



Historical Association Quality Mark Final Report

Visit to: Mossley CofE Primary School

Date: 28/02/19

Context:

Mossley CofE Primary School is a larger than the averaged-sized primary school of over 400 pupils. The school is a two form entry through all key stages and is located in the town of Congleton, Cheshire. The proportion of disadvantaged pupils is below average and the proportion of pupils who have special educational needs and/or disabilities is also below average.

1.) Learning, teaching and achievement

Pupils at Mossley CofE Primary School are open and honest about the high value they place on History. During the pupil discussions with the assessor, they were able to articulate this by saying 'learning about the past can help us now', and also History helps them 'understand where we came from'. This positivity and clarity was evident in discussions with both KS1 and KS2 children and through their own work.

The data from monitoring and tracking, and the observation of a year 6 History lesson, compounded the evidence that History objectives are focused on knowledge, understanding and processes. An example of this was from the observation of a lesson on Industrialisation which showed how pupils used a timeline of Britain in their books to recall previous knowledge from their studies in order to answer a question about the significance of change in the industry and landscape of the UK.

Pupils use a topic book which includes activities and work they have completed for units in the curriculum. These books are extremely well presented and the quality of work, including pictorial Egyptian timelines, poppy art and newspaper articles on the Great War, are valued by the children who all were hugely enthusiastic to show the assessor their work during pupil discussions.

The school uses the local educational library service to access resources for topics across the curriculum. Recently the school accessed artefacts from the Imperial War Museum about The Great War which was used for a whole school project with links to the local community.

The assessment of pupils work at Mossley CofE Primary School is coherent and informs teaching and learning in all year groups. Pre-learning tasks are used before a unit of work gathering children's knowledge on topics and help to direct them towards becoming more enquiring. Pupils fill in a 'What I know' and 'What I want to know' areas of a grid before the topic of study. While this has helped pupils and staff to develop more enquiry questions, it is still not fully embedded across all year groups in the school.

History progression grids that are linked directly to the national curriculum provide all staff with a clear platform in which to assess pupils against relevant criteria. Moreover, the grids also give teachers and leaders clear tracking of children and their achievement. Folders are

used by all staff to highlight when objectives are met in History, and also identify pupils who are exceeding (Gold) or working towards (Bronze) in the year group which is then used in further monitoring. As a result of this, the overall achievement of pupils in History across the school is good.

This monitoring will also become more effective in History when the lead identifies areas of weakness in the teaching of concepts and skills and uses this knowledge to inform future monitoring and the dissemination of advice and materials to teachers. Chronology has already been highlighted as an area that could be further developed on a school wide level.

Learning, teaching and achievement in the school is a strong silver award.

2.) Leadership

The History coordinator at Mossley CofE Primary School has ensured the subject enjoys a good status in terms of time allocation in the curriculum, and also how History regularly takes prominence in terms of whole school projects and assemblies on themes such as Ancient Egypt. Furthermore, the coordinator has effectively communicated her ideas and plans to all staff within the school and they feel confident that they have sufficient tools to teach the topics in the curriculum.

History benefitted from the investment of using a subject advisor after the most recent changes in the curriculum. This strategic decision has enabled the subject to have clear foundations in terms of time in the curriculum ('Topic') and regular community initiatives such as linking events of WWI to Congleton. The study of specific History topics has also enriched other areas of the curriculum such as art and outdoor learning. One recent activity involved children making stretchers based on the designs of WWI and completing exercises outside in the school grounds.

The History coordinator works closely with the Geography lead and organises governor monitoring of the subjects which then feeds into a comprehensive Humanities policy. Furthermore, an action plan is completed each term by the coordinator which is based on observations and book scrutinies carried out during the course of year. These actions form part of the extensive support given to History by the school leadership team. From this, the coordinator has been given staff meeting time to train colleagues in areas such how to best use artefacts and other resources to enrich and compliment their History teaching.

The assessor determined that the school meets the silver criteria for leadership.

3.) Curriculum

Mossley CofE Primary School operates a creative curriculum model in which History is a key part of the plan. The curriculum is motivational and engaging as pupil voice and teacher voice are consulted annually so that these views and opinions directly feeds into how the curriculum is planned and taught. These one year plans ensure History topics are constantly under review and relevant to the children in the school.

Children are actively encouraged to make links and connections across periods when they begin a new topic in History. One example of this is when Year 6 children build on their knowledge in Year 5 of Vikings and Anglo/Saxons when completing a timeline of Britain through the Ages, and when Year 3 children use their knowledge of Ancient Egyptians to create a World History timeline. While teachers are working more deeply on embedding chronological understanding and making links, as the curriculum is constantly under review, the coordinator needs to ensure children still receive awareness of chronological understanding whatever topic is being taught.

The assessor determined that the school meets the silver criteria for curriculum.

4.) Enrichment

History is intertwined with the rest of the creative curriculum adopted by the school. Topic plans include references to all subjects and coordinators ensure cross curricular links are maintained. As a result, children use their vocabulary, knowledge and understanding taught in History lessons in other areas of the curriculum. An example of this is in the Ancient Egypt topic whereby beliefs and rituals are compared to Christian stories as a link between History and Religious Studies.

There are a number of trips run by the school for different year groups including a trip to Stafford Castle in Year 1, and as part of their Vikings and Anglo Saxons study in Year 5 they visit Tatton Park where pupils learn how settlements were built.

Though there are a number of planned experiences beyond the classroom at Mossley CofE Primary School, there are still a number of opportunities locally that could be explored to establish links with the school and further enrich the teaching of History. Moreover, a History Club could further enhance the experiences of pupils within the school and also help develop the love of History in a sustainable way.

History has a good presence on the school website with references to school trips and assemblies included in newsletters, the school Facebook page and in the news section on the website which includes trips such as to the Congleton Museum.

The enrichment provision in the school meets the silver criteria for the HA Quality mark.

Next steps to further develop History at Mossley CofE Primary School:

- Embed Enquiry work across the school so children and staff are confident to explore their own questions on historical topics.
- Develop further enrichment opportunities by making more links with local history professionals and organisations, and also in school with a History Club.
- Ensure the teaching of key concepts and skills (especially chronology) are monitored effectively so they are rooted in all curriculum topics, especially when new topics are introduced.

Award made: Level: Silver	Date of Award: 28/02/19	Renewal Date: 28/02/22
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