

Hoddlesden St Paul's CofE Primary

Curriculum Impact Statements

2022-2023



**HODDLESDEN
ST PAUL'S
CE PRIMARY**



All pupils have access to the Art curriculum, learning is tailored to the needs of the children and alternative resources are available for those with additional needs. This is evidenced in sketchbooks and photographs of the children taking part in the practical side of the subject are also evident. Relevant support staff are deployed to ensure that all children can freely access the curriculum in an inclusive environment.

A senior leader and I have reviewed the curriculum progression/overview. This year we have evaluated the curriculum progression/overview – adjusting where necessary to ensure National Curriculum coverage and skills/knowledge progression. The units have now been planned in order that best works with the school's curriculum connectors.

From Year 1, the school are using Kapow published materials to ensure clarity of curriculum progression and provide support and guidance for non-specialist art teachers. This offers a clear structure and sequence for staff to follow with the disciplines identified as well as the knowledge of artists and designers in cultural and historical contexts.

Expressive Art and Design is one of the key areas of the Pre-school and Early Years Foundation Stage. In the early years, they are using creativity and imagination daily through singing songs, making music, dancing, playing with colours, textures, and design. This means that these skills are embedded in advance from an early age so they can be developed throughout KS1 and KS2. Pupils in early years are also exposed to art-related vocabulary so that are familiar with basic vocabulary when they come up through school.



Our PSHE curriculum has a significant impact on our pupils' personal, social, health, and economic outcomes, as well as on their academic achievements and attitudes. Through our PSHE curriculum, our pupils develop a deep understanding of themselves, others, and the world around them, and they acquire the skills and attitudes they need to make informed and responsible decisions, to communicate effectively, to empathize with others, and to cope with challenges and setbacks.

The PSHE objective and subject overview has been reviewed and refined which ensures there is a clear progression of skills being taught alongside a progression of tier 3 vocabulary. This ensures that children build on prior learning in small achievable steps.

All stakeholders have had “zone of relevance” and “team teach” training which led to positive emotional support both in and out school. When children are most vulnerable, they demonstrate that they know who to approach for help. All adults can confidently help to support or deescalate situations using the zones of relevance which is a language used as early as in Pre School. This builds successful relationships amongst all.

Extra enrichment opportunities have enhanced the children's learning. Pupil voice demonstrates that pupils have a clear recall of the key messages within these enrichment opportunities such as police visits- safety or the NHS coming in to talk about handwashing and hygiene.



This year each class continues to have a timetabled French lesson with our specialist each week meaning that all classes from pre-school to Year 6 are receiving consistent high-quality teaching. Elaine Wardle, our specialist teacher, continues to come in each Friday to deliver French to all classes. She is passionate about language learning and has vast experience and knowledge. Teachers have been present in all lessons which means they have had fantastic CPD in the subject.

The impact of having our specialist is clear to see. Children have made incredible progress in French and are becoming more confident. Before we had the specialist, we were using a scheme which meant that the children were completing worksheets using video resources. Now, children have the opportunity to use a variety of skills and the four strands of the curriculum (speaking, reading, writing, listening) are covered within topics. Children's pronunciation is fantastic due to correct modelling and high expectations and their knowledge of grammatical rules is shown in their outcomes.

The curriculum has been designed to ensure that it meets the needs of our children. We have adapted the overview to make sure that there is a wide coverage of topics and to maximise progress. Topics in KS1 link to topics in KS2 to give the children a head start on vocabulary learning and opportunities for retrieval during lessons. Having prior knowledge of vocabulary has accelerated children's progress in Y3 as they are not starting from scratch.

From pupil voice, the children have a positive attitude towards MFL and they are enjoying learning the language. They have all been able to discuss the topics that they have been learning and share their knowledge. Children are much more enthusiastic about French, particularly the younger classes. It is clear that the classes who have had consistent French teaching from KS1 are much more confident and enjoy learning French more. Starting the curriculum at Pre-school makes speaking French 'normal' for the children and eliminates some of the self-consciousness and embarrassment that we sometimes see in the older classes who started in KS2.

The overview has been adapted to ensure that it is helpful for non-specialist staff. It has a summary of what the topic involves as well as the key skills that are covered. Vocabulary and translations have been added to support teachers with modelling when they participate in the lessons. The evidence of learning is being recorded more consistently across school now.

The new policy explains our intent, what we implement in school and the pedagogy behind this clearly to stakeholders.



The school has incorporated the Model Music Curriculum in its music curriculum overviews. This ensures that the curriculum aligns with national standards and provides a comprehensive and structured approach to music education. The school has invested in a dedicated music specialist who possesses the necessary expertise and knowledge to deliver high-quality music lessons, alongside. This specialist is responsible for collaborating with teachers and supports in all staff being confident in delivering engaging music lessons that cater to the needs of all pupils.

The school has provided wider opportunities for pupils to learn to play a musical instrument. This includes offering instrumental lessons during school hours and facilitating access to external music tutors for interested pupils.

The school has focused on reinforcing declarative knowledge learning in music. This approach helps pupils retain important information and concepts by repeating and revisiting key musical elements throughout their learning journey.

The school has placed a significant emphasis on refining the music teaching methods to ensure that pupils with additional needs and disabilities have equal opportunities to be expressive in their learning and performance. This includes providing appropriate adjustments and adaptations to activities and resources tailored to individual needs.

The school has collaborated with the Bolton Music service to support the Year 5 cohort in learning a brass instrument and three pieces of music. This partnership enhances pupils' musical skills and provides them with valuable performance opportunities.

In line with the school's EDJ strategy, pupils are exposed to a diverse range of music from composers around the world. This broadens their cultural understanding and enriches their musical experiences.

The key impacts include:

1. Pupils have shown increased engagement and enjoyment in music lessons, as evidenced by their active participation and positive feedback.
2. The incorporation of the Model Music Curriculum and the expertise of the music specialist have resulted in improved musical skills and knowledge among pupils. They have demonstrated progress in areas such as music theory, instrumental playing, and vocal techniques.
3. The refined music teaching methods have ensured that pupils with additional needs and disabilities have been able to fully participate in music lessons and express themselves creatively.
4. Through performing and participating in music activities, pupils have developed increased confidence in their musical abilities and have found a means of self-expression.



To further enhance the impact of music education at Hoddlesden St Paul's CE Primary, the following next steps will be taken:

The school will continue to monitor the impact of music learning through regular assessments and evaluations. This will help identify areas for further improvement and ensure that the desired outcomes are being achieved.

The school will establish links with local composers and musicians to provide pupils with opportunities to learn from and collaborate with professionals in the field of music.

The school aims to provide more detailed feedback to pupils who are beginners in music, supporting their progress and fostering their passion for the subject.

In summary, the actions taken by Hoddlesden St Paul's CE Primary to enhance the impact of music education have resulted in improved pupil engagement, musical skills, inclusivity, and self-expression. The dedicated music specialist, collaboration with external music services, and emphasis on cultural diversity have contributed to the positive outcomes. Moving forward, continuous monitoring of impact, community collaborations, and targeted feedback will further strengthen the music education at the school. The governing body is encouraged to support these initiatives and consider the key questions of how the school can continue to enhance the quality of music education and ensure its sustainability.



Staff are becoming increasingly confident in using computers and other forms of technology to help students learn in all subjects. An example of this has been: Y1 using iPads in guided reading, Year 2 recording results in science, Year 3 have produced a PowerPoint about listed buildings in history, Year 4 have edited their writing in English using an online thesaurus and dictionary. In Year 5, we often assess Maths using 'Kahoot' as a form of assessment. In Year 6 have designed eco-friendly houses.

In school, we have new 3D printers and classes have adapted DT lessons and even English lessons to use this. Year 6 designed cogs for a car and Year 5 designed their own setting for their legend in English within the first month of the printers being installed.

Children have been educated about safety; not just at school, but more so at home. Many children have access to the internet from reception up to Year 6, it is crucial that they can use it safely.

The new Computing Policy has been tightened and links between each year group have been highlighted. The policy follows the 'Intent, Implementation and Impact' structure which outlines pupil voice, monitoring and SEND provision.

Certain topics have been taught later/earlier in the year to strengthen cross curricular links and allow teachers to use technology in other areas of the curriculum.

Class teachers get a subject specialist to teach their class for one half term. This is to provide high quality CPD to all.



This year DT has been reviewed and the curriculum overview has been tightened. The units have been planned in order that best works with the main curriculum themes. Kapow is being used to teach Design and Technology consistently across school. We are using Kapow published materials to ensure clarity of curriculum progression and provide support and guidance for non-specialist art teachers. This offers a clear structure and sequence for staff to follow with the disciplines identified as well as the knowledge of designers in cultural and historical contexts.

DT project books are used across the Key Stages. This now ensures that we are evidencing clear progression within a DT project, supporting the *Design, Make and Evaluate* sequence as well as including Knowledge organisers to support children's Key vocabulary and technical knowledge.

The planning, teaching and learning is adapted to suit the needs of our children. Kapow has given staff the confidence to ensure the progression is clear and they are beginning to become much more confident in adapting to suit the needs of the children of St Paul's.

The new overview outlines prior learning links, components, composites of knowledge, NC links, key skills and links to future learning. The new DT policy follows the 'Intent, Implementation and Impact' structure which outlines pupil voice, monitoring and SEND provision.

Feedback has been given to all staff about the layout and expectations of DT work so we should see a real impact of this next year.



P.E

Due to the impact of the specialist Gymnastics teacher as CPD and to teach the children, staff and children alike are receiving high-quality gymnastics teaching for one half term per year. This has allowed children to develop confidence, skills and pride in their performances.

They are incorporating key vocabulary and the progression of skills is very clear through different forms of evidence, such as videos on the website. The planning, teaching and learning is adapted to suit the needs of our children and their current ability and fitness levels, and this then supports teachers to mirror this in other areas of the PE curriculum.

The impact report from the Sports Premium Spending 2022/2023 as well as previous years is available on the website, and this outlines another successful year with regard to PE and Sport at St Paul's. The SPG has been spent to its full potential and meets the 5 key indicators required. We have used the funding to ensure any PD gaps as a result of covid legacy are being met through the use of physical exercise throughout the school day. A significant amount of money has been spent on additions and maintenance to the trim trail and other outdoor equipment. This was vital to meet the above need and ensure children are meeting the CMO guidelines of at least 30 minute of physical activity per day. We have continued our membership with the DPSSA and SLA agreement which provides the children with a broad range of sporting opportunities and competitions. The staff team have worked exceptionally hard to attend these events and provide our children with so many experiences, enhancing their sporting journeys at St Paul's. We have also used much of the funding to provide specialist teaching and coaching in areas of the curriculum which our staff need CPD. This has ranged from OAL to gymnastics with some invasion games thrown in too! We hope to continue to build on this in the future as the standard improves across school. We do feel that team sports are an area we need to focus on next year and have begun to develop strategies to address this. Overall, the profile of PESSPA in school is a huge strength, it is embedded into the school environment and on the whole the stamina and standard from the children is improving. You can see in more detail how the funding is impacting school and the children through our termly newsletters and also the impact reports. We will also hopefully achieve the Gold SGM again this year too.

By implementing iPep, the quality of teaching across all year groups is consistently of a high standard with the expectations and skill progression evident, whereas before this was not always the case. This has improved the standards and the profile of the subject dramatically. It has given staff the confidence to ensure the progression is clear and they are beginning to become much more confident in adapting to suit the needs of the children of St Paul's. Children are much clearer of their learning intentions and what skills they are focusing on. They are beginning to be able to articulate their own progress and give themselves and peers feedback to help them progress. Children can peer and self-assess and create a vision for their own performances in the future. Staff have commented on lack of confidence and knowledge in invasion games so a specialist will support in Autumn term to provide essential CPD whilst also allowing children to access a range of sports.



In order to meet the specific needs of our individual children, all PE lessons are started with the Daily Mile for a range of durations dependent on the class. This has allowed children to develop their fitness and resilience over a period of time. Following the last academic year, although children's fitness levels had increased, we found their levels of resilience throughout the daily mile were still low. This academic year we participated in World Daily Mile week which allowed all children to achieve a certificate and promoted the ideas of a personal best. This has been supporting with the Tri Kidz events which allowed children to challenge themselves in longer duration events and push through mental and physical barriers in their attempt to improve. Children commented how they enjoyed this and therefore were able to perform to their best.

Throughout the year, we have continued to implement our OAA curriculum which has allowed children to access the objectives in addition to the 2 hours per week dedicated to PE curriculum time. This is another example of how we have ensured the curriculum meets the needs of the children at St Paul's. We decided to implement this into this aspect of the curriculum as a response post covid to the children's lack of physical fitness, mental wellbeing and use of the local area to support this. These three key aspects combined have helped us develop a bespoke curriculum. We have chosen to expand this further in 2023-2024 with a wider range of adventure activities for KS2 to support their mental and physical wellbeing whilst also providing essential team building and communication skills for specific classes.



Implementing the new curriculum overview in the Spring term has had a great impact on Science in school. Previously, teachers were using Rising Stars and were relying completely on that as a scheme. Some of the activities were not meaningful and there was not always a clear sequence of learning in the topics. Now, teachers are using the overview to plan a progressive sequence of learning for each topic. They are also not relying on Rising Stars meaning that the lessons are more meaningful to our children in school.

In some year groups, (particularly Key Stage 1), multiple topics were merged to create the units and the learning was revisited throughout the year. This made it difficult to keep track of coverage of the NC objectives. We have now made sure that the topics are separate so that there is coverage.

Children talk about Science in a positive way and enjoy what they are learning. They are able to talk about what they have learnt and retain information. They also used Scientific vocabulary when talking about their learning.

Children particularly enjoy the practical activities and working scientifically. Opportunities for this and ideas of investigations are on the overview for teachers to include in their topics.