

WARRINGTON SCHOOL IMPROVEMENT ALLIANCE

Review visit 5 Spring 2020

School Name	Callands Primary School	Visit Focus and evidence base ❖ History scrutiny ('deep dive') ❖ Visit to history lessons by consultants, history lead and acting DHT ❖ Discussion with history lead ❖ Discussion with pupils regarding history and examination of their books ❖ Discussions with staff re history ❖ Visit to collective worship ❖ EBI from last review	
Consultants	Derek Barnes; Barbara Naylor		
LA Category	Low support		
Date of Visit	25 February 2020		
Ofsted	March 2016 – Outstanding in all areas		
Headteacher	L Wigglesworth	Time on Site	1 day
COG	N Spencer	Prep/Reporting Time	1/2 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:**History**

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

**Leader comments
Evaluation and WWW**

- One considerable strength of this curriculum is the way in which pupils make an active contribution to its implementation and design.
- The leader states that the curriculum has been redesigned to take into account forest schools and to contain fewer worksheets. The previous curriculum had gained the History Society 'Gold' award following assessment in 2017. The areas for change from the assessment have been addressed. One major change is the much greater use of the locality to engage, stimulate and drive the history curriculum e.g. the school uses the Burtonwood air force base as a 'local link' and also Winwick as a stimulus for work on the Civil War
- The history leader articulates well and convincingly the changes that have occurred in the history curriculum and the provision that should be evidenced through the school. Particularly, the

EBI

changes occurring in EYFS that will tie the EYFS curriculum more firmly into that experienced in KS1.

- All staff have experienced CPD given by the history lead, who is also a history specialist. Staff have discussed as a team – “why are we teaching this”? This has contributed to a deep critical analysis and revamp of the curriculum.
- The curriculum, as published on the website, was analysed. It ties in firmly and is based on the National Curriculum. All aspects are covered. Of particular note are the links to local history wherever possible as a vehicle for teaching the knowledge, skills and concepts demanded.
- Each theme/topic/area is supported by carefully crafted vocabulary lists, key historical concepts and knowledge.
- The sequencing of the material has been carefully considered. Questioning showed how subsequent knowledge built carefully on that of previous years. There is sufficient time for history set aside to cover the NC.
- The staff can identify how holocaust memorial week can contribute to pupils’ spiritual development - some pupils were quite emotional wanting to go to Auschwitz to experience the scene for themselves.
- All learning is based on an enquiry-based approach – with a hook question to initially engage, sometimes from the children. The school has received comments from parents about children’s interest being stimulated.
- The school makes wreathes for local soldiers that have passed away as part of the curriculum.
- Knowledge is bespoke to what pupils demand. Composites are present as are components.
- The leader’s knowledge and effective practice is shared with other schools. The school has obtained the History Society ‘gold’ award.

Lesson visits

- Behaviour and attitudes of the pupils seen in history lessons were exemplary. No child was seen off task, with all eagerly engaged in their work, making pertinent and thoughtful contributions to lessons and wanting to do their best.
- Often pupils caused their parents to take them on visits to places of interest with connections to the work covered in history.
- Some difficult material in Y6 on asylums was being tackled. Pupils made links with previous work, e.g. *“in WW2 people didn’t know what was happening as things were kept quiet – this is the same with the asylums”*.
- Y6 pupils also speculated based on the evidence available and leading them to link cause and consequence. SEND and DA pupils were doing the same as other pupils. All pupils on task as they empathised with residents about the Battle of Winwick.
- The previous work covered by pupils was well recalled and understood. History was found interesting – *“history can help you understand what happens now”*, stated one Y6 pupils.

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Ensure pupils know and understand the meaning of the main words – e.g. Empathise.

Can chronology be boosted even further by making links between themes and having a whole school time-line.

- SEND group very well supported by 1:1 TA who had a much simpler approach (appropriate to the abilities of the group) to the learning and reinforced the key vocabulary; this prompted a good contribution from the pupils in that group
- A visit by Firemen – *'guess the artefacts based on the Great Fire of London'* led to pupils articulating the required 'sticky knowledge' well e.g. pulling houses down to prevent the fire jumping. Pupils had interesting questions relating past to present e.g. *"do you still use fire hooks?"*
- Animated children in Y2 were keen to explain what they had learned and researched about the Great Fire of London (really excited about the setting fire to their card houses in the woods – Forest school style – to see how quickly the flames spread to adjoining houses in the windy weather). Children were using their learning to answer questions from their peers about the topic well.
- One child asked about the duration of the fire and others used a timeline in their books to count that the fire had burned for five days.
- Dictionaries for use by pupils were relevant for children. They contained the necessary vocabulary which was identified as 'key knowledge'.
- Chronological understanding in Y2 appeared solid – pupils can recall much material from this and last term (Joseph Priestley) including why Priestly was famous.
- Delightful session in school hall where small groups of children circulated around grandparents who were demonstrating toys from their childhood
- A difficult question posed by the staff in Y1 caused much speculation. Pupils' reasoning was built on the evidence available.
- Y4 pupils were excited when they were being historians and archaeologists - discussion followed about what these professions do
- 2 DA boys in particular were extremely interested in all things historical and they were very articulate during the class discussions
- Excellent questioning from the teacher who clearly had good subject knowledge.
- Teacher used appropriate links for recapping previous history learning e.g. facts about Egyptian pyramids from discussions on archaeology
- Teacher emphasised subject specific vocabulary
- Children very excited to look at replica Anglo-Saxon artefacts and to try to answer questions on what it could be, how could it be used, who might use it, what could it teach us.
- Y5 were doing researching on laptops to find out facts about poor and rich Victorians. The joy of finding new facts e.g. no sewage system so poor people could end up with mess on their heads as others threw their 'waste' out into the street from upper floors, was evident in the lesson.
- The Year 4 'Mystery of the Empty Grave' was a superb deductive sequence of enquiry to introduce the discovery

On returning to class some noise disturbed Y2 pupils

of the Sutton Hoo longship. Artefacts also stimulated enquiry. This led to considerable and engaging speculation enhanced by careful questioning based on very good subject knowledge. Pupils used previous knowledge about Anglo-Saxons well (although one needed some prompting).

EYFS

- Children developing the concept of chronology through identifying photos of 'then' and 'now'. Although some photos were challenging especially with black and white not necessarily being 'old', questioning was probing and children speculated very well and were able to give reasons for their answers.
- Using first-hand resources were used and the teachers were enabling children to look for clues.
- Some children noticed patterns *'these come in groups of 2 or 3 people – where's the third?'*

Book Looks and pupil discussions Evaluation and WWW

- Pupils were drawing on a range of knowledge including their own and experiences from home.
- The planned curriculum is being taught in practice as evidenced in the books.
- Prior-learning assessment is carried out a couple of weeks before the history block to allow planning of the EBL history topic
- Parallel classes may have a slightly different focus on the same period of history because of what the children would like to learn
- Well-presented books with increasingly complex content from Y3 to Y5 showing clear progression and building on skills as pupils progress through the years.
- Sections of time-lines in books aid children's chronological understanding. Pupils in classes can explain them.
- Pupils could recall what they had learned in history recently and in the previous term (except Y4 who were rather quiet at first and then they tried to dominate the conversations once they'd found their confidence - particularly 2 disadvantaged pupils from Y4)
- Pupils could remember aspects of history learning further back when the learning had been memorable e.g. creating Stone Age artwork
- Some Y5 pupils debated about Oliver Cromwell and the monarchy and today's Royal Family and democracy
- Pupils were very articulate about the type of jobs which would need the skills/knowledge of a historian.
- In Y3 pupils also linked previous knowledge about the stone age to current work on Sumer. They were encouraged to, and did, behave as archaeologists.
- Some pupils were confused where the Romans and Anglo-Saxons chronology fitted together.
- Pupils identified various ways in which they are encouraged to remember the 'sticky knowledge' – the teachers make it fun and it seems to work.
- Likewise, if a pupil is having difficulty with aspects of history they are supported well by the teacher, and by other pupils. Pupils

EBI

- Consider allowing the pupils of the parallel classes to share their differently focused learning with each other
- Should all 'green for growth' prompts by the teacher have pupil responses

<p>spoken with in lessons mentioned how peers help with debate, encouragement – this was seen in lessons.</p>	
<p>Staff discussion Evaluation and WWW</p> <ul style="list-style-type: none"> • Staff are able to identify precisely how the CPD given has increased their knowledge and understanding of the key facts, vocabulary and concepts needed for their year group. In addition, they have a greater understanding of how their contribution fits into the whole journey of pupils' history through the school. For instance, early year leader can comment on future learning; Y6 on how previous learning contributes to what is done in Y6 etc. • The leader is used as a resource by staff when questions arise in the planning or pedagogical approaches. There is confidence in the leader to help them. 	<p align="center">EBI</p>
<p>Other areas</p> <p><u>Collective Worship</u></p> <ul style="list-style-type: none"> • The leader set the scene for the day (Shrove Tuesday) with very captivating details about the world's largest pancake • Discussed the Christian origin of this festival • A child described Lent as <i>'the countdown to when Jesus rose'</i> • Time for reflection included and children were encouraged to give up something they enjoyed and/or to help others. School's reflection read by pupils from across school – gave corporateness! • Follow up slips to be completed by children later in the day about what they intended to do for Lent. • Excellent behaviour entering, during and leaving collective worship • Very well presented by the RE Lead • Some pupils in their youth organisation uniform as school acknowledged that 'Thinking Day' had occurred during the half term break last week. • Behaviour seen across the school was excellent including in those classes which have been a focus since the previous visit. This indicates the success of the implementation of the school's behaviour policy by the leadership and staff. 	<p align="center">EBI</p> <ul style="list-style-type: none"> • If staff sat during CW • Engender further corporateness if all staff in attendance joined in with school's reflection.
<p>Intent</p> <ul style="list-style-type: none"> ✓ The intent is precise, clearly expressed and shared by all who teach history. ✓ It is firmly based on the national curriculum which is well understood by the leader who has used it well with staff in planning experiences for the pupils. ✓ It is planned and sequenced well so that new knowledge and skills are built on and developed well as pupils progress through the school. 	

- ✓ End points, related to the NC are clear. The leaders and staff have a firm idea and consensus about what pupils should know by the time they leave Callands. It is inclusive – all pupils access the same curricular diet.
- ✓ They end up with a strong understanding of how current life has come about.

Implementation

- ✓ Memorable events assist the learning of the key knowledge and skills. Children through the school engage with a variety of motivational, interesting and relevant experiences that promote historical awareness, chronology and knowledge about the past.
- ✓ The relevant experiences are often local in nature giving pupils an understanding of their locality and its history.
- ✓ Teachers have built up a firm and usable understanding of the history curriculum due to excellent CPD. The leader, who has an excellent subject knowledge, is used as a resource by others to check and consolidate understanding.
- ✓ Teachers check pupils' understandings regularly and ask probing questions which are used to assess pupils' ongoing knowledge.
- ✓ Methods are in use, and are continually developed, to help pupils embed the key items in their long term memory.
- ✓ Pupils in all classes debate, support and challenge/argue with each other to generate excellent understanding of the material.

Impact

- ✓ There is a passion for history amongst the pupils at all ages and with all abilities.
- ✓ Learning is strong.
- ✓ All pupils including DA and SEND pupils have access to the history curriculum and enjoy and take part in all activities. Their contributions to lessons are encouraged and valued.
- ✓ Pupils are being exceptionally well prepared for their next stage in historical education.

Summary:

Strengths:

- ❖ Motivation is generated by the careful, precise and thoughtful planning by the leader. As a consequence, pupils are keenly involved in their work. They all demonstrated excellent attitudes and took a proactive role in their learning.
- ❖ Due to the intent, implementation and impact of the history curriculum, pupils are experiencing what this consultant believes to be an excellent curriculum.
- ❖ Behaviour of pupils is excellent. Their attitudes are similar enabling them to get full benefit from their lessons.
- ❖ Pupils historical education commences in early years and is meshed with that required in KS1 well.
- ❖ The curriculum is grounded in the locality. Carefully prepared and researched material gives pupils an in-depth knowledge of their locality whilst ensuring the needs of the NC are met.
- ❖ Historical skills including those of analysis, chronology and cause and consequence are being developed exceptionally effectively.

Areas for improvement:

- ❖ See EBI above. It can be seen from the paucity of the EBI comments above that the provision is excellent.