







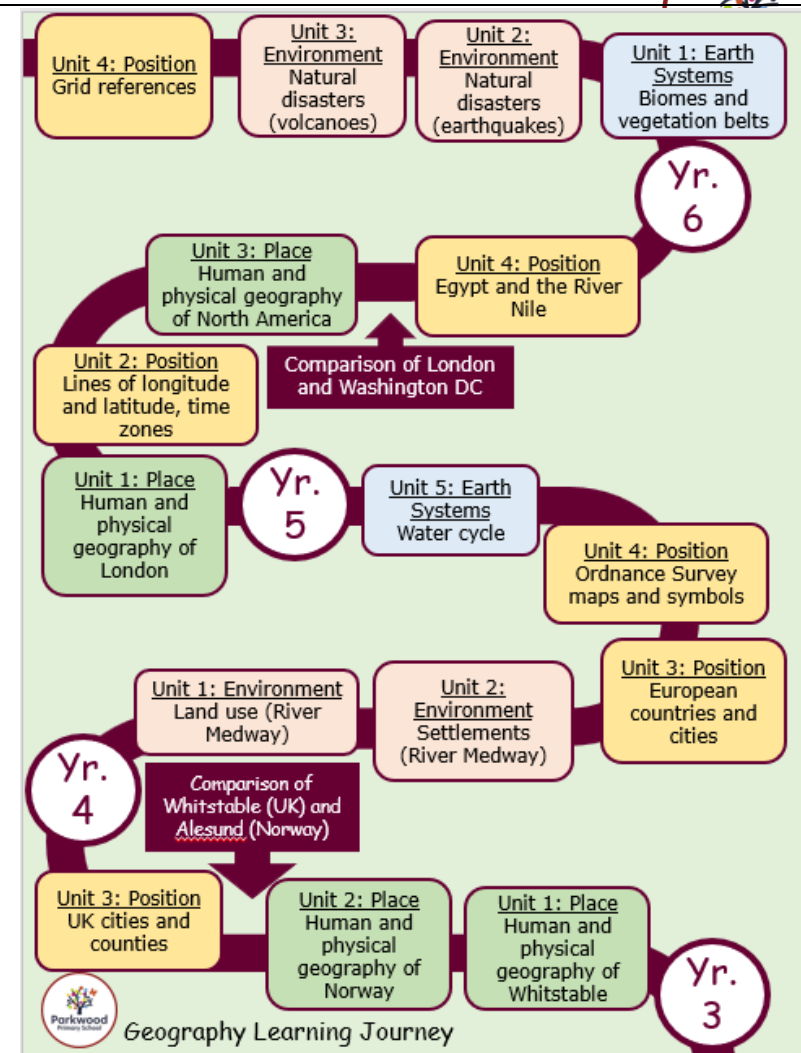
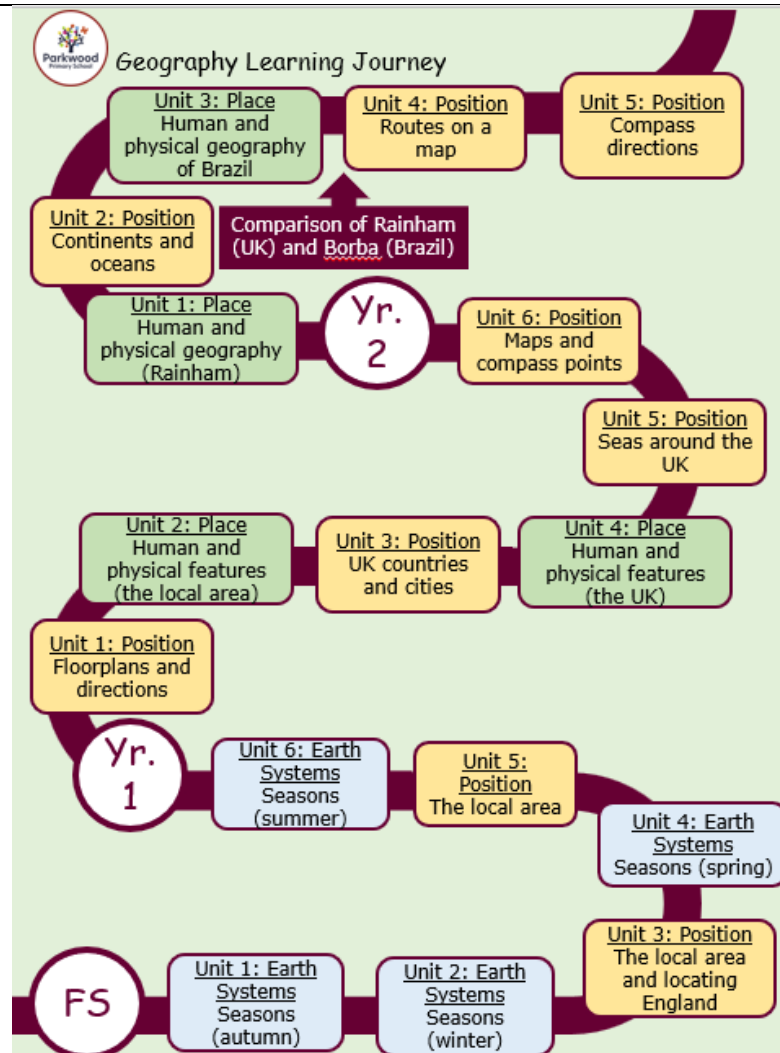
Parkwood Primary's Progress Since Ofsted 2023 Inspection

What does the school need to do to improve?	Progress since inspection
<p>Leaders do not consistently record in sufficient detail the decisions they have made and the actions they have taken in response to staff raising safeguarding concerns. This means that important safeguarding information could be missed. Leaders must ensure that their systems for recording safeguarding information are robust</p>	<p>The new headteacher is now the lead DSL. CPOMs, our system used to record safeguarding information, is used to proactively and effectively track active instances of safeguarding. Actions taken and justification for these are recorded in a timely, detailed manner.</p> <p>External and internal trust audits of the school's systems and processes have been carried out to ensure the approach the school is taking is robust.</p> <p>The DSL has written easy to follow, visual processes for all staff to follow to ensure effective approaches to safeguarding are adhered to by staff.</p>
<p>In too many subjects, leaders have not identified what pupils need to learn precisely enough. Where this is the case, pupils do not build knowledge effectively so that they know and remember more over time. Leaders need to ensure that all subjects are planned so that the important knowledge that pupils will learn is sequenced</p>	<p>The Deputy Headteacher is the new curriculum lead and the development of the curriculum is her primary focus.</p> <p>Knowledge and skills have been identified for each subject for each year group. See an example by following this link: https://www.parkwoodprimary.org.uk/File_Manager_Uploads/31eeadde-c158-4830-9451-be0e98b21e13/Files/Curriculum%202023%2024/Geography/Geography%20Knowledge%20and%20Skills%20-%20with%20KPIs.pdf</p> <p>Vocabulary that children need to learn has been identified and a definition with an accompanying visual representation has been provided: https://www.parkwoodprimary.org.uk/File_Manager_Uploads/31eeadde-c158-4830-9451-be0e98b21e13/Files/Curriculum%202023%2024/Geography%20Vocabulary%20Progression.pdf</p>

clearly right from the start of early years.

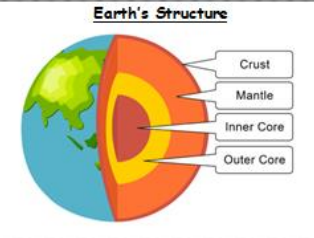
Human and physical geography		
River	A flowing stream of water that leads to the sea, a lake or another river	
Soil	The top layer of the Earth's surface where plants grow. It is a mixture of organic material (decayed plants and animals)	
Valley	A long area of low land between mountains and hills	
Vegetation	Plants growing in a particular place	

Each subject has a road map identifying the learning journey of our children:



KPIs (Key Performance Indicators: most important knowledge children must learn) has been identified and this feeds into the children's knowledge organiser. The KPIs are used to assess children (see below)

Earth's Structure

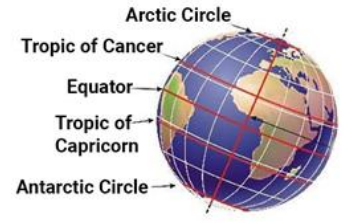


Key Facts


- ⇒ The Earth's crust is the outer layer
- ⇒ The Earth's mantle has two main parts (upper mantle and lower mantle). The upper mantle is attached to the crust, and is broken into sections called tectonic plates
- ⇒ Biomes are areas of the planet with similar climate and landscape (for example: rainforest, desert, savannah, woodland)
- ⇒ Deserts are the driest places on Earth, they get less than 25cm of rain a year.

Year 6 Geography Knowledge Organiser

The Tropics and Polar Regions

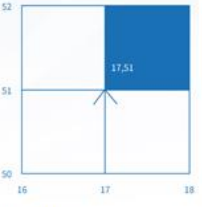


Tectonic Plates

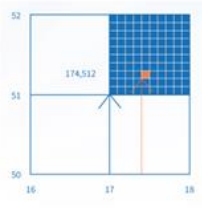



Grid References


Four-figures



Six-figures







Year 6

- Locate the following on a globe:
 - Tropic of Cancer
 - Tropic of Capricorn
 - Arctic Circle
 - Antarctic Circle

Year 6

- Know the Earth's structure:
 - crust
 - mantle
 - outer core
 - inner core

Leaders have not yet developed effective approaches to assessing pupils' learning in science and the foundation subjects. Teachers are not always clear about how to identify misconceptions and check that pupils are remembering the intended curriculum content well. Leaders

The key knowledge children must remember has been identified and teachers assess children in the foundation subjects and science against this knowledge:

	% ...		100%	100%	100%	100%	100%	100%	100%
Place knowledge and skills									
<input type="checkbox"/> Describe the similarities and differences in physical features	≡	<div style="width: 100%;"></div>	2	2	2	2	2	2	2
<input type="checkbox"/> Describe similarities and differences in human features	≡	<div style="width: 100%;"></div>	2	2	2	2	2	2	2
Fieldwork knowledge and skills									
<input type="checkbox"/> Interpret digital mapping to locate physical features	≡	<div style="width: 100%;"></div>	2	2	2	2	2	2	2
<input type="checkbox"/> Interpret digital mapping to locate human features	≡	<div style="width: 100%;"></div>	2	2	2	2	2	2	2

need to implement strategies that enable teachers to check whether pupils have remembered important knowledge and to use this information to address gaps in knowledge effectively.

Each science unit begins with a quiz used to assess where they are with their learning. Teachers will use this information to feed into flashbacks (opportunities to revisit learning) before delivering new knowledge. Children will retake the quiz at the end so that progress can be measured and future learning journeys amended.

Y3 Objectives							
Average Depth		1.6	2.0	2.0	1.5	1.8	1.8
% ...		100%	100%	100%	100%	100%	100%
<input type="checkbox"/> Plants (Y1)		2	2	2	2	2	2
<input type="checkbox"/> Animals including humans (Y1/2)		1	2	2	2	2	2
<input type="checkbox"/> Rocks		2	2	2	1	1	1
<input type="checkbox"/> Light		2	2	2		2	
<input type="checkbox"/> Forces and magnets		1	2	2	1	2	2

Year 3 Plants Assessment

Start

1. Label the parts of the plant.



2. Tick the statement that is true.

Plants absorb water through their roots.

Plants absorb water through their petals.

3. True or false?

Animals can pollinate plants.

4. Circle the correct word in each sentence.

- Bees are attracted to plants because of their leaves / petals.

- Pollen is transferred from the stamen / pistil to the pollinator.

- The pollen sticks to the stamen / pistil and travels to the ovary.

5. Name two ways that a plant can disperse seeds.

1 _____

2 _____

End

1. Label the parts of the plant.



2. Tick the statement that is true.

Plants absorb water through their roots.

Plants absorb water through their petals.

3. True or false?

Animals can pollinate plants.

4. Circle the correct word in each sentence.

- Bees are attracted to plants because of their leaves / petals.

- Pollen is transferred from the stamen / pistil to the pollinator.

- The pollen sticks to the stamen / pistil and travels to the ovary.

5. Name two ways that a plant can disperse seeds.

1 _____

2 _____

Leaders have not yet considered the key knowledge that children must learn in

We now have an experienced, excellent teacher leading foundation stage who has a real drive to improve the learning experience on offer to our children.

early years in order to be ready for learning in Year 1. Furthermore, the quality of provision for children in early years is variable, and children are often not provided with activities to support their learning well enough. Leaders need to ensure that the early years curriculum identifies the key knowledge that children need to learn and that this is implemented consistently well.

The knowledge and skills children need to gain in Foundation Stage so that they are ready for Year 1 have been explicitly identified across all areas of learning.

FS	Year 1
<ul style="list-style-type: none"> Know what a map is Know that you need to zoom out to see a large area on a digital map Know what a country is Know that some places are further away than others 	<ul style="list-style-type: none"> Know what the United Kingdom is Name the four UK countries Know what a capital city is Name the four capital cities of the four UK countries Know what a sea is Name the seas around the UK

Teachers assess against this knowledge throughout the year at various checkpoints so as to guide future learning opportunities.

Spring 2 Checkpoint						
<input type="checkbox"/> Recognise some similarities and differences between life in this country and life in other countries.	≡		2	2	2	2
<input type="checkbox"/> Explore the natural world around them.	≡		2	2	2	2
<input type="checkbox"/> Describe what they see, hear and feel whilst outside.	≡		2	2	2	2
<input type="checkbox"/> Draw information from a simple map.	≡		2	2	2	2
<input type="checkbox"/> Recognise some environments that are different to the one in which they live.	≡		2	2	2	2

To ensure the quality of the provision for all children is consistent, a significant investment has been made in resources and training for staff.







