

## Summary Visit Note

<b>Date</b>	Tues 12 <sup>th</sup> February 2019
<b>Reviewer</b>	P. Longden
<b>Focus</b>	Curriculum

### Commentary

#### Interview with head of school

##### Intent

- Staff have tried to make it child led and involve pupils much more in the learning process. This is currently stronger in upper Key Stage 2 and is to be developed further earlier in the school to build on EYFS practice.
- Topics and themes are ideally begun with hooks to engage pupils but this is still quite teacher led in KS1. Pupils given questions as hooks.
- KWL grids are used and generally used well.
- There is a clear rationale that is understood by all for RE but it is something to be developed for the curriculum as a whole. Head of school feel this also needs to be underpinned by the school's vision, values and ethos.

##### Vocabulary

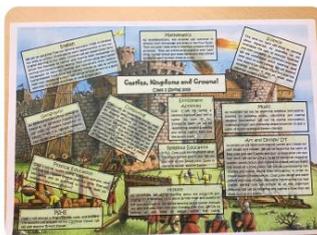
- Book talk is some thing that has been developed as a means to develop further the joy of reading but also to widen pupils' vocabulary.
- Pupils vocabulary is not as well developed as people would think. Key vocab is picked out and words explored more effectively because of Book Talk.
- School has developed a Story Shack. Pupils share this on a rota. Pie Corbett came in to open this as well as model sessions with pupils.
- All classes have their own selection of books. School has reading buddy system.
- Adults involved in reading to pupils from favourite books. PTA have spent money and parents donated. £1000 spent to equip the Shack and books within school.
- Graham Small is working with speech and language.

##### Skills

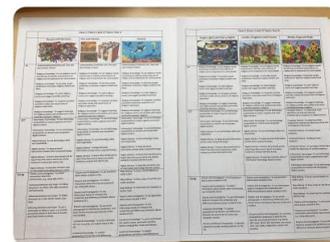
- Changes to provision have been undertaken this year by building in key weeks (Enterprise Week most recently). These weeks are designed to provide more opportunities for pupils to analyse and evaluate their work within and across subjects.

#### Curricular implementation through planning

- Planning is completed on a rolling programme in some year groups. Pupils are organised in four classes.
- Teachers use Classroom Monitor to plan most subjects. The jigsaws (Michael Tidd) were originally used although Classroom Monitor was used as it was felt these were more specific.
- They are linked to the National Curriculum.



Class 2 Topic Year B termly plan



Two year rolling programme

- A review of the planning available on the day showed that in medium term plans were in place for Art, Computing, DT, Geog, History, MFL and RE.
- Where there was more variability was in Music, PE and Science. Sometimes this information was evident in the termly overviews for each topic which are provided to parents.
- Music planning was identified by the Head of School as requiring further development and PE is provided by external providers. It was suggested that an overview for this provided to leaders of school so they can ensure PE curriculum is being delivered.
- Leaders/teachers carry out planning and book moderations for subjects carried out recently. History was a recent focus.

## **Tour of school**

- Classroom environments are bright stimulating and of a high quality. Care and attention is given to the both pupils' work that is displayed and prompts for learning.
- Themes are evident through the classrooms.
- Pupils attitudes to learning are very positive and pupils were very productive.
- There were high expectations of pupils from the standard of tasks they were engaged with even in Class 4 where there are three year groups.
- Good adult pupil ratios with adults engaged with pupils checking understanding/ scaffolding supporting learning.

## **Trips**

- There are a wide range of activities, visits and visitors that pupils have the opportunities to experience.



Wide range of pupil activities

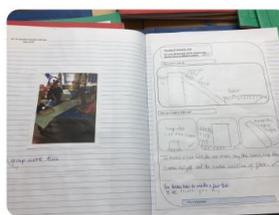
## **Science**



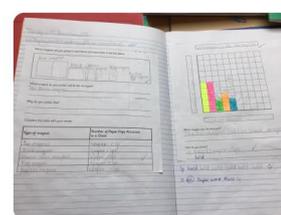
Whole school science display



Science



Exploring practically and setting fair test



Plotting findings

- In some of their practical lessons pupils develop their understanding of comparative and fair testing (controlled investigations).
- Individually and collaboratively pupils are able to ask and answer scientific questions through collecting, analysing and presenting data/ information.
- Class 4 have carried out investigations and recorded their findings. They are able to sort and classifying animals and have studied the reproduction of flowers.
- More recent knowledge has been developed about circuit diagrams and creating experiment given a question and encouraged to make predictions.
- To enhance the quality of scientific reasoning some of the older pupils could be given a different starting point (eg give them an incorrect scientific explanation/ drawing and asking them to evaluate and challenge them scientifically).
- Pupils in other classes have explored the human skeleton and how muscles work, magnets and developed their observational skills through comparing rocks and soil types and learned about how materials change.

## Art and Design



Use of colour to explore a sea scape



With some feedback



Artistic appraisal and evaluation

- In some classes pupils are becoming proficient in drawing and other art techniques including having the opportunity to evaluate and analyse their work and the work of other artists. The recent work on Lowry exemplifies this.
- In Classes 3 and 4 the introduction of Art and Design books has given the subject more prominence and showcase the progressive development of skills in short amount of time.
- This also to enables pupils to record their observations and use them to review and revisit ideas although this appears to be in its infancy.
- There is less evidence in the other classes although displays around the school show pupils have had some opportunities to enhance their skills.

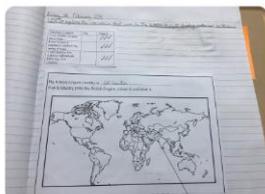
## Computing



Musical scores recording

- Pupils do have the opportunity to use ipads (10 in the school) to record their work and carry out research on the internet.
- There is evidence of coding and programming across the school.
- Videos and photographs are taken by pupils and staff alike to showcase their work and communicate this to parents via Seesaw (eg filming adverts for their biscuits) and the recording of the musical scores).
- The Computing hardware outside of Class 2 would benefit from an upgrade, if possible, and/ or consider purchasing additional ipads to complement wider curricular use as well as ensuring the Computing curriculum is delivered fully.

## Geography



Locating countries

- Locational knowledge is being developed as pupils can name and locate the world's seven continents and five oceans and as part of their topics name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Pupils can explore countries on maps, labelling a map of UK and use of very basic compass directions



Hereford landmarks

- They are able to use basic geographical vocabulary to refer to key physical features and key human features.
- In Key Stage 2 they have looked at specific environmental issues like climate change and global warming and debated issues for and against deforestation.
- There seemed to be less of wider land use and habitats and more complex map work including grid references and aerial / digital maps/ photos etc

## Music

- Planning and pupil voice indicated this was slightly weaker aspect of provision.
- Pupils improvise and compose music for a range of purposes and recorded their own musical scores and through their topics have developed an understanding of the history of music.
- Individual pupils have music lessons but Head of School thinks this is something that could be further developed.



Music and history



Music scores

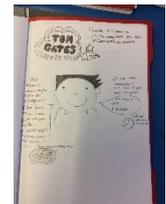


Exploring Tudor instruments

## MFL

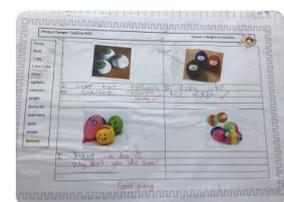


- Spanish is taught to pupils in Class 4.
- Pupils have the opportunity to explore social situations and be able to express themselves or things about themselves.
- They can ask simple questions and respond in context.



## Design and Technology

- Pupils are given some opportunities to build and apply a repertoire of knowledge, understanding and skills in order to design and make products for a wide range of uses.
- The design and construction of a rainforest home enabled pupils to do such things and reflect on their findings suggesting modifications in response to feedback from the teacher.
- Planning shows that pupils have opportunity to plan, make and evaluate and they did this through making biscuits and making slime.
- Pupils have the opportunity to critique, evaluate and test their ideas and products and the work of others and adults ask evaluative questions for pupils to respond to.
- They have also look at nutrition and food.



Class 2 DT -could begin to expect them to explain their reasons

## RE



Reflection



Islamic Art



Islam



Baptism in class 1

- Most of the RE is taught through scheme called 'Understanding Christianity.
- Therefore, a significant amount of study is devoted to Christianity in every class.
- Other religions include Judaism and Islam and one pupil undertook some independent research into rituals and chose Hinduism.
- Pupils can also explain what belonging means and belonging to a faith community.
- Classes also have a reflection area.

## Enterprise week



Advert from Seesaw

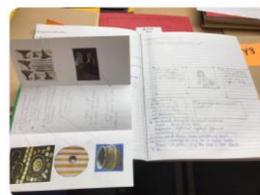


QR reader code

- These focus weeks were introduced to provide pupils with more opportunities to analyse, evaluate and solve problems. The 'Slime Week' groups discussion with planning, be able to read justify understanding in answers, carry out scientific investigations, apply their maths skills including measuring, creating tally charts and drawing bar charts
- The week concluded with an evaluation with key questions as prompts.

## Writing opportunities across the curriculum

- Pupils have a wide range of opportunities to develop and apply their writing skills in meaningful ways throughout their topics.



Different writing opportunities in history



Writing an advertisement in Tudors

## EYFS



Resources easy for children to access



Area to explore sounds



Investigation

- Indoor environment is rich and stimulating and provides a range of opportunities for pupils to develop their skills across the EY curriculum.

- There are numerous role-play areas and experiences for pupils to develop their communication and language skills as well as develop the characteristics of effective learning. Areas to investigate and explore are provided.
- Outdoor area is well resourced and provides lots of opportunities to develop gross motor skills especially construction and exploring sounds. There is a number area outside.



Construction- could use QR codes to set children a challenge

- The outdoor area would benefit from being more language rich as there were very few prompts at all to develop recognition and understanding of words.
- Also more challenging experiences could be provided for the children through the use of challenges being created using QR codes or Talking tins (eg in the construction area – build a tower with a pointed roof)

## **Curricular impact**

### *Assessment information*

- School assesses in foundation subjects as well as core subjects. Average points progress across the school is strong with year groups making above expected progress in all subjects and year groups.
- Progress made by disadvantaged pupils is slightly stronger in Maths than Reading and writing but all indicators are above expectation.
- Boys progress better in Maths but not quite as well as girls in English but both groups above expectation.
- Progress in the foundation subjects is in line or better than expectations in all subjects.

### *Pupil interviews*

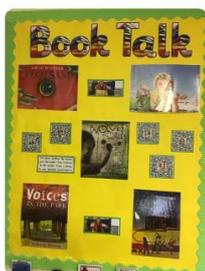
- Most pupils said they found their lessons interesting/exciting. Examples of subjects they offered included English, Topic, Science, Talk for Writing and Maths.
- They like most of their topics. They'd like more of their lessons to be linked to some of their own interests.
- Most pupils feel that the KWL grids are used and that in some cases their ideas are built into future lessons.
- They feel that lessons link well with each other within a subject (sequencing) and like the fact that they try to connect different subjects and ideas through the topic to things they may have done before (schema)
- They didn't feel they get much of a chance to do Computing especially lower down school (mainly for research)
- When asked about MFL pupils in Class 4 said that Spanish was taught on Thursday.
- The pupils said that teaching of music was limited and talked about pupils having opportunities to have individual lessons. They had look at some as part of the Tudor work (Tudor instruments) but couldn't recall much else.
- Pupils could recall some of their trips including to the Owl Centre, residential with HMFA Oakenwood/ Birmingham, Been to the beach and to the cinema for a private seating to see Fantastic beasts. They'd like more visits.
- They like some of the visitors they've had or some of the activities they've done including Vikings visiting Class 3, Pie Corbett, Speaking out and stay safe, NSPCC, Vicar Jane, making kites and willow weaving.
- Pupils feel that school helps prepare them. Working as a team- listening to others –

- All would recommend giving reasons including, 'it's a nice small school', 'Forest school', 'buddy stops', 'nice and friendly', 'whole school is welcoming', 'if someone's left alone and make new ones'.

### *Leadership evaluations*

- These were evidenced on the day. The Head of School sits with other teachers and carries out work scrutinies looking at coverage and opportunities and provided feedback for staff.
- Books are cross referenced against the planning. It might be more beneficial to compare them to subject maps in order to provide leaders with the knowledge that learning within a subject is sequenced and there is appropriate coverage through the course of a year (or two-year rolling programme).

### **Other aspects of provision making an impact**



Book talk linked to music



Developed through pupil voice with Pie Corbett



Mindfulness and cooperation cross federation



Book word web

### **Strengths**

- Head of school has good understanding through wider monitoring and evaluation of next steps for school curricular development.
- Progress from assessments shows strong progress through school and this is complemented by the books.
- Pupils attitudes to learning are very good and relationships between pupils and adults are excellent. Staff seem very happy.
- School learning environment especially classrooms are of a high standard.
- Use of Seesaw and QR codes to share learning is a positive feature and pupils like creating them.
- All pupils would recommend school to other pupils because it is caring and personalised.
- Enterprise week (cross curricular links) is popular with the pupils and provides good opportunities to make meaningful links between subjects.
- Pupils are provided with many opportunities to write for a range of different purposes throughout the wider curriculum and there are increasingly more opportunities to develop Maths skills in topic, science and MFL.
- Coverage and sequencing of History and Science is strong.
- Reflective questions teachers ask at the end of lessons or as part of lessons

### **Next steps**

- Try to capture school curricular intent and rationale as part of a policy/ statement.
- Identify key aspects of PHSE curriculum that are not covered in Science and RE and plan for.
- Look to see how vision and values underpin the curriculum more explicitly.
- Consider adding Music and PE planning to foundation objectives plan.

- Consider copying and pasting subject plans from classes to give an overarching plan for each subject across the schools to compare moderation and work scrutiny (or Classroom Monitor subject expectations).
- Consider using the Focus Education audit tool to provide leaders with coverage and consistent evaluation for each subject or **something else more manageable**.
- Create a simple 2-year plan for the development of your curriculum with main overarching aims of its development (one side of a4 max)
- Look to create more curricular child led experiences more in KS1 and Year 3.
- EYFS use either QR reader or blackboards to give pupils a challenge in outdoor areas.
- Consider reducing the number worksheets for Class 2- to enable pupils to begin to organise their own ideas for subjects or have more opportunities to write at length beyond a frame.
- Ensure all classes from Class 2 have Art and Design books and consider letting these follow pupils through the school.
- Look to develop scientific reasoning- give them a scenario and explain why it can/ can't be the case- alternative way in.