

'1-3-5 Cluster' Collaborative Enquiry Day Feedback

Date of Enquiry: June 5 th 2019	Enquiry Team: Robin Warren—Headteacher, Primrose Hill Liz Ghamar—Assistant Headteacher, Primrose Hill Syra Sowe – Assistant Head teacher, Primrose Hill Laura Beeson – Assistant Head teacher, Primrose Hill Mireille Alwan – Assistant Head teacher, Primrose Hill Savita Martis –Assistant Headteacher at Rhy Marion Hunter—CPP David Howe – Governor, Primrose Hill
Agreed Focus of Enquiry: What is the curriculum like in Primrose Hill?	
The new Ofsted framework refers to intent, implementation and impact and this was the focus for the day and is reflected in the report.	
School Staff involved: All staff were involved	
Sources of evidence: <ul style="list-style-type: none"> • Learning walks and evaluations of classrooms and environment • Evaluation of planning/curriculum • Discussions with children • Discussions with staff • Discussions with parents • Evaluation of displays and learning environment • What the website shows—explanations about curriculum, exemplification, methodology 	
The team split into groups to do observations and met together throughout the day to discuss findings. In the afternoon a governor joined them in order that the governor view could be included. Interviews were held with children, staff and a group of parents and carers.	
Intent Because the school recognises that children learn best through a curriculum that is meaningful to them it has used an integrated approach to the KS1 curriculum for three years. Last year it was trialled in Year 5 and it is now being developed in Years 3 and 4. Children have become increasingly independent and progress has been accelerated. Writing as observed in the public areas is of a very high standard across the school and this is probably because an integrated approach to the curriculum gives opportunity for more child/teacher individual conferencing. This approach means that Primrose Hill is well placed to address the new curriculum requirements.	
The Senior Leadership team are confident and articulate about the strengths of their curriculum and the school website reflects this vision. They understand that the broad and rich curriculum enhances children's learning and their intention is to ensure that vision is further shared with other stakeholders. The website is a very interesting and informative site with statutory information running alongside current information and curriculum statements, rationale and descriptions. The site includes	

curriculum maps for each year group but no progression maps for individual subjects. Parents interviewed were able to describe how they use it and what information they gain about their children's experience at the school. As a response to their SIP objective around parental engagement, the school has just started to send more detailed half termly descriptions of work planned for maths. English and topic work and this, together with the photos that reflect the experiences of their children e.g. activities in the classroom, visitors to school, visits to reinforce the taught curriculum and others, help parents to understand what the school is doing and then to support their children in their learning. A recently installed playground screen reinforces curriculum content and information for parents, carers and visitors.

Children interviewed were able to talk about their curriculum experiences and the curriculum floor books reflected the wide range of activities that address different methods of learning. It was interesting that so many children enjoyed RE that is taught for one full day every half term- this seems to help children really remember key facts and is an embedded system within the school.

The team did not talk with subject leaders and so do not have evidence that they share the vision and intent of the senior leadership team. However, work seen in floor books would indicate that they too sequence the curriculum to build up knowledge and skills in order that children become educated citizens. This can be followed up by the CPP in her Autumn work, as curriculum development will be a SIP objective for the new academic year.

Implementation

Learning walks around the school and books scrutinised showed consistently strong teaching e.g.

- Learning walls and prompts to support independent learning
- Structured and stimulating classrooms
- Resources well maintained and tidy—a good model for children
- Informed and inspiring teachers who have good subject knowledge
- Teachers checking children's understanding during lessons in order to identify and correct misunderstandings
- Open questioning well considered and develops understanding
- Learning behaviour excellent because of the high standard of teaching
- Rich, varied and imaginative activities as reflected in the floor books and other creative methods of recording
- Clear learning journey of the class in floor books where a project is seen in its entirety—they are ambitious and exciting
- High quality displays in classrooms and in halls and corridors address different curriculum areas
- All curriculum areas are covered but there is limited evidence to document Computing—both supporting other curriculum areas and in discrete teaching despite a range of provision & resources both in school and with the Camden Learning Centre
- Good coverage in books
- Good presentation reflecting a sense of pride
- Consistent marking which helps children understand the next steps in learning
- All children are making at least good, and often outstanding, progress

During the teachers' interview it was evident that they all enjoy teaching and reflect and plan carefully in order that they can present information clearly and make their lessons engaging and interesting. Their greatest concern is that they think they do not always address foundation subjects effectively as the maths and English curriculums are so demanding—this was not confirmed by scrutiny of the floor

books in which there was such a wide range of activities supporting learning and seem to provide a good balance against other core areas.

At the moment there is no school method for assessing individual knowledge and skills learnt as a result of a topic and so subject leaders do not have evidence that children have embedded key concepts in their long term memory and are applying them fluently. As previously identified, this is something the SLT have plans for the new academic year.

Impact

National data shows that overtime progress and attainment at the end of KS2 has been well above average. At the end of KS1 results overtime have been good but there has been a marked improvement since the introduction of the integrated curriculum. The end of EYFS data shows an upward trajectory over the last three years.

Progress of SEND pupils and other groups have been comparable with their peers.

Discussions with children and scrutiny of books indicate that learning has been of a high standard and work across the curriculum is of good quality.

Parents talk confidently about how their children learn and the skills and knowledge they acquire. They comment that the school is a nurturing, caring and warm community where they have seen a range of visible improvements.

Even better if:

1. Ensure consistency of organisation of learning environments e.g. agreement on non-negotiables
2. Develop subject curriculum maps which show progression across year groups
3. Make some changes to the website to improve navigation
4. Learning in Computing to be transparent and evidenced—both in terms of supporting other areas and in discrete teaching
5. Assessment of foundation subjects by a “what do I know” at the beginning of a topic and self assessment at the end of the topic
6. Self assessment questions to be developed by subject leaders in order that they can sequence the development of knowledge and skills for their subject- a coherently planned curriculum
7. “Childs Learning Journey “ book to follow children throughout their time at Primrose Hill reflecting progress of knowledge and skills development

Marion Hunter

5th June 2019