



# Ignite

## History

# History

## Overall Judgement

### Judgement

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| Inadequate | Requires Improvement | good | outstanding |
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# Headlines

### 5 Key Strengths

- Clear skills and knowledge progression,
- Cross curricular and explicit teaching in evidence
- Strong and strategic leadership
- Enthusiasm for subject
- Strategic development of the curriculum

### 3 Areas for Development

- Assessment
- Embed use of learning ladders for planning
- Promote questioning skills in children

### **What is needed to move to outstanding**

Or

The key reasons behind an outstanding judgement

- Explicit links to learning ladders with evidence of clear progression
- Evidence of analysis of artefacts/events and not just 'storytelling'
- Improve the measurement of the impact of embedded learning.

# 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.
- 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.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- 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.
- 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.

### 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.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

### Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

## Requires improvement (3)

- The quality of education provided by the school is not good.

## Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- 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.

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|  | <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"> <li>■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.</li> <li>■ 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.</li> <li>■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.</li> </ul> |
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| <b>Delivery</b>  |  |
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| What resources to teachers use to aid their planning?                                  | <ul style="list-style-type: none"> <li>• Historical Association</li> <li>• Planbee</li> <li>• Mr T Primary History</li> <li>• Twinkl</li> </ul>  |
| How do teachers inform themselves about children's prior learning?                     | <ul style="list-style-type: none"> <li>• learning ladders/skills ladders</li> <li>• LTP doc for whole school</li> <li>• Afl</li> <li>• Transition meetings.</li> <li>• Kings Road bespoke timeline</li> </ul>  |
| Do teachers know why they are teaching their topics?                                   | <ul style="list-style-type: none"> <li>• Hopefully they are aware that, for the most part, it is organised chronologically.</li> <li>• Other subjects are assigned according to skills best fit<br/>Eg Within living memory in KS1 = Yr 1 concepts suitable for their understanding and Beyond living memory = Yr 2 to build on previously taught concepts and knowledge. Local History KS2 = Yr 6 because of nature of chosen subject – Suffragettes<br/>Staff meeting planned for Autumn term</li> </ul>   |
| What process has been used to put together the planning this subject                   | <ul style="list-style-type: none"> <li>• Use of National Curriculum</li> <li>• Whole school CPD</li> <li>• Strategy meetings with Ignite team</li> <li>• Subject lead's research and CPD</li> </ul>  |
| How has Kings Road's 'Cultural Capital' been considered                                | <ul style="list-style-type: none"> <li>• Understanding that many families won't have visited local museums or art galleries so vital that children have this opportunity.<br/>Ignite experiences: Portland Basin Museum (Yr1) Lowry (Yr2) Gtr Man Fire Service Museum (Yr2) Man Museum (Yr3) MOSI (Yr4) Roman Chester (Yr4)<br/>Encouragement and free nature of museums and art galleries promoted for return visits by families</li> <li>• local area trips – war memorials</li> <li>• Decision to include Early Islamic History as a topic into Yr 6 acknowledging demographic makeup of our school community</li> <li>• Key historical characters specifically chosen to reflect Kings Road's ethnicity</li> <li>• Acknowledgement that language and vocabulary needs to be actively promoted</li> <li>• Drawing in supplementary (not always linked to periods of study) information/activities eg interesting/unusual/quirky facts – tangent type of stuff to promote wider knowledge</li> <li>• Black History month actively promoted</li> <li>• PP funding used to fund trips for some children</li> <li>• Signpost towards online information sessions</li> <li>• Outside speakers invited into school</li> </ul> |
| What is learnt at the beginning of the children's journey? (Foundation Stage) and why? | <ul style="list-style-type: none"> <li>• Each classroom has and uses a visual timetable - YR1?</li> <li>• Learning to place numbers in order begins timeline discussions/vocabulary</li> <li>• Through stories / small world play secure language and ideas on organising past events in sequence e.g. traditional tales</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>Planned open ended questions through play to begin historical thinking e.g. Can you talk about how our plant has changed since last week? Or comparing similarities and differences</li> <li>'Remember and talk about significant experiences in own life' actively encouraged weekly during show and tell sessions.</li> <li>At the end of Reception children are all given time to sit and look back through their learning journeys with an adults and discuss what has been learnt and how they have changed.</li> <li>Topics – Through the Keyhole / Into The Woods / Caterpillars / Eggs / Special events</li> <li>FS data for The World and P&amp;P is strong</li> </ul>   |
| <p>How is the subject coverage progressive throughout the school?</p>                   | <ul style="list-style-type: none"> <li>For the most part, it is organised chronologically within KS2</li> <li>History of Britain up to 1066<br/>Yr 3 start with Stone Age to Iron Age, Yr4 move onto the invasion by and settlement of Romans, Yr5 then take up the story with Anglo Saxon and the Scots and the Viking invasion and battle for England up to 1066</li> <li>Yr 4 now do Ancient Greeks as this ties in with period before Roman Empire and explains many of the Ancient Romans ideas and beliefs</li> <li>Other subjects are assigned according to skills best fit<br/>Eg Within living memory in KS1 = Yr 1 concepts suitable for their understanding and Beyond living memory = Yr 2 to build on previously taught concepts and knowledge. Local History KS2 = Yr 6 because of nature of chosen subject – Suffragettes</li> <li>To avoid unnecessary changes (yet remaining in accordance with Nat Curriculum) topic areas were left within year groups<br/>Yr3 - Overview of first civilisations and in depth study of Ancient Egypt<br/>Yr 5 – aspect of British History beyond 1066 Crime and Punishment</li> </ul> |
| <p>What are the strengths of this subject?</p>  | <ul style="list-style-type: none"> <li>Clear skills progression outlined for teachers to use.</li> <li>Strong links made between History and other subject knowledge</li> <li>Teaching draws from children's prior knowledge and past experiences to ignite their new learning.</li> <li>Explicit teaching of timelines to promote understanding of chronology and concurrence within history</li> <li>Historical language and concepts divided into suggested Key Stages</li> <li>Passionate and strategic leadership</li> </ul>  |
| <p>What are the weaknesses of this subject and what is being done to address these?</p> | <ul style="list-style-type: none"> <li>When taught in cross curricular topics it is not always clear what main focus of teaching is. English? History? Geography? <ul style="list-style-type: none"> <li>➤ Using colour coded LOs to ensure teacher and therefore pupils are aware of main focus of lesson</li> </ul> </li> <li>Reliance on 'storytelling' or passive information giving focus to lessons, there need to be more analysis of connections/contrasts and trends within history. Cause and effect, questioning of sources reliability and an understanding of why some might be unreliable. <ul style="list-style-type: none"> <li>➤ Signposting teacher to progression in skills ladders and going back to national curriculum for History – purpose of study and aims</li> <li>Creative use of artefacts/documentary evidence; using online museum/Nat Archive artefacts</li> </ul> </li> </ul>   |
| <p>How is the subject used to develop reading?</p>                                      | <ul style="list-style-type: none"> <li>Research, inferences (especially in KS2),</li> <li>Scan and search reading skills for info gathering</li> <li>EYfs/KS1 – use of story books to explain and explore historical vocabulary and concepts</li> <li>Links made to 'take one book' week – Zeraffa Giraffa</li> <li>Key/technical vocabulary either explained or children taught the skills to research</li> </ul>   |

| <b>Progress</b>  |  |
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| How are children that struggle or lack confidence supported?                           | <ul style="list-style-type: none"> <li>• Pre-learning of vocabulary,</li> <li>• knowledge organisers</li> <li>• Differentiated learning tasks through support or level of work.</li> <li>• QFT</li> <li>• Opportunity to show learning in different way – via drama, ICT projects, D&amp;T projects</li> </ul> |
| How is this subject assessed and how are next steps identified?                        | <ul style="list-style-type: none"> <li>• In planning stage – whole school development ongoing</li> <li>• Teacher assessment utilising progression map/progression ladders</li> </ul>   |
| What transition arrangements are in place to support teacher to teacher communication? | <ul style="list-style-type: none"> <li>• End of year Transition meetings between outgoing and incoming teachers.</li> <li>• FATs</li> <li>• Discussions about curriculum coverage</li> </ul>   |
| How are end of term summative assessments used to aid future progress?                 | <ul style="list-style-type: none"> <li>• In planning stage - whole school development ongoing</li> </ul>   |

| <b>Intervention</b>  |  |
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| What is in place for pupil premium children?   | <ul style="list-style-type: none"> <li>• Funding for trips/experiences</li> <li>• Foundation stage Pupil Premium Pledge</li> <li>• <i>Opportunities to do subject related work within intervention groups</i></li> </ul>   |
| What is in place for SEN children?   | <ul style="list-style-type: none"> <li>• Quality first teaching and differentiation in lesson</li> <li>• <i>TA support for over learning</i></li> <li>• <i>1:1 TAs for children with EHCP</i></li> <li>• Practical tasks that can showcase children's knowledge in a different way</li> <li>• Rotation of timetabling so they don't miss entire teaching of subject due to timetabled withdrawal sessions</li> <li>• Sharing of topics overviews and subject specific language between teachers and TAs. (S&amp;L TA, EAL TAs, 1:1 TAs)</li> </ul> |
| What interventions are in place across the school?   | <ul style="list-style-type: none"> <li>• QFT focused</li> </ul>  |
| Who delivers the intervention?   | <ul style="list-style-type: none"> <li>• Mainly teachers as part of QFT</li> </ul>   |
| What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals? | <ul style="list-style-type: none"> <li>• Pupil Perception discussions</li> <li>• Formative assessment processes</li> </ul>   |
| How are EAL pupils catered for?  | <ul style="list-style-type: none"> <li>• Subject specific vocabulary to refer back to EAL TA</li> </ul>  |

| <b>Continuous Professional Development</b>                        |  |
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| What CPD have leaders been given?                                 | <ul style="list-style-type: none"> <li>• Cluster meetings through TTSA x3 ( - difficulties with getting there, No car)</li> <li>• Headspace time for research and strategic planning</li> </ul>  |
| What CPD is in place for all staff?                               | <ul style="list-style-type: none"> <li>• TTSA courses</li> <li>• Subject specific staff meetings</li> <li>• Cascading of information</li> <li>• Key stage logins for Historical Association</li> <li>• Planned staff meeting</li> <li>• Lead regularly signposts resources and leaning for the teachers</li> </ul> |
| How are new staff supported?                                      | <ul style="list-style-type: none"> <li>• Through year group partners initially</li> <li>• Signposting of documents and where to look for help</li> </ul>   |
| How is teacher and teacher assistant subject knowledge supported? | <ul style="list-style-type: none"> <li>• Signposting to Historical Association and other resources</li> <li>• Subject specific staff meetings</li> <li>• Cascading of relevant documents and articles</li> </ul>   |

| <b>Workload and Well-being</b>  |   |
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| Do you feel supported by senior leaders?                              | <ul style="list-style-type: none"> <li>• Yes, been given time and space to lead subject.</li> </ul> |
| Have you been given the tools to complete the role of subject leader? | <ul style="list-style-type: none"> <li>• Yes</li> </ul>   |
| How do you support the teachers?                                      | <ul style="list-style-type: none"> <li>• General check ins during term time</li> </ul>              |

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|  | <ul style="list-style-type: none"> <li>• Signposting resources and courses.</li> </ul> |
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| <b>Monitoring if they had been undertaken what I would like to have seen...</b>              |   |
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| If a lesson was to be observed what would be seen?   | <ul style="list-style-type: none"> <li>• LO clearly related to history skill</li> <li>• Discussion/questioning encouraged and modelled</li> <li>• Children actively engaged in lesson/tasks</li> <li>• Open ended questioning explored</li> <li>• Activating prior knowledge from (earlier lessons and from previous periods studied)</li> <li>• Use of accurate historical language – modelled and encouraged</li> </ul> |
| If a lesson was to be observed how will that lesson fit in with the overview of the subject? | <ul style="list-style-type: none"> <li>• It will recap learning from previous sessions</li> <li>• Make use of overall arc of history learning where appropriate</li> <li>• Be part of a coherent MTP/LTP</li> </ul>   |
| What would a teaching assistant be expected to be doing during a lesson?                     | <ul style="list-style-type: none"> <li>• If a TA was in the lesson, they would be enabling child/children to either access the lesson if SEN/EAL or pushing learning along through questioning</li> </ul>   |
| Will the teacher's questioning encourage learning and enquiry?                               | <ul style="list-style-type: none"> <li>• Yes as this is a vital for children to begin to question and query artefacts and sources of information.</li> <li>• Assists with bringing out similarities and differences between periods of historical study and of concurrent but different civilisations</li> </ul>  |
| Are the children learning new knowledge/skills? How do you know?                             | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Book monitoring</li> <li>• Lesson Observation</li> </ul>  |

| <b><u>Any other factors</u></b> |
|---------------------------------|
|                                 |

*Excellence without compromise*