SEF Example 1 – Good with outstanding features

Curriculum Intent

Curriculum intent is GOOD with outstanding features

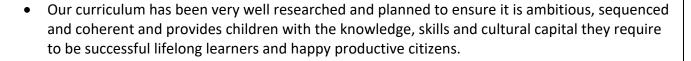
- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- We identified our pupils' main barriers to learning which are; lack of aspirations, 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.



- 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 is 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 paying 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.

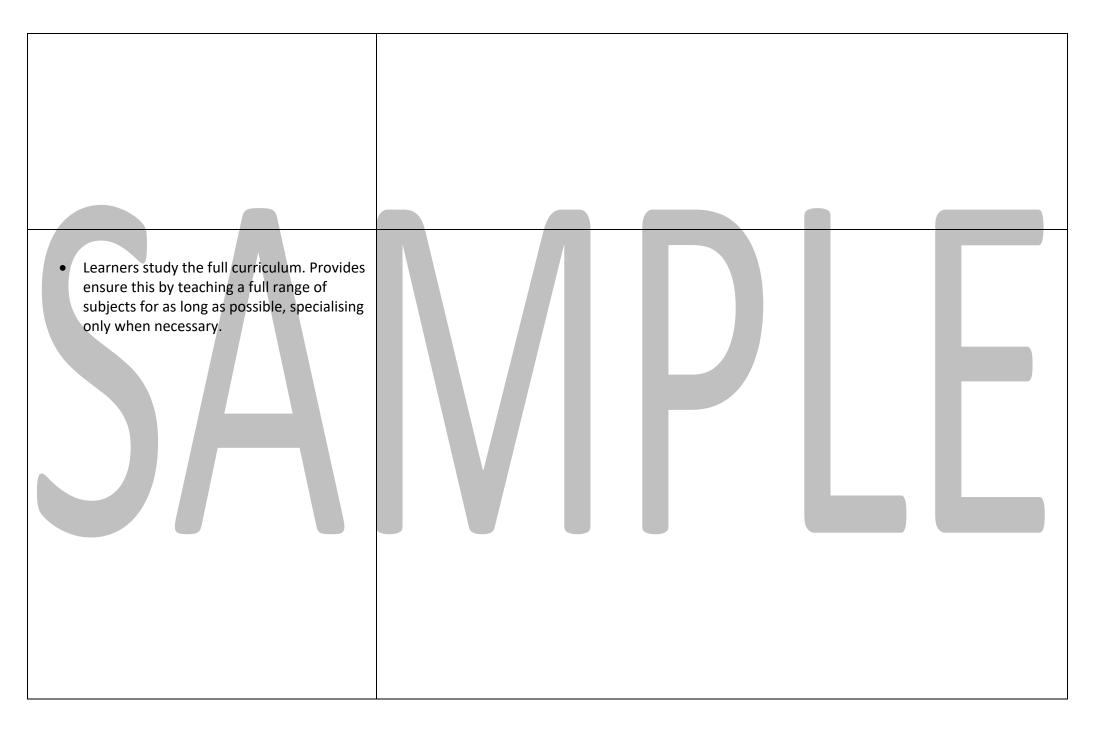
 The school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical-for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.

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.

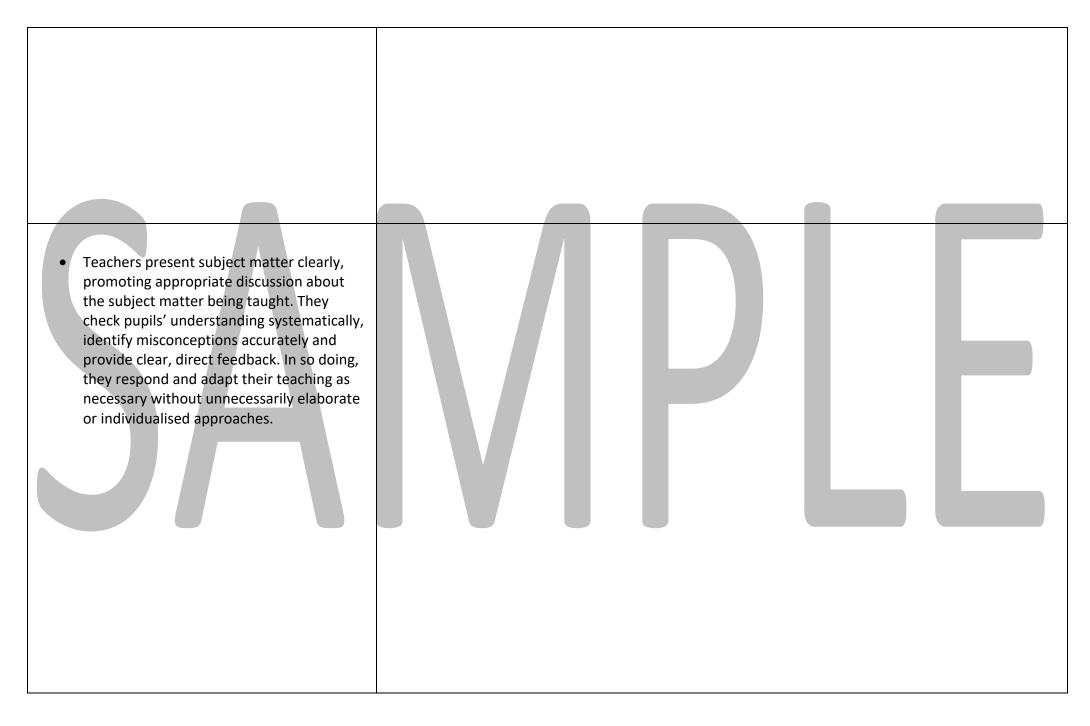




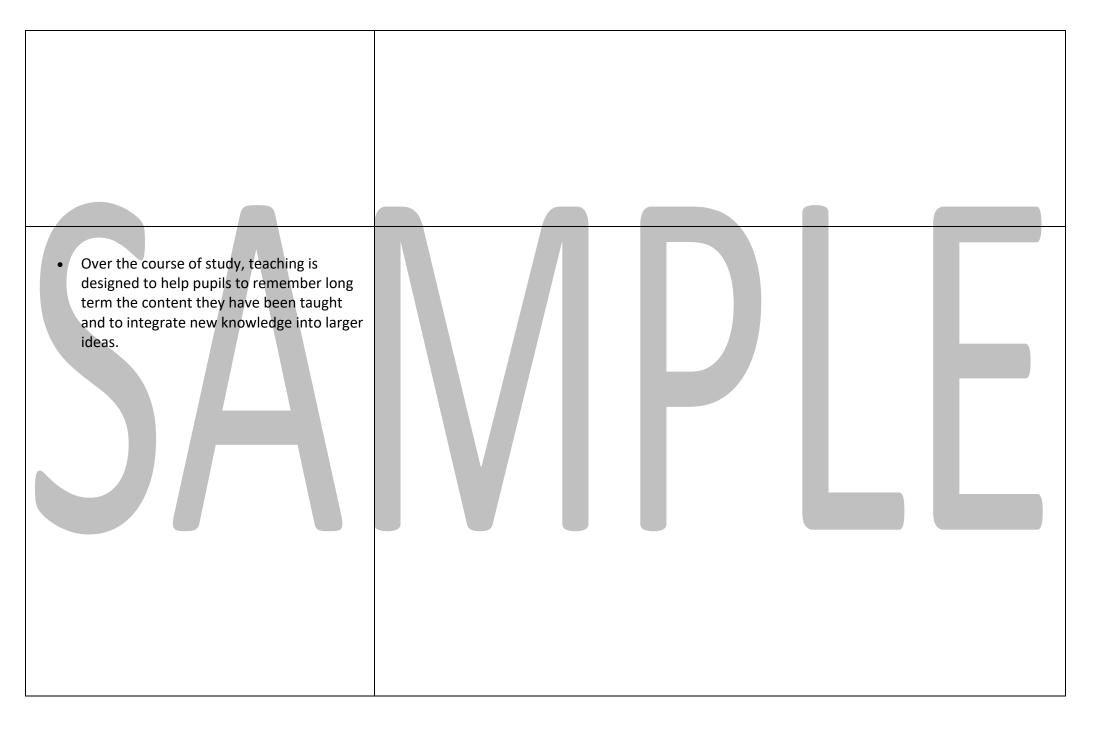


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Curriculum Implementation		
Curriculum implementation is GOOD with o	outstanding features	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		

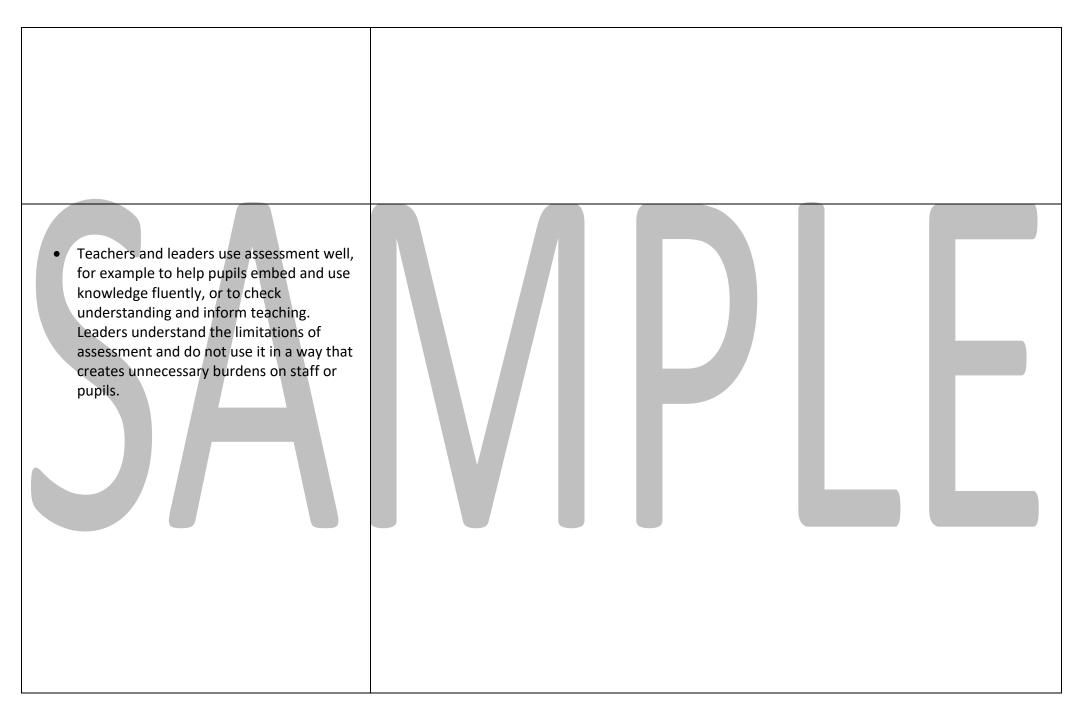




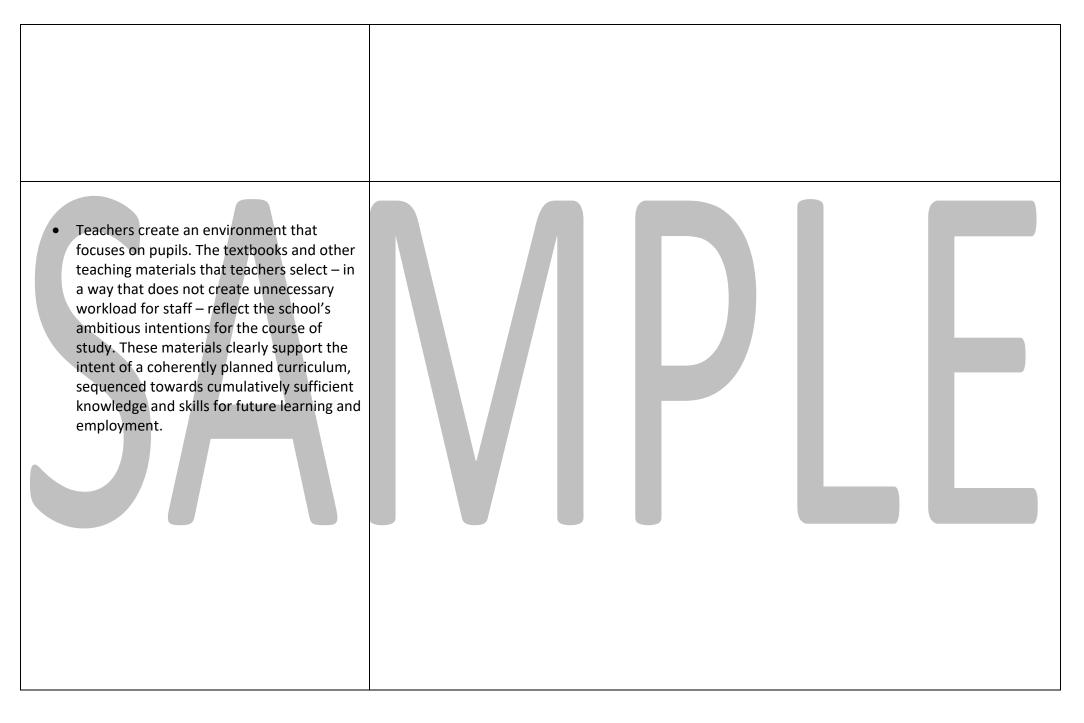




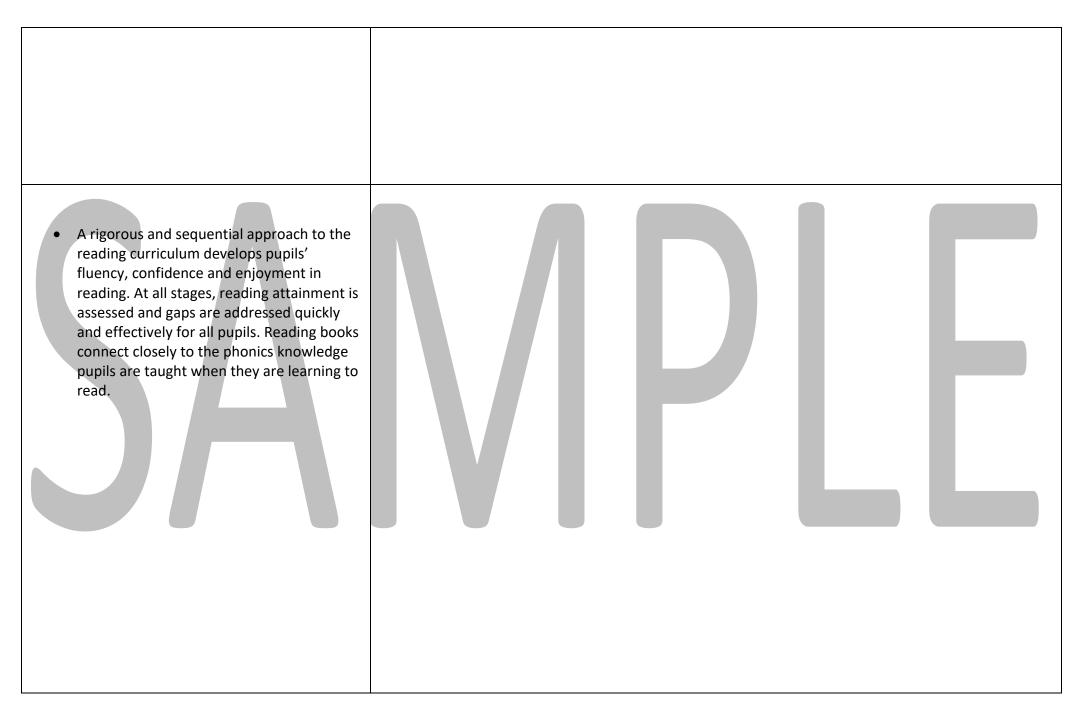








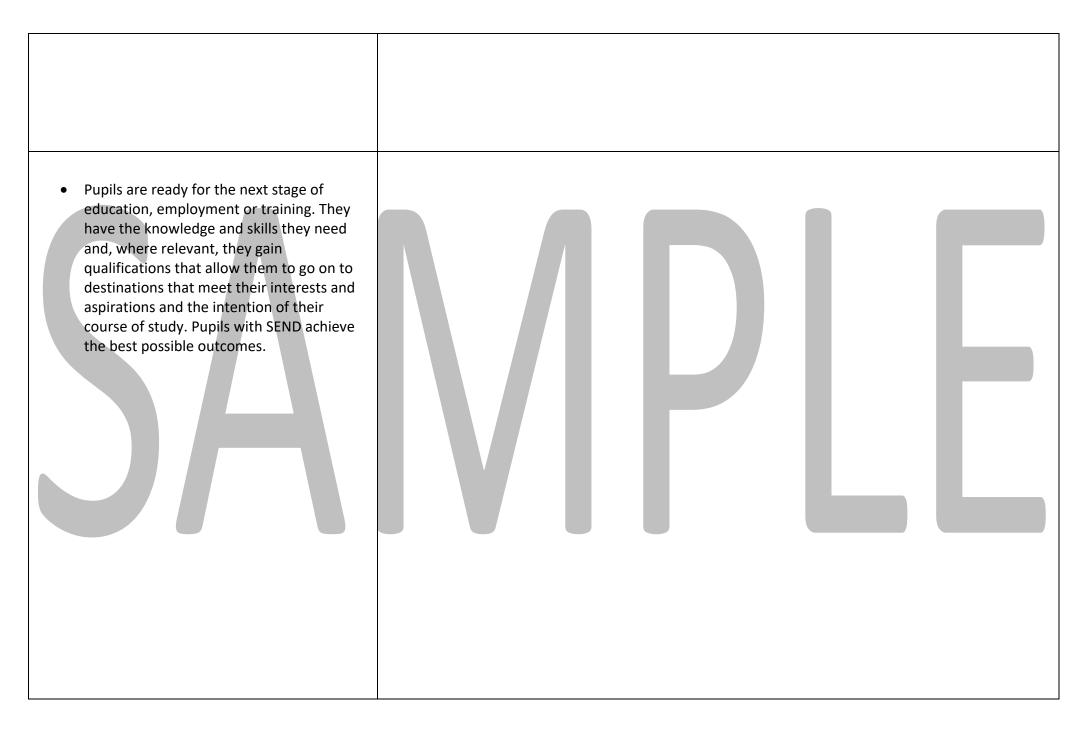






Curriculum Impact		
Curriculum impact is GOOD with outstanding	g features	
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		





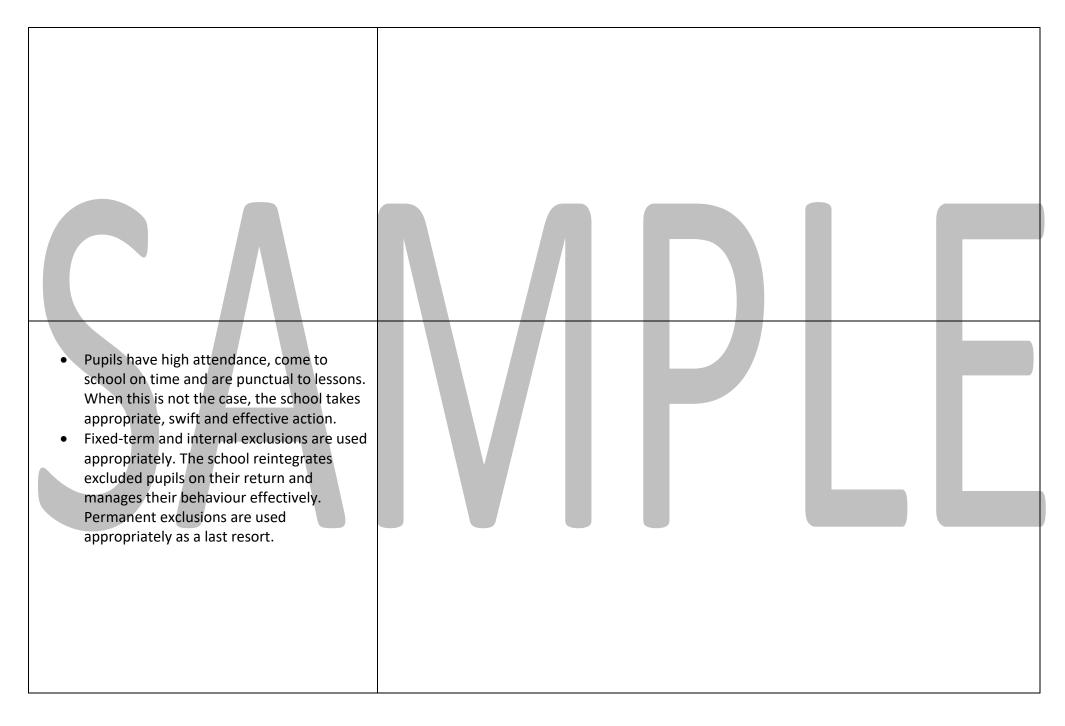


Behaviour and Attitudes Behaviour and Attitudes is GOOD with outstanding features • The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons

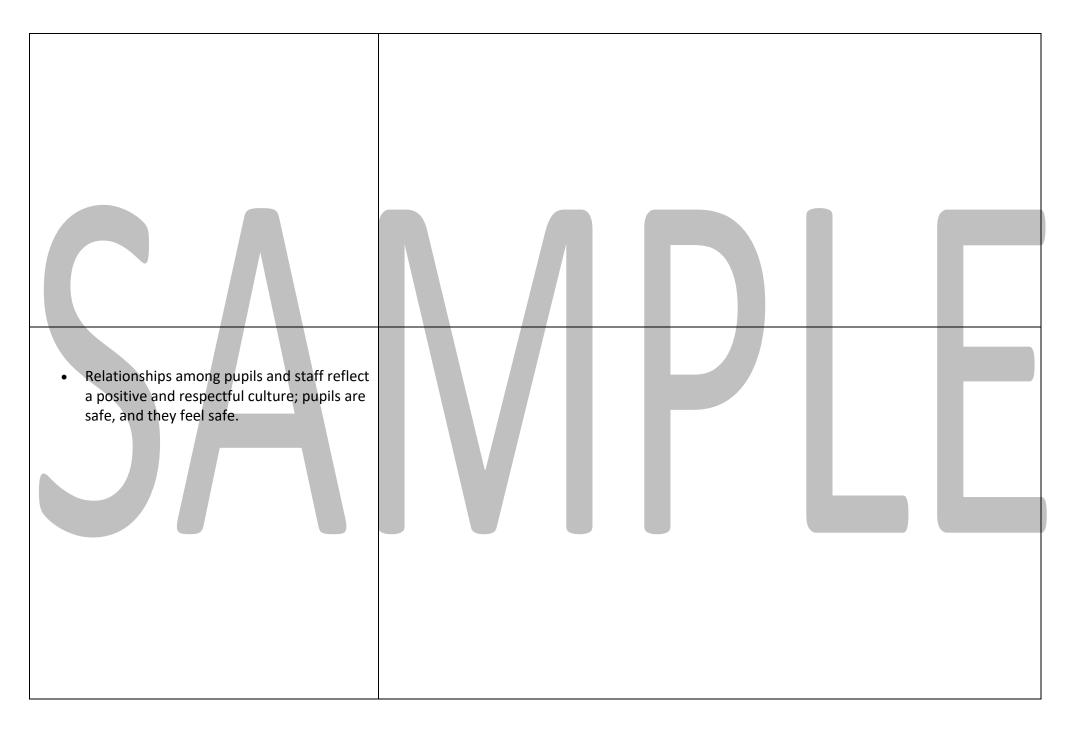


or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.		
Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.		





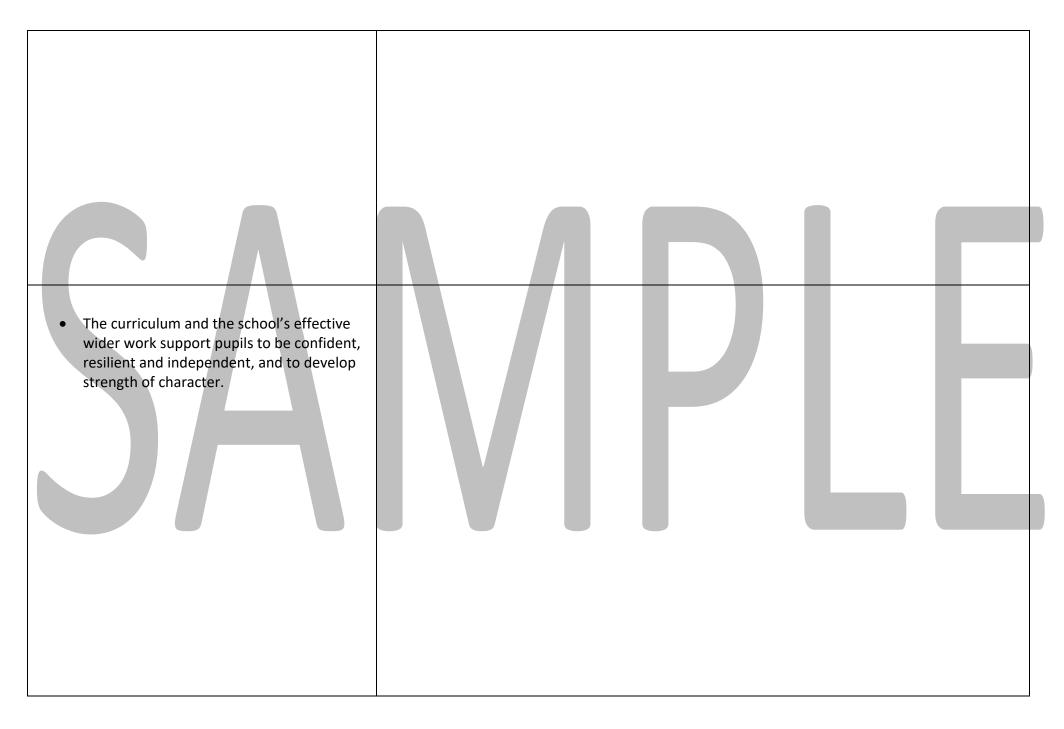




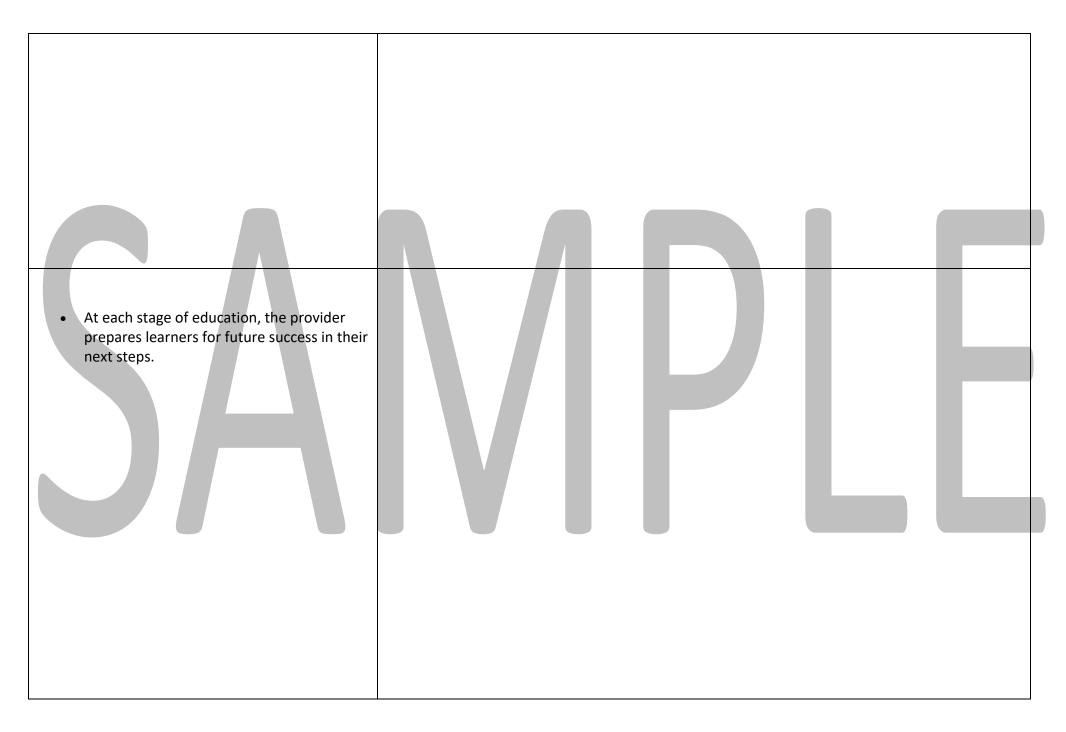


Personal Development				
Personal Development is GOOD with outstanding features				
The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.				

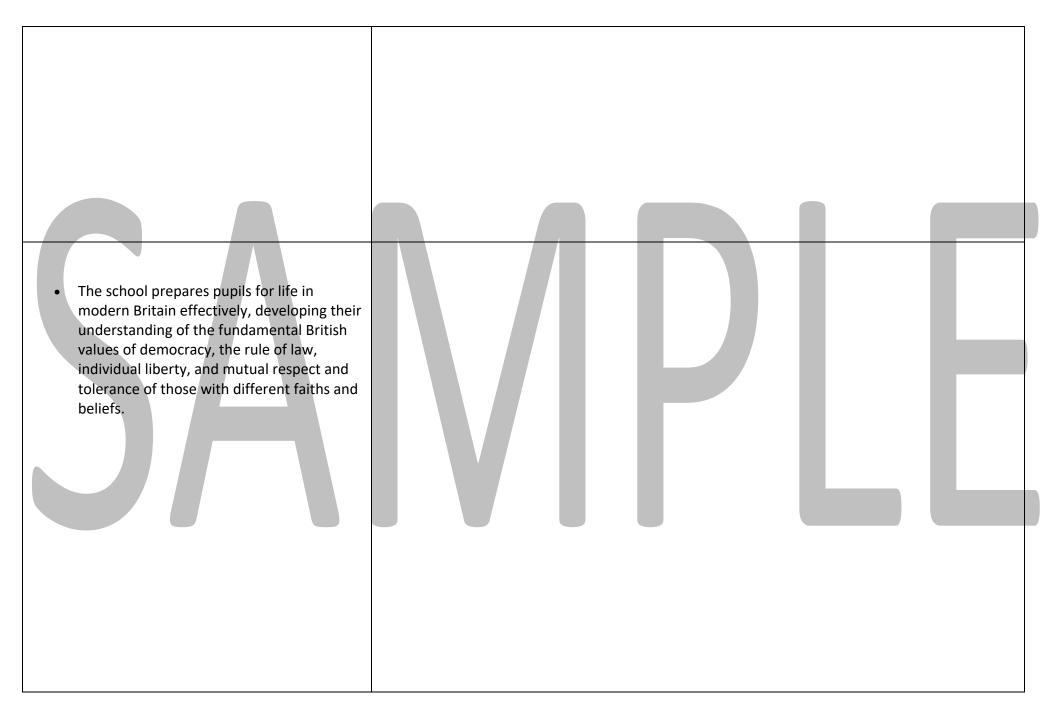














Leadership and Management		
Curriculum impact is GOOD with outstandir	ng features	
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.		



