


Progress made by the school on areas of development identified in the last full Ofsted inspection

<p>Ofsted Areas for Development 'March 2020'</p>  <p>SMV Ofsted Report- 'March 2020'.PDF</p>	<p>Progress Made</p> <p>ACTIONS TO SECURE IMPROVEMENT ARE SET OUT IN THE '2020-24' SCHOOL IMPROVEMENT PLANS</p>
<p>Reading- <i>To ensure pupils develop the necessary language comprehension skills in reading by the end of key stage 1.</i></p> <p><i>'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'</i></p> <p><u>ACHIEVED</u></p>	<p>This area of development has been <u>achieved</u>. 22-24- embedded of new reading scheme and consistency of Re EXS KS1 outcues expected.</p> <ul style="list-style-type: none"> • 2021/22- Little Wandle phonics and reading scheme introduced. <ul style="list-style-type: none"> - CPD comprehension key questions for all staff • 2022- KS1 Reading outcomes above NA – see charts below – and progress from starting points was strong. • 2023- KS1 GDS above NA. EXS below (-9%) • 2023/24- KS1 Reading EXS at 77%- above NA (July 2024) <p><u>Actions since Sept 23</u></p> <ul style="list-style-type: none"> - Adjustment of the reading record template to increase focus on comprehension - Key - Training for reading volunteers including some doing LW training (ensuring the embedding of the language around the comprehension key questions) - All new staff received LW training and parent workshops - Targeted LW phonics and reading groups across R/1/2/3 introduced based on LW tracking - Lexia intervention for all 3/4/5/6 – cohorts identified at the time of last inspection - Clear reading culture and reading band system created
<p>Curriculum Development- <i>To raise levels of challenge so that pupils make even greater progress across the breadth of subjects.</i></p> <p><i>Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.</i></p> <p><u>ACHIEVED</u></p>	<p>This area of development has been <u>partially achieved</u>.</p> <p>23/24- curriculum developments are expected to ensure full achievement of the development area by July 2024.</p> <ul style="list-style-type: none"> • 2022/2023: To continue to develop the <u>Pioneer curriculum</u> to ensure that that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. Ensure the road maps and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. See SDP 22/23 1.1 - ACHIEVED • 2022/2023: To continue to develop and evolve the <u>Pioneer curriculum</u> to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. <ul style="list-style-type: none"> • 2023/2024: To continue to develop and evolve the <u>Pioneer curriculum</u> to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of

units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. [See SDP 23/24 1.1 – ACHIEVED](#)

East Hoathly had an Ofsted inspection in **June 2024** & the *'Pioneer Curriculum'* was judged as *'The ambitious curriculum is well-designed and logically sequenced. Pupils build on their prior learning well. As a result, their skills and knowledge become increasingly sophisticated.'*

In **February 2024**, our Local Authority school Improvement partner (Duncan Greig) concluded in his monitoring report that *'The curriculum is a strength of the Federation. There is a very clear strategy into how the curriculum has been developed across the Federation. It is clear and consistent, aims to drive expectations and is resourced. The subject leaders are empowered to develop their areas and because the responsibility is shared across the federation senior leaders can deploy staff with expertise and degree level qualifications to lead curricular areas. This has helped ensure the curriculum has rigour and challenge in built. Senior leaders ensure the curriculum is reviewed regularly, learning and reflecting on the impact teaching sequences have on the children's learning. This is ambitious and is supportive of teachers and their workload.'*

- **2024/2025: Pioneer Curriculum: To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 24-25 Initiatives:** Redesign of EYFS Curriculum to include 'Rising 5's- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders. [See SDP 24/25 1.1](#)

Actions since Sept 2023/24

- Introduction of a 'Adaptive Curriculum' Lead role across the Federation
- Definitions agreed and language clarity for all staff between 'differentiation' and 'adaptions' – Loom Video training
- Audit of current adaptive teaching methods, strategies and resources undertaken
- Whole Federation wide INSET on Adaptive Teaching Methods Jan 2025
- Evolution of the 'LO' model to ensure curriculum is adaptive limiting
- Introduction and evolution of 'Knowledge Organisers'
- Teaching and Learning Policy reviewed and updated to ensure Adaptive Teaching is central in consultation with teaching staff
- Greater Depth in Maths element strengthened by the 'Awesome 8' application/extension model

Chiddingly Ofsted November 2024

- 'The school's curriculum is designed to meet the needs of all pupils. It is ambitious and clearly identifies what teachers need to teach within each subject.
- Adaptations for pupils with SEND are effective. This means that every pupil can learn the curriculum and achieve well. Staff have a strong subject knowledge and are confident to teach the curriculum. This has been supported by the work and training across the federation.'

Park Mead Ofsted October 2024

'The school and the federation it is part of have worked skilfully together to design an ambitious curriculum. It is clearly sequenced and planned so that new concepts build on prior learning. The school has identified the important knowledge and subject content that they want all pupils to learn and remember. This helps teachers know what to teach and to explain curriculum content clearly.'