



## Local Authority Note of Visit to Croyland Primary School

Date and time of visit	Friday 12 <sup>th</sup> March 2021
Headteacher	Lucy Deakin
SSIM	Jo Tondeur
Attendees (role only)	Headteacher ( HT), Deputy Head Teacher Curriculum
Ofsted judgement and date	Requires Improvement

<b>Focus of visit</b>
To discuss the developments undertaken by the school with regard to curriculum

<b>Contextual Information</b>
Croyland is a large primary school on the edge of Wellingborough, serving a mixed area, some of which has high levels of deprivation. 25 pupils have Early Held Assessments (EHAs), 4 children have a Child in Need plan (CIN) and 7 are on a Child Protection plan (CP). The school has 33% of pupils are entitled in Free School meals (FSM) and has a high number of pupils with SEN. The school has a designated specialist provision for pupils from other schools in the authority.
The school has fully reopened following the third national lockdown.

<b>Focus:</b> To discuss the developments undertaken by the school with regard to curriculum
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<p><b>The Headteacher (HT) and Deputy Headteacher (DHT) reported that:</b></p> <ul style="list-style-type: none"> <li>A lot of work has been undertaken to develop the curriculum. The school has developed a curriculum statement which outlines their intent, implementation and impact and is on the school website, as seen by the SIP;</li> <li>School leaders have identified curriculum drivers and have used elements of research and the Chris Quigley curriculum to formulate their ideas and as a result clearly articulate what it is they want to achieve for the pupils and how they set out to achieve it. The DHT has shared the curriculum statement with governors to enable them to be able to articulate the school vision and to help them hold the school leaders to account; <i>The SIP advised that it was crucial that the information in the curriculum statement could be articulated at all levels throughout the school and for school leaders to consider further opportunities to ensure that this was the case;</i></li> <li>The school understand the importance of cultural capital and have begun to further articulate how as a school they provide opportunities for pupils to acquire the cultural capital they need to support the narrowing of disadvantage. The HT and DHT expressed how they recognised this was of particular importance due to the needs of pupils in the school community. The HT has already begun documenting how the school provides this for its pupils with the SLT which, now pupils are back in school, is again a priority; <i>The SIP advised that further highlighting cultural capital in the curriculum statement and through supporting documents would provide more clarity on how the school is ensuring its pupils are able to gain the cultural capital they need. The SIP also advised that subject leaders and teachers would need to be able to articulate how their subject provides such opportunities and suggested that for example, cultural capital could be added to the agenda for meetings between subject leaders and senior leaders, so that subject leaders keep it at the fore of their work and which will also enable senior leaders to monitor the extent to which the school is fulfilling its aims with regard to different aspects of the curriculum to include cultural capital and the curriculum drivers and provide support where it is necessary.</i></li> <li>The school is using knowledge organisers to support the key learning for each subject area which has supported the development of linking key learning concepts in subject areas. The HT expressed how this had also raised expectations in terms of the knowledge and skills to be taught. Each curriculum area has a plan on the school website which sets out what will be taught and when although currently this is limited to topics in the majority of areas; <i>The SIP advised leaders to ensure that the expectations for key skills, knowledge and vocabulary for each year group in each subject were clear. In addition to this, the SIP will provide a suggested framework which can be used for recording end points of key learning across all subjects as an additional method of pulling together the key learning points from subject progression documents, so as to map out the key end points for pupils at the end of each year group.</i></li> <li>The curriculum has been designed as a result of research, for example, into research on how children remember. The implementation is clearly set out as part of the implementation within the curriculum statement including how it is delivered and assessed. An example of this was given on how the school</li> </ul>
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had timetabled certain foundation subjects on a cycle to aid remembering and highlighted its use of retrieval practices by way of helping pupils progress through remembering more;

*The SIP advised that all year groups are mentioned in the detail, for example where the plan outlines what is happening for writing in Year 2 – 6 should also include detail of what is happening in Year 1 and below.*

- The curriculum statement outlines how the school will measure its impact of the curriculum against its key curriculum drivers with currently no reference to pupil outcomes;  
*The SIP advised it was crucial that the impact section of the curriculum statement also included pupil outcomes as a key measure of the impact of the curriculum.*
- The school is reviewing the curriculum as part of their recovery programme with particular emphasis on Year 6, to ensure that key learning has been covered by the time they move on to secondary school in the summer. The HT has contacted the secondary schools for which Croyland is the feeder to ensure that they are providing the key learning points that the Year 6 will need on moving into Year 7 but is yet to receive a response;
- Senior leaders are proactive in their approach to developing the curriculum and plan to restart their coaching for subject leaders now school is fully open following the third COVID lockdown. The HT gave an example of monitoring the curriculum which had continued over lockdown with regard to History, Science and Geography focusing on an evaluation learning and pedagogy which culminated in the realisation that a slight imbalance in the teaching of certain skills needed addressing;
- Subject leader work already undertaken with a consultant who is also a Ofsted Inspector, is continuing next half term, after having to be cancelled from the start of January due to COVID.  
*The SIP offered a further resource to support the HT in evaluating the strengths and further areas to develop with regard to subject leader development which could be used as an audit tool later in the summer term.*
- The school outlined their plans to monitor the quality of the curriculum through the monitoring of teaching and learning in the summer term which will provide them with further opportunity to scrutinise practice and to support teachers by giving them clear action points;  
*The SIP suggested that good teaching was reframed as 'effective' teaching and that a common understanding of the expectations were developed involving all the staff. The SIP will send an example of this for the school's consideration.*

Agreed Actions		
1	<b>Action</b>	To ensure all subject areas have progression documents outlining key learning of skills, knowledge and vocabulary so that there are clear end points for learning so that it is clear what the school wants pupils to have achieved by given points ( for example at the end of a school year)
	<b>Person responsible</b>	DHT / HT
	<b>Timescale</b>	By end of Summer Term 1
2	<b>Action</b>	To pull together key end points across all subjects for each year group so that the curriculum diet and expectations for each year group are clear and can be articulated
	<b>Person responsible</b>	DHT
	<b>Timescale</b>	BY end of Summer Term 1
	<b>Support</b>	Suggested framework provided for recording key end points for a year group
3	<b>Action</b>	To increase the emphasis on cultural capital and curriculum drivers across the curriculum
	<b>Person responsible</b>	HT
	<b>Timescale</b>	By end of Summer Term 1
4	<b>Action</b>	To provide to the school: Subject leader documents, year group framework for key end points and a copy of the teaching expectations document.

	<b>Person responsible</b>	School Improvement Partner (SIP)
	<b>Timescale</b>	By Easter break

<b>Date and foci of next meetings</b>	
<p><b>Summer Term 1:</b></p> <ul style="list-style-type: none"> <li>• Meeting with DHT re progress with curriculum development and establishing progression and end points;</li> <li>• Meeting with SENCo re progress with actions from previous meeting.</li> </ul> <p><b>Summer Term 2:</b> Curriculum Audit - to confirm strengths and identify any key areas to be included in 2021/22 School Improvement Plan</p>	