

# Schools and Settings Visit Note

## PART A

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|---|--|---------------------|
| <b>SCHOOL or SETTING: Honiton Primary</b>   |  | <b>DfE No: 2048</b> |
| <b>NAME OF EDUCATION OFFICER: Julie Stevens</b>   |  |                     |
| <b>DATE of VISIT: 09.12.19</b>  | <b>DURATION: 3 hours</b>   |                     |
| <b>TYPE OF VISIT: A, B or C</b><br><b>A. Chargeable to the school /setting</b><br><b>B. School or setting annual subscription</b><br><b>C. SDA funded</b> | <b>SDA PROJECT REFERENCE (where funded through the CYPS Service Delivery Agreement):</b> |                     |

## PART B

### Purpose of Visit:

To meet with HT and discuss key actions and impact to date

To carry out termly CiC monitoring for pupils in Y2 and Y6 (recorded on separate confidential reports)

### Key Issues:

#### Curriculum development

As a result of discussions with the HT, a climate walk around the school and the school website the following continued development was evidenced:

- The school are basing their S.O.L.E. curriculum around the theme within the Cornerstones curriculum; there is clear evidence of how this is used to support all pupils in school to acquire knowledge and engage in a broad, balanced curriculum which the children have ownership of
- Resources and the organisation of classrooms and other spaces are supporting the learning of pupils
- The video resources library which the school have developed on the website provides a resource for children to explain learning and the reading videos provide support for parents in home learning
- The recent news section of the website showcases the curriculum and the learning that is taking place and provides clear evidence of the implementation and impact of the curriculum
- The school continue to develop validation of the curriculum they provide and are currently aiming for the gold award for PE
- There is consistency across the school, with one class identified for further development
- Here are clear programmes of development in place to support leadership in the school
- The school are evaluating quality of education as at least good and from the evidence seen today it is felt that this is an accurate evaluation

Impact on outcomes:

- The current Y6 pupils still have a legacy of some inaccurate KS1 data with high percentages of pupils assessed at GDS in some areas, this may not show significant increases for pupil outcomes at the end of KS2 in 2020
- The impact of secure assessment and a more consistent approach to teaching and learning can be seen within the current Y5 cohort and this group should show increased outcomes when they reach the end of KS2

Next steps:

- Add EYFS curriculum map to same area of website as other key stages
- Continue to address inconsistencies in the identified Y2 class
- Continue to develop the new EYFS learning space, e.g. plans for outdoor areas
- Build questions into discussions with children to identify how well they can articulate their learning journey, e.g. What do you know already that is supporting you with this current learning?

**Future Action:**

- To use above next steps to support key actions
- Adviser to provide support for reading leader to support leadership development

**HEADTEACHER, PRINCIPAL or MANAGER'S COMMENTS:**

(If you wish to make any comments, as agreed in the protocol governing visits made by Babcock LDP staff to schools and settings, please use this space and return a copy to the author of the visit note.)

**CIRCULATION:**

Headteacher, Manager, Chair of Governors (where appropriate), Babcock LDP