



HISTORY

SELF-EVALUATION FORM

Subject Self Evaluation Form

Subject: History



School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision & Values

School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

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Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

History is a highly-valued subject at Rodings Primary School, being the basis for our Spring "Discover" term. Our school is situated in an area rich in history with strong Anglo-Saxon and Norman heritage as well as many WW2 airfields in the immediate vicinity and, as a result, our aim is for children to have a deep understanding of Britain's past, recognising its chronology and seeing where periods of world history coincide. Through engaging and varied history units, following the National Curriculum, children are inspired to learn about the past.

Our history curriculum and enquiry-lead approach provides children with transferable skills which can be used across other subjects as well as in wider elements of life outside school. With a strong understanding of our place in history, children's citizenship is developed as well as their wider understanding of the world.

Wherever possible, we enrich our history curriculum with additional experiences including visits to museums or significant locations, in-school visitors as well as other opportunities such as Now Press Play (dramatised walkthrough stories).

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Implementation

History is taught in the spring term and is the lead subject for "Discover".

Enquiry is a central skill of our history curriculum and children are encouraged to learn about their period of study through careful questioning and evaluation of historical sources; as much as possible, we aim for children to draw their own informed conclusions which are supported by a strong subject knowledge. We use high-quality history resources including well-resourced planning which is supplemented by an extensive selection of hands-on artefacts which match our topics.

Placing a strong emphasis on history, we ensure that we assess this subject in depth to track pupil's progress through low-stakes quizzing, end-of-unit assessments and through teacher-judgements from work seen in lessons.

Impact

2021-2022 data:
1 pupil below
12% just below
61% on track
9% greater depth

History given high value by staff in staff survey

Local Context/Local Content

- The Rodings Villages have a strong link to the Anglo-Saxon period- this is reflected in our Anglo-Saxon teaching units.

Significant developments in the subject

- 2021/22→ widespread adoption of *Key Stage History* as planning across the school.
- Spring 2023→ end of unit assessment tasks for history units.
- 2021/22→ updated learning ladders/skills progression, placing a heavier emphasis on enquiry.
- 2021/22→ large investment into physical historical artefacts.

Strengths

- Good to very good range of hands-on resources to support units.
- Rigorous planning scheme which staff can use to support planning of lessons. The adoption of this was carefully considered and chosen on merit against other schemes.
- Beginnings of a more rigorous assessment system.

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Areas for development

- Full implementation of assessment systems.
- Increased monitoring of subject

Monitoring and evaluation systems

Monitoring takes place through book scrutinies, learning walks, and pupil voice as well as through conversations with staff etc. Data can be viewed from each term and year group to see how attainment is progressing in the subject.

Cultural - Diversity

- Study of Early Islamic civilisation

Training

- Subject leader, Rob Jinkerson, completed his NPQSL in 2022 with the project being centered around raising the standards of enquiry-led history in the school.
- Spring term 2022- the 6 step enquiry lesson. CPD delivered to all teaching staff in staff-meeting by Rob Jinkerson.

Enrichment

- Now Press Play
- Year 2 Medieval day
- Year 3 trips to Wandlebury (Stone Age)