

WARRINGTON SCHOOL IMPROVEMENT ALLIANCE

Review visit 4 Autumn 2019

School Name	Callands Primary School	Visit Focus and evidence base ❖ Geography scrutiny ('deep dive') ❖ Visit to geography lessons ❖ Discussion with geography lead ❖ Discussion with pupils regarding geography and examination of their books ❖ EBI from last visit	
Consultants	Derek Barnes; Barbara Naylor; John Littler (HT); Geography Lead (Barrow Hall)		
LA Category	Low support		
Date of Visit	25 November 2019		
Ofsted	March 2016 – Outstanding in all areas		
Headteacher	L Wigglesworth	Time on Site	1 day
COG	N Spencer	Prep/Reporting Time	½ day

Preparatory performance data and documents used for this visit.	Internal data summary SES SIP IDSR ASP	GB Minutes Latest Ofsted Report LA data pack 2019 Website Internal monitoring reports
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Evaluation/ summary of outcomes from the visit:**Geography**

Evidence base: lessons were seen in KS1 and KS2; books were examined in each lesson and pupils spoken with about their work; where possible teachers were questioned; the geography leader took part in joint observations with the consultant and visiting staff; interview was held with the geography leader. Thanks to all staff especially the geography lead, for their help and openness in the review visit.

KS2 2019	School Exp+	National Exp+	School GD	National GD	School progress score	School scaled score	National scaled score	3 yr. average score
Reading	98↑	73	68↑	27		111.6↑	104	
Writing	98↑	78	34↑	20				
Maths	97↑	79	51↑	27		109.7↑	105	
RWM	97↑	65	27↑	11				
EGPS	97↑	77	61↑	36		111.1↑	106	
Science	98↑							
KS1 2019	School Exp+	National Exp+	School GD	National GD				
Reading	79=	76	15↓	25				
Writing	70↓	70	11↓	31				
Maths	81↑	76	23↓	24				

Y1 Phonics 2019	School	National
	91↑	85

EYFS 2019	School Expected	National
GLD	82↓	72

- All indicators at the end of KS2 have risen considerably from 2018 and are significantly above the national averages.
- Attainment and progress for disadvantaged pupils have risen and are above the national averages.
- Science attainment is on a rising three year trend and is well above the national average

KLE

5.

- *Carefully monitor to ensure the implementation of the science curriculum is consistently that of the best seen.*
 - *Ensure the 'key vocabulary' is just that.*
 - *Continue to develop the STEM approach.*
- The DT quality mark has now been obtained to tie in with the STEM approach. However the science lead is new to the school and is settling in.
 - The number of concepts and, thus, key vocabulary has been reduced. It is further linked to prior learning leading to an increased sharpness in the promotion of sequencing and progression.

Lesson visits

EYFS

Well-resourced learning environments catering for all the EYFS areas of learning, indoors and outdoors. Knowledge and understanding about the world activities are evident in both inside and outside environments and also in children's work e.g. maps had been drawn of the school grounds in aerial view which groups of children led by an adult were using for an orienteering activity; jigsaw of UK; large table-top map of UK (under a transparent sheet with a grid) with a programmable mouse – children were challenged to create an algorithm to direct the mouse to Scotland (two achieved this by the end of the day). One child said "I've made a bridge to Scotland" (having correctly placed the bridge on the English/Scottish border on the table-top map and knew which country was which). Level of challenge is high with two levels for each task.

Some of the content of the KS1 Geography curriculum has been moved to the Reception year. This helps to prepare pupils well for the KS1 Geography curriculum. E.g. children were learning about the names of the countries in the British Isles, then focusing on Scotland. As well as those activities, there were activities with a Scottish theme: – painting a thistle ...3 different but very detailed pictures to paint available; create the Scottish flag; during the orienteering, children had to tick off their list, the Scottish items they found in the different locations. Each activity had two levels of challenge - the challenges were high for the first level...but achievable. Initially, children painted the whole thistle sheet in one colour with broad sweeping strokes. By midday, the thistle outlines were painted more carefully with attention to detail. By the end of the day, one child had painted a recognisable thistle on a piece of blank paper (the higher level of challenge expected by the teacher). At first the Scottish flags were multi-coloured some having glitter. By the afternoon, they were correctly coloured.

Learning areas very well thought out, attractive and resourced (e.g. reading area with carefully selected books supported by 'toys' from the book).

Y1 and 2

Both classes, at some point during the morning did fieldwork activities which fed into their work in the classroom. The majority of children able to focus attention on the teacher and complete their learning activities. Staff are persistent in challenging appropriate children about their misbehaviours

and applying the sanctions as per the behaviour policy. Teachers insist on correct Geography vocabulary e.g. 'human feature' as opposed to the child's offering of 'man-made'. Children were excited about their learning. Y2 were labelling features on aerial photos of Warrington town centre. Some asked their teacher if they could find out more about Warrington transporter bridge. Learning was rooted in 'important' learning. The teacher had invited a speaker in from the voluntary society that looks after the bridge. Some had asked parents to visit the bridge outside of school hours and had discussed in class how important the bridge was to transportation in and out of the town. Some children had voiced that they travelled over the bridge when going to visit others who lived out of town. Pupils could discuss features of Warrington clearly and had completed a significant amount of work over one week. There was good support from 2 additional adults for specific groups...and in the later part of the lesson for the SEN/LA group.

Y3

Many pupils had already marked Italy on their maps – they had remembered the shape of Italy from their previous learning in a school project some time ago about European languages.

Lesson planned and delivered very effectively. Pupils were well focused on their learning task with high levels of engagement. Planning and resources shared with supply teacher. Good amount of Geography work in pupils' books demonstrating appropriate progression in building up their knowledge base about Geology. The 'hook' of the hole to the centre of the earth and the dissected peach were very engaging.

Y4

Expectations were high from the outset. Previous knowledge was recapped and remembered well – some prompts were necessary as a result of which, pupils recalled previous knowledge well. Subject knowledge of teacher was excellent and used well to question individual pupils enabling them to gain further understanding.

Pupils are beginning to think like geographers and can use, for example, the correct subject terminology in their explanations. Their special ability to understand different maps and where they fit into a larger map is impressive is their recall of Y3 work. A clear understanding of previous work and building on that, enabled speedy yet solid new learning to be developed. Grid references required for some learners.

Pupils did not articulate precisely where the learning was heading but could identify the sequence of learning to now.

Y5

One class was tackling an open ended 'hook' question which enabled the teacher to identify misconceptions/perceptions and then devise investigations and provision to address these (comparing London and 'New York').

Pupils were eagerly questioning and arguing, clearly well motivated. Geography was enjoyed by all. Another class did find it difficult to explain what a geographer does but is clear that one can be male or female.

Rightly the teacher was a different approach due to the needs of the pupils and their background knowledge. All pupils were working and enjoying geography. They could explain what they were learning and what they had done previously to enable them to be at this stage. There were some difficulties pupils encountered with scale of maps e.g. is the Thames or Hudson the longer? One map would indicate that the Thames was.

Y6

Very interested pupils in both classes as a result of very engaging 'hooks' e.g. a lighthouse that had 'moved'. Key knowledge and concepts were clearly being taught as was key vocabulary as set out in the curriculum. Links with science were exploited (hydraulic erosion – tombolo); and pupils knowledge of friction was built upon to help explain abrasion.

Knowledge of prior learning was identified by teachers at the commencement of the lesson – pupils could articulate what prior learning was required and how it was used in the lesson.

Book Look

Work clearly builds on previous work. Blocking the subjects, as school does, enables lots of work to be covered in the block.

Pupils set out their work neatly.

Teacher marking is 'tickled pink'/'green for growth' in line with the school's policy.

Compared to last year's work, deeper knowledge is evident this year and with more sophistication. The learning is tighter, as is the essential vocabulary. The focus questions are more geographical.

Pupils' comments

Pupils had a good recollection of recent learning about human and physical features in SE Spain. They were able to use a key to a map. They explained they could find out more by looking in books and dictionaries and that topography was another word for physical features. They explained well about a survey conducted across school to find out the most popular countries around the Mediterranean visited. They shared resources (a set of photographs of places) of a challenging activity where pupils in their class had to say whether the picture was in this country or in a country around the Med. This was really challenging. One said, "I know this one is the Med because there are no palm trees." They had an obvious liking of Geography and were able to say what Geography was (studying continents, countries and cities) but struggled to explain why it was important knowledge for jobs.

Intent

- ✓ The leader and staff have revised the curriculum based on a clear 'intent'. The intent has been reviewed to identify clearly the key concepts, vocabulary etc for each year group. It is clearly laid out in the policy. It would be bolstered by a short statement relating the work in UW in EYFS to that in KS1.
- ✓ The vision is clearly owned by staff who have translated the plan effectively into lesson sequences.
- ✓ This intent is translated into planning which is mediated by the leader.
- ✓ This revised planning does not negate the philosophy of using children's ideas but uses them and now also focuses more precisely on the key questions and concepts.
- ✓ This facilitates clear progression of knowledge and skills.
- ✓ Staff state that workload is manageable because improvements are planned and staggered.
- ✓ Additional experiences e.g. enrichment is well planned for and linked to the curricular intent.

Implementation

- ✓ It is clear that effective training and support has and is taking place. Teachers speak positively of the support they have had as non-specialists that enables them to plan for sequence.
- ✓ Indeed, the curriculum being sequenced, enables pupils to build on their previous knowledge.
- ✓ The EBL approach is delivering enjoyable, motivational and quality lessons/learning. Learning objectives are now sharper, containing more geographical relevance.
- ✓ The pupil's ideas and opinions are integral to the planning and delivery of the curriculum.
- ✓ The curriculum is enriched by carefully planned visits to boost understanding e.g. Mersey; London route; Delemere Forest.
- ✓ There is a fine balance between recapping knowledge and understanding in lessons, and introducing new knowledge. There is evidence of some highly effective examples of this.

Impact

- ✓ There is a clear improvement in the quality of learning demonstrated in pupils' books currently when compared to last academic year. Although not completely consistent across the school, being completely clear in years 4,5 and 6, the leader is aware of this variation and is addressing it.
- ✓ The assertions made by SLT and the geography leader have been validated by evidence gleaned in this visit.

- ✓ The work seen in books is of a high quality. Questions which stimulate geographical thinking are sharper and meshed well with pupils' ideas. The effect is that pupils' interest has not only been maintained but further improved e.g. transporter bridge.
- ✓ Pupils' attitudes to geography are highly positive. They state that they like geography – this appears due to stimulating, relevant material especially delivered through 'hooks' which catch their attention and motivate their involvement.
- ✓ They are beginning to behave and act like 'geographers', identifying the skills that geographers demonstrate. They know that both genders can make geographers.

Summary:

Strengths:

- ❖ The leadership of geography has raised the standard and quality of planning, implementation and thus, the impact of geography.
- ❖ The curriculum continues to have pupil-led input but there is more mediation by staff focusing on the key concepts and components. As a result pupil motivation for geography appears to have further improved.
- ❖ Pupils are well behaved, have a highly positive work ethic and are keenly interested in geography. They speak knowledgeably of the learning they have undertaken, remember work from previous years which is revisited and built upon.
- ❖ Work in early years is focused using children's ideas and develops geographical skills e.g. in orienteering activities, and progresses well into KS1.
- ❖ Through the school expectations are almost always high. Staff know their pupils, their needs and backgrounds very well indeed.
- ❖ The curriculum, questioning and activities have been tailored well to meet pupils' needs which includes local knowledge.
- ❖ The learning of pupils appears strong, key knowledge is remembered well and built upon well.
- ❖ Concept books are used well by pupils.

Areas for improvement:

- ❖ Ensure resources are always suitable, and suitably challenging, for the tasks to be completed.
- ❖ Always ensure that precision is demanded from pupils
- ❖ Amend the policy to include a statement about EYFS to KS1 geography/UW links

KEY

FSM- Free School Meals

PP- Pupil Premium

SEND – Special Educational Needs and Disability

EAL- English as an Additional Language

LA – Local Authority

EYFS – Early Years Foundation Stage

KS1 – Key Stage 1 (Years 1 and 2)

KS2 – Key Stage 2 (Years 3-6)

GLD - Good Level of Development within Early Years

ARE – Age Related Expectation

GD – Greater Depth

SIP – School Improvement Plan

SDP – School Development Plan

SES – Self Evaluation Summary

BME – Black Minority Ethnic

HAP – Higher Ability pupils

MAP – Middle Ability Pupils

LAP – Lower Ability Pupils

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