



Historical Association Quality Mark Final Report

Eaton Primary School, Cheshire

Date: 7.3.22

Eaton Primary school is a one form entry academy primary school, where most pupils are of White British heritage. The school forms an Academy trust with Tarvin Primary School and their local high school in Tarporley. There are 141 pupils on roll with 8% identified as SEND and two children with EAL. The children travel from a wide catchment area to the school. The assessment was undertaken in person. Evidence for the assessment was obtained through a scrutiny of the portfolio, a tour of the school, lesson observations in three classes, one KS1 class and two KS2 classes, discussions with four teachers, discussions with the Headteacher and Subject Leader, discussion with a parent, discussions with children and examining planning, Subject Leaders file, and children's books.

1.) Learning, Teaching and Achievement

I had discussions with two groups of pupils – one group of four Key Stage 1 and one group of eight Key Stage 2 pupils. All the pupils were confident, enthusiastic, and able to talk knowledgeably about their history lessons, including topics from both this year and last year. The Key Stage 1 children explained they have history on Fridays as part of their Topic Fridays, they found examining images and artefacts easy but writing longer pieces of writing harder. The Key Stage 2 children could name, with some prompting, several interesting significant people they have explored. They were enthusiastic about their history lessons and gave some sensible suggestions of how to get better at history, remembering dates, being specific and accurate, being independent, summarising carefully and showing facts in your work.

I observed 3 lessons in total. The Year 1 class was writing thank you letters to two visitors who had joined the class to explore the recent history of the village. The children were able to recall much of what the visitors had explained about how the village has changed, and what has not changed. Sentence starters were provided for some children, and a word bank for the more able writers. The children I spoke to explained about 'old' money, how the sweet shop has gone now, and where the previous school building is in the village.

In the Year 4 class the children were using ICT confidently and independently to explore a Roman Museum, choose an artefact and then extract an image and from their previous knowledge, provide an explanation of what it was, and how it might have been used. The teacher had excellent subject knowledge and was able to address a potential misconception about amphora being used in Ancient Greece and the Roman era immediately.

In the Year 5 class the children were exploring Anglo Saxon replica artefacts in a carousel. The children were very clear what a replica was and why they were using them. There was much animated talk about what the artefacts could be, using their prior knowledge to make hypotheses and then questioning these. The teacher used differentiated questioning to prompt the children to think carefully and make inferences and links. All three lessons were at least good.

All teachers are encouraged to use the same basic format for lessons with a starter activity designed to prompt recall and recap. A cover sheet for each new unit is stuck into pupils' books and labels with the overarching enquiry question and the related specific lesson objectives are stuck in all children's books at the start of each lesson. Marking and feedback is not yet being consistently used by all teachers to improve the quality of the history.

I observed a wide range of resources being used effectively across the school. A large communal timeline is a major feature of the main corridor. A second timeline on the opposite wall has been created with donated photographs of the previous and current school and is being referred to by the children as part of their Units.

There is a clear progression document detailing what is expected in each year group across the school and the children are assessed against this termly. The assessment grids outline the expectations in terms of Emerging/Expected/Exceeding across knowledge and skills appropriate to what is being taught. This is being used consistently across the school to identify weaknesses in cohorts or groups of children.

From my observations the children make good progress from their starting points. 84.7% of the children are working at expected level in history (Autumn 2021) across the school. The assessment data is recorded for each class, and this is shared with the next class teacher. Teachers also use this data to address gaps and inconsistencies in the following units of work.

The evidence suggests that teaching, learning and achievement is at a gold standard.

Targets:

1.4. To develop the use of specifically history-based feedback and marking to support a more consistent approach across the school.

1.1 To continue to develop pupils' understanding of history as a discipline and the importance of its study.

2.) Leadership

History has a prestigious status at Eaton as evidenced in a number of areas. Displays throughout the school and assemblies often celebrate the subject. I was able to meet a parent who was very fulsome in his praise of the school and how they have motivated and enthused his three children in history lessons.

History is very well organised and managed. Very good systems are applied consistently and efficiently by the Subject Leader. The Subject Leader has designated management time to work on the tasks, for example book scrutiny, pupil interviews, observations, organising resources, and working towards the Quality Mark award. The Subject Leader has written a clear and appropriate action plan. The criteria used throughout the school demonstrate a good understanding of how performance can be monitored, this includes: learning walks, pupil interviews, book and planning scrutiny which take place termly. Feedback sheets are provided to the teachers. Manageable and useful records are kept.

The staff I met were very complimentary about the support they receive for teaching history. The Subject Leader is seen as very approachable and supportive. Over the last two years there have been several new staff and the Subject Leader has worked hard to ensure they all have the tools and knowledge they needed to ensure they were confident of how history is approached in this school. The Subject Leader has written a 'Humanities Handbook' for each year group which outlines the basic knowledge needed, suggested sources for planning and other resources and links to other units of work. EYFS is included in this document but not in the school overview. Eaton and Tarvin schools held a joint CPD day with a consultant exploring historical artefacts. The Subject Leader has worked with the consultant to assess and reorganise the Humanities programme across the school. He has also led and organised a range of CPD as well as leading some work himself.

The evidence suggests that leadership is at a gold standard.

Target:

2.2 To include EYFS in the humanities overview.

2.4 To ensure the Subject Leader is able to attend appropriate external CPD e.g. HA.

3.) Curriculum

The curriculum is well-designed, coherent and progressive across the school. It has an explicit focus to the statutory requirements and there is a good, balanced coverage between local, national and global history. The curriculum is similar to Tarvin but Eaton does not need a 2-year rolling programme and they have some differences with their local history choices, for example Eaton explores shopping in their own village in Key Stage 1. A curriculum overview illustrates the topics covered. Each topic is taught for a full term which allows for breadth and depth. This also gives the time to make interesting and creative cross curricular links. EYFS is not included but this might be a useful addition. The whole school curriculum was reorganised with support from a consultant and diversity has recently been considered in each unit. The school also includes Black History Month and Women's History Month to further support the children's awareness of a variety of time periods and notable people. More focus could be given to the vocabulary used, the etymology and encouraging the children to understand and use more demanding vocabulary specifically linked to history, for example tier 3 words such as chronology, empire, monarch.

Pupils make a range of links and connections between periods, locations and themes. Concepts such as change and continuity, similarities and differences, enquiry and interpretation are addressed in the assessment and progression documents. However, It would be useful to identify some of the main concepts and ideas that 'thread' through the curriculum and highlight these in the appropriate Units, for example warfare which culminates in the post 1066 Unit in Year 6.

The evidence suggests that Curriculum at a Gold standard.

Targets:

3.1 To identify where a few chosen historical concepts or ideas are being developed across the curriculum and highlight these on your long-term plans.

3.1 To develop the use of specific vocabulary in history lessons, in particular tier 2 and 3 words.

4.) Enrichment

Links are made to other subjects where appropriate, for example art and geography with the local units, and design and technology making catapults in the Ancient Greek unit. Suitable fiction texts are identified, and the school uses an English scheme 'Pathways to Write' and links are made where appropriate. The use of ICT to support History lessons is a real strength in the school, observed in the Year 4 lesson outlined above. Eaton uses Teams where all children have access to Inspire, Britannica and EB schools. Each child in KS2 has their own laptop (with KS1 having access to laptops and iPads) and work is set on Teams for children to look at. It would be useful to identify these links on the overview documents or breadth of study planning documents.

Pre-covid pupils benefited from a range of visits and there was a systematic and coherent range of historical experiences on offer for all year groups including visits to Beeston Castle, Tarporley Church, Chester Roman remains, Vikings and Anglo-Saxons at Tatton Park. These experiences are gradually being reintroduced for example, Dr Diane Davies, a Maya Archaeologist visited the partner school recently as a joint Year 6 visit, and two local older residents to talk about their experiences in the local village and previous school with Year 1. Strong links have been utilised with the local community.

During the recent lockdowns, the timetable was kept structured so the Friday topic days remained. Children were invited to drop-in sessions where they could discuss and ask questions about the work, as well as watch a recorded lesson. Some practical fun tasks were

set, for example building a castle from junk and the links between history and literacy were kept where appropriate.

History contributes to the school's social media posts on Facebook and Twitter. This mainly focuses on the celebration of pupils' work. There are outlines about how history is approached in the school on the web site, with a dedicated history section. It would be useful to share the long-term plan for history here.

The evidence suggests that enrichment is at a gold standard.

Target:

4.1 To map the cross-curricular links to ensure quality and consistency.

4.3 To include the History long term plan on the school web site.

Final Comments:

Many thanks to the Subject Leader for their hard work in compiling the portfolio of evidence and also the additional materials. The school has worked hard to achieve this gold award. The Historical Association is extremely grateful to all involved in making the assessment process an enjoyable, manageable, and rewarding one. Many thanks.

See Temple

Award made: Yes
Level: Gold

Date of Award:
7.3.22

Renewal Date:
7.3.25