Curriculum IMPACT

2021-2022

Maths Impact Statement 21-22

HODDLESDEN ST PAUL'S CE PRIMARY

The quality of Maths teaching and learning across the school is high. Since we have followed the mastery approach and implemented the White Rose materials we have seen a significant increase in the quality of lessons and the progress and attainment of pupils. One of the most successful things we have implemented is to split out daily lessons so there is a fluency section where the Maths skills are covered in a straight forward way. There is then a reasoning and problem solving section, where reasoning and problem solving skills are discretely taught and modelled for the pupils. We have seen an significant increase in pupils confidence and skills with reasoning and problem solving questions.
Last year, we saw an increase in attainment in Key Stage 2 SATs for Maths despite the effects of missed learning due to COVID.

Maths books show that staff have high expectations of the pupils in their learning. The different parts of the lesson can be clearly seen from Y1 – 6. The calculations policy is being followed by all classes and enables the children to build up their skills in the four calculations over their time in school, ensuring they have a solid understanding of what they are doing and why. Having this understanding makes it easier for pupils to apply their knowledge of calculating to problems.

Children mostly enjoy Maths lessons and they participate in them fully. The introduction of the Brave Banana award for children who show perseverance and resilience alongside the growth mind-set approach, is having a positive impact on the way children in school tackle reasoning and problem solving activities.

The implementation of a times tables badge initiative has also helped to enthuse children from Year 2 upwards to learn their times tables and take more ownership and independence of this.

Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
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English Impact Statement 21-22

Because of the rigorous curriculum planning (adopted from the Lancashire planning model) children have shown they can write competently for different purposes. Children are now beginning to write with an increasing range of vocabulary and great sentence structure.

Children can competently use their skills for life in writing. The profile of these now needs to be raised so all children and staff are aware of what these are for each year group.

Learning environments are strong and follow the planning model with different phases on. These are consistent from Y1-6. Preschool and Reception have also implemented English/Reading working walls where key vocabulary and the key text is explored further. Vocabulary has been adapted using the widget tool to support language.

Lessons begin with a grammar warm up Y2-6. Teachers follow the I model in their planning to strengthen grammar skills in the curriculum. Teaching follows a careful planning sequence from reading and analysing a text to gathering content then applying this to writing. Handwriting is strong in years 4,5 and 6 and work is continuing in Key Stage 1 to ensure and maintain standards. Time has been carefully planned in to develop handwriting standards.

The reading phase and reading across the curriculum should now be strengthened to ensure there is quality first reading in all subjects. A cross curricular reading spine will enhance this. Guided reading is strong and is supported with the use of “Bedrock” a vocabulary programme which helps children to embed and retain vocabulary.

We have selected key and suitable texts to support planning materials to enhance the CUBE curriculum connectors through English lessons. The progression of these texts ensure that children can revisit learning and themes over their journey at St Paul’s.

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History Impact Statement 21-22

A lot of work was done on the History curriculum last year and as a result the profile of the subject increased significantly. It was more visible around school through displays and teaching. The History week that centred around the jubilee of Queen Elizabeth II was a huge success and added to the profile of the subject. The staff, children and parents were enthused and the quality of teaching and learning was high.
The introduction of the Rising Stars has helped staff to be clearer on which knowledge and skills they need to teach and it also provides some subject knowledge for the teachers to use. We need to be covering substantive and disciplinary knowledge in our curriculum and Rising Stars does cover both elements.

As pupils' understanding of chronology and timelines was an area for development, HB attended additional subject training. As a result of this we have now introduced a whole class chronology starter, where we look at the narrative around a timeline related to their previous learning. This enables us to keep revisiting time periods that have been covered previously and to expose children to time periods they are going to be studying in the future. It also helps to develop their vocabulary and understanding of chronology. In addition, we have introduced a standard timeline format that is used across school to give consistency and familiarity for the children.
The quality of the work in books and from lesson observations was high last year. We could clearly see when the Rising Stars was brought in as it tightened up the focus of the lessons and ensured the appropriate skills and knowledge are being taught.
During pupils interviews, pupils said that they enjoy History lessons in school and they said they wished that they could do more History and that they would like to learn more about the topics that they cover.
In the Spring term a highly successful History club was run for Years 3 & 4 and feedback from this was extremely positive.
We have also introduced the prior learning pigeons and spaced retrieval activities to encourage the recall of prior learning.

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Science Impact Statement 21-22

Rising Stars is being used consistently across school. All classes are covering the topics on the overview and using the planning support available. The planning support and resources from Rising stars has increased the quality of Science teaching in school and ensured coverage of statutory objectives.

Teachers have been including more opportunities to work scientifically as there are plenty of ideas for investigations and practical work. Children enjoy these practical investigations and they are memorable for them. They are articulating what they are learning really well, using scientific vocabulary.

Rising stars has a lot of resources/lesson plans for the same objectives. Teachers are adapting these to ensure that they are covering what works best for the cohort.

Monitoring shows that books have a good sequence of learning within a Science topic. Science skills are no longer 'shoehorned' in to fit in with other subjects.

Since implementing Rising Stars, feedback to teachers has been provided regularly in staff meetings to ensure that it is being adapted to meet the needs of our children. Teacher's have received planning support when needed to ensure that teaching and learning is consistent across school. We now have a progressive Science curriculum with strong outcomes for all.

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PE Impact Statement 21-22

Due to the impact of the specialist Gymnastics teacher as CPD and to teach the children, staff and children alike are receiving very high quality Gymnastics teaching. They are incorporating key vocabulary and also the progression of skills 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 this then supports teachers to do this in other areas of the PE curriculum.

The impact report from the Sports Premium Spending 2021/2022 as well as previous years is available on the website and this outlines how the grant has supported us to enrich the children's experience of PE and Sport in school, especially focusing on the 5 key indicators.

By implementing iPep, the quality of teaching across all year groups is consistently of a high standard with the expectations and skill progression evident. 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. We introduced The Daily Mile to help promote, increase and develop pupil's fitness levels. This has been a huge success and children's fitness has markedly improved. We measured this recently when 'Tri Kidz' visited again and as a school we achieved a much higher score in our triathlon.

We have also began to implement our new OAA curriculum which has meant that we do not need to incorporate OAA into our PE curriculum time as we are covering all the objectives thoroughly during OAL sessions. This of course then means the children have more time to access the other areas of PE during 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.

The consistency of the subject leadership has meant a clear vision of development for the subject, meaning it has gone from strength to strength.

MFL Impact Statement 21-22

French is strong in our school and French is taught consistently. Each class has a timetabled slot every single week whereas this was not the case in the past. Books now have evidence of learning from each week in KS2. KS1 classes have a floor book to evidence learning and EYFS use tapestry to record observations and share learning with parents.

We have Elaine Wardle, a specialist teacher, coming into school every week to deliver French to all classes from Pre-school to Year 6. This has ensured that French is being taught to a very high standard and the lessons are very interactive. It has also been a high quality CPD tool for staff to have an expert teacher to observe and teach alongside.

Children have the opportunity to develop skills in all strands – reading, writing, speaking, listening and grammar throughout a unit. Grammar has been a particularly strong development area this year. The fact that French is taught from pre-school, which is pre-statutory requirements, means that children are getting regular exposure to the language and high quality teaching which is increasing attainment from Year 3 when most schools are just starting to introduce it. We ensure our French curriculum is suitable for our children and we are make changes depending on cohort need.

Children's progress has been outstanding. Their pronunciation is fantastic due to accurate and consistent modelling. They are retaining what they have learnt and are building on it throughout their time at school. They are enjoying their French learning. Again, starting it in the early years eliminates any consciousness or embarrassment that we have had before when starting it for the first time in KS2. They are used to it and familiar with using the language.

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Art Impact Statement 21-22

Kapow is being used to teach Art and Design 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 artists in cultural and historical contexts. The units have been planned in an order that best works with our main curriculum connectors.

Sketchbooks show a good coverage of skills. Experimentation is evident in sketchbooks and shows reference to famous artists as well as cross-curricular learning.

Since implementing Kapow, I have looked at sketchbooks and provided feedback to teachers regularly in staff meetings to ensure that it is being adapted to meet the needs of our children. I have also taken regular feedback from teachers using the Kapow resources to ensure this is working well for our children.

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

We have seen the impact of a specialist Art and Design teacher. This was great CPD for staff and children received very high quality Art and Design teaching.

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PSHE Impact Statement 21-22

PSHE has been taught well across school due to the use of the Coram SCARF scheme. Wellbeing has become even more of a priority since COVID and the use of a well-established scheme has enabled school to support children well in this area.

The delivery of PSHE was supported once again by the Life Education session, delivered by Coram. Following this, staff received updated training on the use of Coram SCARF online scheme.

PSHE lessons are interactive and children are regularly given opportunities to reflect on their own thoughts and feelings and issues and topics that impact their lives (e.g. financial and health).

Additional PSHE is undertaken throughout the year, relating to national events such as Anti-Bullying Week, Children's Mental Health Week etc.

The RSE curriculum has been updated to observe the school's status as a Church of England school, whilst complying with the National Curriculum objectives for the delivery of RSE within primary schools. Staff have access to an updated overview so that they are aware of the objectives that they are to teach and which objectives will be covered in a higher year group (or not at all).

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DT Impact Statement 21-22

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. The units have been planned in an order that best works with the main curriculum connectors.

DT project books were implemented 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.

Since implementing Kapow, DT Folders have been monitored and feedback provided to teachers in staff meetings to ensure that it is being adapted to meet the needs of our children. I have also taken regular feedback from teachers using the Kapow resources to ensure this is working well for our children.

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.

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Music Impact Statement 21-22

The Charanga Model Music scheme is in place and followed by staff to ensure clear progression of units. Staff are confident in delivering lessons to pupils and help and support is readily available to anyone that needs it. Using this scheme has allowed us to consider the progression of skills and opportunities we are providing our pupils. Lessons are taught weekly which ensures children can progress with current skills. Weekly singing has been reintroduced to enhance the development of singing, musical skills and vocal performance.

Pupil voice has been extremely positive this year and children eagerly state that they enjoy the music lessons and articulate that they enjoy playing a wide variety of instruments.

Our music specialist ensures that our curriculum oozes with passion and 'teaching music musically' is in place. In addition to our curriculum, we have had enhancement opportunities for our children such as our Composer Days. The impact of these days were incredible. See the outcomes of these special days here. We have had regular concerts and opportunities to showcase the children's progress in Music. These are always well attended.

We have great connections with our Music Hub (Bolton Music Service) and there are plenty of CPD opportunities for staff using the Charanga website. Matt's CPD videos on the website and are a great tool for both children and staff.

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RE Impact Statement 21-22

The profile of Religious Education/worship in school is rising again following the periods of school closure etc during COVID.

Religious Education is being taught consistently across the school (often as part of PPA cover) with the use of the Blackburn Diocesan Board of Education planning materials. As part of this planning scheme, progress is seen across the school in terms of objective coverage and vocabulary. Children speak highly of RE lessons and can use subject specific vocabulary.

The subject leader has regularly attended R.E. cluster meetings to keep up-to-date with changes and information regarding teaching and learning and assessment within the subject.

New staff have been supported in the planning, teaching and assessment of R.E.

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