



ignite

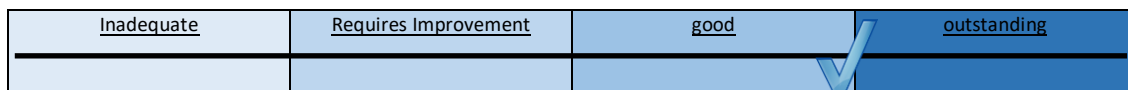
Name of Subject

Design Technology

Overall Judgement

Judgement

Good (With outstanding features)



Headlines

5 Key Strengths

- 1. Interesting and vibrant topics taught from nursery to year 6. Kapow scheme of work used in each year group.
- 2. Curriculum links made with other Foundation topics if relevant.
- 3. Teachers have confidence to teach and support children with practical skills
- 4. Well resourced (Art Studio and cookery room)
- 5. Topics provide opportunities for group work and development of co-operation and communication skills
- Confidence that the progression of skills are made in each year group through the use of Kapow
- Children's designs, made products and evaluations are of a high quality

3 Areas for Development

- 1. Develop the use of assessment and monitoring of DT.
- Develop the use of pupil and staff voice for further developments to be made

What is needed to move to outstanding

Or

- Pupils with SEND to achieve exceptionally well

Quality of Education

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2) Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

	<ul style="list-style-type: none"> Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. <p>Impact</p> <ul style="list-style-type: none"> Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Pupils' work across the curriculum is of good quality.
	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> The quality of education provided by the school is not good.
	<p>Inadequate (4)</p> <p>The quality of education is likely to be inadequate if any one of the following applies.</p> <ul style="list-style-type: none"> The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding. The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum. The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met. Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Delivery	
What resources to teachers use to aid their planning?	Kapow scheme of work
How do teachers inform themselves about children's prior learning?	Links to prior learning are made within Kapow for the different aspects of DT DT books are passed up to the following year group- book look
Do teachers know why they are teaching their topics?	Yes
What process has been used to put together the planning of this subject	Each year group use the Kapow scheme which link to the progression of skills identified on the DT learning ladders
How has Kings Road's 'Cultural Capital' been considered	Yes. This is reflected in some topics, mainly in cooking and nutrition.
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	Making area- exploring media and materials, how to use equipment safely and effectively, scissors, hole punch, paper clips, split pins, clay resources, selecting own resources for self-chosen activities, learning to use IT paint projects to design, to become independent learners Kapow topics are also taught in EYFS
How is the subject coverage progressive throughout the school?	Kapow topics ensure progression of skills and technical knowledge from EYFS-KS1-KS2
What are the strengths of this subject?	Excellent scheme Kapow. Teachers have grown in confidence in their teaching. Children's products are of a high standard
What are the weaknesses of this subject and what is being done to address these?	Assessment is an area for development. This is being researched by the DT lead.
How is the subject used to develop reading?	Key vocabulary and skills relevant for each year group are displayed during DT lessons. Instructions given for designing and making, children to read, visuals in cookery room

Progress	
How are children that struggle or lack confidence supported?	Teacher support, peer support, group support
How is this subject assessed and how are next steps identified?	Teacher observations/effort/engagement/independence/competence in skills/high quality Photos of made products displayed in books. Short, written feedback given, verbal feedback given.
What transition arrangements are in place to support teacher to teacher communication?	Teachers to provide impact statement assessment sheets (available on t drive) for the next teacher to access
How are end of term summative assessments used to aid future progress?	Teachers in the next class can read notes in DT books/ read observations and look at photos. Children who need extra support, (SEN) will be identified and extra support will be provided as needed.

Intervention	
What is in place for pupil premium children?	EYFS- some of the pp activities are DT based- baking in groups/ making and craft activities PP children are given first refusal for cooking clubs
What is in place for SEN children?	1-1 support ie in cookery room and 1-1 support in class for other strands
What interventions are in place across the school?	NA

Who delivers the intervention?	NA
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	NA
How are EAL pupils catered for?	Quality first teaching, visuals used in class and cookery room

Continuous Professional Development	
What CPD have leaders been given?	The DT association provides support for DT leaders
What CPD is in place for all staff?	Teachers and new teachers can contact the subject lead directly for support. The subject lead will keep teachers and management up to date with new initiatives from the DT association. The Kapow scheme has been introduced to all teachers and teaching assistants.
How are new staff supported?	By year group partners/ DT lead
How is teacher and teacher assistant subject knowledge supported?	Dt association information and training/ subject leader training for Trafford schools

Workload and Well-being	
Do you feel supported by senior leaders?	Yes
Have you been given the tools to complete the role of subject leader?	Yes
How do you support the teachers?	Provide LTP, support to produce MTP, progression ladders, order resources for topics, replenish resources in cookery room

Monitoring	
If a lesson was to be observed what would be seen?	Children researching, designing, making or evaluating the products based on the design brief If making- confident, happy, children, individuals/ groups, lots of listening, observing and talking
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	Check as to the skills being taught/ developed are apt for the particular year group and if topic chosen is age apt/ interesting and exciting
What would a teaching assistant be expected to be doing during a lesson?	Offer practical support to individuals and groups
Will the teacher's questioning encourage learning and enquiry?	More direction, questioning more for the evaluation
Are the children learning new knowledge/skills? How do you know?	Yes, through observations and high quality products/ processes

Any other factors

Excellence without compromise