



HARINGEY EDUCATION PARTNERSHIP

Chief Executive: James Page

Coldfall Primary School Two day Review of Teaching and Learning

12th-13th February 2019
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Summary:

The standard of education provided by Coldfall Primary School is exceptional; all children benefit from receiving an excellent quality of teaching which is at least consistently good, and generally outstanding. The leadership team at Coldfall have developed a highly effective approach to teaching and learning which focuses on speech, language and communication skills across all key stages. The emphasis on teaching of vocabulary and subject specific language is a particular strength. This, combined with highly effective teaching of English, maths and topic based subjects means that the pupils are performing at a very high level. They are able to apply their thinking and reasoning skills across the curriculum.

The highly effective leadership team at Coldfall have ensured that the pupils have a rich and stimulating learning environment. They have ensured that teachers seek to make learning varied interesting and relevant. In the best lessons significant use is made of prior learning and related skills. Questioning is used to promote reasoning and deeper thinking. Good use is made of schemes such as Inspire maths; teachers understand the scheme well and know how to make best use of it.

Children engage in learning visually and practically. They are enthusiastic and their behaviour supports engagement, ensuring that all pupils, including those with special educational needs, make excellent progress. Teachers' subject knowledge is broad and secure enabling them to demonstrate links in learning. Their expectations of the children are very high, leading to very strong outcomes. Consistency of approach ensures that children are secure when engaging in learning which results in every moment being learning moment.

The school has a very positive ethos, which is tangible throughout the lessons and social time. This is achieved by a strong focus on the pupils' spiritual, moral, social and cultural development. Great care is taken that the children feel safe, happy and well-cared for. There are clearly strong relationships between staff and pupils. This is evident in the way pupils are able to listen carefully to each other and give each other clear feedback. They are able to work well together in pairs and small groups, and often celebrate the success of others in their class.

Teaching and Learning Review:

Seventeen part lessons were observed over the two days, with the quality in each being consistently good or better. A common theme throughout the lessons from reception to year 6 was an emphasis on technical vocabulary. Questions were precise, and answers scaffolded and modelled to allow for pupils to develop an idea with equal precision and depth. This was evident regardless of the lesson being taught.

Reading

2 phonics lessons were observed in Reception, and year 3 and year 5 reading lessons. The phonics lessons were very well taught, and pupils had clearly learned a great deal about single and double letter sounds. They were able to identify them with confidence and make the relevant sounds. The year 3 Destination Reader class gained in confidence as they were taught to infer from a section of 'Charlie and the Chocolate Factory'. A well-paced, well executed lesson ensured all learners progressed in their understanding. Questioning was excellent, and answers were modelled to ensure breadth and depth of answers from the pupils.

Year 5 pupils made excellent progress in a lesson on 'PEE' to point, evidence and explain sections of text. A precise, pacy and dynamic lesson ensured all pupils made progress. There was an emphasis and precision around developing language and vocabulary skills which meant that the pupils were performing at the highest levels. The additional adult in the room was used well to reinforce success. The success of the 'Destination Reader' model is also evident throughout the school where sentence stems both for questions and answers are a consistent feature of the diet of all pupils in all age ranges.

Writing

Although no specific writing lessons were observed, a large number of pupil books were looked at across the age range. Here again the insistence on the use of full sentences and a wide range of vocabulary ensures that writing skills are being well-developed.

Marking was not always consistent, but one well-developed technique using highlighters to evidence success was seen in a variety of year groups. One area to develop further could be to indicate when pupil conferencing has been used as a means of feeding back to pupils.

An exemplary year 6 lesson saw pupils able to identify and write sentences with subordinate conjunctions. A well-paced lesson with excellent questioning and prompts saw pupils making progress in what could have been a very dry lesson.

Maths

A range of maths lessons were seen from year 1 learning to measure, year 3 learning to convert one unit of measurement to another, year 4 learning to use the 24-hour clock and year 5 and year 6 lessons on ratio.

The 'Inspire' maths scheme was also seen in other classrooms as pupils use a range of workbooks to support their learning. In the works books there were occasions where children had tackled the earlier, easier questions but not the later or more complex problem solving questions.

In common with other lessons seen, there is an emphasis on vocabulary and technical language which enables pupils to discuss their learning and listen to each other's methods.

The use of the CPA (Concrete-Practical-Abstract) approach in maths is strong across all lessons and in books, where the visual approach is apparent.

In more successful lessons, greater use was made of children's prior learning, but occasionally the pace was slower (for example pupils who were already able to tell the time). More use could be made of the additional adult to move learning forward of more able pupils.

Science

A year 1 lesson was seen on identifying the parts of the body and year 2 lessons on dissolving skittles. There was a clear enthusiasm from the pupils for these lessons. All three lessons involved the pupils moving round the room and it was evident that clear routines and structures were in place in all lessons to enable this to happen purposefully and safely.

In the lessons on dissolving Skittles, the pupils made progress in their learning, but more time could have been spent between the trials to pull out the strategies being used by some groups to keep the colours separate. Although very young, it may have been helpful to have drawn out earlier the science behind the distribution of the colours. However, in both lessons the students were highly engaged and motivated to observe and discuss the process.

The lesson planning for the lesson on body parts showed that the pupils were going to go on to learn about internal organs as well as joints, but initially the pace was slow as pupils named parts of the body that many were very familiar with (eyes, nose, ears etc.). Again this was an example of when the additional adult could have been more effectively used to move on the higher attainers at a quicker pace.

Wider curriculum

Gymnastics, Music and Russian lessons were seen which emphasised the range of opportunities on offer to the children. The school provides a rich learning environment which enables pupils to develop their cultural, physical and artistic skills. This is evidenced not only in the lessons seen, but also in the wall displays in corridors and classrooms. Children are able to talk well and at depth about the projects they have been involved with, and it is clear that they enjoy being at school.

The joy expressed by year 2 students in being able to read and speak simple phrases in Russian was evident – the excitement in the room was palpable, and excellent use was made of two children who were native Russian speakers. The additional adults available in the gymnastics lesson meant all were able to participate safely and well. They were able to describe what they were learning to do.

In music, pupils were able to repeat rhythms and clearly enjoyed the opportunity express themselves musically.

Developmental issues to consider:

- In many classrooms there are additional adults, some of whom are students learning their craft from experienced professionals: these students are not yet expected to take a formal part in the lessons structure. However, in a small minority of lessons experienced TAs could move pupils on more quickly either by more effective direction from the classroom teacher, or by making more use of prior learning and knowledge.
- In many lessons, more thought could be given to the role of the additional adult whilst teachers are teaching from the front, as occasionally this seemed to be a passive role.
- The marking policy has recently changed to allow teachers more flexibility in their approach to marking. The children continue to receive clear and effective feedback, but it is not always clear from the books when this has happened. Further thought could be given to developing a system which identifies to the children and their parents when this feedback has occurred.
- A great deal of whole class teaching was seen, which was generally well received by the pupils. However, where it was not challenging enough, some higher attaining pupils became less engaged.

Conclusions

Coldfall Primary School continues to maintain its status as an Outstanding Teaching School. This is because all pupils benefit from a diversity and range of lessons which build to a rounded educational experience across all year groups. Pupils achieve well because teaching is always consistently at least good and often better. In particular:

- Teaching is precise
- Strong vocabulary teaching and modelling of language, teaching of language is exceptionally strong and consistent
- Questioning probes understanding, requires children to reason and explain thinking, extended questions push further
- There is a consistency of approach and provision
- Working walls and scaffolds are relevant and support current learning
- Behaviour is excellent and does not disrupt learning
- This is an inclusive and diverse learning community