

# East Hoathly 2025-2026 School Development Plan (SDP) & Self-Evaluation Form (SEF)

Key to Colours	
Green text:	These criteria are fully met
Turquoise text:	Evidence for statements
Amber text:	These criteria are partly met

This **SDP/SEF** provides an overview of the strategic development plan for East Hoathly Primary School from September 2025 to July 2026. We also have a Federation Development Plan (**FDP**) providing an overview of the joint strategic development plans for all Pioneer Schools. Both this 'FDP' and each 'school individualised SDP/SEF' should be referenced when evaluating Pioneer schools.

#### Ofsted focus Aspects 25-26 (1-10)

- Leadership and governance
  - Curriculum
- Developing teaching
  - Achievement
- Behaviour and attitudes
  - Attendance
- Personal development and well-being
  - Inclusion
  - Safeguarding
- Early years in schools (where applicable)

## Context and Characteristics of School

### The local context and characteristics of our school

- East Hoathly CE Primary School and Nursery (EH) is a small, mixed class village school near to Halland, Uckfield and Ringmer.
- The school is a voluntary-controlled Church of England school in the Diocese of Chichester.
- The school is part of the Pioneer Federation family of 8 village primary schools across East Sussex, each with their individual characteristics.
- East Hoathly Primary School and Nursery is led by the Headteacher, Mrs Alice Briley and the Pioneer Executive Head, Mr James Procter. Mrs Alice Briley will be a cluster lead for the Ashdown Cluster within the Pioneer Federation. Senior Teacher is Kathryn Tucker
- The school has a central location in the village, and community is the heartbeat of the school, and has developed strong links with the local village church. Community is the heartbeat of the school. The vision drives a culture of dignity and loving kindness.
- East Hoathly has faced many challenges in maintaining pupil numbers (see SDP 1:3). The school needs to strengthen its offer to the local community in order to rapidly raise pupil numbers.
- East Hoathly has had two recent inspections from both Ofsted (June 2024) *"Pupils are excited by learning at East Hoathly Primary School"* and a strong SIAMs Inspection (June 2024) See SDP 1:6 *"East Hoathly Church of England Primary School truly embodies the definition of 'the thriving community'"*
- East Hoathly has faced changes with mobility of staff over the last two years due to retirements, maternity and relocation within the federation.
- Geraldine Wood will be the LA SIP '25-26' for all 8 Pioneer School, having worked with the core Pioneer schools

### Contextual Data

Number on roll	No./% Boy/Girl	No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
69	38 – 55% Boys 30 – 45% Girls	13.2%	25%	7.3%	0

### July 2025 Outcomes

EYFS		
	Validated teacher assessment 2025	National 2024
	ELG	ELG
Year R Reading	67%	68%
Year R Writing	67%	68%
Year R Maths	77%	76%
Year R GLD	67%	64%
Context: 9 children in Year R 1 child = 11% SEND = 3 (1 EHCP)		





Year 4 MTC	
% 20+ MTC Score	66%
Context:	9 children in Year 4 1 child = 11 % SEND = 1 EHCP = 0

Year 1 and 2		
	Year 1	Year 2
Phonics	77%	50%
Context:	9 children in Year 1 1 child = 11% SEND = 5 EHCP = 0	15 children in Year 2 2 retakes 1 child = 6.7 % SEND = 2 EHCP = 0





Year 6				
	SAT Outcomes 2025		National 2024	
	EXS+	GDS	EXS	GDS
Year 6 Reading	70%	40%	73%	27%
Year 6 Writing	60%	20%	71%	10%
Year 6 Maths	70%	20%	72%	17%
Year 6 Combined	50%	20%	59%	8%









Context:  
10 children in Year 6  
1 child = 10 %  
SEND = 3  
EHCP = 1









## Progress since Previous Inspections





Area for Improvement	Progress since previous inspection
<p>Some pupils who are weaker readers have not learned to read as quickly as they could because the phonics curriculum has not been embedded or implemented well enough in the past. The school is aware of this and has begun to make improvements in this area. Leaders should continue to embed the phonics curriculum and provide teachers with the support that they need to ensure that all pupils learn to read confidently and fluently.</p>	<ul style="list-style-type: none"> <li>Phonics data strong 2023-24 91% Year 1 passed (Yr1 15 chn) 80% year 2 retake (5 chn)</li> <li>Phonics data strong 2024 -25 77% Year 1 passed (9 chn) 50% Year 2 retake (2 chn)</li> </ul>  <p>EH- 2024 data summary.docx</p> <ul style="list-style-type: none"> <li>2024 -25 small cohort in line with national average.</li> </ul>  <p>East Hoathly School - 2025 Data Summary.</p> <ul style="list-style-type: none"> <li>Phonics curriculum is established at East Hoathly and embedded in KS1. New Reception teacher in Sept 25 to receive training by Senior Teacher.</li> </ul>
<p>Embed a definition of spirituality to capture the faith journey of pupils. This will enable staff and pupils to articulate fully how they thrive spiritually.</p>	<ul style="list-style-type: none"> <li>Spirituality day taken place 12.6.25.</li> </ul>  <p>Timetable for Spirituality Day (12.6).</p> <ul style="list-style-type: none"> <li>New definition established June 2025</li> </ul>  <p>Spirituality Definition - EH.docx</p> <ul style="list-style-type: none"> <li>Ensure all staff and pupils continue to develop their own understanding of the spirituality definition</li> </ul>
<p>Increase opportunities for pupils to take greater ownership of their responsibility for social justice. This will enable pupils to become empowered advocates and agents of change.</p>	<ul style="list-style-type: none"> <li>Social Justice projects ran 2023-24 for KS1 and KS2.</li> <li>Gained British Council Intermediate level – International Award</li> <li>Continue with personal development floor books to ensure pupils can articulate their personal development</li> </ul>

# School Development Plan (SDP)





 = Identified Group  
  = Person Responsible  
  = Person Monitoring  
  = Person Evaluating







Ofsted Aspect (1-10)	Areas for Development (directly from SEF Ref)		Success criteria and practice indicators	Activities/actions required to fulfil Areas of Development (£ & Business Plan Ref) <i>(What milestone activities/actions should happen to achieve the 'key actions'?)</i>	Activities to monitor & evaluate implementation of key actions & when
1: Leadership and Governance	<p><u>1.1:</u> To embed the leadership structure at EH that best serves the need of the school and ensures that leadership at all levels is highly effective and that leaders have clarity regarding their roles and are rigorously held to account.</p>	AB KT JP	<p>Leaders have clarity in their roles (HT/ Cluster/ SEND role) &amp; (ST) and will manage staff they are responsible for well. Teachers are motivated and effective and are held to account by AB. AB to have impact on school improvement and pupil progress ECT monitoring and feedback managed by STs with AB overseeing. <b>ECT STEP monitoring.</b> Whole school clarity of purpose and consistency in approach in <b>curriculum, books, behaviour</b> etc. Communication is effective and swift at all levels</p>	<p>July 25- Weekly meeting timetable established and training identified (ECT STEP programme). Whole school INSET delivered with rotas and timetables shared. AB Cluster lead established. Oct 25- ST begin monitoring and meeting with ECTs and KW to undertake training for ECT mentors. - PM meetings develop leadership targets for all teachers. HT and ST to carry out MDSA observations Jan 26- SLT to monitor April 26- July 26-</p>	<p> : Governing body</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted report</b></p>
	<p><u>1.2:</u> To establish new vision and new values at East Hoathly that represent the school and ensure that the school vision reflects our desire to also be looking outwards to help the world beyond our school, to enhance the children's sense of independence and responsibility so they become caring global citizens with a sense of spirituality and thirst for courageous advocacy.</p>	AB JV JP KT	<p>The values of the school affect the way the school manage behaviour, treat each other and underpin the decision that are made at all levels of staffing. All members of the school community will have a unity in achieving the vision and seeing how the values underpin all decisions made in the school.  All stakeholders have clarity about the aims of East Hoathly being a church school. <b>Windows – Learning about life, Mirrors – Learning from life, Doors – Learning to live life. Ethos committee evidence paperwork linked to SEF statements.</b> There is clarity of meaning around the 6 current. <b>Feedback forms/ pupils' work. CW evaluations.</b></p>	<p>July 25 – establish dates for Ethos Committee meetings for year Oct 25 – Ethos committee to develop plan for new vision and values Nov - April 26 – carry out enrichment days</p> <p>July 26-carry out parent questionnaires</p>	<p> : Governing body termly review report</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted report</b></p>
	<p><u>1.3:</u> To increase the overall NOR from 60s to 70s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes.</p>	All	<p>The budget will be balanced and support staff in school will increase in proportion to the NOR. NOR increases from 60's to 70's by July 26.</p> <p> <b>Marketing Committee - Minutes</b></p> <p>Website improvements will effectively advertise the school offer and the NOR will increase.</p>	<p>July 25- Marketing meeting with AB and marketing team, looking at website and landing pages. • Sept 25- Start to redevelop website with points from June 25 marketing meeting (see opposite). - To plan out enrichment for the year (some in alliance with other Pioneer schools). Oct 25 - July 26 Termly marketing meetings.</p>	<p> : Governing body minutes <b>Marketing committee minutes (cluster and FGB)</b></p> <p> :</p>

			<p>Networking with other organisations to improve after school club opportunities.</p> <p>Planned out enrichment allows parents to clearly see the school offer in each year group.</p>		<p>External monitoring SEO, SIP, SIAMS &amp; Ofsted report</p>
	<p><u>1:4</u> To ensure that on an individual school level, that East Hoathly's unique identity and development is represented within the Pioneer committee and also at FGB level.</p>	<p>AB SG JV</p>	<p>SG &amp; JB (Co-chair of Ashdown Committee) and Fr James (special interest for East Hoathly) have the knowledge about EH developments so that they are to be the school's advocate in governance meetings Governor meetings show that this is the case.</p>	<p>July 25- Sept 25- Jan 26- Termly HT report to governors. 8 / 15th Oct- SL meet with governors (governor report) Oct-July26 Ashdown cluster committee meetings termly. HT reports Mar 26- FGB (federation). Agenda and meeting minutes. April 26- July 26-</p>	<p> : Governing body minutes (cluster and FGB)  : External monitoring SEO, SIP, SIAMS &amp; Ofsted report</p>
	<p><u>1:5</u> To embed Wrap AC at EH, ensuring that parents are clear about the offer.</p>	<p>AB MM</p>	<p>Wrap around care embedded at Nutley. Parents all aware of the offer. WC numbers consistently increase. NOR at EH increases as a product of this initiative- working parents choose to send their children to East Hoathly.</p>	<p>July 25- Evaluation of numbers for 24-25. Sept 25 – MM to receive monitoring from Level 3 Play Work assessor. MM to continue with training from ESCC. Oct 25- AB and MM to meet to review RAs Jan 26- AB and MM to review provision April 26- Marketing to ensure good uptake up in 26-27 July 26-</p>	<p> : Governing body minutes (cluster and FGB)  : External monitoring SEO, SIP, SIAMS &amp; Ofsted report</p>
	<p><u>1:6</u> To embed East Hoathly SIAMS Inspection ways forward, showing that East Hoathly is a strong church school with deeply embedded Christian vision and values.</p>	<p>AB JV JP</p>	<p>East Hoathly upholds the SIAMS inspection grading. Continue to embed spirituality policy in order to ensure that all stakeholders have a strong awareness of their own spirituality – in order for them to be more reflective learners. Continue to use the analogy of Windows/ Mirrors/ Doors to support spiritual development throughout the school and All staff and pupils have a common understand and narrative about what spirituality means. Windows – Learning about life, Mirrors – Learning from life, Doors – Learning to live life. Ethos committee evidence paperwork linked to SEF statements Establish a new vision and values</p>	<p>July 25- Meet with Ethos committee and secure key church dates for worship in church. To hold Ethos committee at FF and EH alternately. Oct 25- AB and JV to plan new values and vision days with NR at (FF) 2 sentences maximum. Incorporate into daily CW and displays around the school made by children.  Nov 25- July 26 Environment audits/ stakeholders' questionnaires/external monitoring using Pioneer assessment and monitoring cycle. Weekly meetings between AB/caretaker to ensure maintenance of building ensures school is looked after.  Jan 26-July 26 embed new vision and values  July 26 - AB, JP and JV to evaluate inspection ways forward.</p>	<p> : Governing body termly review report  : External monitoring SEO, SIP, SIAMS &amp; Ofsted report</p>
	<p><u>1:7:</u> To develop the premises of East Hoathly in order to ensure the best possible learning experiences is on offer to EH pupils.</p>	<p>AB</p>	<p>The quality of premises at East Hoathly will have improved throughout so that all areas of the premises can be best used for the learning experiences of the pupils. All areas of the school feel looked after and high quality (toilets, displays, corridors, playground, front entrance etc). Pupil questionnaires, visitors and external monitoring, all report that the school feels and looks purposeful and inspiring. Visitors report that the school feels and looks amazing at all times.</p>	<p>July 25- Probation Team in to paint all four classrooms, dining hall. Build Forest school shelter, Tarpaulin erected in Nursery. Fencing to be erected for Safeguarding around growing area, playground, Forest school/pond and end of field.  Oct 25- July 26 Carry out audit of school environment against the Pioneer LE policy. Action any areas outstanding.</p>	<p> : Governing body termly review report  : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>






2: Curriculum	<p style="text-align: center;"><u>2.1:</u></p> <p>To streamline the Pioneer curriculum (Sept 25- Feb 26) to ensure the progression of skills, knowledge and end points are clear &amp; interlinked across all year groups and within the planning documentation used by staff.</p>	<p>AB</p> <p>Ts</p> <p>See FDP Section 2: The new streamlined Pioneer curriculum enables all staff to understand and utilise fully the progression of skills/knowledge gained &amp; end points for all subjects from EYFS through to UKS2.</p> <p>The curriculum at Nutley will be completely aligned to the Pioneer Federation curriculum. <b>Pioneer curriculum maps</b></p> <p>Cohesion across year groups will be seen in pupils' books at Nutley and across year groups within the Federation.</p> <p>External curriculum reviews (Sept &amp; Feb) by 'Frances Nation' (frances.nation@talktalk.net) shows that the new streamlined Pioneer curriculum is fit for purpose and judged as well created and sequenced. <b>FN Review Report</b></p> <p>Staff will feedback <b>(questionnaires T2, T4, T6)</b> that they have curriculum intent clarity and that this enables their planning and assessment to coordinate effectively and for them to analyse next steps in learning more effectively.</p> <p>Ultimately, leading to a stronger Quality of Education and pupil outcomes. <b>Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b></p>	<p>July 25- Curriculum templates-</p> <p>1) Streamlined Maps, 2) Overview 3) MTPs.</p> <p>- Subject Teams and Leads (L) - Crib doc for combining of previous docs into 1 overview per subject - Overview example developed- 'Music' - External scheme for some subjects agreed- PSHE and Computing scheme- scarf &amp; Kapow</p> <ul style="list-style-type: none"> <li>• Sept 25- Frances Nation curriculum streamlining review- see Sept report • Nov 25- Book audits + cohort moderation SM</li> <li>• Oct 25- Jan 26: Streamlining in SL teams (to include cycle 1 MTPs) See staff o Meeting agendas 25-26.</li> <li>• Jan 26- Staff begin to use new curriculum formats. o Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice</li> <li>• Feb 26- Curriculum policies updated to reflect new look curriculum overviews</li> <li>• April 26- SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum • July 26- SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback</li> </ul>	<p> :</p> <p>Frances Nation curriculum streamlining review- see Sept &amp; Feb reports</p> <p> :</p> <p>External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
	<p style="text-align: center;"><u>2.2:</u></p> <p><b>International Links</b> – To ensure that pupils have a greater understanding of different cultures and practices.</p> <p>Pupils have a wide and rich set of experiences as part of the curriculum.</p>	<p>AB</p> <p>KW</p> <p>All stakeholders aware of international links</p> <p>Pupils can express what they have learnt from linking with children in another country.</p> <p><b>Accreditation level</b> British Council International Award by July 2026</p>	<p>July 25- EH successfully achieved intermediate level</p> <p>Oct 25- KW to launch initiatives across school to achieve accreditation level</p> <p>Sept 25 – July 266- Chris Knott to visit each termly to continue with the internation links.</p>	<p> :</p> <p>Governing body minutes (cluster and FGB)</p> <p> : <b>External monitoring</b></p>







3: Developing teaching







<p>3.1: <b>Ofsted report</b> - To embed the East Hoathly Ofsted ways forward (June 2024)  <i>Some pupils who are weaker readers have not learned to read as quickly as they could because the phonics curriculum has not been embedded or implemented well enough in the past. The school is aware of this and has begun to make improvements in this area. Leaders should continue to embed the phonics curriculum and provide teachers with the support that they need to ensure that all pupils learn to read confidently and fluently.</i></p>	<p>AB KS1 Ts</p>	<p>Adaptive teaching approaches will be embedded and all pupils gain the intended subject knowledge. All groups of pupils will make strong progress from their starting points and retain the important subject knowledge.          % of pupils passing the phonics screening check is above national standards. At least 3/ 4 pupils pass in June 2026          EYFS and KS1 teachers confident to deliver consistently <b>high quality phonics</b> to all pupils. There is total clarity in the phonics and reading systems used at EH.  <b>Systems enable progression</b> of skills and strong progress in phonics and reading.</p>	<ul style="list-style-type: none"> <li>July 25- Audit of phonics training and books in school. Book phonics training for EYFS/ KS1 practitioners involved in delivering or supporting phonics.</li> <li>Sep25- Phonics training delivered to all relevant staff.</li> <li>Oct 25- Phonics lesson observations in YR and Y1/ 2 to check fidelity to the scheme and pupils taking home appropriate reading books. - Pupil progress meetings discuss phonics progress- those on track/ not on track.</li> <li>Jan 26- First round of phonics practise data to AB end of T2. AB/KT analyse and discuss pupils on track/ not on track to pass. Phonics observations in YR and 1/ 2 to check consistent practice in line with the scheme and commonality of approach/ language used with pupils. Meet with ET to discuss pupils on track/ not on track to reach GLD in reading by end EYFS and support put in place.</li> <li>April 26- Second round of phonics practise data to AB in Feb26. Analyse results and gaps. Third round of data in to AB in April to analyse and address gaps with KT. Phonics observations to check consistent practice in line with the scheme and commonality of approach/ language used with pupils. Meet with ET to discuss any pupils not on track to get GLD in reading and adapt support where needed.</li> <li>July 26- Final phonics screeners take place June26. Meet with LP/SD to discuss pupils on track/ not on track in Year R. Who did not reach GLD in reading and why? Analyse gaps.</li> <li>Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6.</li> </ul>	<p> : Curriculum based Governors – <b>termly review report</b></p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
<p>3.2: To develop a consistent and effective approach to scaffolding and modelling methods and concepts across the school, so that pupil outcomes are raised.</p>	<p>AB Ts</p>	<p>Teachers understand and use Rosehshine’s principles of instruction so pupils build on their knowledge and understanding lesson-on-lesson, resulting in higher % reaching EXS+ at the end of KS2.          Adaptations are made across the school and curriculum to enable a higher % of pupils to attain EXS+ at the end of KS2.          The adaptive teaching approaches will be embedded and all groups of pupils gain the intended subject knowledge. All groups of pupils will make strong progress from their starting points and retain the important subject knowledge. <b>Outcome datawalls 25-26 &amp; External monitoring will validate - SEO, SIP, SIAMS &amp; Ofsted.</b>          All teachers are clearly modelling and exposing the structure of methods and concepts across the curriculum.          All teachers are explicitly sharing intended outcomes with pupils so that they understand what their final piece of learning needs to look like.</p>	<p>July 25- Analysis 24-25 Data          • Sept 25- observations of T+L and book audits.</p> <ul style="list-style-type: none"> <li>15th October- SL/Curriculum streamlining/adaptive teaching - SLT/FGB meeting</li> <li>Dec 25- Cohort moderation SM.</li> <li>‘Oct 25- April 26’: • Heads and ST/PL model adaptive teaching approaches</li> <li>Phase leaders utilise book moderation events and planning meetings to show examples of excellent adaptations for groups across schools</li> <li>Adaptive teaching key focus for Pioneer schools QofE triangulations from SLT and SIP/SEO visits</li> <li>‘May 26- July 26’: Review T/L policy - Pioneer approaches to adaptive teaching represent 25-26 developments</li> <li>Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6.</li> </ul>	<p> : Assessment based governors – data wall and termly review report HD/AB (Cluster Lead)</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>

4: Achievement	<p><b>4.1:</b> To raise the number of pupils achieving EXS+ at the end of KS2 to 75% in all areas. To raise the number of pupils achieving combined at the end of KS2 to above national.</p>	AB ES	<ul style="list-style-type: none"> <li>At least 9 pupils achieve EXS+ in writing assessments July 2026.</li> <li>At least 9 pupils achieving EXS combined</li> <li>QLA of SATS papers will identify areas of need</li> <li>QLA writing planning to identify gaps</li> <li>Maintain EXS in Reading and Maths</li> </ul>	<p>July 25- Identify gaps with ES from SATS papers 2025.</p> <ul style="list-style-type: none"> <li>Oct 25- Carry out QLA on June25 papers to identify areas of weakness. Pupil progress meetings identify pupils not making the expected progress and interventions put in place. Moderate writing with ES to ensure on track for 75% EXS.</li> <li>Dec 25- Cohort moderation SM. Pupil progress meetings measure progress and interventions in place since previous meeting. Moderate writing with ES to ensure on track for 75% EXS. Assessment week. Carry out QLA on papers to monitor areas of weakness.</li> <li>Feb 26-May26- Pupil progress meetings measure progress and interventions in place since previous meeting. Moderate writing with ES to ensure on track for 75% EXS. Cohort moderation SMs. (May) Assessment week. Carry out QLA to monitor areas of weakness</li> <li>Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6</li> </ul>	<p> : Governing body termly review report</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
	<p><b>4.2:</b> To raise the number of pupils achieving GLD at the end of reception to at least 80%</p>	AB ET	<ul style="list-style-type: none"> <li>At least 8 pupils achieve EXS+ in KS2 maths assessments July 2026.</li> <li>RBA to identify gaps</li> <li>Monitor planning</li> </ul>	<p>July 25- Identify areas of development</p> <ul style="list-style-type: none"> <li>Oct 25- Pupil progress meetings identify pupils not making the expected progress and interventions put in place. Moderate planning/ learning with ET to ensure on track.</li> <li>Dec 25- Cohort moderation SM. Pupil progress meetings measure progress and interventions in place since previous meeting. Assessment week.</li> <li>Feb 26-May26- Pupil progress meetings measure progress and interventions in place since previous meeting. Cohort moderation SMs. (May) Assessment week.</li> <li>Sept25-July 26 Book audits. Datawalls T2/4/6. PPMs termly x6</li> </ul>	<p> : Governing body termly review report</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
	<p><b>4.3:</b> To raise the number of pupils scoring 20+ on the Year 4 MTP to 75%.</p>	AB KW CC	<ul style="list-style-type: none"> <li>At least 6 pupils score 20+ in MTP June 2026.</li> <li>Each term will see an increase in the number of pupils achieving 20+ on the MTP.</li> </ul>	<p>July 25- Oct 25- First round of MTP practise test scores in to AB. Meet with KW/CC to re assess effectiveness of practice and adapt where needed. Sep25- baseline MTP scores.</p> <ul style="list-style-type: none"> <li>Jan 26- Second round of MTP practise test scores in to AB in Dec25. Meet with KW/CC and assess what is going well. Identify any pupils not making enough progress and why. Adapt support for these pupils.</li> <li>April 26- Third round of MTP practise scores in to AB before Easter holidays. Meet with KW/CC and assess effectiveness of practice.</li> <li>July 26- Final MTP scores in. AB to make note of scores when doing check. Datawalls T2/4/6. PPMs termly x6.</li> </ul>	<p> : Governing body termly review report</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>







	<p style="text-align: center;"><u>4:4:</u></p> <p>To incorporate <b>Pioneer based assessment scale systems</b> within <b>ARBOR assessment</b> at East Hoathly in order to streamline the efficiency and accessibility of data systems and analysis.</p>	<p>AB All Ts</p>	<ul style="list-style-type: none"> <li>Staff have received training to enable them to have clarity about how to access and utilise the new ARBOR assessment systems.</li> <li>Teachers have a strong grip of attainment and progress via the new ARBOR assessment systems. (Questionnaires T2, T4, T6)</li> <li>ARBOR data analysis for all subjects, supports teacher and subject leader gap analysis. Outcome datawalls &amp; trackers 25-26 See FDP 4.0</li> </ul>	<ul style="list-style-type: none"> <li><b>June 25-</b> ARBOR to develop bespoke 6 step systems (B, B+, W, W+, S, S+) and % of attainment 10%-100+%)  Pioneer Assessment System within ARBOR</li> <li><b>July 25-</b> Pioneer baseline outcomes from all 8 Pioneer schools into ARBOR systems</li> <li><b>Sept 25-</b> 3<sup>rd</sup> Sep INSET input from Lisa/Hollie from ARBOR – data entry and analysis</li> <li><b>Oct 25-</b> ARBOR trackers and ‘live’ datawalls for R/W/M (T2 trackers/datawalls)</li> <li><b>Jan 26-</b> T2 data generated via new ARBOR systems – SLT review with SIP/SEO</li> <li><b>April 26-</b> Link ARBOR assessments aligned end of yr reports via ARBOR</li> <li><b>July 26-</b> review new assessment systems with FGB and SLT- <b>evaluative report</b></li> </ul>	<p> : Data/ outcomes/ assessment based Governors – <b>termly review report</b></p> <p> : Outcome datawalls 25-26 &amp; <b>External monitoring will validate</b> - SEO, SIP, SIAMS &amp; Ofsted.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>5. Behaviour and attitudes</b></p>	<p><b>5.1:</b> To adapt the <b>Pioneer Behaviour Policy</b> to ensure the language/principles used are fully Therapeutic Thinking (TT). See FDP 5:0</p> <p><u>Adaptions to include:</u></p> <ul style="list-style-type: none"> <li>Positive relationship development language review with policy i.e. changing ‘consequence language’ for TT ethos- ‘potentially step 1 and Step 2 are only for internal sch use only - ARBOR</li> <li>Develop a ‘Consequence level’ that takes into account ‘intent’ &amp; ‘proportionate actions’ (i.e. a 1.5 step)</li> <li>Behaviour policy reviewed and audited for neuro-affirming language</li> </ul> <p>‘Consequence reporting’ to parents is carried out we respect, sensitively and subtly – sense of walk of shame’ is eradicated.</p>	<p>AB All Staff</p>	<ul style="list-style-type: none"> <li>All stakeholders report that the adapted Behaviour Policy is fit for purpose and can be applied consistently and rigorously. Parents’ report that pupil consequence info is reported with clarity and sensitivity. (Parent and staff questionnaires T2, T4, T6- specifically about Beh Policy)</li> <li>Consequence analysis is now within ARBOR so enables quick access to evaluation by SLT (See termly <b>Heads reports</b> for Behaviour)</li> <li>Neuro-affirming language and strategies are seen throughout our Pioneer policies and approaches so that all children have a sense of belonging, autonomy, safety and equity delivered through a compassionate, flexible and adaptive approach. (SEND LA Pioneer review – Nicky Angus &amp; Lucy Fisher – Feb 2026)</li> </ul>	<ul style="list-style-type: none"> <li><b>Sept/Oct 25-</b> <ul style="list-style-type: none"> <li>LT meeting T1- review suggestion adaptions- amend policy. SL- to support refine TT terminology</li> <li>ARBOR recording systems developed with Lisa/Steve and Hollie</li> <li>Staff cpd via weekly Briefing Meetings</li> </ul> </li> <li><b>Nov 25-</b> FGB approval of changes made &amp; launch with staff/parents (parent Forum)</li> <li><b>Jan 26-</b> Lucy Fisher 2026 return <b>visit report</b></li> <li><b>Feb 26-</b> Co-Chairs review at each Pioneer school- <b>pupil, staff and parent voice</b></li> <li><b>April 26- July 26-</b> Review impact of changes- <b>staff and parent questionnaires</b></li> </ul>	<p> : Co-Chair reviews for each CC utilising (Parent and staff questionnaires T2, T4, T6-</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>6: Attendance</b></p>	<p><b>6.1:</b> To ensure that pupil attendance at East Hoathly is at least NA– (overall, year groups and PA) so that pupils are in school as much as possible and can make the best progress in their learning.</p> <p><u>July 2025- EH Attendance</u> Whole school 93.5%, SEND 89.2% EAL 25%, Disadvantage 33.3% PA 16.9%</p>	<p>AB</p>	<ul style="list-style-type: none"> <li>The pupil attendance % for all groups of children is at least at the national average (95%).</li> <li>Children happy and motivated to be coming to school.</li> <li>Swift action is taken if attendance is an issue. <b>Bi-weekly reports</b></li> <li>East Hoathly attendance for all groups continues to be least at NA.</li> <li>PA families met with promptly and action plan developed with time frame expectations.</li> <li>Advice and support sought from other agencies where necessary.</li> </ul>	<p>Sept 25-July 26- Include attendance as standing item on weekly meetings with KT (ST) .</p> <p>Termly attendance data included on HT report to governors.</p> <p>Daily – Attendance registers and collation of attendance information.</p> <p><b>Fortnightly - attendance tracking and notes logs completed.</b></p> <p>Termly - attendance letter sent for all pupils. Targeted meetings and conversations termly or as needed with families. SDP attendance charts and HoS reporting.</p> <ul style="list-style-type: none"> <li>June/July 26 Review attendance plans. Report end of year attendance to families.</li> </ul>	<p> : Governing body termly review report</p> <p> External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>7: Personal Development and well-being</b></p>	<p><b>7.1:</b> To establish 3 golden rules with all stakeholders 1) be safe, 2) be kind, 3) be ready. To establish actions with the golden rules to link with values and vision to provide consistency in behaviour. Prefect role to support the golden rules</p>	<p>AB KT</p>	<ul style="list-style-type: none"> <li>By July 2026, pupil and parent questionnaires show that pupil awareness of MHEW has developed since July 2025. Staff report back they feel supported by leadership, Pupils will report that behaviour is consistently good.</li> <li>There is a commonality of language in school around feelings and behaviours for learning.</li> <li>There is a decrease in the number of behaviour incidents in school. <b>See termly HoS report for behaviour.</b></li> </ul>	<p>July 25- At staff inset set expectations with all staff.</p> <p>Sept 25 – set out expectations with all pupils and parents. Monitor all staff language to ensure <b>MHWB at forefront.</b></p> <p>Oct 25- KT to carry <b>out pupil and staff voice</b></p> <p>Jan 26- July 26-Embed the language used across school</p>	<p> : Governing body termly review report</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>8. Inclusion</b></p>	<p><b>8.1:</b> Establishing the shared SEN Role - Agreeing and allocation of pupils between Senco Headteacher</p>	<p>AB SL</p>	<ul style="list-style-type: none"> <li>Termly triangulations show that the QoE for all SEN and PP pupils is strong</li> <li>SEN practice and policies are in place and working effectively and efficiently</li> <li>Monitoring shows needs of SEND pupils are being met. Teaching of SEND is secure and SEND pupils make secure progress</li> <li><b>Complete self review of schools, UAP, review and update the schools</b> universal provision documents with a focus on BASE</li> <li>Review and adapt provision mapping format for targeted SEND and PP information.</li> <li>See FDP 8:0</li> </ul>	<p>July 25-</p> <p>Sept 25- HT and SENCo to review effectiveness of current practices and procedures. CPD for all staff on expectations for reviewing pupils.</p> <p>Oct 25 - New practice and procedures set up and being followed. SEN reviews undertaken between parents and staff using new procedures.</p> <p>First round of classroom monitoring to take place.</p> <p>Jan 26- July 26 Monitor classroom practice</p> <p>July 26 – Evaluate practice with SENCO</p>	<p> : Governing body - termly review report</p> <p> : External monitoring <b>SEO, SIP, SIAMS &amp; Ofsted reports, SEND reports</b></p>

	<p>8:2: Review intervention recording paperwork, Coach teachers to provide adequate paperwork and information to TAS to enable quality intervention, Coach TAs so they know the purpose of and feel confident to record the most appropriate and valuable information on intervention records that can clearly help identify and support the next steps in learning</p>	<p>AB SL</p>	<ul style="list-style-type: none"> <li>Language for least intervention EEF</li> <li>Teachers will identify and complete the appropriate assessments in order to ensure that targeted intervention meets the identified barriers and learning needs</li> <li>Monitoring shows needs of SEND pupils are being met. Teaching of SEND (see trackers) is secure and SEND pupils make secure progress</li> <li>Coach teachers to identify slow progress and potential barriers to learning so that SEND is identified and address as early as possible.</li> </ul>	<p>Oct 25- July 26- Triangulations termly, book audit, PPMs and APDR reviews to take place.</p> <p>July 26 – Data for VG shows good progress.</p>	<p> : Governing body - termly review report</p> <p> : SEO, SIP, SIAMS &amp; Ofsted reports, SEND reports</p>
	<p>8:3: Coach all staff to embedding strategies to support Thrive language as part of our adaptive teaching approach across all classes and all areas of school life</p>	<p>AB SL</p>	<ul style="list-style-type: none"> <li>All pupils make strong progress from their starting points</li> <li>Monitoring shows needs of SEND pupils are being met (see SEND report and Arbor assessments). Teaching of SEND is secure and SEND pupils make secure progress (see triangulation notes)</li> </ul>	<p>Oct 25- Coaching to take place by SL Jan 26- AB and SL to monitor impact of coaching April 26- July 26-AB and SL to evaluate coaching</p>	<p> : Governing body - termly review report</p> <p> : SEO, SIP, SEND reports</p>
<p>9. Early years</p>	<p>9.1: To support the new EYFS teacher to ensure Pioneer expectations and standards are in place across all areas of EYFS curriculum intent and delivery and that pupils make strong progress from their baseline starting points.</p>	<p>AB ET</p>	<ul style="list-style-type: none"> <li>EYFS pupils make strong progress from their starting points. See EYFS tracking/datawall.</li> <li>EH EYFS termly triangulations show that QofE is at least 'strong' and developing to 'exemplary'.</li> <li>Pioneer EYFS support infrastructure (Pioneer EYFS Phase Leader and Cohort Planning, moderation and standardisation) has been utilised effectively to support ET in her role at EH.</li> <li>EH EYFS standards and expectations (see outcomes '26) match those found in other Pioneer schools- pupil books, learning environment, planning &amp; resources.</li> </ul>	<p>July 25- Devices set up and training carried out on new RBA by ET. New EYFS Phase Leader (KT) appointed. T1 Cohort meeting attended- planning in place for Sept 25.</p> <ul style="list-style-type: none"> <li>Sept 25- RBA carried out by ET. - EYFS Policy expectations reinforced &amp; Termly Cohort/Phase planning and book sharing for quality and standards.</li> <li>Oct 25-July 26- Environment and book auditing as per Pioneer monitoring and assessment cycle.</li> <li>11th Feb –Pioneer EYFS Moderation</li> <li>18th March –Pioneer EYFS standardisation (Claire Green LA) <ul style="list-style-type: none"> <li>April 26</li> <li>July 26 strong outcomes achieved for GLD</li> </ul> </li> </ul>	<p> : ECT reports</p> <p> : External monitoring SEO, SIP</p>

# 10. Safeguarding

<p style="text-align: center;"><u>10.1:</u></p> <p>To ensure that all aspects of East Hoathly safeguarding are highly effective and that the safeguarding policies and procedures are in place and applied consistently.</p>	<p>AB KT</p>	<ul style="list-style-type: none"> <li>• DSLs are confident to follow safeguarding procedures.</li> <li>• EH Pupils and staff are kept safe and safeguarding and health/ safety procedures are judged as highly effective at EH 25-26.</li> <li>• EH Leaders &amp; staff receive the appropriate CPS for their roles and have clarity about safeguarding and safety procedures to ensure pupils and staff are kept safe at EH.</li> <li>• All external monitoring validates the safeguarding at EH is highly effective.</li> <li>• Safeguarding is on every staff briefing as a standing item (see briefing minutes).</li> <li>• Third parties provide letters that includes everything on CZone most recent recommended template.</li> <li>• DSL triangulation systems are embedded throughout the safeguarding team.</li> </ul>	<p>July 25- evaluate vulnerable list with ST Sept 25 – July 26 SCR check and fire alarm termly x6 a year. 4th Sept LA Safeguarding CPD for all staff Termly DSL/SLT meetings (federation) Meeting minutes,</p>	<p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted reports</p>
<p>10:2:</p> <p>To ensure all ways forward from Feb 2024 LA Health &amp; Safety monitoring report (94%) are actioned and that a LA reassessment/self-assessment of H-S brings the score to 100%</p>	<p>AB MM</p>	<ul style="list-style-type: none"> <li>• Health and Safety score for EH is 100% at next audit</li> <li>• All policies and procedures at EH ensure that all stakeholders in school are kept safe.</li> <li>• AB liaising weekly with Michelle and Marek (see weekly agenda).</li> <li>• All risk assessments (see RA folder) have been undertaken for individual moving and handling tasks activities and those activities within the curriculum that may result in injury or ill health.</li> <li>• All relevant training to continue to take place (see tracker)</li> </ul>	<p>July 25- Review actions from Audit Oct 25- meet with MM to go through outstanding actions from audit Feb 2024 Sept 25 - July 26-meet weekly with Caretaker and Health and Safety admin to ensure compliant.</p>	<p> : Governing body - termly review report</p> <p> : External monitoring SEO, SIP, SIAMS &amp; Ofsted</p>

# Self-Evaluation Form (SEF)

All judgements are based on robust school self-evaluation using updated **Ofsted 2025 criteria**.

## Teacher Effectiveness

		TERM 2 (SIP EVALUATED)				TERM 4				TERM 6 (SIP EVALUATED)			
		I	RI	G+	O	I	RI	G+	O	I	RI	G+	O
OVERALL QUALITY OF TEACHING (TRIANGULATED BY SLT)	TARGET	0%	0%	100%	25%	0%	0%	100%	25%	0%	0%	100%	25%
	ACTUAL												

### Ofsted focus Aspects 25-26 (1-10)

Leadership and governance  
 Curriculum  
 Developing teaching  
 Achievement  
 Behaviour and attitudes  
 Attendance  
 Personal development and well-being  
 Inclusion  
 Safeguarding  
 Early years in schools (where applicable)


### The 5 'Overall Ratings' against each Ofsted aspect:

- **Causing concern (red)**: needs urgent action to provide a suitable standard of education for children and learners
- **Attention needed (amber)**: some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting legal requirements or non-statutory guidance expectations. However, inspectors think leaders "have the capacity to make necessary improvements"
- **Secure (green)**: offering a "secure standard of education" by meeting the above standards
- **Strong (green)**: practice is "consistently secure across different year groups and subjects". Leaders "working above and beyond" what's expected
- **Exemplary (dark green)**: all evaluation areas are graded at least secure and, in an area that is "consistently strong", there is "a feature of practice that could be considered as exemplary"


*For a 'secure' self-evaluation you may wish to highlight 3 to 5 'particular strengths' and potentially 1 to 3 'areas for development'.*

Ofsted Aspect (1-10)	Specific Aspect Guidance Criteria Evaluated <small>(RAGGED Ofsted criteria embedded documents below: Green – criteria met, Amber- partially met)</small>	Overall Aspect Self-Evaluation <small>(with brief commentary)</small>  Causing concern <b>(red)</b> Attention needed <b>(amber)</b> Secure <b>(light green)</b> Strong <b>(green)</b> Exemplary <b>(dark green)</b>	Particular Strengths <small>(Evidence for statements in <b>turquoise</b>)</small>	Areas for Development <small>(See Ref points in Development Plan below)</small>
1: Leadership and Governance	<p><b>Strategic leadership and capacity to improve</b></p> <p><b>Responsible bodies, including employers, trustees and governance (strategic oversight)</b></p> <p><b>Parents, carers and the community</b></p>	<p><b>‘Secure’ Risk Factors:</b></p> <ul style="list-style-type: none"> <li>New Cluster lead role for HT</li> <li>New ECT mentors in place from Sept 25.</li> <li>NOR has been decreasing over recent years</li> </ul>	<ul style="list-style-type: none"> <li>Strong trust established between the community, stakeholders, leadership, and staff.</li> <li>Distinctive Christina Ethos and identity valued by pupils, staff, and the wider community</li> <li>Effective teamwork and collaboration with other schools within the Pioneer Federation</li> <li>High priority placed on well-being for pupils, staff, and parents</li> <li>Dedicated and committed staff focused on teaching, nurturing, and inspiring learners.</li> <li>Strong strategic oversight and support from Exec Head &amp; HT.</li> <li>Positive parent feedback – 100% of respondents would recommend the school.</li> <li>Parental engagement with the school has improved. (social justice, parent evenings, reading at home, etc)</li> <li>Gaps in KS2 pupil outcomes have been addressed and plans are in place to sustain progress. (data)</li> <li>Vulnerable groups make good progress from their starting points</li> <li>5 strong Inspections in 12 months at Pioneer schools</li> <li>See Pioneer Inspections 2024-25</li> <li>SIAMS expertise <a href="https://pioneerfederation.co.uk/easthoathly/wpcontent/uploads/2024/07/SIAMS-report-East-HoathlyChurch-of-England-Primary-School-114501-210624.pdf">https://pioneerfederation.co.uk/easthoathly/wpcontent/uploads/2024/07/SIAMS-report-East-HoathlyChurch-of-England-Primary-School-114501-210624.pdf</a></li> <li>British Council International award – intermediate level achieved (see certificate)</li> </ul>	<p><b>1.1:</b> To embed the leadership structure at EH that best serves the need of the school and ensures that leadership at all levels is highly effective and that leaders have clarity regarding their roles and are rigorously held to account. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p><b>1.2:</b> To establish new vision and new values at East Hoathly that represent the school and ensure that the school vision reflects our desire to also be looking outwards to help the world beyond our school, to enhance the children’s sense of independence and responsibility so they become caring global citizens with a sense of spirituality and thirst for courageous advocacy.  IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p><b>1.3:</b> To increase the overall NOR from 60s to 70s by July 2026 in order to have balanced budgets and be able to afford full staff quotas in all classes. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p><b>1.4:</b> To ensure that on an individual school level, that East Hoathly’s unique identity and development is represented within the Pioneer committee and also at FGB level. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p><b>1.5:</b> To embed Wrap Around Care at EH, ensuring that parents are clear about the offer. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p><b>1.6:</b> To embed East Hoathly SIAMS inspection ways forward, showing that East Hoathly is a strong church school with deeply embedded Christian vision and values. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p><b>1.7:</b> To develop the premises of East Hoathly in order to ensure the best possible learning experiences is on offer to EH pupils.</p>
2: Curriculum	<p><b>Curriculum</b></p> <p><b>Leadership of the curriculum</b></p> <p><b>Communication and language, reading, writing and mathematics</b></p>	<p><b>‘Attention needed’ Risk Factors:</b></p> <p>Pioneer curriculum streamlining ‘Sept 25- Jan 26’- see FDP section 2</p>	<ul style="list-style-type: none"> <li>Developed and implemented more effective learning objectives following adaptive learning training (Inset Jan 2025) and staff discussions.</li> <li>A significant development towards more outcomes-based learning with expectations of highly scaffolded learning provision to effectively support all learners to achieve. (SIP report – March 2025)</li> </ul>	<p><b>2.1:</b> To streamline the Pioneer curriculum (Sept 25- Feb 26) to ensure the progression of skills, knowledge and end points are clear &amp; interlinked across all year groups and within the planning documentation used by staff. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>

	<p>Inclusive curriculum culture and practice</p> <p>Implementation of Climate Change Curriculum</p>	<p>Subject Teams Sept 25- Jan 26 &amp; newly formed Cluster collaborative subject leadership 'Feb-July 26' (see SDP section 1.2)</p>	<ul style="list-style-type: none"> <li>Reconnecting and recapping from previous learning embedded into each lesson to strengthen continuity and retention.</li> <li>Pioneer Ofsted/SIAMS 24/25 - 'Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools'.</li> </ul>	<p>2.2: <b>International Links</b> – To ensure that pupils have a greater understanding of different cultures and practices. Pupils have a wide and rich set of experiences as part of the curriculum.</p> <p>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
<p>3: Developing teaching</p>	<p>Leadership of teaching</p> <p>Professional development</p> <p>High-quality &amp; Inclusive teaching</p>	<p><b>'Attention needed'</b></p> <p><u>Risk Factors:</u> New Rec T (ECT 1) New Year 3 /4 T (ECT 2 part time) ECT 2 in Year 5/6</p>	<ul style="list-style-type: none"> <li><b>Rigorous Pioneer monitoring cycle</b> - subject leader book monitoring and visits across the Pioneer schools has successfully informed ways forward / developments in each subject area. (cycle – feedback example)</li> <li><b>Staff meeting schedule</b> – with subject leaders disseminating information and CPD about their subject</li> <li><b>TASS drop ins, CLASS+ training</b>, completed by staff (KW/AS and ES) to ensure high quality inclusive teaching.</li> <li>Clearly sequenced staff meeting/INSET 25-26 – see SM agendas</li> </ul>	<p>3.1: <b>Ofsted report</b> - To embed the East Hoathly Ofsted ways forward (June 2024) <i>Some pupils who are weaker readers have not learned to read as quickly as they could because the phonics curriculum has not been embedded or implemented well enough in the past. The school is aware of this and has begun to make improvements in this area. Leaders should continue to embed the phonics curriculum and provide teachers with the support that they need to ensure that all pupils learn to read confidently and fluently.</i></p> <ul style="list-style-type: none"> <li>IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</li> </ul> <p>3.2: To develop a consistent and effective approach to scaffolding and modelling methods and concepts across the school, so that pupil outcomes are raised. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>
<p>4: Achievement</p>	<p>National tests and examinations</p> <p>Achievement across the curriculum</p> <p>Progress through the curriculum</p> <p>Knowledge and fluency in reading, writing, maths, language and communication</p>	<p><b>'Attention needed'</b></p> <p><u>Risk Factors:</u> <b>Gaps on outcomes July 25:</b> Year R GLD (66.7%, NA 68.3%) Year 1 Phonics (77% 2025, NA 79.9%) EXS Year 6 Writing (2025 60%, NA= 72%) SPAG Year 6 to reach NA at EXS and GDS (2025 64%/14.4%SS 103.21, NA 73%/29.3%/105) EXS W,R/M combined (50% , NA 62%)</p> <p><u>Outcome trends:</u></p> <ul style="list-style-type: none"> <li><b>KS2 EXS</b> –below NA 24 and 25 for Ma, Wr and combined</li> </ul>	<ul style="list-style-type: none"> <li><b>Maths</b> - Increase in EXS+ Maths outcomes over the previous 2 years. 2025 - 70% of pupils achieved EXS in maths.</li> <li><b>Reading</b> – Increase in GDS reading outcome. 2025 40% of pupils achieved GDS in reading</li> <li><b>Writing</b> – increase in GDS writing outcome 2025 20% of pupils achieved GDS in writing</li> <li>Clearly sequenced staff meeting/INSET 25-26 – see SM agendas</li> </ul>	<p>4.1: To raise the number of pupils achieving EXS+ at the end of KS2 to 75% in all areas. To raise the number of pupils achieving combined at the end of KS2 to above national. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>4.2: To raise the number of pupils achieving GLD at the end of reception to at least 80% IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>4.3: To raise the number of pupils scoring 20+ on the Year 4 MTP to 75%. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p> <p>4.4: To incorporate <b>Pioneer based assessment scale systems</b> within <b>ARBOR assessment</b> at East Hoathly in order to streamline the efficiency and accessibility of data systems and analysis. IMPACT Dec 25: IMPACT March 26: IMPACT July 26:</p>

<p>5: Behaviour and attitudes</p>	<p>Leadership of behaviour and attitudes</p> <p>Developing positive attitudes to learning</p> <p>Inclusive behaviour, culture, policy and practice</p>	<p><b>'Secure'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>Ensure policy is consistently applied across the school.</li> </ul>	<ul style="list-style-type: none"> <li><b>Vision &amp; Values</b> - Fully achieved the embedding of the East Hoathly Vision &amp; Values</li> <li><b>Zones of Regulation</b> – implemented September 2024 to support behaviours and regulation emotions. Pupils wanted to have an area outside the classroom where they could go and calm down or take time out.</li> <li><b>House teams</b> – implemented in September 2024 to support attitudes to learning across school</li> <li><b>Adaptions made to policy</b> – introduced step3 to the behaviour policy significant reduction in step 1,2 and 3s (see HOS reports)</li> </ul>	<p><b>5.1:</b> To adapt the <b>Pioneer Behaviour Policy</b> to ensure the language/principles used are fully Therapeutic Thinking (TT).</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>
<p>6: Attendance</p>	<p>Strategic leadership to secure the best possible attendance</p> <p>Working in partnership</p> <p>Inclusive attendance, culture and practices</p>	<p><b>'Attention needed'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>Children on parttime timetables significant impact on attendance</li> <li>Attendance 24-25 below NA</li> </ul>	<ul style="list-style-type: none"> <li>Strong links with LA to implement clear procedures and communication with parents.</li> <li>Fortnightly reports analysed</li> </ul>	<p><b>6.1:</b> To ensure that pupil attendance at East Hoathly is at least NA– (overall, year groups and PA) so that pupils are in school as much as possible and can make the best progress in their learning.</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>
<p>7: Personal Development and well-being</p>	<p>Leadership of personal development and well-being</p> <p>Pastoral support and pupils' well-being</p> <p>Inclusive opportunities and practices</p>	<p><b>'Secure'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>Consistency in reward systems across the school</li> </ul>	<ul style="list-style-type: none"> <li>Embed wellbeing /PHSE Pioneer systems - refining PSHE scheme and MTPs from Sept- see FDP section 7</li> <li><b>Healthy Schools</b> - Achieved Healthy Schools Award Jan 25 –(See website)- award</li> <li>Designated member of staff linked to Healthy Schools (KT)</li> <li><b>Social justice initiative</b> - water fountain for the school playground achieved</li> <li><b>Skills builders</b> – embedded and introduced raffle tickets for Friday legends</li> <li> Draft SIAMS report East Hoathly Church c</li> <li>June SIAMS report</li> </ul>	<p><b>7.1:</b> To establish 3 golden rules with all stakeholders 1) be safe, 2) be kind, 3) be ready. To establish actions with the golden rules to link with values and vision to provide consistency in behaviour. Prefect role to support the golden rules</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>
<p>8: Inclusion</p>	<p>Inclusive practices (across all other toolkits)</p> <p>Identifying and meeting needs, and removing barriers</p>	<p><b>'Secure'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>Establishing the new roles between SL and AB</li> </ul>	<ul style="list-style-type: none"> <li>Adaptive learning training and development has ensured staff gained a greater understand of pupils' needs. (inset)</li> <li>External support across the academic year to target specific need; involvement from TASS, SPOC, CLASS, CLASS+, Ed Pysch</li> </ul>	<p><b>8.1:</b> Establishing the shared SEN Role - Agreeing and allocation of pupils between Senco Headteacher</p> <p><b>IMPACT Dec 25:</b></p> <p><b>IMPACT March 26:</b></p> <p><b>IMPACT July 26:</b></p>



	<p>Supporting disadvantaged pupils</p> <p>Supporting pupils with SEND</p>		<ul style="list-style-type: none"> <li>• Successful Forest school sessions</li> <li>• Successful provision mapping (interventions inc Social and emotional groups) to ensure that staff are utilised effectively and disadvantaged pupils benefit.</li> <li>• Inclusion and SEND provision a strength at Pioneer- see June 24 Ofsted report</li> </ul>  <p>East Hoathly CofE Primary School Ofsted</p>	<p><b>8.2:</b> Review intervention recording paperwork, Coach teachers to provide adequate paperwork and information to TAS to enable quality intervention, Coach TAs so they know the purpose of and feel confident to record the most appropriate and valuable information on intervention records that can clearly help identify and support the next steps in learning  <b>IMPACT Dec 25:</b>  <b>IMPACT March 26:</b>  <b>IMPACT July 26:</b></p> <p><b>8.3:</b> Coach all staff to embedding strategies to support Thrive language as part of our adaptive teaching approach across all classes and all areas of school life  <b>IMPACT Dec 25:</b>  <b>IMPACT March 26:</b>  <b>IMPACT July 26:</b></p>
<p>9: Early years</p>	<p>Leadership of the early years</p> <p>Learning and development requirements</p> <p>Well-being and welfare requirements</p> <p>Achievement and preparation for key stage 1</p>	<p><b>Attention needed'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>• ECT1 in Year R</li> </ul>	<ul style="list-style-type: none"> <li>• Development of EYFS curriculum incorporating the nursery level of provision. See SDP 9:1</li> <li>• Successful transition of combining Reception class with Rising 5s. SIP report/ LA summaries</li> <li>• Strong support systems across Pioneer in place to support ET's curriculum and planning (KT).</li> <li>• Strong ECT support structure in place at East Hoathly . ECT mentoring lead by KW (Senior Teacher) with HT overseeing.</li> <li>• EYFS GLD % is inline NA (67% EH 2025/ 64% NA 2024).</li> </ul>	<p><b>9.1:</b> To support the new EYFS teacher to ensure Pioneer expectations and standards are in place across all areas of EYFS curriculum intent and delivery and that pupils make strong progress from their baseline starting points.  <b>IMPACT Dec 25:</b>  <b>IMPACT March 26:</b>  <b>IMPACT July 26:</b></p>
<p>10: Safeguarding</p>	<p>Culture - Safeguarding information for all staff to know and act on</p> <p>Management of safeguarding &amp; Safer recruitment</p> <p>Safeguarding concerns or allegations &amp; Child-on-child sexual violence and sexual harassment</p>	<p><b>'Secure'</b></p> <p><b>Risk Factors:</b></p> <ul style="list-style-type: none"> <li>• New DDSL 25-26 (MM)</li> </ul>	<p><b>Safeguarding is effective / not effective</b></p> <ul style="list-style-type: none"> <li>• Successful Q&amp;A session with LA (Oct 2024) focusing on 3 areas leading to review of practice. Ways forward and next steps here from report</li> <li>• Regular triangulation meetings with DSL &amp; DDSL see Agendas</li> <li>• Staff briefings – safeguarding information consistently shared with staff.</li> <li>• SCR / Fire drill/ lock down drill all took place across the year.</li> <li>• All staff to attend up to date training September 2025 with other Pioneer schools.</li> <li>• Safeguarding at Pioneer is strong and effective- LA reports/ Ofsted Reports/ SIP reports</li> </ul>	<p><b>10.1:</b> To ensure that all aspects of East Hoathly safeguarding are highly effective and that the safeguarding policies and procedures are in place and applied consistently.  <b>IMPACT Dec 25:</b>  <b>IMPACT March 26:</b>  <b>IMPACT July 26:</b></p> <p><b>10.2:</b> To ensure all ways forward from Feb 2024 LA Health &amp; Safety monitoring report (94%) are actioned and that a LA reassessment/self-assessment of H-S brings the score to 100%  <b>IMPACT Dec 25:</b>  <b>IMPACT March 26:</b>  <b>IMPACT July 26:</b></p>

## TARGETS FOR PUPIL OUTCOMES JULY 2026

These have been set by looking at % of pupils at expected standard in July 2025 and adding challenge, we try to ensure no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

		Targets for July 2026	National Average 2025		
		Expected Standard			
EYFS		80% GLD	68.5%		
Y1 Phonics		84%	81%		
LKS2 MTC (Y4)		+20 mark = %			
End of KS2 (Y6)	FFT50 estimates for expected standard			Targets for July 2026	Higher Standard
					National Average 2025
Reading		70%	75%	14%	33.3%
Writing		70%	72%	14%	12.8%
Maths		70%	74%	14%	26.2%
Combined		70%	62%	14%	8.3%
GPS		70%	73%	14%	29.5%

## COHORT ATTENDANCE TARGETS FOR 2025/2026

		Attendance figure for previous year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Target	96%	96%	96%	96%	96%	96%	96%
	Actual							
Year 6	Target	96%	96%	96%	96%	96%	96%	96%
	Actual							
Year 5	Target	96%	96%	96%	96%	96%	96%	96%
	Actual							
Year 4	Target	96%	96%	96%	96%	96%	96%	96%
	Actual							





No SEN	8.0		8.0		8.0		7.5		7.5		6.0	
SEN Support	8.0		8.0		8.0		7.5		7.5		6.0	
EHCP	8.0		8.0		8.0		7.5		7.5		6.0	