

## IMPROVEMENT PARTNER VISIT RECORD (23/24)



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| <b>School:</b>               | QUEEN MARY AVENUE INFANT SCHOOL                                                                                                                                          |
| <b>Date:</b>                 | 13/5/24                                                                                                                                                                  |
| <b>Purpose of the visit:</b> | School improvement visit                                                                                                                                                 |
| <b>Participants:</b>         | Mel Castle (HT)<br>Attendance lead - Paula Debnam<br>PE Lead - Beth Thompson<br>History Lead - Beth Firth<br>Curriculum/Art Lead - Amy Craig<br>Maths Lead - Esta Julier |

**Planned activities**

e.g. work scrutiny, pupil interview, lesson visits, discussions with leaders and governors

Attendance – in depth look at attendance with HT and attendance lead.

Subject leader curriculum discussions with Maths lead (note further change in Maths leadership), PE lead, Art lead and History lead.

**Summary of strengths**

- The environment of the school is welcoming and attractive. Learning walls increasingly reflect progression across a wide range of subject areas. There is consistency across classrooms and improvement to the environment of the shared base in EYFS.
- The school is working hard to reduce absence, this work is demanding and relentless.
- Strategies to support attendance are appropriate and leaders are proactive in looking beyond the school for further support in this area. Governors prioritise this area and provide challenge and support.
- Transition for new subject leaders is being supported by the curriculum leader and HT. They have time to monitor and are increasingly informed about the impact of their curriculum areas.  
White Rose Maths now provides a consistent scheme of work from Nursery to Y2. There is a new and effective curriculum in PE (Complete PE) These are in the early stages of implementation.
- Enhancements to the curriculum in History appear to be bringing this subject to life. Leaders report that this is helping pupils retain the knowledge.
- The school looks outwards to seek external input and further ideas to support improvement e.g. in attendance, subject leadership etc. The school does not stand still.
- Processes to assess the curriculum (using Insight) are developing and leaders are taking a consistent approach
- Processes for subject leaders to report to governors have been established and are appropriate.

**Areas for development**

- Refine attendance processes in line with areas discussed – see below. Ensure every member of staff is an attendance champion.
- Ensure governors are clear about the impact of attendance strategies and monitor the impact of these (especially those supported by the PPG)
- Ensure new curriculums are quickly implemented to achieve consistency. Ensure early impact is monitored and captured to inform next steps.
- Further develop subject leaders providing them with ‘subject specific knowledge’ as well as knowledge of how to effectively monitor the impact of the planned curriculum.
- Support subject leaders to get to know the new curriculums inside out so they can talk with confidence about the sequences of learning.
- Support subject leaders to monitor subjects by subject specific strand e.g. in history look at chronology or how pupils develop understanding of specific concepts or in art, how pupils get better at drawing or learning about ‘line’. This will support subject leaders to refine curriculum plans and help them provide appropriate and focused CPD to develop the knowledge of the whole staff team.  
Review progression documents on the school website so that subject specific learning is really clear.
- Ensure SEND pupils are a feature of all curriculum monitoring and that subject leaders know how well these pupils are accessing and learning the curriculum. Ensure that adaptations are routinely considered by all staff
- Ensure all subject leaders understand the foundations of their subject in EYFS including what learning may look like in continuous provision and the role of the adults in supporting this.

- Address incidents of low level disruption by clarifying expectations and reviewing the quality of independent tasks and how these are monitored by teachers and TAs.
- Consider ways in which more pupils can attend clubs and extra-curricular activities.
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## Key Findings Attendance

**Attendance discussion:** At Queen Mary Avenue Infant school, the vision is to 'Dream big and Shine bright', leaders know that for pupils to do this they need to be 'Here Every day and Ready On time'. Attendance is rightly prioritised. Wider policies and strategies for safeguarding, behaviour, curriculum, Pupil Premium and SEND form part of the school's wider work in this area. Leaders know that school data shows that pupil's attainment is impacted by low or sporadic attendance. They understand the wider impact low attendance has. Strategies to support attendance are numerous. Leaders identify that the biggest barrier is parental engagement and, as pupils at QMA are all of infant age, they are not able to bring themselves to school. Leaders use the Pupil Premium Grant to support attendance strategies this supports the school to employ a dedicated attendance lead and enables the school to external source support from an EWO. Information on the website and displays in school, leave no doubt that attendance matters at this school. Pupils all also know the HERO strap line. 'Here Every day, Ready On time'

Leaders regularly review their processes looking for other areas where they can make gains to improve attendance. Following my last visit, leaders eventually managed to contact the local attendance hub (Willows primary school.) However, the DfE has said that QMA has not been accepted to join the hub. Nonetheless, leaders were tenacious and proactive and secured a visit to Willows primary school to understand what they are doing to address attendance. Leaders report that this was reassuring as they could see that QMA uses many similar strategies and processes to manage and improve attendance.

In summary there are robust processes in place. We have identified some fine tuning to strategies and processes which may support. See commentary below with action points.

### At QMA strategies to support attendance include:

- Building relationships and engagement with families through positive relationships and invitation to exciting and welcoming school events e.g. showcase events
- Clear communication with families (website, newsletters, telephone, text, email, visits)
- Rigorous tracking, monitoring and follow up of absence (individuals, groups, cohorts and statutory and non-statutory age pupils) - vulnerable pupils are prioritised
- Attendance is a feature of parent welcome meetings when children start school – this includes in Nursery where expectations for attendance are the same.
- The same school based processes to follow up attendance are applied to children of non-statutory school age as those who are statutory aged.
- School attendance panels (SAP) and governor attendance panels (GAP) are held regularly with follow up for parents who don't attend – in such cases they receive a home visit from the EWO and copies of letters
- Attendance plans/orders are in place with clear targets set
- The EWO engages with families for all pupils who are persistently or severely absent
- Home welfare visits are a regular feature of the school's work
- Incentives for attendance include: HERO door award, tokens for individuals, class awards, big worthwhile prizes for the winning class and an award for staff too
- Attendance features in celebration assembly which parents also attend
- Low attendees are invited to attend breakfast club
- Many families of low attendees are offered Early Help Support
- Multi agency support is in place – attendance is a feature on plans for all pupils supported at CIN and CP. Leaders also enable other agencies to attend school events e.g. Compass Go at the school fair
- Attendance is communicated to Social Workers
- Attendance is a feature on all plans of support for pupils with SEND (if their attendance is low)
- There is clear reporting to and regular support and challenge from governors
- The pupil premium grant targets additional resources to support attendance, it funds the attendance lead, EWO and a specialist service 'Fortis' which works with some complex families.
- Changes to the curriculum have been intentionally planned for the last day of term e.g. Easter Egg Hunt, Christmas parties etc.
- There is proactive liaison with the LA and school initiated links with the local DfE attendance hub
- Fixed penalty Notices and other legal proceedings form part of school processes
- Data is passed on as children transition to the junior school
- The attendance lead supports and is a presence at breakfast club

### **Communication with parents:**

The school website is clear that attendance is a priority. The school policy is set out clearly. There is a link to the NHS guidance about illness and school attendance. The school sets out the impact of attendance on attainment. Rewards for regular attendance are also clear. We identified a few modifications which can be made including, changing 'Holidays' to 'Leave of absence' and considering whether graphics can be altered to remove percentages which some parents may not understand. There will also be a need to reflect the refreshed government guidance which comes into place in August.

Leaders provide parents with a leaflet which sets out attendance expectations – this information is shared when the child joins the school (either Nursery or Reception) – we again discussed how this could be made even more accessible e.g. consider removing % and putting 0 days absent a year = perfect attendance, 2-3 days absence a year = excellent attendance, 5 days a year = good attendance, 10 days a year absence = we are concerned about attendance etc.

The school is moving over to the Scholar Pack information management system. This new system also supports an app which can communicate information about attendance to parents' phones.

Leaders already communicate through phone, email, letter and text with parents. Following a visit to Willows primary (attendance hub) leaders identified that a school mobile may be beneficial in supporting parents to text when their child is absent. Some guidance on the research about the best types of communication to use can be found in the government's [attendance toolkit](#).

Visits are used to follow up absences. The EWO meets regularly with school leaders and pupils who are severely or persistently absent are prioritised. This is a flexible group and reviewed during weekly school meetings and fortnightly EWO meetings. The school holds school attendance panels and Governor attendance panels. The EWO attends the latter and governors frequently attend both meetings. When parents do not attend these meetings the EWO follows up with visits to their home. Copies of letters are taken and explained. We further discussed whether some parents would attend SAP/ GAP meetings if there was a virtual link offered too. We discussed the need for all communication with parents to understand the specific needs of pupils. It was clear from case studies explored that this is already considered by leaders.

Leaders already make links with other school events to highlight attendance e.g. During 'Show case' days.

### **Work of attendance leader**

The attendance leader is active every day. Attendance is reviewed once registers have been completed in classes. All 'lates' are checked. Emails are sent to parents of absentees and phone calls are made. Today this resulted in one child arriving in school later in the morning. Paula noted that some parents wait for the school to ring them as they have no credit on their phones. Attendance is left open and reviewed again in the afternoon – further phone calls are made.

Leaders keep a flexible list of priority pupils. Information is shared immediately with the EWO. She will then visit families and provide updates to the school.

Usually the EWO visits on the same day but there have been times when she has been at capacity.

Pupils are prioritised if they are SA or PA and other vulnerabilities are factored in too. The same approach is taken with pupils who are of non-statutory age however, follow up action is more restricted with these pupils.

If a child has a social worker then the DSL is also informed. The DSL follows up with social workers. We explored whether the school gets feedback from the social worker and whether the DSL robustly follows up with social care. Updates received from social workers go on CPOMS.

The HT and attendance leader meet each week. They analyse the data and identify pupils who are improving or declining. Fortnightly meetings take place with the EWO. The next steps for each child are considered.

Leaders note that often parents who receive a fine are 'wary' of another and also that attendance often improves during the SAP period but then the process has to start again as a plan is ceased. It is harder to achieve lasting change.

Leaders know there should be termly LA attendance meetings. One took place in the autumn term. Mel has requested one for the summer as there was no offer in the spring term. She is aware that the LA attendance lead has stepped down from post too although there is an attendance team in place.

Case studies of 4 pupils were shared, these provide evidence of the processes which leaders describe and some of the strategies which are used. They also demonstrate that sometimes short term success is seen but sustaining this over longer periods of time is more challenging.

Pupil A - Y2 child with EHCP (SLCN) Joined in Y1 with low attendance from previous school. This dropped further following holiday and illness. Attendance letter sent. Attendance monitored, improved but dropped again, due to illness (evidence seen). Continued monitoring.

Pupil B - was a severely absent child at the end of nursery and remain so in reception. Attendance was challenged even though child was of non-statutory age. A SAP meeting was held and targets put in place. School nursing support was accessed. A GAP meeting was held. Family placed at CIN and moved to CP at a later date. Court papers were submitted and fines issued.

An aggravated SAP was then held SW and FFP included. Some improvements seen but lots of lates. The targets were extended. Due to a change in family circumstances attendance has once again declined. Further GAP held – parents did not attend. EWO is now carrying out home visits.

Pupil C - child had attendance letter/ text messages/ SAP meeting/ holiday and then a fine. The targets in the SAP meeting were extended and may be extended further. School leaders expect there may be further fines.

Pupil D - family have multi agency support (child at CP). Attendance is part of the CP plan and followed up in CP meetings. Currently not in school – EWO is informed and calling on the family. Social worker is informed. A parent rang the HT last week to ask if she could stop the Bailiffs who had come to claim the money for the FPN.

Case studies show that the school is following its processes robustly.

#### **Current attendance compared to last year**

We note that the comparisons for attendance are usually based on either 'all' schools or 'primary schools' leaders would like to see national comparisons for infant schools.

#### **IDSr:**

Absence increased slightly between 21/22 to 22/23 8% to 8.1% this places the school in the highest 20% of schools nationally.

Persistent absence 21/22 – 22/23 also rose by 1%. Again, the school is in the highest 20% of schools. Leaders note that with the final national figures for 22/23 academic year (received this month), the school has fallen out of the top 20% of schools with a similar level of deprivation.

#### **Year to date compared to 22/23 year to date:**

At this point last year absences was 8.5%, currently it is 7.7% this suggests an improvement on last year.

Persistence absence last year (for pupils of statutory school age) was 29.1% this year it is 25.4% again, suggesting improvement.

We further explored data for Rec - Y2 and for N- Y2. All groups show improvement of PA from this time last year and improvements in attendance. Whilst leaders recognise this work is never ending there is evidence in this latest data about the positive impact of strategies.

Leaders recognise that attendance for pupils supported by the PPG is low compared to all schools nationally. The same processes are used and pupils are prioritised.

Pupils who have SEND support are in line with national attendance for pupils with SEND support, however, pupils with an EHCP attend better than the National EHCP group (end of Spring term data) Nonetheless, persistent absence is significantly higher than national across both these groups.

Leaders rigorously look at patterns in attendance data. They have identified days before half term as a factor for increased absence as well as Fridays. Leaders note that attendance is always high on trip days. They are adjusting the curriculum to address this.

There are currently 0 pupils who are Severely Absent (SA). Earlier in the year there were 2. One is now much improved. The other has multi agency support, parents do not attend meetings, they have had a fine and attendance features in Child Protection meetings. Continual monitoring is in place.

Leaders explained that trends overtime show that as pupils move from Nursery to Y2 their attendance does improve and that PA improves too.

We discussed liaison with the Junior school. There is some communication between the two but, except in the case of pupils at CIN or CP, it isn't formalised. This may be an avenue to explore that could be supportive to both school leaders and families. We noted that the Junior school don't use the same EWO which may be a barrier. We also noted that some Junior pupils may take themselves to school.

Leaders don't see any difference in morning / afternoon attendance in nursery. They do approach parents and see if the session times are working for them and adjust if needed.

We explored the number of pupils who are persistently absent. This is currently 61 (Reception to Y2) When non-statutory aged pupils are included this is 110.

3 parents were prosecuted last year and 1 this.

Leaders note that they cannot currently get national benchmarks for pupils who are EAL.

We further noted that very few pupils are 'emotionally based school avoiders' one child has been supported with additional and personalised incentives in this area. However, we noted that where parents do not support pupils to develop good attendance habits, it is likely that in future years EBSA may be a factor.

### **Other**

We discussed links with the junior school and whether enhancing these may be supportive. Checks are made as to whether siblings are in school but joint meetings are not held. Formal processes for CIN and CP do align for the family and both schools Leaders are unclear whether there is the same rigorous approach to attendance at the Junior School and whether children are more able at this age, to take themselves to school. We highlighted to ensure attendance is a feature of transition meetings with the school.

There are no pupils Electively Home Educated. There were some in COVID-19 but they returned to school

No Part-time timetables currently. There was one this year. This is a positive case study. A child, who had left QMA, returned from another school on a PT timetable. There had been changes to family circumstances which had instigated this and attendance had dropped to 20.18% The child has now successfully reintegrated into QMA and is attending full time with attendance on an upward trajectory.

Leaders believe that all staff understand the importance of attendance and reinforce it. A culture which celebrates children being in school (even when late) is embedded at QMA.

Individual needs of pupils are considered by leaders when issuing letters/ fines e.g. if they know a child has been seriously ill.

### **Governors**

- There is a link governor in place who regularly attends Governor attendance panels, tracking meetings and challenges around this focus area.
- Attendance is a feature of performance management for relevant staff
- Attendance is a feature of the SDP.
- Governors receive a comprehensive HT report with data for groups etc. Today we didn't didn't explore governor minutes however, leaders state that governors regularly discuss attendance data.
- Governors receive information about the training leaders have proactively sought e.g. visiting the attendance hub.

- We discussed whether governors would be able to name the strategies that are used and whether they are using information shared with them to evaluate the impact of these. We discussed a previously used strategy (Walking Bus) which was only benefiting pupils who already attended well. It is also likely that strategies to improve attendance, as set out in the PPG strategy document, are being evaluated.

## Policy

- Is current and up to date. It will need review for the changes in August particularly around the National frameworks for penalty notices and Notice to improve/ other legal interventions

## Identified actions

➤ Continue to communicate the exciting events that are taking place within the curriculum. Support teachers to make these clear as children are picked up by parents and consider using 'delayed delivery' email to send reminders on a Sunday night to parents e.g. 'Don't forget on Monday morning we are going to plant our sunflower seeds' etc.

➤ Consider reviewing some aspects of communication with parents. Consider whether there is a literacy/ numeracy barrier? [Research](#) shows that many parents do not understand %. Do text messages and remote meetings support parents who may avoid coming into school or who have had bad experiences of school themselves? Ensure parent understand what pupils miss when attendance is 95% - consider setting this out in letters e.g. 4 days missed is 4 hours of phonics and reading missed, 4 hours of maths missed, 4 hours of fun active lunch time with friends etc.

➤ discuss attendance with feeder schools – is there more to explore in joined up approaches. Also discuss attendance as part of all transition meetings.

➤ Consider analysing absence by % of pupils who have multi agency support, medical needs and different types of SEND need. Does this identify any other trends or patterns?

➤ Whilst the school is ambitious and intentionally compares itself to National it may be worth exploring how the school sits in comparison to LA figures as this may pose other considerations. Comparison with other infant schools will also be helpful.

➤ Adjust tracking sheet to show who has been offered and, where relevant has declined, breakfast club/ early help etc.

➤ add to SEF that attendance improves as children move through the school and that PA decreases with time in school too

➤ Ensure DSL has rigorous follow up from social workers around attendance – responsibilities are set out in this document (from 19/8/24) [Summary table of responsibilities for school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

➤ Ensure SAP, GAP and fines/ other legal processes are noted on the SEF

➤ Parenting contracts and forms of legal enforcement are explained here – they align with your processes but may be called different things [School attendance and absence: Legal action to enforce school attendance - GOV.UK \(www.gov.uk\)](#) check with LA about their protocols.

➤ Check that governor minutes capture robust challenge around attendance

➤ Prepare amendments to school attendance policy in line with updates to 'Working together to improve attendance' [Aug 19<sup>th</sup> updates](#)

➤ Develop use of new tools as Scholar Pack is implemented and follow up plans to purchase a school mobile phone. Consider the option of remote meetings for SAP/ GAP.

➤ Remember to review positive cases to find out what works best.

Above all, remember this is the single most important piece of work you are engaged with to support pupils so they can access all that QMA offers.

## Key Findings Maths

### Discussion with maths leader

- There has been changes to maths leadership and the curriculum since the autumn visit.
  - Transition to a new maths leader has been supported by the previous maths leader and curriculum leader.
  - The new maths leader has joined the 'Sustaining mastery of number' training with the maths hub. She recently attended day 4 of the training. This has looked at the NCETM prioritisation documents and focused on implementing a mastery approach. She also has access to the hub's 'base camp' and can contact for support as needed.
  - The school is moving away from Power Maths. It is felt that it is too wordy for pupils and hasn't supported pupils to embed fluency and rote skills well enough. The school is now using the White Rose (WR) scheme of work more fully. WR also offers more opportunities to ensure that all pupils take part in reasoning and problem solving activities.
  - White Rose aligns with the school approach to be hands on and use concrete practical resources. It supports the school with modelling 'I do-you do-we do'. In recent monitoring the maths leader could see that teachers were drawing pupils back to the carpet to recap and reinforce learning.
  - We discussed how well teachers are making adaptations for pupils with SEND. Pupils with SEND need to be a focus of all monitoring activities. The maths leader feels confident that learning for the first 20% is well matched.
  - Most recording is now on worksheets. Consider if this allows pupils to see the progression of their learning and to refer back to it. Also consider transition to KS2 and whether pupils are equipped to record in standard maths books
  - The maths leader stated that she has challenged on number formation and that this is improving in Y2 but needs checking in Y1 and EYFS.
  - The change to WR hasn't impacted on Nursery and Reception who were using this anyway. Monitoring in Nursery has shown that staff were using practical tasks to teach and model appropriate language e.g. one more / more than etc.
  - Sentence stems have been seen to be consistent and are supporting the school's wider approach to oracy
  - We discussed that the role of the adult in maths is a key area to monitor in EYFS and highlighted that the subject leader should also monitor pupils learning in continuous provision not just teacher directed activities.
  - There is still a need to align the maths calculation policy to the new SOW
  - Assessment for Y2 this year has included NTS tests and past SATs. Leaders are evaluating the most effective way of carrying out assessment. WR also provide end of unit assessments too.
  - We explored the progression of how pupils 'get better' at a strand of maths. This awareness is something the new maths leader needs to develop a better understanding of. We also explored the progression of vocabulary too.
  - We discussed the starting point in EYFS for maths – this is something that the subject leader would benefit from exploring.
- We discussed how parents are engagement in maths and any 'maths events' in school
- Subject leader will have reporting time to GB in line with usual processes.
  - We discussed that WR provides a spiral curriculum – so it allows for plenty of repetition and recall. We also discussed stripping the curriculum back to the key elements which pupils must know. The 'Ready to Progress documents may support with this.

### Next steps

➤ check whether changes from Power Maths to White Rose cause any gaps in knowledge to emerge. Identify and plan to address these

➤ EYFS 'interactions' sheet to be shared with maths leader for her own development

➤ Maths leader to build her understanding of the foundations of maths in EYFS.

➤ Maths leader to explore the journey of learning in different strands of maths and the progression of vocabulary too. This will support her monitoring.

➤ Ensure that vocabulary is correctly matched to calculation policies and progression of strands

➤ Check through monitoring that pupils have really learnt, understood and can explain their learning. Ensure this is the case for pupils with SEND too.

➤ Continue to monitor the balance of fluency, reasoning and problem solving in all year groups.

➤ Ensure monitoring evaluates the impact of how maths is recorded – does it support pupils to understand their learning journey and be prepared for Y3?

➤ Gather pupil and staff voice about the impact of the new approach. Check pupil books for impact also.

- Consider activities to engage parents in maths - perhaps mathematical activities around food would encourage parents to work with their child.
- Update implementation document on website to state what maths scheme is used
- When monitoring in EYFS consider whether children are Y1 ready. This refers back to concerns around current Y1 in the autumn term who were struggling with the demands of maths.
- Leaders should check that information shared is reflective of the work in classrooms

## Key findings PE

### Discussion with PE leader

- Subject leader has support from the Schools' Sports Partnership and an external consultant (Owen Denovan).
- Again, this is a subject with a significant change. The school has moved away from reliance on external coaches and has adopted the 'Complete PE' Scheme of Work.
- This sets out a clear progression in different areas of PE e.g. fundamentals, dance, gymnastics, control of objects with hand/ feet and a unit that allows skills from each year to be applied. This is an improvement on the progression in the previous SOW which didn't highlight fundamentals (much needed for an infant school) and was also hard for teachers to deliver if they didn't have in depth subject knowledge .
- This scheme of work is also supporting teacher knowledge and building their confidence about expectations, success criteria, assessment etc. There are videos and examples to support as well as detailed plans. Initial impact of the scheme has already been noted through teacher feedback.
- Y1 and 2 started the SOW this year with Reception starting more recently.
- We explored progression through the SOW. We noted that each session focuses on 4 areas- physical, cognitive, social and emotional and well-being. There is clear vocabulary in each unit. We noted that within units of work there are opportunities for small group games to apply skills and knowledge learnt.
- Staff are beginning to use the videos with pupils which helps them to understand what they are required to do. It will likely support evaluation of movement too.
- Initial monitoring has taken place. The subject leader feels the SOW is supportive for pupils with SEND as adaptations are highlighted in the planning materials. We noted that 2 children with physical difficulty are supported to access PE at their level.
- We noted that nursery complete a programme 'Wriggle me into a squiggler' This supports coordination, core development, listening and attention etc.
- The SOW has a built in tool for assessment – this will need exploring
- It was noted from the website that the school engages with its SSP which helps it to provide a range of other physical activity events for pupils to engage with
- 70% of pupils attending after school clubs are supported by the PPG.
- We noted that there is a wider school culture around physical activity (PE lessons, extracurricular events, and active playtimes and lunchtimes)
- Active lunchtimes are promoted and staff have had training. The zoning of the playground supports pupils. There is modelling of the different activities they can take part.
- We further noted another early impact of the new scheme of work is that behaviour in PE lessons has improved. This is likely because pupils are working with familiar staff who know them inside out and that the content is progressive with supportive resources.

### Next Steps

- Continue to implement and monitor the impact of this new scheme. Coach staff to implement effective lessons. Check the impact on SEND and D/a pupils too.
- Check and maintain participation lists for extracurricular events and activities. Seek to engage as many pupils as possible with SEND and those supported by the PPG.
- Subject leader to be able to articulate the progression in learning through strands in the new SOW.
- Subject leader to monitor closely to check pupils are learning and retaining new vocabulary, movement skills and knowledge
- Subject leader to clarify how learning in Nursery provides the foundations of the curriculum. Ensure there are clear milestones for the Nursery curriculum which set out the specifics of what children should be able to do and by when. This can helpfully be added to progression documents for the rest of the school.
- More generally across the school, increase participation in clubs and groups

### Resources to support

[Research review series: PE - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series/pe)

[Levelling the playing field: the physical education subject report - GOV.UK \(www.gov.uk\)](https://www.gov.uk/levelling-the-playing-field-the-physical-education-subject-report)

## Key findings Art

### Discussion with art leader

- The subject leader has just started to attend training with Learning Partnerships and the school is in the early stages of aligning with a local trust to support subject leaders.
- An initial look at the website raises questions as to whether there is a clear progression of knowledge in art or whether choice around the art curriculum are heavily influenced by the topic based approach
- The website curriculum overview shows there is planned coverage of artists but it is unclear how the school intends that pupils will get better in aspects such as drawing, painting, sculpture, line, form etc.
- The curriculum has been developed from the Cornerstones resource. Adaptations have been made to this to slim and prioritise the content. Appropriate links are made to the broad topic themes which support pupils learning. Leaders explain that the choice of units from Cornerstones was informed by end of year expectations in art. Lessons from Cornerstones are a starting point. Some lessons have been re-written by the school.
- We explored the progression in drawing, sculpture and painting. Some progression is evident but there could be more precision and detail to this. This was particularly evident in relation to learning about the use of clay. The progression in drawing and painting also needs setting out with more precision so it is clear precisely what pupils learn in each unit of work and why? Asking the question 'Why this, why now?' can be helpful.
- Progression in learning about artists is clearer in the scheme of work. The range of artists from other cultures could be enhanced e.g. through considering the examples shared with pupils in other units of work which do not have an 'artist' focus.
- We discussed what the learning was in the 'castles unit'. It will be important for the subject leader to monitor that pupils embed the required knowledge and that lessons don't just focus on 'task' completion and outcomes
- We discussed the range of artists covered in the curriculum and whether there was more scope to add other cultural art. Brazil is represented. Some units of work may allow other art work to be shared with pupils even if it isn't a focus artist.
- We discussed recording in art. Often work is completed on big paper. We discussed the possibility of introducing sketch books in appropriate lessons. This would support staff and pupils to see progression and refer back to learning to use in other projects.
- We discussed what are the 'big experiences' in art that pupils will have at QMA – do they experience a visit from a 'real artist' or do they go to an art gallery – what cultural experience could art provide?
- There is an art club in school – remember to track attendance at this for the most disadvantaged groups and SEND.
- Assessment is tracked on Insight. There will be 10-15 statements for a year group. Ensure these focus on the key knowledge that best supports pupils. Ensure this information informs monitoring.
- Processes for governor oversight reflect those of the whole school and are supportive

### Next Steps

- Review documentation on the website so the progression of knowledge in art is clear by strand.
- Ensure the units of work are adapted so that there is a clearly articulated sequence to learning within a unit and over time. This may necessitate some refinements to current lesson plans
- Support staff to understand the progression in these strands of learning so they can build on pupils prior learning. Setting out 'learning journeys' by strand will support everyone in school to develop their subject specific knowledge and can form the basis of CPD too.
- Ensure monitoring looks at the impact of the intended curriculum on pupils with SEND and the disadvantaged.
- Following monitoring, reflect on whether the curriculum is precise enough to embed the key learning for art – remember that sometimes less is more.
- In order to monitor the impact of the planned curriculum it is suggested that subject monitoring explores different strands e.g. what is pupils' learning in drawing? How do pupils get better at understanding line or form? This will enable further revisions to the intended curriculum.
- As the curriculum is reviewed and refined reflect any changes in your assessment statements
- Ensure assessment informs the strengths and areas of further development within the curriculum plan.
- Monitoring should focus on teachers' skills in implementing the curriculum e.g. Do they make activity choices that reflect the key learning? How does each lesson build on prior learning? How is vocabulary taught and how well do pupils remember it?

Examples of plans from other schools this may help with developing the progression of strands

[download.asp \(morton.lincs.sch.uk\)](https://morton.lincs.sch.uk/download.asp) This school has a strong EYFS lead.

[Art-Long-Term-Plan-updated-why-this.pdf \(canonpeterhall.co.uk\)](#)  
[art-progression-map.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#) (doesn't include EYFS however)  
[art-progression-map.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)  
[Art-Progression-of-Skills-New-EYFS-Framework.pdf \(holy-family.co.uk\)](#)

Other relevant resources to support

[Research review series: art and design - GOV.UK \(www.gov.uk\)](#)

[Primary Sketchbooks | paul-carney-arts \(paulcarneyarts.com\)](#) Paul usually works with Learning Partnerships

[Using Sketchbooks In Primary School Art & Design \(kapowprimary.com\)](#)

[The use of sketchbooks at Gomersal Primary School \(tts-group.co.uk\)](#)

## Key findings History

Discussion with history leader

- The history subject leader is new. She is just finishing her ECT year. She will have opportunity to engage in subject leader development through Learning Partnerships. She is being mentored by the curriculum leader and curriculum documentation has been shared with her.
- The curriculum is developed from the Cornerstones curriculum resource. Leaders explain that the curriculum starts in Nursery with pupils learning about themselves, their own personal history etc.
- Information from the website shows that a topic based approach is taken to teaching history. However, some of the information on the website does not reflect learning in history. This raises the question about the progression of learning in history
- Plans show that the breadth of the National curriculum requirements for KS1 are covered e.g. lives of significant figures, changes in living memory, events beyond living memory etc. What is less clear is whether 'developing an understanding of history' has led the rationale for the curriculum choices made or whether this has been 'topic led'. Whilst recognising that themes and topics are supportive for young children, the subject leader should now review the progression by strand identifying where refinements are needed.
- We further discussed whether any historical concepts are prioritised in the curriculum. A small number of concepts may provide a helpful bedrock for future learning at KS2. The curriculum already lends itself to concepts such as 'monarchy', 'kingdom', 'invasion' etc.
- We further explored how pupils build a timeline or chronology of events through the curriculum. Leaders highlighted a new timeline in school which is supporting learning in history. Monitoring the curriculum through a 'chronology lens' will help check progression.
- It is important to consider how the broad curriculum can support future learning in history. Consider how choices in the school's book spine could introduce or further develop conceptual understanding. Stories and non-fiction books can inform learning in new units of work or reinforce past learning when there is not a history focus.
- There are planned and local experiences to enrich the History curriculum e.g. a visit to the Wilderspin museum, Lincoln Castle, Grimsby Dock.
- We explored the Victorian school days unit of work – the sequences moves from looking at changes to their own school; opportunity to learn from people who came to their school in the past; visit to experience a Victorian school; learning about Samuel Wilderspin (significant person) learning from sources - artefacts and an audio of someone recalling what life was like.
- We looked at how prior learning from Reception informs this unit. We identified that pupils will need to know what the 'past' is, be able to compare 'now' and 'then' and understand significant people. Foundations in Reception set the scene to build on this learning. Clarity about the precise vocabulary pupils need is beginning to be highlighted in plans.
- We further looked at the 'Bright lights Big City' unit. This includes comparison of Hull and London. In this unit pupils learn about the monument outside Pudding lane and what it teaches about the past.
- The 'Land Ahoy' unit provides opportunity to learn about the fishing heritage of Grimsby and Cleethorpes. There is also chance to learn about a female significant figure – Grace Darling. Vocabulary in this unit includes 'decades, chronology, explorer, seafarer, travel etc.
- It would be helpful to refine the vocabulary progression so that it is focused mainly on history content and check that it carries key concepts too.
- Subject monitoring has shown that the curriculum is being delivered consistently. Leaders have noted that vocabulary was identified as a strength – this reflects the whole school focus on oracy. The lessons were engaging and fun and memorable experiences were drawn on. Pupils were able to tell the subject leader what they had remembered. Y2 were really strong.

- We explored why history was 'sticking' so well. There appear to be lots of experiences in history which is bringing it alive – visitors and visits.
- The subject leader had noted that pupils with SEND were accessing the same curriculum. Some had adaptations e.g. a scribe or an extra hand-out.
- History provides some opportunities to support reading – stories are linked e.g. Great Fire of London. There are opportunities to read some sources.
- The subject leader is considering ways that little tasks can be used to keep the learning alive.
- Insight tracking is being developed to support assessment.
- Governors receive reports from subject leaders at the start of a meeting

### Next Steps

➤ Review curriculum progression, setting out the learning journey through strands and concepts. Monitor the impact of the curriculum through the lenses of chronology, different concepts and the disciplinary knowledge strand. This will support in making further refinements and provide detailed knowledge about what pupils learn and remember.

➤ Also review the progression of chronology. Map out how pupils develop chronological understanding and identify which chronological markers you set out to secure. This will then also support monitoring.

➤ Support the subject leader to articulate progression through the strands and concepts from Nursery to Y2.

➤ Check that the progression of vocabulary in history is subject specific and builds from nursery

➤ Review curriculum overview on the website so that knowledge in history is foregrounded and not confused with geography.

➤ Begin to consider how other areas of the curriculum e.g. book spine can support pupils to retain their history learning in the terms when there is not a history focus.

Some examples of historical progression and curriculum documents which may be supportive can be found here

[download.asp \(morton.lincs.sch.uk\)](download.asp (morton.lincs.sch.uk))

[history-curriculum-overview-rcs-2022-23.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](history-curriculum-overview-rcs-2022-23.pdf (primarysite-prod-sorted.s3.amazonaws.com))

[Microsoft Word - History Progression Map \(primarysite-prod-sorted.s3.amazonaws.com\)](Microsoft Word - History Progression Map (primarysite-prod-sorted.s3.amazonaws.com))

[Stannington-Infant-School-Long-Term-Planner-FS-2023-24.pdf \(stanningtoninfants.co.uk\)](Stannington-Infant-School-Long-Term-Planner-FS-2023-24.pdf (stanningtoninfants.co.uk))

Other relevant resource

[Research review series: history - GOV.UK \(www.gov.uk\)](Research review series: history - GOV.UK (www.gov.uk))

[History in outstanding primary schools – Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](History in outstanding primary schools – Ofsted: schools and further education & skills (FES) (blog.gov.uk))

[Rich encounters with the past: history subject report - GOV.UK \(www.gov.uk\)](Rich encounters with the past: history subject report - GOV.UK (www.gov.uk))

[revisedeyfsframework.pdf \(collaborativelearning.org\)](revisedeyfsframework.pdf (collaborativelearning.org))

### Summary

Thank you for your welcome today. It was a pleasure to see how the school's environment has developed since it's redecoration. It is certainly a place which celebrates the learning and wider opportunities you provide.

I hope the day has been helpful to all involved.

There are some key areas indicated on the front of this document but more detail (hopefully suitable for subject leaders) to support further development.

### Research and resource links

See sections above

#### Focus for subsequent school improvement visits

#### Date

Thank you for booking and confirming dates for 24/25 . I will be in touch about the first of these in September.

Tuesday 24<sup>th</sup> September

#### Diocesan School Effectiveness Advisor

#### Date

June Richardson

16.5.24

### Executive/ Head Teacher comments

#### Signature

#### Date