

Review

School: Sutton Primary Academy

Date: 12th November 2018

Focus: Curriculum and active learning environments

Discussion with head of school and executive headteacher

- Talk for Reading is going well and is a natural progression from Talk for Writing. Priority for the school is about vocabulary development.
- Key features of the work involve learning strategies to retell a story. Oral story telling helps with structure of story telling.
- Head of school believes that curricular links with mixed age groups are important.
- Leaders and teachers believe it is important to provide pupils with experiences they will remember.
- As the school has grown the planning of topics has changed. Topics start with an entry point - homework- questions. Something that is developing is to build in things that pupils are interested in learning into the planning.
- School is continuing to develop subject leadership but still working as part of teams as this is more of a challenge in smaller schools.
- Whilst pupils may be involved in ballet lessons/ horse riding for example, these activities do not always involve the parents- they are individual disciplines. The curriculum tries to bring pupils together with their parents.
- Remembrance theme has been done well. Veterans in village joined in remembrance service. All parents and adults took part.
- Staff will come together and mix year groups. One was about Recycled art looking at sustainability and looking at how you can create things out of others.



Made by service children

Tour of the school

The school environment is hugely impressive and captures a snapshot of the varied opportunities and experiences the pupils are provided with.



Reception dinosaur indoor



Reception Dinosaur Park



Dinosaur hunt



Year 1 role play- enchanted wood



Year 2 role play area

Indoor role play

- An integral part to the schools work is the importance of role play. Both Talk for Writing and Talk for Reading place a significant emphasis on this.
- Children have the opportunity through EYFS and Key Stage 1 to develop these skills in the wider curriculum. Staff work very creatively to produce areas linked to pupil interest and make them stimulating and enticing to pupils.

Arts, culture and creativity

- Pupils have many opportunities to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Throughout the curriculum, pupils in all year groups have many opportunities to develop a range of drawing skills, working with different media and appraising the art work of artists and other cultures.
- Termly creativity days are enjoyed by pupils and produce stunning outcomes.
- Where possible links are made to the current themes and in other cultures and countries opening and expanding pupils understanding about the global community.
- Leaders and teachers in the school also take great pride in how they display the work, in prominent places, adding value and prestige to pupils' efforts.



Product of creativity day



Mexican art

some cases to



Gallery



Art from around the world



Completed during World Study Week



Staff portraits

Other varied activities



8 minute walk/run



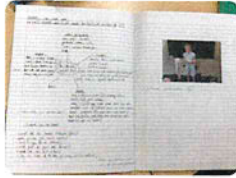
Bags made what children in India do to sell



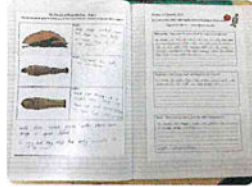
Year 2 pizza making

- Pupils have many opportunities to actively learn through practical, hands experiences as well as be encouraged to be physically active.
- As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating to instill a love of cooking as seen during the visit with the pizza making in the pupil kitchen.

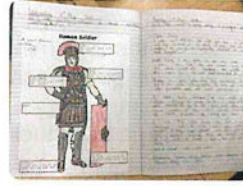
History



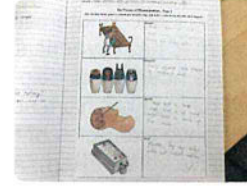
Oral presentation about historical knowledge



History linking with science



History linking with English



Process of mummification

- Many of the topics are history based.
- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history including learning about the Romans and Ancient Egyptians.
- Teachers regularly take the opportunity to make links between subjects as can be seen by the linking of history with science when considering the process of mummification.
- In some cases pupils have the opportunity to showcase their historical knowledge through oral presentations.

Geography

- Pupils have the opportunity to develop their locational knowledge through their topics. Besides locating and labeling countries they sometimes identify human characteristics such as making bags like children in India.
- Physical characteristics including key topographical features such as hills, mountains, coasts and rivers are studied.
- Meaningful opportunities are provided to develop their writing skills too.
- Across year groups pupils use maps, atlases, globes and digital/computer and can use the eight points of a compass, four and six-figure grid references, symbols and key.



Labeling and Identifying countries



Water cycle



Geog/ writing Postcard from China



Year 4 topic on India

Staff discussion

- Staff believe it's important that the curriculum inspires the children. They were very passionate about what they think the curriculum should do for its pupils and believe in making it practical and exciting and engaging.

Strengths

- The school environment is hugely impressive. Staff have worked tremendously hard to produce an environment both indoors and outdoors that seeks to maximise learning opportunities.
- The environments both indoor and outdoor in EYFS and KS1 are rich and stimulating and provide consistency for pupils as they move through their formative years.
- Staff have very high expectations of what pupils can achieve and leaders model these high expectations too.
- Through both topics and the discreet teaching of topics pupils engage in a wide range of curricular exercise that develop individual disciplines as well as make very meaningful and tangible links.
- Meaningful opportunities are provided to develop their writing skills too.
- Teachers plan exciting lessons that are often practical and provide chances for pupils to apply their knowledge and staff are very passionate about this.
- Whether in the corridors or in the classrooms, you get to see how pupils artistic, creative and academic skills are being developed as well as a wider appreciation for communities close to home or further afield.
- Pupils speak very positively indeed about their school and are very proud.
- Head of school is a real driving force for improvement and this is evident throughout the school.
- Executive Headteacher has an effective leadership structure in place.

EBI

- Continue to develop ways to share pupils learning experiences using technology (Jigsaw and QR reader software).