

## ECM Leadership Partner Note of Visit Park Road Primary School

Headteacher: Nicky Parkinson		Date of visit: 23.9.2021
School email address: <a href="mailto:parkroad_head@omegamat.co.uk">parkroad_head@omegamat.co.uk</a>		Governors: none present
ECM Leadership Partner: Mike Dixon		
<b>Triangulation of actions taken as part of support and challenge, including Deep Dive activities</b>		
<b>Analysis of:</b> IDSR / SPS / Last inspection report / Self-Evaluation Summary (SES / SEF) / School Impact Plan (SIP / SDP) / Other reports e.g. LA, ECM & Diocese / School website Internal school data (which may not be looked at in inspection)	<b>Monitoring of:</b> Curriculum overall including specific subjects / Deep Dive in xxx/ Pupils' workbooks / Teachers' planning / Learning walk / Observations of learning/ School monitoring documents/ HTPM / Actions from previous visits	<b>Discussion with:</b> Headteacher / Principal / Governors/ Senior leaders / Middle leaders / Teachers / Teaching assistants / Office staff / Pupils
<b>Date of next visit:</b> • N/A	<b>Future dates agreed for</b> 2021/2022 – N/A	<b>ECM to contact school about the following services:</b> N/A
<b>Summary note of visit:</b>		
<b>Strengths:</b> <ul style="list-style-type: none"> <li>The headteacher and leadership team have created a strong staff team, which was evident in the articulate and positive way the curriculum leaders engaged in the review process.</li> <li>The school values a broad curriculum and is keen to ensure it provides a range of opportunities for the children to support them in developing their skills within and beyond the classroom. This was evident during the walk around and through the curriculum leader discussions.</li> <li>During the walk round, the children were focused and demonstrated positive learning behaviours across all classes.</li> <li>The maths and literacy leaders demonstrated strong leadership, with a clear understanding of their subjects and the overall picture of achievement across the school.</li> <li>The maths and English subject leaders have a clear overview of pupil gaps in learning, which have arisen in part due to the pandemic and have ensured that effective assessments provide the school with a clear understanding of the gaps in learning. As a result, interventions have been put into place to plug the gaps in a targeted fashion.</li> <li>The art curriculum leader demonstrated an enthusiastic approach to her subject and a good understanding of art provision across the school.</li> <li>The art leader has developed good progression grids to show how the children develop their skills progressively in the key components of the art curriculum.</li> <li>The history curriculum leader has ensured that a long term plan is in place which supports pupils in developing as historians by ensuring that it is chronological in KS2 and enquiry focused through the use of key questions.</li> <li>The art and history leaders have ensured that opportunities to broaden children's horizons and support their cultural capital are provided across year groups.</li> </ul>		
<b>Recommendations agreed:</b> <ul style="list-style-type: none"> <li>Ensure that curriculum leaders address the next steps discussed during the day, focused on the key aspects as outlined below:</li> <li>Art: 1. Tweak the long term plan to ensure it is uniform in appearance and clearly identifies the key aspects e.g. focus artist, key knowledge/skills etc. 2. Consider including an outcome for each unit of work to support staff in knowing what to work towards. 3. Plot the key art vocabulary that the children will encounter across the school to support them when sharing their learning.</li> <li>History: 1. Update the long term plan so it supports the curriculum leader in being able to confidently articulate the intent for the subject by outlining the key knowledge, vocab and concepts that are built into the curriculum. 2. Look at CPD opportunities such as via The National College to support the leader in further developing her understanding of the best ways to develop the pupils as historians. 3. Plot the history skills being taught in each topic to ensure they are being taught progressively.</li> <li>Ensure that the art and history leaders plot the cultural capital opportunities that were discussed during the day, so that experiences are mapped and clearly embedded in the curriculum</li> <li>The maths and literacy leads to monitor the interventions to ensure they are impacting positively on pupil outcomes.</li> </ul>		