# Kingsland Primary School

# Self-Evaluation Form: July 2026

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## School context

Kingsland Primary School is a primary maintained special school in the Wakefield District that caters for pupils with a wide range of complex and profound learning difficulties. The school is split across two sites (Castleford and Stanley). There are 201 pupils on roll; 112 at Stanley and 89 at Castleford. The Published Admission Number (PAN) is 150 pupils. All pupils have an Education, Health and Care Plan (EHCP) in place. Pupil needs include severe autism, complex medical conditions, physical and mobility difficulties, as well as severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD). There are five curriculum pathways: ELF (EYFS), SLD, SCERTS, Connections and CLDD. The variety of provision on offer across these pathways ensures that the wide range of pupil needs can be effectively met. Class groupings are based on learning needs and appropriate age ranges rather than single year groups. The age range of current pupils on roll ranges from Reception to Year 6; whilst the school can cater for N1 and N2 pupils within its EYFS provision, there are not currently any pupils of this age range on roll. Kingsland Primary School was inspected as Outstanding by OFSTED in July 2023.

## Progress since last inspection

The school was last inspected in July 2023 and was Outstanding. At this time, there was a shared headship in place. The school was led by the long-standing Headteacher on a part-time basis alongside the experienced Deputy Headteacher/Co-Headteacher. In September 2024, the long-standing Headteacher retired and the Deputy Headteacher/Co-Headteacher was recruited to the full-time Headteacher role. There were also other new postholders recruited to the Senior Management Team (SMT) sourced from the existing staff team, illustrating the strength of succession planning within the school. The school currently has four ECTs. Alongside our large and highly skilled team of teachers and Teaching Assistants (TAs), there are a number of other roles that contribute to the high-quality provision on offer for pupils, including: Assistant SENCo(s); Parent Support Assistants (PSAs); Regulation, Engagement and Support Assistants (RESAs); and Pupil Support Assistant roles. A particular area of focus over the past year has been developing a new curriculum pathway (Connections) that recognises and celebrates the outstanding work we do with pupils who access highly bespoke provision, including outdoor provision at the Stanley site and individual provision across both sites. Evidence of our work in this area is provided throughout the SEF.

## The structure of the SEF

The SEF is divided into seven sections: Incusion; Curriculum and Teaching; Achievement; Attendance and Behaviour; Personal Development and Well-being; Early Years; Leadership and Governance. These are the seven key areas of Ofsted's current inspection framework. Each section within the SEF starts with a summary judgment relevant to the current academic year, followed by an overview of the school's strengths, a brief review of relevant aspects of the current School Development Plan (if applicable) and future priorities in that key area. This overview is then supported by detailed evidence of why this judgement has been reached, mirroring the structure and sub-sections of Ofsted's current inspection framework.

## Evidence base

The performance of the school in relation to Ofsted's current inspection framework and progress made towards priorities outlined in the current academic year's (25/26) School Development Plan is measured by:

The Governing Body and senior managers:

- monitoring Pupil Progress across all curriculum pathways by reviewing:
    - the school's Pupil Progress Matrix
    - scrutiny of pupil work and evidence of progress
    - the work of curriculum leaders
- monitoring Pupil Premium and Sports Premium spending
- considering and acting upon reports from the SIP
- evaluating whole school action plans, ensuring key 'areas for development' are achieved within timescales or readjusted as required
- monitoring the breadth and impact of CPD (training, mentoring, coaching) for all staff within the school

Senior managers:

- conducting lesson observations and learning walks in line with the school's appraisal cycle
- meeting regularly to review standards of teaching and learning, including monitoring of curriculum planning and reviewing the work of curriculum leaders
- evaluating whole school action plans, ensuring key 'areas for development' are achieved within timescales or readjusted as required
- considering and acting upon Governing Body reports
- considering and acting upon parent survey feedback

Curriculum/subject leaders:

- reviewing standards and progress made through curriculum/subject audits, including observations of teaching and learning walks
- evaluating curriculum/subject action plans, ensuring key areas for development are achieved within timescales or readjusted as required

All staff:

- inputting their views around school development through targeted meetings that review progress made including:
    - teacher meetings to review progress made against the Ofsted framework
    - 1:1 review meetings for all staff with line managers
    - staff voice survey
    - staff wellbeing initiatives

## Supporting documentation

The following documents have informed the school's self-review process and the subsequent writing of the SEF:

**Evaluated whole school action plans (Ofsted criteria)**

- Quality of Education
- Behaviour & Attitudes
- Personal Development/PSED (including RSHE)
- Leadership & Management
- EYFS
- Ongoing

**Evaluated whole school action plans (other)**

- ELF (EYFS) curriculum pathway
- Subject-specific (SLD) and non subject-specific (CLDD, SCERTS, Connections) curriculum pathways
- Literacy & Communication (including a PECS specific action plan)
- Behaviour, including trauma and attachment
- Wellbeing
- School Council
- Multi-Sensory Impairment (including a Sensory Environments specific action plan)
- Parental Engagement and Evidence for Learning (separate action plans)
- MATP

**Evaluated curriculum action plans:**

- Mathematics
- Natural Sciences
- Outdoor Learning
- Music (3-year action plan/development plan in line with DfE requirements – due to be fully evaluated Summer 2027)
- PE
- Computing
- RE

## Overall effectiveness

**Exceptional**

External Verification of Standards

Feedback from a Keeping in Touch visit from the Local Authority

*"The school leadership and governance, and outreach arm, show ambition and are a great part of our Wakefield School Community"* (November 2025)

Feedback from the School Improvement Partner

*"Good progress has been made in developing/reviewing the SLD curriculum pathway"* (May 2026)

*"The provision is working effectively in practice and that the very complex needs of these pupils are being met well. The individual regulation plans were seen, and these contain appropriately individualised targets in key areas of pupils' needs: regulation, communication, interaction, and language etc."* (March 2025)

## Summary of judgements for 25/26

| | |
|---|---|
| Inclusion | **Exceptional** |
| Curriculum and Teaching | **Exceptional** |
| Achievement | **Exceptional** |
| Attendance and Behaviour | **Exceptional** |
| Personal Development and Wellbeing | **Exceptional** |
| Early Years | **Exceptional** |
| Leadership and Governance | **Exceptional** |

## Safeguarding

**The arrangements for safeguarding are met, evidenced as follows:**

Leadership of safeguarding

- The school has all statutory policies in place, and these are regularly monitored and evaluated. Staff have these to hand, and they are also available on the school's website for parents to view
- A child-friendly version of the safeguarding policy is visible around school and explained to pupils
- The school has an 'open door culture' when it comes to safeguarding; staff know who to approach, how to raise concerns and feel confident to professionally challenge when needed

- There is an embedded culture of safeguarding within the school that is underpinned by staff from a range of professions working together to safeguard pupils and identify those at risk. This includes senior leaders/DSLs, PSAs, teachers, HLTAs, RESAs, TAs, LTS, admin staff, nurses, passenger transport staff, OTs, SALT and all adults that come into contact with the pupils. The school works in partnerships with many agencies to ensure the safety of its pupils including school nurses, social workers, Parent Support Advisor, medical professionals and family workers
- The DSL team will professionally challenge multi-agency partners when needed, and are aware of how to professionally escalate concerns

<u>Safeguarding information for all staff</u>
- Staff receive training in the areas of safeguarding, whistleblowing, behaviour management and positive handling, pupil welfare, online safety etc.
- Safeguarding e-bulletins are sent to staff each term, sharing key policy updates and general reminders about safeguarding procedures and culture
- Referrals to the LADO are made promptly and in line with procedure

<u>Management of safeguarding</u>
- The headteacher is the Senior DSL and is supported by a large team of Deputy DSLs who meet regularly to discuss and supervise cases. All staff within the school know the relevant designated staff
- The school works closely with the Virtual School to meet the needs of looked after or previously looked after children
- The teaching of 'safety', including online safety, is embedded within all curriculum pathways
- The school has two safeguarding governors who meet twice a year with the Headteacher/Senior DSL and Deputy Headteacher/Deputy DSL (who is also SENCo and PSED/RSHE lead) to review safeguarding practice within the school. The safeguarding governors use a third visit to review the SCR
- Statutory governor training is a standing item at governor meetings, a training link governor is in place and statutory governor training is recorded on the school's SCR

<u>Safer recruitment</u>
- All senior leaders and key members of the administration team who manage the SCR are trained in safer recruitment
- Recruitment procedures are robust and in line with Government requirements
- A Recruitment Policy is in place and regularly reviewed in order to ensure consistency of approach to recruitment

<u>Child-on-child violence</u>
- Pupils are supported by class teams that know them well. Consistency within staffing teams is prioritised at all times
- Pupils have individual risk assessments where this is deemed necessary in order to keep themselves and others safe
- Any incidents of sexual violence and sexual harassment are clearly recorded on the school's CPOMS system, acted upon appropriately with support from other agencies when required, and reported to Governors each term. Whilst incidents of sexualised behaviour have been logged on the school's CPOMS system, there have been no reported incidents of sexual violence and sexual harassment this academic year.

## Inclusion

**Based on Ofsted's current inspection framework, *Inclusion* for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria.

### Summary judgement

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| **Strenths** | • Child-centred approach to teaching, learning and overall curriculum offer for all pupils<br>• Flexibility to adapt to changing pupil need (either individual need or changing cohort need), maintaining the highest aspirations for all learners e.g. the recent introduction of the Connections curriculum pathway<br>• Outreach offer to LA mainstream primary schools and the impact of this over time<br>• The school is a 'lead school' for the West Yorkshire music hub, acting as an example of provision and practice to other schools (both specialist and mainstream) across the entire Yorkshire region<br>• The *Sounds of Intent* Bronze Award (January 2026) was achieved, evidencing the school's commitment to inclusive music making for all pupils |
| **Review of relevant aspects of 25/26 SDP** | N/A |
| **Areas for Development & Next Steps** | • Explore a wider range of off-site visit options for the most complex learners e.g. PMLD and complex SCERTS<br>• Ensure additional members of the SMT access Designated Teacher Training from the Virutal School<br>• Consider expansion of current outreach offer and other options for sharing expertise externally<br>• Promote a research culture within the school, such as by creating a working party for staff to review new research and distribute key findings to colleagues and by engaging in external research projects |

### Evidence for judgement

| Reason for judgment | Evidence base for judgment |
|---|---|
| Identifying, assessing and meeting needs, and reducing barriers | • Pupils at Kingsland are provided with a breadth of learning opportunities and a bespoke, personalised and varied provision, with their curriculum and teaching approaches based upon pupil need, learning styles and stages of development<br>• The over-riding aim of the school is to provide each pupil with a curriculum that enables them to develop the skills and knowledge that they need to achieve the best possible outcomes and prepare them for life<br>• In order to achieve this the school runs a diverse set of curriculums and recognises that some pupils benefit from a curriculum that is bespoke to them. Further to this, if a pupil requires a change of curriculum pathway/provision (i.e. due to a change of presentation/need), leaders act upon this and plan any transition carefully |

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| | • The school works closely and effectively with a range of external specialists in order to best support pupils such as health services (nursing, SALT, physiotherapy, occupational therapy, CTLD), MSI/VI/HI specialist teachers, social care, educational psychology, CAMHS, mental health practitioners, music therapy, housing etc. The school regularly receives exceptional feedback from these colleagues (see SEF file for examples)<br>• Parents and carers have made a significant contribution this year to their pupils' learning and to the work of the school. The school has a very positive relationship with parents/carers, who are involved in decision-making. Communication is very good as evidenced by attendance at:<br>o online and in person school events, including training/workshops and coffee mornings<br>o progress and EHCP meetings<br>o drop-in sessions with specific foci<br>o school visits that have had a particular focus on parent involvement e.g. Snozone, forest schools etc.<br>• Responses to the parent survey (May 2026) across the school were overwhelmingly positive. The school is using the helpful development points suggested by parents to further inform practice moving forward, particularly in terms of communication systems<br>• Parent governors have been involved in many aspects of the work of the governing body and the school. The PSAs work extensively with parents, many of whom attend courses, meetings and events. They maintain very good links with many parents who find it difficult to engage with school. The views of parents/carers are overall very positive. Views expressed by parents are acted upon<br>• The school's Accessiblity Plan is in date, implemented effectively and available on the school's website |
| Supporting disadvantaged pupils | • All senior leaders engage with the latest research in their specialist areas in order to inform their approaches to practice and enhance provision for all pupils, including the most disadvantaged. This research-rich culture is led by the Headteacher, who is actively involved in educational research on both a national and international level<br>• The school's Pupil Premium strategy statement identifies projects and areas of development that benefit the most disadvantaged pupils in the school. It aligns with wider school improvement priorities<br>• The statement is reviewed twice a year, and re-written each year. It is approved by Governors, who also review the impact of Pupil Premium funding each year<br>• All staff are asked to contribute their views about Pupil Premium spending, including the impact they feel this has<br>• Adaptations to provision are made when needed, such as:<br>o providing individual provision/space for pupils who require it<br>o offering alternative curriculum enrichment opportunities e.g. cross-site visits for pupils who are not yet ready to take part in off-site visits, small group music workshops on-site for pupils who are not yet ready to engage with instrumental tuition, a range of off-site forest school venues that offer different levels of security |

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| Supporting pupils with SEND | • All pupils at the school have an EHCP<br>• The school has a qualified, highly experienced SENCo in post who is also a Deputy Headteacher. She is supported by a recently-qualified Deputy SENCo<br>• The school's SEN Report is reviewed each year and is available on the school's website<br>• All pupils access a culture, ethos and learning program based upon recognising and facilitating the highest achievement possible<br>• Provision is constantly evolving as the needs of the pupils change<br>• Additional support for individuals or groups of pupils is reviewed termly in response to pupil progress measures<br>• Close monitoring of pupil progress ensures pupils to benefit from individual learning pathways that enable them to make meaningful progress that prepares them for their future lives<br>• A wide and enriching staff training programme is on offer that evolves to meet the changing needs of pupil cohorts (see SEF file for examples)<br>• The school works with families, pupils and a range of agencies to sustain learning and development, with the wellbeing of individual pupils is deeply embedded at all levels. The role of the Parent Support Advisors have continued to have a significant impact. There is a well-established programme of courses and events for parents, including coffee mornings and training sessions on topics such as first aid, communication, sensory play, behaviour and regulation, moving and handling, PECS, Sensology and TACPAC, MSI needs, growing up and puberty, early reading, social stories etc.<br>• Transition arrangements for pupils are thorough and effective. The school has a senior leader who is responsible for transition at all stages in order to ensure consistent approaches are in place across the school and at all times of year e.g. in the case that a pupil joins the school mid-year. Pupils are enabled to transition seamlessly e.g. into Kingsland, between classes, out of Kingsland. This is planned for at all stages and ages of each child's development e.g. through using a symbol to transition from one area of a room to another, to the use of off-site learning, transition visits and social stories. The school works closely with parents as pupils join and leave the school<br>• The school provides an outreach service to local mainstream schools that has been extremely successful and is in high demand, the main aim of which is to support pupils with SEND in mainstream and reduce the pressure on specialist places in the district |
| Supporting pupils who are known (or previously known) to children's social care | • A number of Deputy DSLs act as designated teachers for looked after children or previously looked after children; the school works closely with the Virtual School. They have all had in-depth trauma and attachment training<br>• Whole school CPD sessions have been delivered throughout the year to school staff on trauma and attachment needs, and the impact of these on pupil wellbeing. This has built upon previous training and helped embed practice |

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| | across the school. Individual support has been offered to class teams around specific pupil need from the trained trauma and attachment lead. This lead teacher has identified pupils as part of a trauma/attachment caseload<br>• Pupils who are looked-after have a Personal Education Plan that is reviewed each term in collaboration with the Virtual School. These plans complement pupils' Individual Education Plans and EHCP outcomes in order to ensure consistency and clarity across all plans for these pupils. Designated teachers' PEP reports are often reviewed as 'green' by the Virutal School and attract exceptionally positive feedback (see SEF file for examples)<br>• The Senior DSL shares an overview of current cases known to social care with the DSL team each half term in order to ensure there is a holistic approach across the team for these learners that may involve support with their learning, overall wellbeing or attendance<br>• The school works closely with the LA social care teams and other professionals who support our most vulnerable learners |

## Curriculum & Teaching

**Based on Ofsted's current inspection framework, *Curriculum and Teaching* for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria.

### Summary judgement

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| **Strenths** | • The school offers four distinct curriculum pathways (beyond EYFS) in order to meet varied pupil need<br>• Curriculum pathway teams meet regularly and have an open culture of learning from each other and sharing good practice<br>• There are opportunities for staff at all levels to be involved with curriculum development<br>• Teaching standards are consistently high, with a balanced teaching profile of ECTs and experienced teachers |
| **Review of relevant aspects of 25/26 SDP** | <u>Priority Area 1</u><br>The SLD curriculum has been reviewed over the course of the year. Main outcomes of this are:<br>• All topics have been reviewed in terms of applicability to current cohort<br>• Most progression maps have been reviewed in terms of applicability to current cohort; remaining maps to be reviewed by Oct 26<br>• Schemes of work are in the process of being reviewed (to be complete by Oct 26)<br>• Recent SIP visit verified work in the above areas |
| **Areas for Development & Next Steps** | • A review of the Computing curriculum encompassing the most recent guidelines and recommendations around online safety and AI (linking to PSED and RSHE changes from Sept 26), including a review of how computing threads through other curriculum areas such as literacy, maths, science, music, food technology etc. This will include modernisation of resourcing and consideration of more targeted resourcing appropriate to curriculum pathway e.g. which type of tablet device depending on computing skills being worked on, relevance of interactive whiteboards etc. |

### Evidence for judgement

| **Reason for judgment** | **Evidence base for judgment** |
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| Strategic leadership of curriculum and teaching | • Senior leaders maintain strategic leadership of the curriculum and teaching (primarily by leading one of the five curriculum pathways), with a clear structure in place that also promotes succession planning within the school (see SEF file for examples). Each strategic curriculum lead produces an action plan for the academic year and reviews this as part of the school self-review process each May. Individual action plans contain details of outcomes and impact (see SEF file) |

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| | • The development of pupils' communication underpins everything the school does and is threaded through all aspects of the curriculum. A senior leader has responsibility for this area of curriculum provision. Her individual action plans contain details of outcomes and impact (see SEF file)<br>• There are three current TLR postholders in school in the areas of: maths, SCERTS and MSI, as is also outlined on the staffing structure document (see SEF file). All postholders receive additional non-contact time in order to carry out their role effectively and ultimately have impact on pupils. Each TLR postholder produces an action plan for the academic year and reviews this as part of the school self-review process each May. Individual action plans contain details of outcomes and impact (see SEF file)<br>• As part of these roles, senior leaders and TLR postholders have a comprehensive and up to date understanding of the quality of curriculum, broader provison and teaching across the school. Records of lesson observations, learning walks, drop-in days, progress data/evidence, as well as moderation of pupil work and teacher planning, all show that high-quality teaching is resulting in high-quality learning<br>• Members of the Governing Body closely monitor the curriculum provision, teaching and learning, and use of Pupil/Sports Premium to gain an oversight of the quality of education taking place generally across school<br>• All staff feed into a school self-review process each May which involves:<br>o curriculum/subject leaders auditing provision in their area, including observing teaching (format provided)<br>o curriculum/subject leaders reviewing existing action plans and writing new ones for the following academic year<br>o sharing their feedback on school development and future priorities through a survey<br>• Beyond the ELF (EYFS) curriculum pathway, the school offers four different curriculum pathways to pupils: CLDD, SCERTS, Connections and SLD. The school has constructed these highly ambitious curriculum models, drawing upon guidance and best practice from: the National Curriculum, The Victoria Curriculum etc.<br>• Across all of these pathways, the curriculum offer is broad and balanced, timetables aim for continuity and progress, flexibility of curriculum content/subjects is established by the thematic approach to planning and teaching subjects in a cross-curricular way, a variety of different approaches to delivering the curriculum are used, and there are common planning systems in place<br>• All of the curriculum pathways on offer cover the statutory requirements set out in the national curriculum, including relationships, sex and health education, and religious education. The way these requirements are met varies between pathways in order to ensure provision is appropriate and ambitious for all learners<br>• The provision within EYFS continues to be exemplary and has been specifically devised to meet the complex and varied needs of pupils as they join the school. It is highly stimulating and organised in such a way as to allow for individual programmes to be followed, exploratory learning to take place and focused group work to enhance learning (see EYFS section of SEF (p.38-43) |

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| | • A recently updated Teaching and Learning Policy will be in place from Sept 26 and will be kept under regular review by senior leaders<br>• Teaching staff work collaboratively with therapists, medical and nursing staff to ensure pupils make exceptional progress in their physical development and are cared for extremely well. All TAs have clear roles and responsibilities and have developed skills to ensure they meet all of a pupil's needs<br>• All teachers have taken on and embraced whole school initiatives relating to the development of the curriculum on both an individual pupil and whole class level, and are motivated to improve upon areas of their practice<br>• Early Career Teachers are well supported through a comprehensive mentoring and coaching programme. They are not asked to take on any curriculum/subject leadership during their ECT years |
| Securing strong foundations for all pupils | • The curriculum works extremely well for all pupils. A creative, child centred, holistic approach enables deep learning to take place<br>• The intent and implementation of the four curriculum pathways beyond ELF (EYFS) differ intentionally so that there is a curriculum offer to suit all pupils. Assessment systems are bespoke to each pathway<br>• The Curriculum provides a clear structure and is tailored to pupil needs, with specific aspects planned for on each pathway e.g. life skills, play, safety, class specific etc. All teachers are involved in reviewing the curriculum on an ongoing basis<br>• Progression maps (written specifically by the school's senior leaders and curriculum/subject leaders, and reviewed each year in collaboration with teachers) serve a slightly different purpose on each curriculum pathway, as outlined within the school's Teaching and Learning Policy. Across the pathways, they form part of a 'basket of assessment', outlining the progression of knowledge and skills over time, providing teachers with a clear framework to refer to when planning teaching sequences that cumulatively build from prior to future learning |
| School and subject curriculum | • Pupils make significant and sustained gains across the curriculum from their starting points. For pupils engaged in subject-specific learning, these gains are consistently evidence in the areas of literacy, reading and mathematics<br>• Pupils' learning in the areas of reading, writing, communication and mathematics is consistently developed throughout the school as a direct result of the delivery of high-quality teaching, a focus on developing skills across the curriculum and the deployment of a literacy specialist (full-time non-teaching AHT) and mathematics specialist (TLR postholder with additional non-contact time)<br>• The teaching of reading is rigorous and sequenced. Pupils benefit from the Kingsland Personalised Reading Scheme and the Little Wandle Phonics programme. All SLD and SCERTS classes deliver daily Phonics sessions. ELF pupils with the most complex PMLD needs engage in multi-sensory phonics sessions with a focus upon the Foundation Stage. Other ELF pupils work on recognising the days of the week, developing a knowledge of letter sounds and mark |

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| | making independently, while KS1 pupils are able to recall parts of a story and 'read' symbols and familiar words. More able, older KS1 and KS2 pupils are developing some formal writing skills and reading for meaning<br>• All aspects of the curriculum focus on pupils generalising and applying what they have learnt in different contexts in order to promote independence e.g. setting the table at snack time (linked to mathematics), welcoming visitors to the school and selling Enterprise items (linked to literacy/communication, mathematics, PSED), making choices between instruments and taking turns within a Samba ensemble (linked to PSED) etc.<br>• The curriculum is enriched by an exceptional range of activities to develop pupils' wider development and generalisation of skills/learning, and to encourage their ability to work and perform with others. These are planned for in advance to enable curriculum/subject leaders to build them into their long-term plans. These activities include:<br>o off-site and cross-site visits<br>o themed days/weeks<br>o *Stride* PSED/drama intervention groups<br>o music intervention groups (e.g. ukulele lessons, links with Live Music Now and Jessie's Fund) and music therapy<br>o PE/dance lessons delivered by specialists alongside inclusive interventions to promote physical health and wellbeing such as swimming lessons for KS2 pupils, hydrotherapy, horse riding, forest schools/outdoor learning/gardening<br>o creative and physical activities with other schools e.g. joint choir concerts and boccia competitions<br>o forest schools/outdoor learning/gardening<br>o themed activities as planned for within annual curriculum planner – Big Draw, Big Spring Clean, culture week, sports week etc.<br>o sensory interaction and integration sessions.<br>• All pupils are offered Outdoor Learning within their curriculum. The Outdoor Learning lead has developed a robust and purposeful Forest Schools program for all pupils, liaising with a number of providers, coordinating timetables, groups, learning, volunteers and drivers. A high percentage of pupils attend offsite activities and for those that cannot access these, onsite alternatives are offered |
| Teaching | • Across the course of the year all classes, teachers and year groups are observed.<br>• As with previous years, a great strength of the school's teaching is the desire and confidence to move on in practice. Teachers have addressed feedback from observations, and have developed their skills as a result of professional development opportunities and collaborative work with colleagues and external consultants. They are trying out a variety of different approaches gained through lesson observations of fellow colleagues and team work.<br>• Many teachers are identifying their own development needs and benefitting from peer to peer observations of teaching or areas of provision |

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| | • Monitoring and moderation shows a very good coverage of the schemes of work, with activities/lessons clearly linked to curriculum intent. There are many examples of the outstanding subject knowledge of teachers. Less experienced teachers are supported by more experienced colleagues to ensure that outstanding teaching and learning standards are developed and maintained. Most teachers use their excellent subject knowledge to plan astutely with challenging concepts taught to pupils based upon systematic and accurate previous assessment. Understanding is developed through highly differentiated and pupil specific activities |
| Inclusive curriculum and teaching | • Environments within the school have been planned and developed to enable pupils to focus on learning, with classrooms and areas differing according to the learning needs of groups of pupils e.g. ELF classroom environments, SCERTS classrooms, subject-based classrooms, outdoor classrooms etc. No two classrooms look the same due to the differing needs of the pupils using them. Work stations and individual work areas are a feature of some classrooms while in others the focus is upon multi-sensory environments. The whole school environment has been developed, and is constantly being developed, to enable pupils with an increasingly diverse and complex learning profile to focus upon learning e.g. SI rooms, work pods, individual work rooms, communication rooms etc.<br>• See Inclusion section of the SEF for more detailed information (p.9-12) |

# Achievement

**Based on Ofsted's current inspection framework, *Achievement* for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria.

Summary judgement

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| **Strenths** | • Pupil progress and outcomes are impressive, in both an academic and holistic sense<br>• The bespoke design of the school's Pupil Progress matrix ensures gaps in progress are identified and addressed through quick intervention<br>• Pupils with the most complex needs achieve as well as, if not better than, other cohorts |
| **Review of relevant aspects of 25/26 SDP** | N/A |
| **Areas for Development & Next Steps** | • A closer focus on pupil progress on the SLD curriculum pathway, including moderation of planning and assessments<br>• An opportunity for a non-SLD pathway teacher to support the strategic development of the SLD pathway alongside the DHT, combining their own teaching/curricular expertise with that of the SLD teaching team |

## Evidence for judgement

| **Reason for judgment** | **Evidence base for judgment** |
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| Foundational knowledge | • The school has a 'basket of assessment' in place to capture learning and progress in a range of ways. The contents of this 'basket' vary depending on curriculum pathway, as outlined in the school's Teaching and Learning Policy<br>• All curriculum pathways use *Evidence for Learning* to capture and record evidence of learning and progress made<br>• Accurate and regular monitoring of pupils' work and assessments provides curriculum/subject leaders and teachers with robust information about individual pupil progress and attainment, which contributes to the planning of challenging and interesting activities<br>• Professional dialogue takes place as and when needed in order to discuss any specific interventions that are required where individual pupils are not making progress, or progress on their curriculum pathway/within a particular subject is below expected so that additional support can be provided to accelerate their progress<br>• Assessment is a natural part of teaching and learning, and takes place in all lessons. Teachers and TAs are acutely aware of pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these as evidenced by lesson observations |

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| | • Pupils benefit enormously from regular praise and encouragement about their work and overall achievements/successes. Whole school initiatives used to promote this include Star of the Week certificates/assemblies, end of year achievement assemblies, learning journey files, phone calls home, events involving parents in school e.g. class immersion sessions, Christmas activities, sports days, Forest School parent sessions etc. Staff give helpful and immediate feedback to pupils in a variety of formats so that they know how well they are doing. The next small steps to be taken are identified and this helps pupils to improve their work<br>• Dialogue between teachers and other adults and pupils is of a very high quality across the school, with all adults regularly engaging with each other and with pupils to inform the assessment process<br>• A strong culture of reading is embedded across the school (see *Curriculum and Teaching* section of SEF for more details) |
| Inclusive achievement: national tests and examinations | • Progress is analysed each term using the school's own Pupil Progress matrix which pulls together both holistic and qualitative assessments that are underpinned by a range of measures, including the school's own progression maps, progress towards EHCP/IEP outcomes, progress in communication/music/swimming etc. This document ensures all pupils make suitable progress from their starting points<br>• Progress is also analysed by curriculum/subject leads and SMT which includes moderating the quality of evidence<br>• Pupils in receipt of Pupil Premium repeatedly achieve as well as non Pupil Premium pupils |
| Inclusive achievement: across the curriculum | • Across each of the curriculum pathways, progression maps are used to ensure:<br>o teaching and learning is sequenced in a way that ensures pupils know more, remember more and are able to do more in each curriculum/subject area<br>o teachers have clear progress expectations over the short- and long-term for all pupils, and know how to support pupils to reach these<br>o there is a framework of learning and development in each subject area that is, where appropriate, drawn from external sources such as reading schemes and high-quality research (e.g. music framework is drawn from Sounds of Intent research)<br>o subject-specific vocabulary is used in the correct context and consistently by teaching teams.<br>• Progression maps serve a slightly different function on each pathway, as outlined in the Teaching and Learning Policy |

## *Picture of pupil progress: curriculum pathways*

| | Pupil Progress Information | Overall Judgment |
|---|---|---|
| **ELF**<br>*(13% of classes across both sites)* | Stanley site<br>• 40% of pupils are making above expected progress<br>• 60% of pupils are making expected progress<br><br>Castleford site<br>• 33% of pupils are making above expected progress<br>• 67% of pupils are making expected progress | **Exceptional**<br>Similar to this time last year:<br>• a significant number of pupils are making 'above expected' progress, despite an increasingly complex cohort<br>• no pupils are making 'below expected' progress despite an increasingly complex cohort |
| **SCERTS**<br>*(35% of classes across both sites)* | Stanley site<br>• 40% of pupils are making above expected progress<br>• 60% of pupils are making expected progress<br><br>Castleford site<br>• 7% of pupils are making above expected progress<br>• 93% of pupils are making expected progress | **Exceptional**<br>Compared to this time last year:<br>• almost double the number of Stanley pupils are making 'above expected' progress<br>• no pupils are making 'below expected' progress despite an increasingly complex cohort |
| **SLD**<br>*(35% of classes across both sites)* | Stanley site<br>• 38% of pupils are making above expected progress<br>• 62% of pupils are making expected progress<br><br>Castleford site<br>• 45% of pupils are making above expected progress<br>• 52% of pupils are making expected progress<br>• 3% of pupils (1 pupil) are/is making below expected progress | **Strong**<br>Compared to this time last year:<br>• less pupils are making 'above expected' progress<br><br>However:<br>• the percentage of pupils making 'below expected' progress remains extremely low, meaning the remainder of pupils are making at least 'expected' progress |
| **CLDD**<br>*(11% of classes – Stanley site)* | Stanley site only (no Castleford site CLDD provision)<br>• 45% of pupils are making above expected progress<br>• 55% of pupils are making expected progress | **Exceptional**<br>Similar to this time last year:<br>• a significant number of pupils are making 'above expected' progress, despite an increasingly complex cohort<br>• no pupils are making 'below expected' progress |
| **Connections** *(6% of classes across both sites)* | Stanley site<br>• 20% of pupils are making above expected progress<br>• 80% of pupils are making expected progress<br><br>Castleford site<br>• 33% of pupils are making above expected progress<br>• 67% of pupils are making expected progress | **Exceptional**<br>Despite being a newly introduced curriculum pathway in September 2025 and a complex cohort, a number of pupils are making 'above expected' progress |

*Picture of pupil progress: subject areas (SLD curriculum pathway only)*

| | Pupil Progress Information | Overall Judgment |
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| **Literacy & Communication** | All pupils at the Stanley site are making expected or above expected progress across all strands of literacy.<br><br>2 pupils at Castleford are not making expected progress in reading. Both of these pupils are in SLD/SCERTS hybrid classes. Their progress will be closely monitored next term. Pupils are making expected or above expected progress across all other strands of literacy at the Castleford site. | **Exceptional (Stanley site)**<br><br>**Strong (Castleford site)** |
| **Mathematics** | All pupils at the Stanley site are making expected or above expected progress across all strands of maths.<br><br>2 Castleford site pupils are not making expected progress in statistics. Both of these pupils are in SLD/SCERTS hybrid classes. Given the SLD/SCERTS needs of pupils, statistics can be a difficult concept to teach but progresss will be closely monitored next term. Pupils are making expected or above expected progress across all other strands of maths at the Castleford site. | **Exceptional (Stanley site)**<br><br>**Strong (Castleford site)** |
| **PSED** | All pupils across both sites are making expected or above expected progress. | **Exceptional (both sites)** |
| **Natural Sciences (including Outdoor Learning)** | All pupils across both sites are making expected or above expected progress. | **Exceptional (both sites)** |
| **PE** | All pupils across both sites are making expected or above expected progress. | **Exceptional (both sites)** |
| **Music** | All pupils at the Stanley site are making expected or above expected progress.<br><br>One SLD/SCERTS pupil at the Castleford site is not making expected progress. Given the SLD/SCERTS needs of pupils, group music making can be difficult to access due to overstimulation/dysrsegulation but progresss will be closely monitored next term. | **Exceptional (both sites)** |
| **Computing** | All pupils at the Stanley site are making expected or above expected progress.<br><br>One SLD/SCERTS pupil at the Castleford site is not making expected progress. Given the SLD/SCERTS needs of pupils, technology can be difficult to access due to overstimulation/dysrsegulation but progresss will be closely monitored next term. | **Exceptional (both sites)** |

## Attendance & Behaviour

**Based on Ofsted's current inspection framework, *Attendance and Behaviour* for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria.

### Summary judgement

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| **Strenths** | • Early intervention with attendance, with expectations for high attendance made clear<br>• Family-centred approach leads to sustained improvements in attendance in most cases<br>• In depth analysis systems in place to monitor behaviour at all levels, key findings being shared with staff<br>• The school regularly makes changes to its site, including building work when required, to meet the changing needs of some pupils |
| **Review of relevant aspects of 25/26 SDP** | N/A |
| **Areas for Development & Next Steps** | • Maintain high standards of training in behaviour at all levels, including Team Teach for a small number of staff and trauma/attachment training for all staff<br>• Introduce a new format for informing parents in written form when PI has been used (in line with updated statutory guidance on restrictive interventions to be in place from Sept 26)<br>• Maintain detailed attendance records, including evidence of interventions |

### Evidence for judgement

| **Reason for judgment** | **Evidence base for judgment** |
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| Strategic leadership of attendance and behaviour | • The school has up to date attendance and behaviour policies – both are available in full and as parent-friendly versions on the school website<br>• The behaviour policy outlines clear expectations and systems regarding how behaviour is managed e.g. use of RSPs, pen portraits, policy around physical intervention etc.<br>• The school has a wide range of behaviour supports in place that are consistently applied e.g. calm stance/voice, use of total communication, calm choice boards, 'working for' systems etc.<br>• The school adopts a pupil-centred, individualised approach to learning and behaviour - individual provision and timetables are in place where needed and kept under regular review<br>• Staff address behaviour on a level that is developmentally appropriate for individual pupils and only once regulated – there is a shared understanding and ethos that behaviour is the key to learning and that a pupil must be regulated |

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| | before expectations/demands are placed on them. Individual support systems and specific expectations for pupils are in place depending on their emotional understanding<br>• The widespread use of personalised learning throughout the school day and with all pupils promotes positive engagement with learning and reduces episodes of dysregulation. For pupils with the most complex behavioural needs who require bespoke/individualised provision, teaching is very much built around their interests. This reduces incidents of dysregulation and behaviours that challenge, and increases engagement in learning<br>• The school promotes trauma-informed approaches to behaviour at all times, with regular training provided to staff<br>• There is a clear focus on de-escalation within policy, procedure, practice and documentation; Physical Intervention is minimally used and only in the most high-risk situations<br>• The school recruited two Regulation and Engagement Support Assistants (RESAs) in January 2025 to promote implementation of behaviour systems/approaches/training and to support staff in safely meeting the needs of the most challenging pupils<br>• The school has a number of systems that help track and analyse behaviour<br>• Parent support workshops are offered to promote effective/consistent behaviour support between home and school<br>• PSED/RSHE (including an understanding of emotions, personal space, social skills, respect for others) is taught throughout the curriculum, in a way that is appropriate for individual pupils<br>• The behaviour lead (DHT) shares a termly bulletin of behaviour updates with staff and analyses information in a more detailed manner with class teams<br>• The school works closely with external professionals who may offer advice and insight into the most challenging behaviours in school e.g. Educational Psychologists, CAMHS, mental health practitioners etc.<br>• Clear and consistent routines are well established and embedded within all four curriculum pathways, helping maintain a calm and productive learning environment e.g. morning and afternoon routines across all classes, reflection time within SLD classes, relaxation time within SCERTS classes etc.<br>• Consistent and developmentally appropriate behaviour support systems lead to pupils showing positive behaviours towards others and having respect for staff/each other e.g. visuals, minimal language, modelling expectations etc.<br>• Vocabulary refers to good choices and positivity. Staff emulate this so that pupils mirror this |
| Attendance | • The school has robust tracking systems in place to monitor (on a monthly basis) the attendance of:<br>o whole school<br>o each site<br>o the Reception cohort (cross-site) – this is to enable early intervention with families new to school<br>o individual pupils where attendance is between 90% and 95%<br>o all pupils on a Child Protection plan |

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| | • Where the attendance of individual pupils is lower than 90% (persistant absence) or lower than 50% (severe absence), this is monitored on a weekly basis<br>• The Headteacher meets with the EWO every half term to review persistant and severe absence cases. Other key staff who are involved in improving attendance (Deputy Headteachers, Parent Support Advisors) also attend these meetings when appropriate<br>• Whole school and site specific attendance has remained stable throughout the year, with average figures of 89% (whole school), 87.5% (Stanley site including complex medical pupils), 89.25% (Stanley site excluding complex medical pupils), 91.63% (Castleford site)<br>• General trend on both sites is that the number of pupils requiring weekly monitoring has reduced over the course of the year (moving to monthly monitoring or no monitoring)<br>• A small number of pupils have an attendance intervention record in place that documents the family-centred support that has been put in place to improve attendance. In some cases, this has been to support reintegration into school after long-term medical absence but in most cases this has been to promote improved attendance, celebrating small steps of progress with families and maintaining high expectations<br>• Family-centred support to improve attendance has had a significant impact on individual pupil attendance. Individual intervention records outline these in more detail, but some anonymised examples include:<br>o a child whose attendance was 33% in November 2024 now has 99% attendance<br>o a child whose attendance was 32% in April 2025 now has 89% attendance<br>• The school prides itself on the family-centred support it offers which includes: informal input to initially raise and discuss attendance concerns, flexibility over location for more formal attendance meetings, a focus on and celebration of 'small-wins' with families, a multi-agency approach to promote better attendance (e.g. EWO, transport team, wheelchair services, NHS services etc.) |
| Behaviour, including bullying | • There is a child-friendly version of the school's Behaviour Policy – this is displayed around school<br>• Pupils work hard to follow their timetables and engage well with opportunities that are offered e.g. use of ASPIRES areas. Pupils share ASPIRES spaces with peers (where appropriate) and work on SCERTS targets in these spaces, which focuses on social communication and emotional regulation<br>• The school has a wealth of spaces around school that promote calm and positive behaviour, including play areas, sensory integration spaces (indoor and outdoor), woodland areas etc.<br>• Specific interventions promote an ethos of understanding and respect amongst pupils e.g. Stride Theatre, horseriding, swimming etc.<br>• Consistent daily routines across each pathway ensure all pupils are ready to engage in learning time |

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| | • There is consistent evidence of self-regulation throughout the school, with pupils' regulatory strategies respected and supported. Regulation Support Plans (RSPs) support pupils who find regulation challenging throughout the day, which are reviewed termly and implemented consistently<br>• Daily specific emotions activities are in place to teach emotional understanding of self and others<br>• Turn-taking, sharing and social skills activities are integrated throughout the day across all pathways (e.g. circle time, ASPIRES, playtimes, group work)<br>• Staff draw upon pupils' strengths and what motivates them e.g. if they are practical learners, focusing on this with them. Stanley site Island pupils now contribute positively to life of the school e.g. jobs, cookery club etc.<br>• Bullying at Kingsland is extremely rare (there have been no instances of bullying this year on either site) due to a consistency of approach by all staff to behaviour management, the development of personal responsibility in pupils and the effectiveness with which instances are managed and preventative measures put in place. These have included: the re-organisation and development of outdoor play space to enable all pupils to access appropriate activities whilst ensuring that higher risk and more vulnerable pupils are safe; all staff being aware of pupils who may 'target' other pupils; and the flexible management of 'high risk' times such as lunchtimes to ensure that the risk of bullying is minimalised<br>• Pupils' understanding of bullying is developed through work undertaken during PSHE, anti-bullying assemblies, anti-bullying weeks, culture week, corridor displays etc.<br>• Regular and in-depth analysis of behaviour ensures that any pattern to behaviour (that may lead to bullying if not addressed) is identified and addressed at the earliest possible opportunity. Parents are kept informed of any interventions their child requires so that a collaborative approach, always within the context of the child's developmental level, can be taken |
| Attitudes to learning | • Pupils are happy in school, enjoy learning and are confident to approach adults. Pupils feel safe<br>• Walking around school, pupils' attitude and presence in the corridor is exemplary. They transition around school successfully (with differing levels of support) and access learning in different spaces e.g. ASPIRES, woodland, sensory pod, playground etc. Visitors to school regularly comment upon the positive ethos in school<br>• When out in the community, pupils' behaviour is positively commented on and fed back to school by a range of people including volunteers who may support a school visit and members of the public<br>• Drop-ins, learning walks and lesson observations consistently highlight that pupils are eager to engage in learning<br>• Pupils follow whole class or individual timetables with support from staff which results in excellent engagement in learning. Visual supports encourage pupils to work in manageable chunks and help them focus; they like to know what's coming next |

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| | • Pupils demonstrate a thirst for knowledge through their keenness to move to work sessions and areas, body language and verbalisations, and the way in which they apply themselves to activities<br>• Pupils demonstrate high levels of concentration and are rarely off task. Their desire to learn is exemplary. They show pride in their achievements. Examples include: pupils showing obvious understanding when receiving special certificates; pupils bringing symbols to staff to ask to engage in an aspect of learning; pupils readily lining up for activities when shown the timetable or being told verbally; more able pupils reviewing their own work and commenting upon their achievements; pupils' self-care and pride in appearance; pupils tidying up and caring for the school environment; pupils showing things they have done to visitors without prompting; pupils volunteering to be first to undertake an activity; pupil responses to objects of reference<br>• Within SLD classes, pupils collaborate to formulate class rules and expectations<br>• Staff facilitate learning opportunities that lead to success for pupils; staff care passionately about this. They use lots of praise which builds pupil self-esteem, meaning pupils feel good about themselves and their learning<br>• Staff build trust in pupils and don't break this; they follow through with expectations, plans, agreements and reward systems. As a result, pupils feel safe and listened to<br>• Wellbeing has a clear focus in school and is embedded through activities such as school council and circle time activities, and through teaching that promotes respect, healthy living, making safe choices etc. |
| Inclusive approaches to attendance and behaviour | • Pupils who can exhibit more challenging behaviours have individual plans and strategies in place to support them e.g. Regulation Support Plans, individual timetables, individual work spaces etc.<br>• The implementation of these plans leads to significant improvements over time, ensuring that the learning and safety of others is not compromised. They are regularly reviewed with staff and parents, and are always discussed by all senior managers involved with the pupil/site so that any recommendations or changes are robust and appropriate; consistency of approach and response is key<br>• Any serious incidents relating to behaviour are monitored, analysed and reviewed with strategies put in place<br>• Aggression is not seen as an intolerable behaviour, but due to a need in the pupil that is not being met. Staff training, policies, guidance and coaching reflect this. Staff adopt a reflect approach to support pupils through escalation and dysregulation, and senior staff model this by taking time to reflect on incidents with staff after they have happened<br>• Other documentation aside from Regulation Support Plans e.g. pen portraits, IEPs etc. is followed by all staff working with pupils who have behaviours that challenge, as a means of avoiding dysregulation and understanding what each pupil needs and how these needs are best met<br>• Whole school behaviour reporting systems are in place, including a 'trigger system' to update strategies and implement further supports where existing strategies are not addressing dysregulation |

## Personal Development & Wellbeing

**Based on Ofsted's current inspection framework, *Personal Development and Wellbeing* at the school for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria.

### Summary judgement

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| **Strenths** | • Trauma-informed practice is embedded across the school<br>• Case studies documenting interventions around trauma and attachment illustrate the school's expertise in this area<br>• PSED & Citizenship and RSHE policies updated to reflect Sept 26 guidance<br>• Teachers have access to training and ongoing support to teach RSHE confidently<br>• School Council established on both sites |
| **Review of relevant aspects of 25/26 SDP** | N/A |
| **Areas for Development & Next Steps** | • PSED curriculum review<br>• Embed changes to RSHE guidance<br>• Explore electronic training systems in RSHE for parents (to complement in-person training offer)<br>• Offer Governor training in trauma and attachment |

### Evidence for judgement

| **Reason for judgment** | **Evidence base for judgment** |
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| Strategic leadership of personal development and well-being | • The school has the following policies in place that are regularly reviewed: PSED & Citizenship, British Values, Relationships, Health and Sex Education, Online Safety<br>• The curriculum has been developed to meet the needs of all pupils across curriculum pathways. Personal Development and Wellbeing features within each of the curriculum pathway models, with clear Schemes of Work in place to ensure curriculum coverage is broad and coherently planned in the context of the overall pathway intent. The focus across the board is on pupils becoming successful learners, confident individuals and responsible citizens Aspects of provision overlap with other key areas e.g. Online Safety features within both PSED and Computing aspects of curriculum provision<br>• Pupils feel safe, secure and happy at school. They show trust in staff and approach adults with their worries. Many show a healthy wariness towards strangers but are confident to engage with them<br>• Staff act as advocates for pupils, understanding and responding to pupils' views, needs and feelings |

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| | • Staff have attended a wide range of training to meet the needs of the pupils in school, with a particular focus on new teachers. Where teachers or pupils have required additional support, this has been provided by the PSED/RSHE lead<br>• Pupil view forms are used to enable pupils to contribute to their annual EHCP reviews and other important meetings e.g. PEP meetings<br>• Pupils are supported well by health professionals that work in school. The nurses provide very good support to pupils and their families, as do support teachers for the visual and hearing impaired, educational psychologist, physiotherapy service, occupation therapy service and advisory teachers<br>• There is ongoing, open dialogue between senior leaders and classroom staff regarding the most vulnerable pupils and how different aspects of their personal development are best supported<br>• Both sites now have a trained senior mental health lead<br>• The school has a trained trauma and attachment lead who is able to advise senior leaders and staff on meeting the specific needs of pupils who have attachment needs |
| The personal development programme | • The PSED curriculum meets all statutory requirements<br>• Care, guidance and support continue to be excellent which enables pupils to overcome barriers to learning<br>• Pupils are given constant praise and encouragement to do their best and any behaviour issues are managed positively<br>• Teachers know their pupils well and are able to identify at an early stage when a pupil's mental/emotional health state has altered both within a school day or over a short period of time<br>• The teaching of healthy relationships, feelings and emotions is embedded into all curriculum pathways, as is the appropriate teaching of concepts such as 'private'. All SCERTS classes have an emotions-focused circle time and relaxation time each day; these activities are offered within other classes when needed e.g. SLD/SCERTS classes<br>• Specific strategies teach about positive touch from adults e.g. TACPAC, massage etc.<br>• Pupils have opportunities to make healthy food choices and learn about healthy eating in science and food technology sessions. All pupils now have access to a healthy free breakfast. Pupils have gardening opportunities to learn to grow their own foods<br>• Pupils are taught about RSHE, stranger danger, bullying etc. in ways that are appropriate to them; where individual intervention and support is required, this is offered. There is also a planned PANTS week and annual RHSE parent training offered to all parents<br>• Pupils have units of work planned into the curriculum to enable them to gain an insight into both local communities and contrasting communities abroad. The curriculum is planned to enable pupils to develop an understanding of local/national/global issues e.g. themes contain work on recycling, other cultures and countries including environmental change<br>• Project Based Learning incorporates themes and focused learning relating to RE activities and cultural celebrations |

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| | • The teaching of safety is embedded into all curriculum pathways. The ethos of the school enables pupils to develop their own understanding of safety through allowing for controlled risk taking. Pupils are taught to self-manage and calculate risk. Resilience is built by pupils feeling safe enough not to be afraid to 'fail'. The school environment has been developed, and continues to be developed, to facilitate the teaching of safe practices including pupils:<br>o learning to follow road markings, signs and rules on the go-kart track/bike to enable pupils to learn to play safely in these areas e.g. putting on helmets, stopping at crossings to enable people to pass etc.<br>o accessing the woodland area as part of the science curriculum and learning about what is safe/not safe to pick up or eat, and learning to close/lock gates behind them when outside<br>o responding to the consistent application of clear, simple and consistent rules related to pupil use of the school play areas e.g. learning not to enter the swing area unless it is their turn to use the swings<br>o learning to use equipment and appliances in the Food Technology room safely<br>o learning to read symbols and signs that promote safety<br>o learning about using apparatus safely in P.E<br>o learning to interpret signage relating to safety, both within and beyond the school environment<br>• Most pupils access off-site visits that offer opportunities for pupils to develop their understanding of personal safety in every day contexts e.g. swimming pool safety, the use of seat belts and the application of skills learnt within school. Where pupils are not yet able to access off-site visits, opportunities to develop these skills either cross-site or on-site are factored into planning/IEPs. Regular whole school theme days support pupils' understanding of safety. There are ongoing discussions and opportunities around this following any incidents e.g. friendship difficulties during playtime<br>• Pupils often verbalise ways of keeping each other safe to their peers e.g. good walking, kind hands, be careful on the steps and many now communicate to an adult when they feel a situation is unsafe<br>• Pupils experience visits to school from 'people who help us' as part of curriculum enrichment (e.g. fire service)<br>• A School Council is in place on both sites involving pupils from each class across school (except ELF)<br>• Teachers deliver more bespoke RSHE programmes to small groups and individual pupils when needed<br>• RSHE workshops are offered to parents from year 3 upwards. Following these sessions, information and resources are shared with parents. Individual support is offered to parents as the need arises/when parents ask for support<br>• Whole school assemblies take place with a weekly focus relating to collective worship themes<br>• A breadth of opportunities is offered to pupils that enhance the curriculum and that promote the personal development of all pupils, including our most complex learners (examples of these are listed in the *Curriculum and Teaching* section of the SEF) |
| Pastoral support | • The Connections curriculum pathway is available to any pupil who may require it, enabling a highly pupil-centred approach to teaching and learning for short or long periods of time when needed. It has been implemented successfully in this way in the past 12 months for children who suddenly display behavioural responses to trauma |

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| | • A free breakfast is offered to all pupils, funded by Pupil Premium. Just over 50% of pupils currently access this<br>• The school has a therapy dog called Elvis – he has a notable impact on pupil regulation, particularly for those children who require higher levels of pastoral support at certain times<br>• Pupils engage in relaxation activities including massage, developing breathing techniques and mindfulness<br>• Staff are motivated and very supportive of the school and its pupils. Staff are fully involved in the school and taking ownership of the vision. They readily embrace new initiatives and are continuously seeking to improve their own practice. Support staff in a range of roles provide excellent support to the pupils in their personal care, learning and their assessments. They are extremely supportive of the school and demonstrate confidence in working on individualised programmes with pupils which has a positive impact upon learning |
| Inclusive personal development and well-being | • As part of the school ethos pupils are given equal access to events, adapted to suit their particular needs (see *Inclusion* section of SEF for more details)<br>• Throughout the school day there is evidence of <u>all</u> pupils demonstrating their confidence, resilience and independence such as taking the register to the office, filling water jugs, complete a task independently that they couldn't previously do, speaking to less familiar adults etc. The curriculum pathways and EHCP/IEP outcomes ensure that each individual is developing as appropriate to them<br>• Enabling pupils to develop an understanding of people and communities beyond their immediate experience is central to the curriculum and teaching approaches used. Schemes of work have been developed with this in mind and regular offsite visits to enhance the curriculum are used e.g. churches, mosques, different places and environments<br>• Much work is done to enable pupils to develop an awareness of and ability to be part of the wider community (either within or outside of school) e.g. through gardening projects, recycling, community visitors to school, entering competitions including the YAMSEN Christmas Card competition, fundraising, enterprise projects, visiting other schools, taking part in sports events, accessing the local community facilities etc.<br>• We have departmental assemblies – through these pupils explore different faiths and cultures, including Christmas, Diwali, Easter, Holi, Burns Day, St Patrick's Day, Chinese New Year<br>• We have whole school focus days and weeks which celebrate significant days within R.E, for example a day to celebrate Chinese New Year |

## Early Years

**Based on Ofsted's current inspection framework, *Early Years* provision at the school for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria.

### Summary judgement

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| **Strenths** | • The department successfully meets the needs of an increasingly complex cohort of learners<br>• Moderation involving Early Years team and SLD subject leads ensures there is consistency of provision and expectations for pupils who transition from ELF to SLD<br>• Recent review of assessment/reporting formats to align with main school where appropriate<br>• External verification of exceptional standards from LA, with Kingsland ELF lead being invited by the LA to deliver training for local mainstream settings<br>• School policies updated to reflect changes to statutory guidance around choking and safe sleep |
| **Review of relevant aspects of 25/26 SDP** | N/A |
| **Areas for Development & Next Steps** | • Review of phonics provision and teaching within the department (to meet needs of current cohort)<br>• Review of maths provision and teaching within the department (to meet needs of current cohort)<br>• Review of progression maps<br>• Improvement of outdoor play equipment at the Castleford site, primarily safe climbing equipment |

### Evidence for judgement

| **Reason for judgment** | **Evidence base for judgment** |
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| Leadership of Early Years | • The ELF lead ensures that all staff are mentored appropriately, making a solid team with clear directions. Experienced teaching colleagues have opportunities to develop their leadership, moderation and auditing skills. The ELF lead has:<br>  ○ supported a more experienced teacher in working towards UPS and built skills around parental engagement and transition work<br>  ○ worked within the school's more formalised termly Pupil Progress Scrutiny systems. These incorporate referencing a range of evidence for learning with more cross SMT moderation for parity of judgements<br>  ○ facilitated and coordinated good early years practise discussion and moderation of the EYFS profile, including links with 2 feeder settings<br>• The department consists of a stable team of teachers and TAs that fully embrace and understand the early years ethos, enabling pupils to have the best start to their school life |

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| | • The ELF team are highly trained e.g. interveners, medical staff supporting all pupils needs from the start. The entire ELF team attend training at the start of the academic year, provided by the ELF lead; the focus is on department expectations and clarification of statutory requirements<br>• The ELF lead coordinates a robust and effective transition process both into school and from ELF to new curriculum pathways. Pupils have a highly personalised transition into school including home visits, current setting visits and pupil visits to school; this builds trust with parents from the outset. Their start at Kingsland can also be tailored specifically to what they need<br>• The department has well established relationships with feeder settings and includes these settings in moderation<br>• Parents are involved in and kept informed about their child's education, for example:<br>o topic webs are sent home and information gathered per topic to inform planning<br>o photos and videos demonstrating pupil progress are shared using the EfL app<br>o homework folders and book sharing is set up for all pupils<br>o there are a number of events that involve parents of EYFS pupils, both on and off site, including stay and play, Snozone, Forest School trips, sports day, Christmas show etc.<br>• There is a commitment to developing pupil independence from the outset whilst also ensuring all individual care needs are met. For example:<br>o pupils' eating and drinking needs are met consistently throughout the day including pupils who are tube fed. All pupils have a feeding plan<br>o pupils are offered opportunities such as adventure play and forest schools where they can learn to take safe risks<br>o online safety and personal safety such as PANTs is implemented<br>• The ELF lead attends all EYFS forums and provides the ELF team with updates as needed.<br>• Subject leads within wider school are invited to moderation with the ELF team, ensuring there is consistency of expectations across school and a common understanding of progress within and between curriculum pathways<br>• There is a collaborative approach within the department, whereby colleagues learn from each other and constructive observation takes place at key points of the year, e.g. for school self-review<br>• The department completes the ITERS assessment |
| Curriculum | • A bespoke curriculum is provided for all pupils in line with EYFS guidance; long-term planning is in place and has a specific purpose/focus for each term<br>• The teaching team across both sites meet regularly to ensure teaching and learning is cohesive across the department and to ensure cross site parity/continuity. They support, discuss and develop the curriculum throughout the year. There is a drive to make amendments and continual improvements to ensure the curriculum meets the increasingly varied and complex needs of all ELF pupils |

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| | • The ELF Teaching Team are regularly encouraged to continue to evaluate methods, plan next steps and adapt provision, looking critically and creatively at opportunities for generalisation, consolidation and progress. Termly ELF meetings have helped facilitate this along with a move to facilitate more interdepartmental peer to peer teacher support<br>• The ELF curriculum includes EHCPS and IEPS, individual pupil observation folders, Evidence for Learning profile, ELF progression document, Pupil Learning Journeys, PECs progress records, Aspires planning, Positive Looking programmes, Outdoor Learning Passports, hydrotherapy and physiotherapy, Intensive Interaction and OT programs, Regulation Support Plans etc.<br>• Families are consistently supported by regular opportunities to attend and communicate with school throughout the year by a number of methods including home-school books, sharing of photos and videos using EfL, family attendance at parents evening, Stay and Play sessions, communication support workshops, whole school events such a Christmas show and sports day, telephone contact, pupil Pen Portraits etc.<br>• Staff ensure continuous provision is available and the activities are directed/enhanced according to each pupils' needs |
| Teaching | • Teaching and learning is consistently high-quality across the department (on both sites)<br>• A bespoke approach to the teaching and learning of communication that is appropriate to each pupil, and that is presented in a way the pupil can understand, is promoted from the very beginning and is part of the ELF ethos<br>• A Total Communication approach is used every day with all pupils, by all staff. Strategies include use of touch cues, AAC, communication aids, key vocabulary, PECS, symbols etc. Intensive Interaction and Sensology strategies are used throughout the curriculum<br>• There is consistency around the teaching of core vocabulary for all pupils – 7 key words (Stop, help, finished, want, more, again, look) are introduced and embedded first<br>• There is a daily 'Everybody Read' session for all pupils – this is delivered in various ways depending upon pupil need and readiness to engage with literacy. The teaching of phonics does not begin until pupils are ready<br>• Mathematics language is used throughout the day in real life situations and learning in mathematics is enhanced through play<br>• Specific interventions weave throughout the curriculum for pupils who need such as Positive Looking, Attention Autism etc. Sensory-based interventions are incorporated as and when needed, enabling pupils to respond to and interact with these interventions in their own time and in their own way. These interventions are then offered on the pupil's curriculum pathway when they leave ELF, ensuring there is continuity of provision |
| Achievement in Early Years | • See 'Quality of Education' section of SEF (p.8-16) for current pupil progress information |

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| | • The overarching framework within ELF is individual observation and teacher judgement which informs ELF progression maps and also includes other individualised assessment according to pupils need<br>• Progression maps and DEYO are in place to support next steps and monitor progress; formal assessments are completed three times a year. These systems have been developed by the whole ELF teaching team and so teachers have ownership. These systems facilitate progression into other curriculum pathways for pupils<br>• Pupils' progress is tracked according to need and individual planning<br>• For some pupils, progress is monitored across each of the 7 areas of learning. For part-time learners and those with particularly complex needs, progress is recorded in the 3 prime areas of learning only<br>• Progression maps are directly used to inform planning and identify areas for development for each individual child. Significant development of the ranges document has meant that even the smallest steps of progress can be monitored within every aspect of the child's curriculum<br>• Professional dialogue and moderation across sites promote appropriate tracking. Moderation includes SLD subject leaders to ensure fluidity and consistency. Feeder settings have also attended moderation, allowing for professional discussion and ensuring consistency within the transition process<br>• There is a common understanding in place that staff 'repeat repeat repeat' to ensure learning is embedded before moving on<br>• Next steps are identified for each pupil from their individual progression map; this provides clear evidence of what pupils know, can remember and can do<br>• ELF progression maps are regularly moderated and amended when needed e.g. most recently to incorporate a wider range of early mathematical skills in order to support pupils with spikey mathematics profiles |
| Wellbeing and welfare in Early Years | • All pupils have key workers who support their individual needs and targets, but pupils also work with a range of familiar adults in order to promote interaction, engagement and development with the curriculum and general school life<br>• Pupils are listened to; they are given time to communicate their likes and dislikes and make choices<br>• Pen portraits and built-in opportunities to capture and respond to pupil voice allow for pupils' needs and wellbeing needs to be met consistently<br>• Management of behaviour by staff continues to be of a very high standard and in line with the school's overall policy<br>• SCERTS targets have been identified for those ELF pupils with ASD for whom it is appropriate<br>• Positive behaviour approaches and sensitivity are repeatedly demonstrated by staff within the department, in line with whole school policy<br>• Early identification of pupils' sensory needs, bespoke/personalised planning and learning opportunities such as individual timetables and learning structures, consistent use of strategies such as touch cues, cue songs, count |

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| | downs, visual supports, effective use of sensory regulation/sensory breaks and praise all promote positive engagement from pupils and reduce incidents of behaviour that challenges<br>• Regulation plans are in place for pupils who need them from the very beginning of their time at Kingsland and they can be introduced at any time if required; this promotes regulation and engagement across all aspects of school life, ensuring staff respond consistently to pupils' needs, ultimately with the aim of ensuring they are ready to learn<br>• Key PSED vocabulary around feelings and emotions are used/modelled and taught with pupils<br>• Independence is encouraged for all pupils, in ways that are appropriate<br>• Achievements are celebrated in a range of ways including being shared with home<br>• PSED groups and calm time are built into daily routines; massage is offered to all pupils<br>• Positive language and modelling is used to support healthy lifestyle and choices from an early age<br>• A range of food choices are offered throughout the day to encourage eating and nutrition, including through interventions such as 'Fun with Food' and at snack times |
| Inclusive practices in Early Years | • A child centred approach is at the centre of ELF provision in the school, with provision being catered to individual pupil needs and pace<br>• Staff have an exemplary knowledge of the EYFS curriculum and their ability to differentiate and apply this to the school's unique, diverse and complex learners means <u>all</u> pupils' needs are exceptionally well met<br>• The ELF lead has been proactive in supporting pupils with high medical needs in the department, supporting their transition into school and then liaising about additional care packages, ensuring risk assessments etc once on site<br>• There is flexibility around when a pupil leaves the ELF department; this is not dictated strictly by age (up until a point) but is dictated more by when a pupil is ready to move on academically, socially etc.<br>• All pupils' similarities and differences are celebrated and the school's rich diversity is embraced and reflected in activities from a 'Me and My Family' project focus every autumn term to weekly assemblies and enrichment weeks |

## Leadership & Governance

**Based on Ofsted's current inspection framework, *Leadership and Governance* at the school for 2025-2026 is Exceptional.** This judgment has been reached because the school meets all the criteria for the 'strong' standard in this area and the additional 'exceptional' criteria

### Summary judgement

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| **Strenths** | • The school's commitment to staff training and promotion within, and the impact this has on retention/succession planning<br>• The school has a highly committed and skilled Governing Body who are actively involved in school life<br>• The school's commitment to sharing expertise on a wider/external scale e.g. through offering an established outreach programme, delivering Local Authority training and speaking at national/international events<br>• Senior leaders prioritise and invest in their own professional learning; they act as role models for all staff |
| **Review of relevant aspects of 25/26 SDP** | <u>Priority Area 2</u><br>Internal recruitment/promotion has been successful on a number of levels this year:<br>• One member of the admin team has stepped up temporarily into a senior admin role<br>• Three Unqualified Teachers were recently recruited from the Teaching Assistant team<br>• A new TLR postholder for SCERTS has been appointed<br>• Key members of staff continue to provide expertise externally e.g. ELF/EYFS leader delivered workshops and training for the Local Authority<br><u>Priority Area 3</u><br>There have been a number of staff wellbeing developments this year including:<br>• Two staff being trained as Mental Health First Aiders<br>• Experts being invited to speak to staff about key issues e.g. palliative care/bereavement<br>• The writing of a Recognition and Reward Policy<br>• A wide range of staff training opportunities being on offer |
| **Areas for Development & Next Steps** | • Build apprenticeship opportunities within the staffing structure of the school, starting with SEND TA and teacher training routes<br>• Review findings from staff survey and consider how to act upon these<br>• Organise further *Let's Talk About* sessions for staff, menopause being the first priority<br>• Explore how to forge a wider range of constructive relationships with other organisations/schools and the local community in order to further promote a culture of mutual challenge, reflection and support<br>• Explore ways to increase parental engagement with on-site events |

## Evidence for judgement

| Reason for judgment | Evidence base for judgment |
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| Strategic leadership | • The school never stands still; leaders are always seeking to adapt provision (curriculum, standards of teaching, outcomes, environment) in response to current pupil need. This ethos is embraced by all staff, who regularly speak to leaders about their vision for the school<br>• Staff are included in school development plans wherever possible e.g. staff voted for which new playground equipment to install and have been asked on their views about refurbishing the computer room<br>• New staff and visitors report a positive atmosphere on coming in to the school<br>• All new staff have a thorough induction which includes a termly face to face meeting with a member of SMT. New staff consistently share positive feedback about their first few months in post<br>• Staff are empowered and supported to identify their needs. The school has an 'open door' culture, whereby they are confident to ask for support and actively seek to improve their practice<br>• Staff learn from, support each other and recognise each other's strengths. Skills of new colleagues are identified early, bringing new ideas and improving the practice of others<br>• Expert staff are encouraged to share their knowledge and experience externally, making a wider positive contribution to the system. Alongside the school's established outreach programme, specific and recent examples include:<br>o The Early Years lead delivering training for the Local Authority. Feedback from the Local Authority EY advisor was as follows: *"The support that she has provided to the mainstream settings and the support given by the Kingsland Outreach team is invaluable to Early Years practitioners in schools across the district"*<br>o Two music specialist teachers co-delivering training alongside the Headteacher for YAMSEN |
| Governance | • The Governing Body provides strategic leadership to the school. It holds the school to account for quality and standards, and is fully involved in the running of the school, supporting the delivery and implementation of the school's policies and practices<br>• A range of governor committees monitor the school's activities in key areas such as curriculum and safeguarding<br>• Governors spend time in the school with staff and pupils e.g. helping with off-site visits |
| Staff wellbeing and workload | • Staff have described that they feel their opinions are valued. The SMT Team and GB actively engage with all staff, providing and promoting opportunities for this to happen through:<br>o regular staff briefings with all staff keep staff informed and provide opportunity for staff to raise any concerns that can then be quickly addressed<br>o staff meetings<br>o optional 1:1 discussions with all non-teaching staff to discuss their role and plans for the future<br>o 1:1 wellbeing sessions with staff when requested |

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| | ○ staff input into school self-review (through staff survey)<br>• A new staff aurvey was introduced as part of school self-review (May 26); findings are currently being collated<br>• The school has a well-established ethos in place to manage teacher workload – that any new requirement or expectation cannot be introduced without another being removed<br>• Strategies aimed at better enabling teachers to manage their workload include:<br>○ PPA time being taken at home<br>○ assessment systems across pathways being electronic across all curriculum pathways<br>○ teachers new to the school (at all levels of experience, including ECTs) are given time to develop as curriculum/subject leaders and not expected to undertake this level of work immediately<br>○ less formal planning expectations for new teachers<br>○ having additional time out of class for school self-review/report writing<br>○ giving teachers flexibility with deadlines when needed<br>○ streamlining of planning and assessment systems within the SCERTS Pathway<br>○ Foundations for Phonics being assessed across curriculum pathway assessment methods, for example, EfL, SCERTS trackers/observations, work files, ensuring teacher workload is not increased<br>• Staff meetings are an effective use of time and meaningful with time given for training, information sharing and addressing workload e.g. assessment and planning for events<br>• The school promotes a supportive and open environment with staff, who are confident to share their views and difficulties/issues with senior leaders. Confidentiality is maintained and matters responded to professionally<br>• Where any issues are identified in relation to wellbeing, supportive meetings are arranged and systems put in place according to the situation e.g. wellbeing plans, risk assessments, development plans, referrals to services and individual bespoke tailored support<br>• There is a staff wellbeing lead in place (AHT) who leads the wellbeing teams on each site. Teams are now made up of a range of staff so that most roles within school have a wellbeing representative on the team. Regular wellbeing team meetings are held on each site. Team members have generated a range of ideas for how to improve staff wellbeing and generate funds for new wellbeing initiatives, with a focus on current needs of site e.g. development of reflective/memorial space at the Stanley site<br>• Both sites have a trained senior mental health lead (both DHTs) and trained Mental Health First Aiders<br>• *Let's Talk About* support sessions have been introduced over the past academic year, each with a specific focus that staff have requested over recent years e.g. bereavement, resilience<br>• A culture of 'switching off' is modelled by senior leaders over weekend and school closure periods; teachers have reported the positive impact this has had on them<br>• Wellbeing time is built into teacher meetings each term and into whole staff INSET training days |

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| Professional learning and expertise | • The school has an impressive staff retention records, particularly amongst its teaching team<br>• Senior leaders prioritise and participate in professional learning; they act as role models for all staff. Examples include postgraduate study, NPQ qualifications etc.<br>• A staff development structure is in place. The Curriculum/Subject Leader role is well developed at the school with leaders carrying out audits/action planning, carrying out lesson observations, analysing progress, implementing action plans and supporting colleagues to develop their practice. UPS teachers regularly provide training to colleagues<br>• High quality, targeted and relevant CPD is at the heart of the school's work and based upon SDP priorities, the needs of the pupils, and the needs of individual teachers. All statutory/essential training is in place<br>• The school is rigorous in its development of staff leadership skills. All staff are viewed as leaders. New staff (particularly teaching staff) shadow existing staff in order to observe outstanding practice. There is a culture of sharing good practice within all roles e.g. TAs exchange ideas and strategies, and buddy together<br>• TAs have reported this year that they have appreciated being able to access further/new training, and feel there have been more opportunities for personal development and challenge (as voiced in 1:1 meetings with SMT)<br>• The performance management process is based upon the individual needs of each teacher and in accordance with their stage of career. The performance management process is rigorous, draws upon a range of evidence and is used to identify areas of improvement for teachers and areas of strength that can be disseminated throughout the school. As part of the process, ECTs and teachers new to the school are allocated a mentor and a buddy<br>• The school's literacy lead (AHT) provides a comprehensive package of training, as well as classroom coaching and mentoring, throughout the school year<br>• The school's mathematics lead (TLR postholder) has provided an ongoing programme of classroom coaching on both sites for teachers new to Kingsland, including ECTs<br>• The school's PSED lead (DHT/SENCo) is part of the national PSHE association and keeps up to date with statutory guidance for PSED/RSHE. She is part of a working group for RSHE to discuss the statutory framework<br>• The school's MSI specialist teacher (TLR postholder) supports staff to meet the educational needs and environmental adaptations required for pupils with MSI needs. She provides staff training in small groups but also works 1:1 work with specific teachers when required |
| Parental, professional and community engagement | • School governors offer a wealth of experience outside of the education sector and use this experience to complement their governance role and offer understanding of the local community e.g. NHS experience<br>• The Headteacher and Deputy Headteacher/SENCo sit on Local Authority panels when requested<br>• The Headteacher is a member of West Yorkshire SEND Reform network, following on from the work of the Change Programme Partnership |