



Kirk Langley Church of England Primary - Summary SEF – 2023-2024

Our curriculum intent is good	Our curriculum implementation is good	Our curriculum impact is good	Personal development, welfare and safety are outstanding	Leadership and management are good
<ul style="list-style-type: none"> We have an accurate baseline and take full account of the starting points when planning our curriculum, teaching and environment in EYFS. We know that we have to focus on enriching vocabulary, raising aspirations and providing first-hand experiences to overcome any identified pupils' barrier to learning. We are proud of our locality and build connections with Kirk Langley, Ashbourne and Derby through enrichment and links to the Primary school in Ashbourne and St Michael's Church as well as affiliated to Amber Valley School Sports. The curriculum is progressive and sequenced. It contains the key concepts children need to master in every subject. The programmes for teaching reading, writing and mathematics are good. 	<ul style="list-style-type: none"> The NC is the basis for our curriculum, and it is has been enhanced by carefully planned breadth and engaging, relevant experiences. We are always evaluating and looking to enhance Foundation Subjects provision. This was an Ofsted Development point 5th March 2024. The curriculum has been mapped out by subject leaders and curriculum progressive maps outline the key concepts children need to be fluent in every subject. Knowledge Organisers further support the retention on content and coverage. Teachers are clear about the expectations at the end of the year highlighted as end points on the curriculum and Classroom Monitor supports knowledge and skills across each 	<ul style="list-style-type: none"> KS2 results have been above national averages and local – significantly. The number of children attaining the greater depth is above the national average and local. Progress in reading, writing and maths is good in KS2. Progress in EYFS has been good for the past three years. Children start with low attainment and the cohort remains above National and Local. EYFS Good Level of Development is above National and Local. Progress in KS1 has been consistent and Phonics Screening remains above local and National.. The pupils are well prepared for life at secondary school because of our excellent transition process and extra care given to disadvantaged and SEND pupils. 100% of the Disadvantaged attained expected standards at the end of KS2. Ofsted March 2024 - ;No Child is left behind.' 	<div data-bbox="1088 400 1500 882"> <ul style="list-style-type: none"> Personal development is equally valued and celebrated along with academic progress. The school is proud of the responsible and respectful young people it is helping to create through a strong programme of PSHE. And RHE. Ofsted feedback reported that this was a strength of our school and Behaviour was exemplary. Pupils understand the difference between right and wrong and have a good moral compass and global conscience. </div> <div data-bbox="1088 882 1500 954"> Behaviour and Attendance are outstanding </div> <div data-bbox="1088 954 1500 1552"> <ul style="list-style-type: none"> Behaviour is exemplary forthe vast majority of pupils and low- level disruption is rare. Pupils are proud to attend the school. Learning time is maximised because behaviour is good to better than. Pupils are productive and work hard in their lessons. They are praised for effort as well as attainment. Attendance is above national averages. School in 2023-2024 . Relationships in the school are well-established and constantly nurtured. Positive Play has shown a good impact on confidence particularly of older pupils to </div>	<ul style="list-style-type: none"> Leaders have effectively led teaching to at least good in every class, with pockets of outstanding practice. The schools leaders were instrumental in the development of the curriculum intent and skilling up subject leaders to plan a sequenced and progressive curriculum. Leaders have high expectations about every aspect of the schools' work and this strong ethos permeates across the school where staff believe that all pupils are capable of making at least good progress. CPD has been incisive and led to improved content and pedagogical content knowledge. The governors carry out their statutory duties effectively. They have an accurate understanding of monitoring and challenge senior leaders well. Safeguarding and child protection is effective and fully compliant. 'School leaders self evaluation as a good school is supported by robust evidence (pupil outcomes, pupil's behaviour and attitudes in lessons and around school, opportunities which the school provides to enhance pupil's personal development, and leadership and management which responds positively to opportunities to improve and refine practice) The local authority agrees with the school's self evaluation, as a good school.' Local Authority Autumn 2024 review.

year.

- Teachers pedagogy, content pedagogy and content pedagogical knowledge in every

<ul style="list-style-type: none"> • Reading, writing and maths are built into every subject area. • We have high ambition for all pupils including PPG and SEND and skilful teachers adapt their teaching to ensure access for every child through effective adaptation. • Ofsted 5th March 2024 : No child is left behind.' • We do not narrow the curriculum in any key stage with every child receiving a full curriculum. 	<p>subject domain has been enhanced through comprehensive CPD, Subject Leadership time and Governor Link monitoring.</p> <ul style="list-style-type: none"> • Every lesson starts with a recap of prior knowledge and how the lesson is going to progress. Misconceptions are picked up and overcome swiftly. Feedback within the lesson/sequence of learning is essential. • Reading and phonics teaching is good to better than. • Evidence in books and from pupil voice show that children are learning and remembering more due to the focus on structured timings from 8.40 to 9am and 9am to 9.30am specifically aimed at interventions and retrieval progress. 		<p>address conflict and negative behaviour choices.</p> <ul style="list-style-type: none"> • Persistent absence is addressed and TAF meetings have proved to have had a dramatic impact. The school is in the 1st percentile persistent absence. 	
---	---	--	--	--

To get to outstanding we need to:	To get to outstanding we need to:	To get to outstanding we need to:	To get to outstanding we need to:	To get to outstanding we need to:
<p>develop consistency of overlearning in that we weave prior objectives into the following half-term across each academic year. Progress in each year group is mapped against the curriculum mastery. Mastery is that all children are secure in knowledge, skills and application.</p>	<ul style="list-style-type: none"> We need to ensure that questioning is used more effectively to challenge more able learners and give a 'safe' voice to those who feel less able or confident 	<ul style="list-style-type: none"> We need to improve depth of attainment in Writing at KS1. We need to ensure all children can explore reasoning in Mathematics in that arithmetic is used and applied. Target Writing in Year 1 /2 and Year 4 across 2024 2025 especially. 	<ul style="list-style-type: none"> We need to reduce the amount of persistent absence and holidays taken in term time. 	<ul style="list-style-type: none"> To develop subject leaders ability to drive standards in every aspect of the school and ensure the learning environment drives learning for all learning styles. To ensure the 'Hows' of learning objectives is progressive and leads to good to better than outcomes.