

## How are we doing at Kingsbury High?

Self-evaluation updated on:		<i>This is how we are doing</i>		<i>This is how we will improve</i>
		<i>This is what's going well</i>	<i>This is what we could be better at</i>	
Leadership	<i>We expect... (Please turn over)</i>			
Teaching				
Student Development				
Achievement				

## How are we doing at Kingsbury High?

Leadership	Teaching	Student Development	Achievement
<p>We expect:</p> <p>To ensure that vision and ambition are communicated clearly to all stakeholders</p> <p>To promote a culture of mutual respect and courtesy among students and staff</p> <p>To use additional funding from the pupil premium and catch-up premium to boost outcomes for particular groups</p> <p>Rigorous self-evaluation which identifies strengths and areas for development</p> <p>To provide a broad and balanced curriculum that enables students to receive a great range of experiences</p> <p>To prepare students for life in modern Britain and to promote British values</p> <p>To educate students about how they can keep safe from dangers of abuse, sexual exploitation, radicalisation and extremism</p> <p>To regularly and robustly monitor the progress of students to ensure excellent progress from their starting points</p> <p>To ensure effective continuing professional development for all staff</p> <p>To ensure safeguarding arrangements are rigorous across the school with a cultural of responsibility at all levels</p> <p>To work in partnership with schools, external agencies and the community</p> <p>The governing body to act as a critical friend to senior leaders</p>	<p>We expect:</p> <p>Teaching to promote a love of learning, progress and independence.</p> <p>Effective lessons at Kingsbury High to include:</p> <ul style="list-style-type: none"> <li>• <b>Assessment</b> for learning (AfL) to check pupils' understanding and direct support</li> <li>• <b>Behaviour</b> meeting the highest expectations</li> <li>• Teaching which is <b>Challenging</b> and develops resilience</li> <li>• <b>Differentiation</b></li> <li>• Students who are <b>Engaged</b>, motivated and concentrating</li> </ul> <p>Teaching to enable students to develop skills in reading, writing, numeracy and communication.</p> <p><b>Assessment</b> to be used to meet the needs of all students, in particular that:</p> <ul style="list-style-type: none"> <li>• Lesson planning is linked to assessment of prior learning</li> <li>• Explanations, questioning and discussion promote learning and correct misconceptions</li> <li>• Pupils receive constructive feedback in line with the school's comment only marking policy and use this effectively</li> <li>• Students review learning, and understand their steps for improvement</li> </ul> <p>Support and intervention – inside and outside of the classroom – improve learning and enable those falling behind to catch up.</p>	<p>We expect:</p> <p>The care and support we provide to promote learning, personal development and well-being.</p> <p>The curriculum to promote the development of our students.</p> <p>Our pupils to feel safe in school and to understand issues relating to safety.</p> <p>To support all victims of bullying, in particular any based on race and sexuality.</p> <p>To provide high quality and accessible information, advice and guidance for pupils.</p> <p>Our pupils to develop the skills and personal qualities necessary for living and working together, including an understanding of their own culture and those of others.</p> <p>Our students' moral development as shown by their understanding that with rights come responsibilities.</p> <p>The highest possible levels of attendance.</p> <p>High standards of behaviour in lessons and around the school so that teaching and learning proceeds uninterrupted and the school remains an orderly environment.</p> <p>The involvement of pupils in the management and running of the school.</p>	<p>We expect:</p> <p>To formally evaluate our pupils' attainment at the end of Years 11 and 13.</p> <p>At the end of Years 11 and 13 to review our outcomes against national benchmarks; to reach the targets for external examination set through our Review of Standards process.</p> <p>To minimise variations between significant groups of pupils, subjects and courses and to have plans in place to address them.</p> <p>Our pupils to enjoy their learning across the full range of their subjects and additional experiences.</p> <p>Our pupils to make good progress relative to their starting points.</p> <p>Our students to make appropriate progression from the sixth form to participate in further or higher education, training and employment</p>