

History End of Year Report

(2023 - 2024)



Vision

At Knights Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

● Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- | | |
|--|------|
| ● Effectiveness of leadership and management | Good |
| ● Quality of teaching, learning and assessment | Good |
| ● Personal development, behaviour and welfare | Good |
| ● Outcomes for pupils | Good |

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

Successes

- From Year 3 to 6, Key Stage 2 History is being delivered – here are some of the notable milestones at the end 2024:
 - ✓ Coverage of the National Curriculum throughout the school with a variety of tasks evident in each year group's books.
 - ✓ 94 per cent of pupils in the Junior School (Key stage 2) have attained an age related assessment against the National Curriculum objectives.
 - ✓ Medium term planning is now in a uniform format.
 - ✓ Each lesson has an 'I can' objective along with suggested activities, which are being adapted by class teachers in order to meet their pupils' differing needs.
 - ✓ Some year groups have begun inquiries which exhibit key questions and historical skills (such as chronology).
 - ✓ Pupil conferencing revealed that the children can describe their learning journeys and refer to specific examples such as recreating Roman army tactics (Year 4).
 - ✓ National Curriculum objectives are now being assessed on Insights highlighting progress and gaps in the children's learning.
- Class teachers are assessing the children's learning against the National Curriculum objectives, which also appear on the medium term planning. Consistent teaching is being reflected in the attainment shown by the end of year teacher assessment data (*please see separate data exploration below for specific points relating to this*).
- The current curriculum offers flexibility as it develops – reflections of the school's current learning journeys reveal more meaningful responses from pupils and teachers where there is a greater depth in exploring a topic. Here, cross curricular skills such as Design and Technology to make and decorate Roman army shields show just how much a practical, real world experience can be recalled with obvious passion and enjoyment. To that end, there needs to be a balance between interactive experiences like off-site visits to Butser Ancient Farm (Anglo Saxons/Romans in Britain) and classroom based written outcomes to build up to and assess the children's learning.

Next steps

- Review the suitability of the tasks being set in Years 4 and 5 (from September 2024-5) given the relatively low attainment amongst SEND pupils (See below) – guidance could be given to the class teachers and encouragement to seek out resources, which can be differentiated/adapted thereby encouraging those pupils to progress and develop key historical skills throughout their journey through the school.
 - Attainment: Year 3 SEND pupils in 2023-4: 43%
 - Attainment: Year 4 SEND pupils in 2023-4: 45%
- Develop the depth of the content in the books when assessing at the end of a unit where a more sustained written outcome should be a realistic goal – this was trialled by Year 3 in the Summer term.
- Pupils asked for more in-depth investigations into a period like Crime and Punishment or the Maya.
- Class teachers should continue to have the freedom to find resources, which are in line with the lesson objective, but are appropriate to the needs of the children in their classes. For example Key Stage History is less suited to the lower key stage phase than the upper one.
- Greater use could be made of the resources to be found on the HIAS Moodle as well as the individual enquiry packs. To that end, class teachers should be able to select and adapt these resources as opposed to following every step – this would require additional time to be added to the timetable.

- Given the congested timetable constraints, consider choosing an enquiry with a singular, narrow focus or key question. This would enable the children to have a role in choosing the direction of their learning journey and thereby 'finding their voice'.
- To make more use of Ordnance Survey maps (Paper and online 'Digimap for schools') – subscribe to OS 'Digimaps for schools' as a school (£114 per annum). This is an online, interactive tool which has practical applications for History as well as Geography.
- Investigate more opportunities for field work across the school in line with the National Curriculum objective.
- Write lesson objectives ('I can' statements) into books.
- Draw diagrams where possible thereby avoiding sticking in printed resources.
- Where practicable, differentiate lesson outcomes for SEND and higher achieving pupils.

History Data – 2023-2024

Attainment:		2023-2024
Whole School	GDS	1
	ARE	94
	BARE	5
Year 3	GDS	0
	ARE	71
	BARE	29
Year 4	GDS	0
	ARE	85
	BARE	15
Year 5	GDS	3
	ARE	79
	BARE	18
Year 6	GDS	0
	ARE	79
	BARE	21

% of chn. at ARE	Whole School	Year 3	Year 4	Year 5	Year 6
Boys	94	71	76	77	79
Girls	94	71	93	81	79
PP	93	67	81	75	77
Non PP	95	82	88	86	83
EAL	91	67	90	83	50
Non EAL	95	72	83	78	82
SEND	90	43	45	50	40
Non SEND	96	86	95	96	92

Data Analysis:

Points to consider for next year:

- Data is complimentary when considering attainment in core subjects. This shows us that all children can be successful in History given the right conditions for success.
- Although children are achieving well in History, the data highlights the need to focus on learning objectives, which can be adapted for children for whom there are different expectations – this will be a key focus for 2024-2025.
- We have worked hard to ensure that our History curriculum appeals to both girls and boys, the gap in attainment between girls and boys is continuing to narrow.
- Children with EAL are achieving well in History - inclusivity in this area of the subject is strong.
- 96% of children with SEND have achieved ARE in History for the academic year of 2023-2024, a key focus in the next academic year will be exploring different resources in order to adapt lesson activities for SEND children.
- A consequence of adapting lesson activities for all abilities will be the raising of expectations and outcomes for Greater Depth pupils.
- Children with Pupil Premium are achieving well in History.