

# The King's School SEF - Summary document

Updated 7/2/24

Ofsted Criteria	Key School Evidence	Areas for development/next steps	Grading
<b>Quality of Education</b>	<ul style="list-style-type: none"> <li>Curriculum subject deep dives each subject each term. Monitoring schedule for year</li> <li>Subject leaders (and teams) set expectations and monitor subject</li> <li>Clear writing journey including enabling children to experiment with language</li> <li>New <a href="#">Art/DT</a> &amp; <a href="#">Computing</a> curriculum begun in Autumn 2023</li> <li>Assessment in place for all Foundation Subjects</li> <li>Key component knowledge planned in 5/6 lesson structure. New Local Study introduced</li> <li><a href="#">Phonics 92%, KS2 R 84%, W 93%, M 85%, RWM 78%. Progress: R +3.0, W +4.4, M +2.7</a></li> <li>QFT Rosenshine/pedagogical principles triads, spotlighting and linked to appraisal</li> <li>Learning adapted, high needs individual timetables and workstations, SEND provision extends into school events. TAs deployed effectively, weekly CPD.</li> <li>Interventions for pre and consolidation learning</li> <li><a href="#">Attachment Aware Award Bronze</a> achieved (Jul 2023)</li> <li>Breadth of enrichment opportunities (Enrichment Framework)</li> <li>'Clever Classrooms', slides and environment planned to reduce cognitive overload</li> </ul>	<p><b>Curriculum:</b> De-colonising the curriculum – focus on History Focus within writing process to manipulate language to increase GDS</p> <p><b>Subject Leaders:</b> Share expertise across Locality schools Monitor subject and support</p> <p><b>Classroom practice:</b> Embed "I do, we do, you do" One to one <a href="#">reading guidelines</a> to secure blending (Ofsted Feb 23) Focus on vocabulary across the curriculum with cultural capital considered</p> <p><b>SEND:</b> Attachment Aware Award Silver – attunement in progress Improved tracking for interventions</p>	
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<b>Behaviour and attitudes</b>	<ul style="list-style-type: none"> <li><a href="#">Behaviour Policy</a> has clear expectation that are adhered to and includes Zones of Regulation, emotion coaching and restorative approach through School Values of Love, Compassion and Respect</li> <li><a href="#">Learning Certainties</a> support learning in classroom and link to Bible stories</li> <li>Positive relationships – pupils/staff/parents</li> <li>Pupils exhibit good behaviour and hold positions of responsibility</li> <li><a href="#">Wellbeing</a> – MHFA, safe space and trusted adults, ELSA, ERSA</li> <li>82% agreed the school makes sure our pupils are well behaved</li> <li>72% parents either not experienced bullying or dealt with quickly and effectively (<a href="#">Parent Survey</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Attachment Aware Award progress to Silver</li> <li>Educational Psychologist parent and staff workshops to support silver award</li> </ul>	
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<b>Personal development</b>	<ul style="list-style-type: none"> <li>Learning Certainties</li> <li><a href="#">PSHE &amp; RSE – Jigsaw</a>. <a href="#">PE curriculum – Platinum Award</a> (Jul 2023). Borough sports festivals, tournaments and leagues. Gold Travel Plan (Jul 2023)</li> <li><a href="#">Zones of Regulation</a> – emotional regulation</li> <li><a href="#">Spiritual Development</a> (Knowledge &amp; Skill organisers). Work closely local churches. <a href="#">Courageous Advocacy</a>, pupils deliver Collective Worship</li> <li>Calendar of religious &amp; cultural events – diverse and inclusive range</li> <li>ELSA 1:1 /group support, MHST class, groups and individual</li> <li>Pupil Leader Roles and responsibilities</li> <li>Feedback School Journeys Y5/6</li> <li><a href="#">Extra-curricular clubs</a> (45 clubs for Spring 2024) / Enrichment Framework</li> <li>Take part in Local Authority Junior Citizenship and Pupil Parliament</li> </ul>	<ul style="list-style-type: none"> <li>Pupil contributions to newsletter / website</li> <li>Racial equality pupil voice</li> <li>Eco Team to further develop work on sustainability and develop wildlife area</li> </ul>	

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<b>Leadership and management</b>	<ul style="list-style-type: none"> <li>• Weekly subject leader clinics with SLT - discuss deep dives, action plans and monitoring</li> <li>• Spark ED 'Assessment &amp; Screening', Attachment Aware Award Silver, Leadership/coaching, Reignite Writing</li> <li>• Tailored CPD plan/Prof learning plan/TA training/ ECT support / Rosenshine QFT project</li> <li>• NPQSL Phase leader &amp; AHT, NPQH DHT</li> <li>• Comprehensive curriculum monitoring schedule - planned workload/ curriculum /Subject Leader focus/ CPD/ resources available and purchased as recommended</li> <li>• Inclusion – SEN provision/ Parent Forum/questionnaire/ MHST referrals/ 'promoting equality and celebrating diversity' Ofsted 2023</li> <li>• Subject Leaders empowered to run subject clinics, CPD, deep dives, individual feedback</li> <li>• Collaborative culture through triads &amp; weekly CPD (teachers and TAs), spotlight sessions, lesson studies, deep dives and appraisals</li> <li>• <a href="#">Vision and SDP</a> shared with the community – website, around school</li> <li>• Subject Leads engage with AfC Advisors to develop and validate their subject</li> <li>• Community engagement – <a href="#">churches</a>, local projects, Safer Schools Police Officer, parent workshops, <a href="#">homeless charity</a>, local care home</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding assessment across Foundation Subjects</li> <li>• Ongoing development of leaders at all levels: TA Champions, subject leaders, phase leaders and SLT (in place 23/24)</li> </ul>	
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<b>Early years provision</b>	<ul style="list-style-type: none"> <li>• Curriculum knowledge skill progression begins in EYFS. All leaders met with EYFS Team</li> <li>• Provision - outdoor/indoor/continuous is strong as validated by AfC</li> <li>• EYFS Lead also Phase 1 Lead, ensures strong progression and consistency in approaches (e.g. phonics) throughout the Phase</li> <li>• EYFS Lead and class teacher led CPD for all staff; including Subject Leader clinics to develop their knowledge of their subject in EYFS and organise visit to EYFS setting</li> <li>• EYFS Lead expertise, e.g. NPQSL, SEN SPARKed and looking to complete the SENCO NPQ</li> <li>• Staff in triad system, also observe each other regularly to share good practice, incl. TAs</li> <li>• Phonics embedded with all staff; results at Y1 92% (Jun 2023)</li> <li>• Strong reading provision writing guidance for staff and parents</li> <li>• Interventions, learning adapted, Sensory Room, early agency involvement</li> <li>• EYFS outcomes GLD 73.3% ELG 86.7%. All SEND (8 pupils) 61%</li> <li>• Transition into school - parent engagement, home and nursery visits (with SENDCo when needed), creative and tailored support of difficulties coming in to school</li> <li>• Early Maths Hub (across EYFS &amp; KS1) to build strong foundations in number</li> <li>• Parent workshops/ curriculum info/ stay and play/ coffee mornings/ EYFS questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and skill organisers completed for all areas of curriculum</li> </ul>	