

School:	Dalestorth Primary School	Exec Head /Headteacher:	Craig Robertson
Focus/Package:	Quality Assurance Review	Education Improvement Adviser:	Andrew Johnson
Date(s):	17 & 28 January 2022	Report Number:	1
Participants:	EIA – Andrew Johnson Headteacher – Craig Robertson Deputy Headteacher – Heather Claxton SLT LKS2/Reading Lead – Jo Debic SLT FS2 Lead/Phonics Subject Lead – Hannah Jesson SLT UKS2 / Maths Subject Lead – Joe Lamb SLT Curriculum Lead – Lisa Heathcote History Subject Lead – Teresa Rigby Science Subject Lead – Alistair Wolff Geography Subject Lead – Charlotte Kennedy		
Onsite/Remote:	Remote – 17 January 2021 / Onsite – 28 January 2021		

Main Focus of Meeting

To hold a professional dialogue to:

- Evaluate the quality and effectiveness of the school's curriculum
- Provide an external view of the robustness of school's self-evaluation
- Agree actions to be taken as a result of the support

Report on the impact of the school's work and the progress made

Quality of Education – SIP Priorities 1,2,3

- The headteacher and deputy headteacher articulate a very clear curriculum intent clearly tailored to the context of the school. Focused on inspiration and aspiration underpinned by respect, compassion and kindness, it has been carefully designed to ensure exposure to both opportunity and challenge. Additionally, careful consideration has been given to promoting subject discipline with display throughout school providing evidence of children's understanding of the knowledge and skills required for each subject discipline.

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- Knowledge progression documents have been developed for all subjects and are supporting learning. In the best examples seen, these are distinct and sharply focused on the subject knowledge (irrespective of topic or theme), clearly demonstrating what children are expected to know at the end of each year from EYFS to Year 6. There is a clear focus on development of key concepts and vocabulary, driven from the National Curriculum. Within the initial visit it was evident in some subjects, such as history, knowledge progression and long-term plans had been combined, as a consequence it wasn't always as clear how subject knowledge and subject (as opposed to context) vocabulary develops. The school had taken decisive steps to address this prior to the second visit. Adopting a consistent approach, by clearly separating subject knowledge progression documents from long term planning, has ensured that learning is now focused on the development and retention of subject, rather than topic knowledge.
- The curriculum is organised into whole school themes of discover (history), explore (geography) and create (arts), with other subjects discretely taught. Recorded geography work in books clearly demonstrates how pupils are developing their subject understanding. In the best examples seen, precision teaching and closely matched tasks demonstrate very effective metacognition. It is very clear to see how the carefully planned curriculum and progression translates into highly effective classroom practice and ultimately impact to children's learning. As an example, in discussion with pupils, it is evident that they are able to recall prior knowledge about continents and use this within current learning. In some subjects, such as science, design and technology and art, this is not yet as evident and embedded. This is because the curriculum is not yet as refined/developed and closely matched to the National Curriculum. The school are rightly focused on developing consistency across the curriculum to bring all subjects up to the high standards seen within the humanities.
- Reading is strong in the school. Observed one to one reading sessions demonstrate effective strategies to support progress for the bottom 20% and have welcomed the training received from EIS (Nicola Lawson/Paula Burrell); TAs are now more confident in delivering effective 1:1 support. Reading and phonics leaders provide a clear rationale for the use of Enhanced LCP as the phonics scheme in school.
- Standards in Writing and mathematics are strong. Outcomes in books demonstrate progress across the school. Notably, memory strategies and recall activities evident in maths are effective in supporting pupils' fluency. Lesson visits undertaken demonstrate effective practise and well embedded behaviours for learning; without exception, pupils were engaged and focused on learning.

Leadership and management

- The headteacher and deputy headteacher have a clear and ambitious vision for the curriculum. Work on pedagogical approaches including the use of Rosenshine and Bloom principles provide focus and structure to support subject leaders. Subject leaders are able to explain subject curriculum design with confidence.

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- Subject leaders in English and mathematics are undertaking quality assurance activities and outcomes are linked to associated action plans. As a consequence, they have a clear understanding of the position of the subject and priorities for development. Less experienced subject leaders have a growing understanding of their role in monitoring and evaluation. They have developed action plans with termly milestones, however these are sometimes focused on actions at the expense of intended impact to pupils learning. Strategies were discussed to support the school in developing this further.

School Improvement Planning & Self-Evaluation

The developed SIP and SEF document provides an accurate overview of the school position and how precise areas for school improvement have been identified. The addition of impact commentary within this document has ensured a clear focus to the current school position and directionality.

Evaluative Summary

The headteacher and deputy headteacher speak convincingly about the school's curriculum and how it continues to evolve. They have an accurate overview of the school; they rightly acknowledge that their focus is now one of embedding effective practice and securing consistency across the curriculum by focusing on those areas which aren't termly primary drivers such as science, art, design & technology and music.

Subject leaders are growing in confidence and knowledgeable. Further developing the coaching work already taking place in school would support in developing evaluative practice.

The SIP and SEF document is a very effective and cohesive whole school improvement strategy. It is clear and well understood by all leaders. Because of this, all subject and aspect leaders know what they have to do.

Focus of any future support

- EIA to provide shared examples of knowledge progression documents

Actions to be taken as a result of the meeting

Action	Who	By when
Further develop progression documents to ensure consistency by: <ul style="list-style-type: none"> - separating the progression in knowledge and skills to ensure balance and clear knowledge progression - uncoupling subject knowledge from context 	Curriculum Lead/Subject Leads	Spring 2022
Further develop effective middle leader monitoring	Curriculum Lead / Subject Leaders	Summer 2022

Develop subject action plan termly milestones to ensure they focus on impact rather than actions.	Curriculum Lead/Subject Leaders	Summer 2022
Continue to develop strategies to promote metacognition	Curriculum Lead/Subject Leader	Summer 2022
Ensure consistency across the curriculum by developing science and the arts	Curriculum Lead/Subject Leads	Summer 2022