

# '4 Page' Summary SIAMS Self-Evaluation Form – '2023 – 2024'

## East Hoathly Church of England Primary School



How is the school's vision a clearly-articled

Turquoise text: 'Evidence for impact statements'

**East Hoathly SIAMS 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. **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 **Courageous Advocate** is someone who champions a cause that is special and meaningful to them.

**Context: Who are we?** 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

- 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 • Number of pupils currently withdrawn from RE and from collective worship (if any).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>
- o Special Educational Needs and Disability (SEND) - is this above/below/in line with national averages? 23 pupils in total on SEND register, (24% including Nursery), (17.6% of school age children) NA= 13%
- o 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%
- o 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%
- o Pupil mobility? 80.6% were admitted in Reception. o Service children? n/a
- o 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.
- o Exclusions- year to date/previous 12 months? 22/23/24- See HOS Reports and Beh file. 3 fixed term exclusions.

### School's theologically-rooted Christian Vision: *'Theologically rooted Christian'* = a vision based on the teaching of Jesus

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

### What are we doing here? J1

*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>

The **Pioneer Federation Vision/Values** is also clearly rooted in Christianity - <https://pioneerfederation.co.uk/pioneer-federation-growth/>

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

*East Hoathly school's theologically rooted Christian vision enable all stakeholders to flourish.* Parent, Staff & Pupil Questionnaire Feedback - see evidence files

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 – J 24- and stakeholder questionnaires/voice.
- 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](#).
- o Vision represented visually throughout school and website. 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. 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.](#) All school Briefing Meetings and FGB Meetings start with a reference to the school Vision and Values. [See minutes.](#)

### **IQ2 How does the curriculum reflect the school's theologically rooted Christian vision? J1**

*The philosophy, planning and implementation of East Hoathly curriculum clearly reflects the school's theologically rooted Christian vision. 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'.*

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.](#) [See also SIP and DEP reports Oct, Nov and Dec 2023.](#) 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. 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.](#) 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. **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.](#) 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.](#) 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. 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.](#)

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. 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. [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.. Interventions are put into place for children on the **SEND register** and co-ordinated 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.](#) **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.** **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 - How is collective worship enabling pupils and adults to flourish spiritually? J1**

*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. Leadership ensure that the school vision and values of 'Love, Strength, Wisdom and Truth' are promoted and embedded through Worship.* 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. Each term, collective worship 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. [Spirituality Policy- JAN 24- now refers to 'Window, Mirrors & Doors'- see website.](#) **East Hoathly has a shared approach to collective worship planning with leaders, local clergy and pupils having the opportunity to contribute and lead.** 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. **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. **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 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](#).

#### **IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? J1**

*East Hoathly's theologically rooted Christian vision creates an inclusive culture in which pupils and adults thrive are treated well.* **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. **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](#) **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 6<sup>th</sup>-12<sup>th</sup> February 2023 and Online safety staff meeting via Andrew Gunn and focus day on 6<sup>th</sup> 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.'

#### **IQ5- J1 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?**

*East Hoathly's theologically rooted Christian vision create an active culture of justice and responsibility.* 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'. 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 & KS2 big debates linked to 'First News'. 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. 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. 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. 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. 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: *Learning Ambassadors Pupil Governors RE Council Eco Helpers School Choir British Value Champs Sports Crew Peer Mediators/ Playground Friends Involvement in FPTA* **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. 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/>

**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. 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. 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. **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.](#)

#### **IQ6 & 7 - Is the religious education curriculum effective & What is the quality of religious education? J1**

**East Hoathly RE curriculum & quality of education is highly effective and fulfils all aspects of C of England – Statement of Entitlement.** 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 & Govenor 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. **R.E. is assessed twice annually** – at the end of Terms 3 and 6 – using Target Tracker. 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. 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. 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. 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/> **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](#)

