



Historical Association Quality Mark Renewal Report

Visit to: **Barrow Hedges Primary School**

Date: **07/02/23**

Context:

Barrow Hedges Primary School is larger than average 3 form entry primary school that serves a residential area of Carshalton in South London. The school has around 675 pupils on roll, including a nursery with around 40 children. There are approximately 20% of pupils classed as EAL, 5% are FSM with around 1.5% having an EHCP. The last Ofsted visit was in April 2022 where the outcome was that the school continued to be 'Good'. The report did also suggest that there was enough evidence of improved performance for the school to be judged 'Outstanding' if a full Section 5 inspection took place in the near future.

Evidence for the renewal assessment was gathered through a small evidence portfolio targeting the improvement points from the last HA visit in 2019 at which the school was awarded silver and through discussions with the subject leader, headteacher, book looks and learning walks through every key stage on a visit.

1.) Learning, teaching and achievement

2019 Target: *Continue to embed greater depth thinking activities (such as thinking questions) in all key stages and evaluate its impact on children's achievement.*

The subject leader and staff have worked tenaciously to ensure there is a wide range of approaches to teaching and learning of History across the school. History is now taught using 'big questions' that greater depth pupils can use their substantive knowledge to answer and make links across periods and topics of study. The 'Passports Through Time' document that are available in each class in the school also helps pupils make links to previous topics, develop chronological awareness, and is used by staff in lessons to highlight the links as part of their planning.

The embedded History Skills Document also helps teachers analyse pupils work more closely, and specific historical disciplinary concepts and knowledge are highlighted on the medium-term plans. Teachers the assessor spoke to could link their lessons to these plans and explain how they use them in their planning and classroom pedagogy, especially with regards thinking questions that the subject leader encourages staff to create using the History progression document.

Knowledge organisers are now firmly embedded across the school for History lessons, and pupils use these in their assessments and day to day activities in the classroom. Pupils could talk confidently to the assessor about the usefulness of these organisers and could show how they ensure key knowledge is displayed and explained in their writing.

The subject leader has recently started a project with the English subject leader to promote subject specific reading within the school. Books have been selected for each year group (including EYFS) with a History focus for teachers to share with their pupils. This project is linked to the recommendations from the 2021 Ofsted Research Review for History, and all classes now have a selection of texts to help pupils develop understanding of key concepts within the curriculum.

Artefacts are now an integral part of the teaching of History at Barrow Hedges Primary School. Since the last visit a wider range of resources are now available to teachers through a centralised list of artefacts

linked to topics, and through the delivery of 'Engage Days' for each year group topic that includes replica weapons for the Roman unit of study, and WWII replica documents for when Year 6 study the period.

The achievement of pupils across the school in History has continued to improve since the last visit as data shows around 80-82% of pupils were at least at ARE by the summer of 2022. Furthermore, data on greater depth achievement has also improved in this period, especially in Yr3 and Yr5 where between 26-31% of pupils have achieved this.

The evidence suggests that teaching, learning and achievement is at a Gold standard.

Target:

1.5: Evaluate the recently introduced 'Narrative Stories' project alongside the English Subject leader, to further improve the achievement of disadvantaged pupils.

2.) Leadership

2019 Target: *Ensure more CPD training is available for all staff, especially around enquiry-based learning in the classroom.*

The subject leadership of History at Barrow Hedges has continued to positively develop since the last report. The subject leader has introduced a 'non-negotiable' guide for teachers to use for planning lessons and themes for their classes. A key to this is that they plan enquiry-based learning for their pupils.

This guide has also helped new staff that have joined the school, including 4 ECTs. The subject leader has new staff observe her teach History, joint plans lessons with them, all to ensure the highest standards of History teaching is maintained with targeted and frequent support.

Extensive subject related CPD has been a key focus of the subject leader since the last review, including on substantive and disciplinary knowledge within History. Senior leaders within the school have been supportive in offering time for subject leader to run training for all staff in these areas. Interpretations of History is a focus for the next CPD session later in the academic year which will help staff deepen their understanding of this key concept to give them more confidence in their pedagogy.

The subject leader has also been actively involved with other History leaders in the area including planning days and training, which has helped her distribute practice in her own school. Moreover, the subject leader has also been used as a mentor and advisor for other new History leaders in the locality offering support around the curriculum and teaching.

The evidence suggests that Leadership is at a Gold standard.

Target:

2.4: Continue to develop and review CPD around Historical Interpretations (CPD booked for later in Summer 2023).

3.) Curriculum

2019 Target: *Make more explicit the historical concepts and skills so children are able to articulate these and know which ones they are good at, and which ones they need to develop.*

The subject leader has developed extensive curriculum maps linked to key enquiry questions across all year groups which has established a well-designed and coherent curriculum for History within the school. Substantive and disciplinary concepts are mapped throughout the key stages to ensure pupils

frequently encounter them during lessons and is progressive as the children move through the year groups. 'Skills of the historian' displays are evident in all classes and referred to by staff during lessons. While book looks and pupil voice discussions with the pupils show that substantive concepts are firmly embedded, some pupils still struggle to identify the historical skills they are using in their work. The subject leader has rightly identified this as a focus in her current development plan.

The school has thorough curriculum planning documents in place for teachers, including long and medium-term plans, which not only have identified key vocabulary for each topic, but has signposts to links between periods and themes so this can be used to help pupils draw meaningful similarities and contrasts.

The evidence suggests that the Curriculum is at a Gold standard.

Target:

3.1: Continue to review the effect of strategies for pupils to identify more clearly their disciplinary knowledge in their work.

4.) Enrichment

The school continues to provide a systematic and coherent range of historical experiences for the pupils across all year groups. Trips are planned for a range of historical topics, and the History Club is a popular activity which many children enjoy. The school also uses a local company, Portals to the Past, with regular 'Engage' days throughout the academic year.

The school has a 'magpies' initiative which includes suggested experiences parents and carers can do with their children locally to help enrich their learning. History has a strong focus in this initiative including recommended museums and landmarks that children could visit. An evaluation of the impact on disadvantaged children, either through data or pupil voice, would be useful in order to ascertain how accessible it is for these children.

History continues to enjoy a separate identity on the website, including pictures of trips, work of pupils and information about curriculum topics and intent. Furthermore, History has a strong presence in the school newsletter.

The evidence suggests that Enrichment is at a Gold standard.

Target:

4.2: Continue to evaluate the impact of accessibility for disadvantaged pupils for extra-curricular activities.

The History provision at Barrow Hedges Primary School is strong, vibrant, and dynamic. The supportive senior leadership team enables the subject leader to conduct active research to continually develop the subject both within the school, and beyond. I want to thank all the staff and pupils for making my visit both enjoyable and rewarding.

Award made:

Level: **Gold**

Date of Award:

07-02-2023

Renewal Date:

07-02-26