

## SEF Example 1 – Good with outstanding features

### Curriculum Intent

### Curriculum intent is GOOD with outstanding features

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

- We identified our pupils' main barriers to learning which are; lack of aspirations, limited vocabulary and limited real-life experiences. To meet these needs, we have created a curriculum full of opportunities for children to see a wide range of careers they could access in the wider world. We have planned a clear progression of vocabulary in terms of ensuring children know common everyday words, topic-based words but most importantly a progression of academic vocabulary which will assist them greatly in the future. We ensure that every half term the children will participate in at least one off-site visit.
- To support the children where financial constraints might be an issue, we have a system in place to support parents who might not be able to afford the additional costs of trips etc. This support is sensitively offered and distributed fairly. *As a result, 98% of our PPG children have participated in every trip and off site residential.*
- Most importantly for our pupils we ensure they have access to role models who have had similar backgrounds to the pupils and have overcome adversity. This ensures that children know anything is possible if they strive to work hard and do their best.

#### Way Forward to Outstanding

- Find more role models from the arts to inspire our pupils and improve their cultural capital in relation to the arts.

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Our curriculum has been very well researched and planned to ensure it is ambitious, sequenced and coherent and provides children with the knowledge, skills and cultural capital they require to be successful lifelong learners and happy productive citizens.
- Every subject leader has researched the key concepts in their subject that children need to be procedurally fluent in, and the knowledge that needs to be embedded in their long-term memory, to master the subject. *The impact of our new curriculum has been that the children are remembering and using more knowledge and skills particularly in Geography and History where it has been implemented exceptionally well.*
- Every subject leader has designed a progressive curriculum map containing the key concepts children need to be procedurally fluent in, including greater depth in all foundation subjects. This means we have identified more able musicians, artists etc and provided them with additional resources and opportunities to flourish. *For example, Ella in Year 3 was identified as a gifted musician. We have supported her in school and financially to access out of school lessons. She is now playing cello in the local orchestra.*
- The aim of our curriculum is to produce the scientists, doctors, technicians, professional sports people and musicians of the future and for all of our children, regardless of background, to believe in themselves.

#### **Way Forward to Outstanding**

- The D.T curriculum map has only just been put into place, so we need to prioritise it in terms of monitoring and evaluation and provide CPD opportunities for all staff so that they feel confident teaching it.
- We need all subject leaders to check that basic literacy and mathematics skills are being embedded in every subject.

- The school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical-for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.

**The remaining completed sections are contained in the full product.**

**The SEF Pack contains 3 full exemplar SEFs and 1 brilliant example of a summary SEF.**

SAMPLE

- Learners study the full curriculum. Provides ensure this by teaching a full range of subjects for as long as possible, specialising only when necessary.

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## Curriculum Implementation

### Curriculum implementation is GOOD with outstanding features

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| <ul style="list-style-type: none"> <li>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</li> </ul> |  |
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- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.



- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

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| <ul style="list-style-type: none"><li>• A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</li></ul> |  |

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| <b>Curriculum Impact</b> |
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| <b>Curriculum impact is GOOD with outstanding features</b> |
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| <ul style="list-style-type: none"> <li>• Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</li> </ul> |  |
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| <ul style="list-style-type: none"><li>• Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</li></ul> |  |

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| <b>Behaviour and Attitudes</b> |
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| <b>Behaviour and Attitudes is GOOD with outstanding features</b> |
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| <ul style="list-style-type: none"> <li>• The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons</li> </ul> |  |
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or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

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| <ul style="list-style-type: none"><li>• Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</li><li>• Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</li></ul> |  |

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- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.



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**Personal Development**

**Personal Development is GOOD with outstanding features**

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| <ul style="list-style-type: none"> <li>• The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</li> </ul> |  |
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- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

SAMPLE

- At each stage of education, the provider prepares learners for future success in their next steps.

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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**Leadership and Management**

**Curriculum impact is GOOD with outstanding features**

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| <ul style="list-style-type: none"> <li>• Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</li> </ul> |  |
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- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.

- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.



- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

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| <ul style="list-style-type: none"><li>• Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</li></ul> |  |

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| <ul style="list-style-type: none"><li>• Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</li></ul> |  |

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| <ul style="list-style-type: none"><li>• The school has a culture of safeguarding that supports effective arrangements to: <b>identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; <b>help</b> pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and <b>manage</b> safe recruitment and allegations about adults who may be a risk to pupils.</li></ul> |  |