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| **QM Historical Association Quality Mark Final Report** | | | |
| Visit to: King Edward School Pre-Prep, Bath | | Date: 19th April 2016 | |
| 1. Teaching and Learning   It was striking just how motivated pupils at King Edward’s Pre-Prep are about learning History. They talk positively of the rich variety of activities that they have undertaken and they are very proud and pleased to talk about their historical knowledge. Children in Year 2 are well able to remember History lessons from the previous year and are able to apply information learnt in these lessons to their current learning.  History teaching is very carefully planned. Learning is age-appropriate and there are increasingly high levels of demand and challenge made of pupils’ thinking through the school. Detailed planning ensures that a range of historical skills and concepts are addressed through very well chosen learning activities. Source-work, role-play, enquiry and visits are expertly planned and are used to considerable effect.  Very good progress is apparent in the very well-presented books and in lessons. Prior-knowledge tasks are used well to demonstrate progress. By the end of their time in the school, pupils have made very good gains in historical knowledge and skills. They are also able to apply their secure chronological knowledge in order to better understand their new learning.  Resources in the school are very well-used indeed. Excellent use is made of written material, ICT and local resources. A lesson on Neil Armstrong involved a superb use of original news footage, which, because of the carefully structured introduction and setting, held the pupils’ attention impressively.  Pupil’s input into their learning about history is encouraged and teachers are alert to the possibilities presented by pupil’s interests and questions. Teachers have a detailed knowledge of their pupils and are keen to build on their interests.  Pupils review their own work effectively. Teachers use this process as an opportunity to review the impact of their teaching. Teachers use on-going assessment effectively allowing them to pitch activities precisely. | | | |
| 1. Curriculum   The history curriculum at King Edward’s pre-prep is innovative and engaging. Examples include the study of William Herschel during a topic on Space and a sustained role-play for Year 1 pupils about the Norman invasion of England. These are curriculum activities well worth sharing with other schools.  The principles of enquiry are woven through the curriculum. Pupils are taught to speculate and hypothesise, to consider evidence and to draw conclusions. One very clear example of enquiry was the ‘History Detective’ activity in Year 2, considering whether the school building could be a Victorian building.  The curriculum is broad and balanced. It covers a good range of chronological periods. The school has begun to consider whether it should in the future adapt its curriculum to reflect the increasingly diverse pupil groups represented within the school.    Time for learning about History is secure within the curriculum. History has a high prominence: there are regular topics within the curriculum that are history-led and history is a significant element of other topics.  The subject leader has a very good understanding of historical thinking and the curriculum develops pupils’ historical thinking very well indeed. Year 2 pupils for example were asked to consider the question: ‘Why do we remember Neil Armstrong?’ and from there touched on ideas about historical significance.  Exceptionally good use is made by the school of the local area. Pupils from a very young age have developed a very good knowledge of local elements of history and this informs their wider historical learning. | | | |
| 1. Achievement   Pupils achieve at very high levels. The oldest pupils (Year 2) have a very good historical knowledge and are able to work with sources with an impressive degree of sophistication. Their chronological knowledge is particularly strong.  The school has developed a new system for assessing and tracking pupil achievement in History, but recognises that this may be hard to sustain amidst the demands of core curriculum subjects. | | | |
| 1. Leadership   Leaders in the school (Head, Subject Leader and Governors) share a commitment to the status of History within the school. There is a real sense of understanding about the contribution that history currently makes and about further potential.  History is very well organised and managed by the subject leader, who brings diligence, energy, insight and precision to his role. The subject leader provides effective support to other staff members: of planning sequences and advising about pedagogy.  There is a strong reflective and collaborative ethos and a culture of self-evaluation. Staff discuss their teaching and pupil learning with one another and are looking for ways to improve and further their work. The school is very open to parents and shares information about history clearly with them. | | | |
| 1. Enrichment   The subject leader has a very clear understanding of the contribution that History makes to pupils’ whole learning and this fits very clearly with the Headteacher’s vision for learning within the school.  The school provides a rich Learning Environment for History. There is an impressive new timeline in the playground, smaller timelines in the classrooms, History-based displays and artefacts. The programme of visits and visitors provides further enrichment of the History curriculum.  The school website reinforces the prominence given to History in the school.  The subject leader has begun to draw together a group of other history leads and the school has identified other schools to whom it might offer support. | | | |
| 1. Other   The school has made a considerable investment in History through the creation of an externally displayed timeline. This incorporates pupil work and provides a very strong complement to the excellent use of timelines being made in lessons and in the classroom environments. | | | |
| Final Comments:  Thoughtful and rigorous historical thinking combined with a realistic understanding of the learning needs of young children mean that King Edward’s Pre-Prep provides its pupils with a very good start to their study of history. The school is well-placed to develop this work further and to share its knowledge and approaches with others more widely. | | | |
| Award made? Yes  Level: Gold | Date of Award: May 2016 | | Renewal Date: May 31 2019 |