is enabling good mental health for all central to the school's work?

d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?

East Hoathly's theologically rooted Christian vision creates an inclusive culture in which pupils and adults thrive are treated well.

a) **Behaviour policy** updated in January 2022/3 to reflect a **'Therapeutic Thinking' approach** – tying in with **key school values of 'love and trust'** & utilising pro-social approaches and the school. 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.](#)

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/> The school celebrates Anti-Bullying week each year in November, linking with the national theme. This gives the whole school a chance to teach our **'value of love'** explicitly and link this to our behaviour, and how not showing love and respect to all (whether good friends with them or not) can impact negatively on their mental health. 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.

Each year, the school joins with the church to celebrate key events in the calendar – Harvest, Remembrance Day, Christmas, Ash Wednesday and Easter. These themes tie in with learning that happens in the classroom and parents are invited to services focused on these events. **This allows parents to be actively involved in the events of the church.** Each Friday, our Celebration Assembly is well attended by parents. We inform parents ahead of the day which children are receiving particular certificates and this allows them to be involved in the school celebration of individuals. Each class write **Love, Strength, Wisdom and Truth certificates** each week for children they have noticed that have shown our school values well- children are quoted in the certificates. **This involves pupils in promoting and demonstrating how the school values are lived out in everyday life.**

Our **pupil character initiatives** embedded the **value or Wisdom-** 'reflecting on self & on learning'. For example, 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](#) 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](#)

b) & c) **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.

February 2020-23 – Wellbeing Award for Schools achieved by East Hoathly School. [See report:](#) 'East Hoathly Primary has 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.' Pupil voice shows that they feel listened to, safe and respected. Stakeholders feel that the policies are fair and consistently applied with time taken for forgiveness and reconciliation.

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.*

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.](#)

<p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>d) East Hoathly (& all Pioneer Schools) is a Thrive/Wellbeing School. 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 2019/20, 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. Alongside Thrive- we now have a school therapy dog- Lucy who visits the school with her trainer weekly – see sch newsletter.</p> <p>e) Stakeholder MWWB is a key priority for Pioneer FGB. Pioneer Federation Vision states - <i>Our shared vision and set of values† that underpin all that we do develops a love and interest in learning and promotes whole federation community wellbeing</i>. There is an assigned Governor (KM) oversee Pioneer MWHB and they work closely with the staff MWWB lead to hold her to account and monitor impact. See FGB mins and KMs reports. There is a Governor expectation that MWWB is part of performance management- to strive for a good work life balance for all Pioneer staff. The collaborative work across the 4 schools contributes significant to workload and leaders are proactive in developing strategies to support this- e.g. shared cohort planning time termly. 2020-23 Wellbeing Award – report also identified the strengths and impact of work on reducing teacher workload: <i>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</i>. Teacher Workload' questionnaires show that the effective collaborative working is a key factor in staff retention.</p>
<p>IQ5 - J1</p> <p>How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>Dignity and Respect, Character Development: Hope, Aspiration, and Courageous Advocacy)</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and</p>	<p>East Hoathly's theologically rooted Christian vision create an active culture of justice and responsibility.</p> <p>a) & b) A courageous advocate is someone who champions a cause which is special and meaningful to them. At East Hoathly, we teach our pupils that it is important to help others when we can no matter who they are, where they come from or what challenges they may face. This approach is driven through our values of Strength: 'Be strong, courageous, resilient & brave' & Love: 'Be kind and respectful to all members of the school community'.</p> <p>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. There are planned parts in the curriculum for pupils to develop their debating skills and develop the skill to 'disagree well'. We also teach this through the teachings of the bible and learning about other courageous advocates.</p> <p>Using our values of Love, Strength, Wisdom and Truth to guide us, we support a range of charities in our local area, nationally and globally. The Pupil Governors work with staff, governors, parents, pupils and East Hoathly Church to identify worthy causes to support. See church website tab- blog. In recent years we have carried out a range of different fundraising to support many good causes. Academic year 22/23 we have: Hosted a collection for Uckfield Foodbank and had a visit from the food bank Coordinator Lorraine, Held a Cake Sale, Talent show and colouring competition to raise funds for children in need, Raised funds for The Royal British Legion by selling poppies and merchandise for Remembrance Day.</p> <p>We aim to establish a happy and thriving community, both within school and beyond. We encourage our pupils, parents and staff to be generous with their time and think of ways they can show care for our world and people who live in it. Some examples of this include: Pupil Governors who seek the views and ideas of all members of the school community, Volunteering and making links with our local care home. Children visit the care home weekly to share stories and games with the residents, Our FPTA are working with local charity Baby 2 Baby to help raise further fund & Links with other schools within the federation, local community and globally.</p> <p>We regularly supported Children in Need, Sport Relief and Comic Relief. We have begun to support the Starfish Malawi charity during our development with their work. Some Year 6 children organised a Macmillan coffee morning in September 2021-3 – this was organised through their own initiative and they were responsible for the running of the event. The impact of children raising money for charities to support those less fortunate than them widens their view on the world and teaches them gratitude and the importance of being 'a neighbour' to everyone, following the example of Jesus.</p> <p>There are a range of meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society. 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></p> <p>In term 1 each year, classes begin the year with the topic 'Celebrating Difference' in their PSHE lessons. At an age appropriate level, each child learns the value in being an individual like no other and how each person's uniqueness means that together as a class or team, their specific skills mean they can achieve great things. These lessons also provide children with a wider appreciation for different cultures, family situations and ethnicities – especially as the locality in which they live is predominantly white British families.</p> <p>Each Pioneer school has an international school link. We feel it is important to enrich our curriculum in this way because it ensures that pupils have access to a wide and rich set of experiences and extends the curriculum beyond the local environment therefore providing for pupils' broader development. At East Hoathly School we are linked with Mikute LEA School. This has included writing letters, sharing information via newsletters, live video links between schools and regular visits from the charity leaders. https://pioneerfederation.co.uk/easthoathly/international-school-links/</p> <p>PSHE curriculum- We believe in challenging stereotypes and staff are keenly aware of the language they use. Through our Relationships and Sex Education and PSHE Jigsaw curriculum we explore the diversity of relationships. Ethical issues are explored throughout our curriculum: Year 5 and 6 explore the holocaust through their WW2 topic; Year 3 and 4 explore changes in our local environment, including deforestation in the Ashdown Forest; Year 1 and 2 use the book 'Famous Women who changed the world' to explore and begin to discuss the role of women throughout history. Along with these curriculum elements, we also explore topical ethical issues, such as the impact of plastic on the oceans during International Days.</p> <p>Our Forest School curriculum offers opportunities for discussion and challenge of environmental issues. The Forest School environment also provides pupils with opportunities to explore risk taking, team working and trust in a different and safe setting. This leads to further extension of the skills our vision and values promote.</p> <p>We pride ourselves on our community relationships. This is evident in the many events we hold throughout the year which engage our community such as our Christmas and Easter fairs. All these events are extremely well attended and help to celebrate our Christian values. We have also formed a strong link with Lydfords (an elderly care home in the village). At different points throughout the year, children from across the school visit to sing a selection of songs and deliver cards and letters. We also connected with a care home in Seaford and sent cards from our Reception class to the residents. From March 2024- Alice Briley in introduced 'First News- current affairs focus' weekly debating at KS2 and within newsletters- See Class debating Floor books & Courageous Advocacy' whole school display area</p>

<p>reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>C) & d) 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 Greenwich. In January 2023, Kayleigh Vile was asked to join 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. Leadership & staff development is continuous and precise, including: cross federation mentoring and placements, 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. 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. Present COG is a LA Support Governor. Pioneer 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.</p> <p>Next Steps for IQ5 2023-24: Leaders have provided 'some' opportunities for the school to engage in social action. More could be done to ensure this could be judged as 'regular opportunities'. To continue to develop opportunities for pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extracurricular activities to engage in social action projects. This should go beyond a sense of compassion to a concern for justice.</p>
<p>IQ6 & 7 - J1</p> <p>Is the religious education curriculum effective & What is the quality of religious education? (Church of England's Statement of Entitlement for Religious Education)</p>  <p>re-statement-of-entitlement-for-church-school</p> <ul style="list-style-type: none"> • RE Subject Lead 22/23: Alice Briley – East Hoathly Head of School • Diocese Education Partner/ Advisor: (22-24) Mandy Watson <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p>	<p>East Hoathly RE curriculum & quality of education is highly effective and fulfils all aspects of C of England – Statement of Entitlement.</p> <p>RE has a high profile at East Hoathly and a priority for SLT & Governors. There is an assigned Governor to oversee Pioneer RE and they work closely with the RE Lead to hold her to account and monitor impact. See FGB, Ethos Committee mins & Governance Reports. RE Governors monitor R.E. twice annually by meeting with the subject leader and rigorously checking and questioning their action plan. This allows governors to have a clear understanding of what the content and outcomes are in each subject and be 'a critical friend' in supporting teachers to move their subject forward, ensuring the children get the most out of their learning. The members of the Ethos Committee monitor R.E. books termly to provide overview and a 'critical friend' view on improvement. Subject leaders audit the R.E. book twice annually. They 'moderate' books with other Federation schools', comparing them to attain an overview of standards and learning. Feedback is given directly to the class teachers with recommendations for moving the learning forwards given by the subject leader. The impact of this is that standards and expectations are parallel across all cohorts and children experience high quality teaching, ensuring they make progress. Additionally, with the Diocese Education Partner, R.E. provision across the school is monitored (through learning walks, pupil voice and R.E. book monitoring). RE provision is also monitored termly as part of the SLT cycle- this includes termly book & learning environment auditing and 2x RE observations. See monitoring evidence file. - to ensure there is correct curriculum coverage, the standard of work is high and the children are making progress in their learning. Each class has an RE working wall- documenting the key focus objectives and pupil achievements. The impact of all of the above monitoring ensures that high standards are maintained in R.E. and 'moderated' with internal and external support.</p> <p>We have separate pupil RE books with a toolkit of skills at front- this lists the overall skills the children need to be successful in RE. All RE 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. Recent monitoring (21-23) identified consistently 'good', with some outstanding, teaching of RE across all year groups. See DEP, SLT and Ethos Reports RE assessments are collated termly through target tracker and analysed with next step actions identified and shared with staff. As a result of our rigorous approach, this leads to high standards of attainment and progress for all children which are at least in line with core subjects. PSHE and RE class floor books introduced by Alice Briley in march 2024.</p> <p>As of September 2022, (previously used East Sussex and Guilford syllabuses and have combined this with Understanding Christianity) we will be following the East Sussex RE Syllabus - 'Faith and Belief in the 21st Century' (2022-27), which incorporates Understanding Christianity within it. https://pioneerfederation.co.uk/easthoathly/re-curriculum/ The syllabus offers teachers the opportunity to plan and to deliver lessons which are informative, engaging and challenging and which will allow pupils to gain a developing understanding of the range of religious and non-religious world views studied, over a period of time & contributes to SMSC development of pupils. At least 50% of RE is Christianity and planning ensures that Christianity as a global living world faith is in place & at least 8% of curriculum time at East Hoathly is dedicated to RE (meeting explicit RE objectives – lessons and spiritual journals) at East Hoathly (not including collective worship). Our two-year overview and other resources related to the teaching of RE can be found through further exploration of this page. https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/06/RE-Overview-Cycle-1-2.pdf The 'key questions' in R.E. each term enables the children to get a broad and balanced view of religions and world views. The impact of this is shown in the children's personal reflections on the beliefs and views of others, as well as their own. The way in which the questions are sequenced in our two-year curriculum is progressive and builds on previous learning, and allows the whole school to focus on a similar theme each term, leading to continuity and links being made in collective worship and in Spiritual Journal class reflection time.</p> <p>Across 2023-24, Subject Leaders will be developing documents to show the progression of skills and knowledge gained across year groups within the different units of work for their subject. RE progression unit document can be found here: https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/06/RE-Unit-progression-document.pdf Subject leaders across the federation have also created Curriculum Road Maps. These documents show how the skills and knowledge required for the subject is sequentially built upon over time, through a variety of topics during a child's journey from Early Years through to Year 6 at East Hoathly School. The RE Road Map can be found here: https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2023/01/RE-curriculum-road-map.pdf Teachers work in federation cohort teams to plan the sequence of lessons for each term, based on implementation and impact sections from the curriculum maps.</p>

<p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>Teachers develop medium term plans (MTPs) to show the order of curriculum skills and lessons the children will experience. The MTPs document previous curriculum skills and knowledge and define the expected learning/knowledge outcomes. RE MTPs can be found here: https://pioneerfederation.co.uk/easthoathly/curriculum-programmes-of-study-medium-term-plans/ Each curriculum cohort cycle lists the RE 'intent, implementation and impact'. See here for curriculum maps: https://pioneerfederation.co.uk/easthoathly/curriculum-framework/</p> <p>SLT and RE Leads attend regular Diocese, LA training & Network meeting and all staff receive yearly training/cpd and refreshers regarding RE curriculum, implementation, assessment & delivery. See INSET and staff meetings 2022/3- RE syllables & Assessment from RE Lead - https://pioneerfederation.co.uk/easthoathly/wp-content/uploads/2022/09/RE-inset-Day-2022.pdf</p>
<p>d) What is the quality of teaching?</p>	<p>R.E. is assessed twice annually – at the end of Terms 3 and 6 – using Target Tracker. These assessments (which are reported to parents at the end of the year) provides teachers with an overview of content taught and any gaps in learning in cohorts, enabling them to plan to cover this in subsequent terms. It also allows leaders to have an overview of attainment & progress in R.E. Moderation across Federation in cohort meetings and also at RE hubs/twilights- attended by RE lead, helps to calibrate standards.</p>
<p>e) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p>	<p>R.E. is assessed twice annually – at the end of Terms 3 and 6 – using Target Tracker. These assessments (which are reported to parents at the end of the year) provides teachers with an overview of content taught and any gaps in learning in cohorts, enabling them to plan to cover this in subsequent terms. It also allows leaders to have an overview of attainment & progress in R.E. Moderation across Federation in cohort meetings and also at RE hubs/twilights- attended by RE lead, helps to calibrate standards.</p>
<p>f) How does assessment inform teaching and learning?</p>	<p>➤ Next Steps for IQ6&7 2023-24: build further RE book/standards moderation across the year. See DEP report October 23 and Jan 24 to see strong comments linked to RE standards in books.</p>

APPENDIX – see Separate Document: Links to key Policies Vulnerable Group Information Attendance Charts 20-24 Outcome Charts