



Kingsgate Primary School

School Evaluation 2021-22

Updated 4.3.22

School Contextual Data 2021-22 updated 4.3.22

Number on roll	646
Girls on roll	308
Boys on roll	338
Pupil Premium	Overall 51% Nursery 38% Reception 43% Y1 44% Y2 47% Y3 55% Y4 54% Y5 54% Y6 61%
Attendance Y1-Y6 since 01.09.21	94.9%
Attendance of SEN pupils since 01.09.21	91.6%
Attendance of non-disadvantaged pupils since 01.09.21	95.4%
Attendance of disadvantaged pupils since 01.09.21	93.8%
All SEN	70 pupils 10.8%
SEN - K	49 pupils 7.5%
SEN – EHCP	21 pupils 3.2%
Main language spoken (excluding English)	Arabic 130 pupils 20.1%
Number of EAL pupils	431 pupils 66.7%
New to English since 01.09.21	25 pupils 3.8%
Number of refugees	86 pupils 13.3%
Number of new starters since 01.09.21	71
Number of leavers since 01.09.21	48
Number of staff	88
Number of SLT	10
Number of teachers	27

School Self-Evaluation

<p>In 2021-22 Outstanding</p>	<p>Overall effectiveness</p> <ul style="list-style-type: none"> • The quality of education is at least good • All other key judgements are outstanding • Safeguarding is effective
<p>In 2021-22 Outstanding</p>	<p style="text-align: center;">The Quality of Education Our school strengths</p> <p>Intent (the curriculum)</p> <ol style="list-style-type: none"> 1. Our aim is to provide children with the essential knowledge, skills and cultural capital that they need in order to succeed in their education and in life. 2. Our curriculum is embedded securely and consistently across the school, starting in early years. <ul style="list-style-type: none"> • We provide a broad and balanced curriculum, teaching each subject as a discrete unit. Our units of work contain the knowledge that, defined by the National Curriculum and the context of our school, we have identified as essential. • Subjects are taught discretely • Each subject curriculum sets out the knowledge and skills that children will build on, starting in the early years up to the end of Year 6. We aim to provide children with a strong knowledge base in every subject. When children are 'fluent' in knowledge they can then apply this knowledge as skills • All lessons are coherently planned and sequenced, building towards clearly defined and ambitious end points • The curriculum revisits key learning, topics and themes to help children remember their learning • We make our curriculum accessible for all children, including those with disabilities or special educational needs, by providing them with the support they need. In this way, they gain the knowledge and skills they need to succeed in life. • Relevant links between subjects are made whilst safeguarding the depth of individual subject study 3. We have reviewed our curriculum a number of times in the last four years. <ul style="list-style-type: none"> • Improving lesson sequences • Reviewing the key knowledge to be taught • Improving retrieval of knowledge already taught • Introducing progression and repetition of subject specific vocabulary

- Weaving diversity into the curriculum
4. The school's excellent reading curriculum reflects our determination that every child will be a confident and fluent reader, regardless of their background, needs or abilities, by the time they leave our school.
 - Early reading is phonics based (Read Write Inc.) and children start reading from week one in Reception.
 - We have a phonics programme in KS2 (Fresh Start) for the lowest 20% of pupils to help them to catch up.
 - We have guided reading in KS2 to teach comprehension skills. This has a very positive impact on reading standards and enables children to improve their confidence and fluency in reading across the curriculum, for example, sacred texts in RE lessons.
 - We use our recovery premium to employ a specialist reading teacher and LSA to work with the lowest 20% in reading
 - We carefully monitor the progress of all children, in particular, children working below school expectations in reading (the lowest 20%) to ensure that our actions are having an impact.
 - We regularly buy books for class libraries (books that children choose to take home to read). We introduce children to new and exciting books. We also buy information texts that match what they are learning about across the curriculum.
 - Children have access to a wide range of texts including; short stories, chapter books of increasing length and challenge, poetry anthologies, picture books and information books.
 - Many of our pupils do not have opportunities to read widely outside school and story time is an important part of our reading curriculum.
 - Story time happens regularly in every class with carefully preselected books.
 - Story time introduces children to rich texts that they might not otherwise choose to read by themselves. Teachers scaffold understanding and explain vocabulary to help children develop a love of reading.
 - The breadth and complexity of language increases from term to term and year group to year group.
 - Children develop the stamina to keep reading a complex text and understand that authors develop plot and characters in layers. They learn to appreciate the rewards that come from being persistent when reading.
 - Story time also provides time for teachers to continue reading books used to stimulate writing in writing lessons and discuss the books in depth.
 5. Increasing the size and sophistication of children's vocabulary is a priority across the school, starting in the early years.
 - Adding subject specific vocabulary to unit plans, and building progressively on that vocabulary lesson by lesson
 - Timetabling vocabulary games (Word Aware) to teach and help children remember and use new words.
 - Vocabulary displays in every classroom
 6. We have built cultural capital into our carefully sequenced curriculum. We introduce children to a wide range of local and national cultural experiences. This introduction to 'the best that has been thought and said' helps our pupils to widen their horizons and build the confidence that they need in order to succeed. Trips to places of cultural significance and visitors to the school, as well as the smaller things that confer cultural capital: greeting others politely, behaving appropriately when watching a performance, using a

knife and fork correctly etc.

7. Our remote learning offer was highly effective.

- Pre-recorded lessons (and some live streamed lessons for the lowest 20%) were in place every day
- Lessons covered daily maths and English lesson, as well as other areas of the curriculum, such as Art, PE, history and geography
- Work was set and marked promptly
- Very high attendance at remote lessons
- Assemblies were live-streamed every day (keeping all children 'in sight')
- Learning hubs in school for the most vulnerable
- Good range of therapeutic services (TOPS/art therapy) continued online.
- Weekly phone calls home to vulnerable families

Implementation (pedagogy)

1. Teachers have a very good knowledge of the subject that they teach.
 - Leaders support teachers effectively, including through termly planning surgeries and weekly professional development meetings (PDMs).
 - Detailed unit plans support teachers in delivering our curriculum intent. The plans set out the key learning, important vocabulary, links to prior and future learning, links to other subjects, and the subject knowledge that the teacher needs.
2. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check children's understanding systematically, identify misconceptions accurately and provide clear direct feedback.
3. Teachers help children to know more and remember more so that they build up a schema in their long term memory.
4. Teachers adapt their teaching when necessary, including for children with SEND who may need scaffolding to access the same curriculum.
5. Teachers and leaders use assessment well, for example, to help children embed and use knowledge fluently, or to check understanding and inform teaching.
6. Teaching materials are carefully selected to support the intent of a carefully planned and sequenced curriculum.
7. Early reading skills are taught securely in the early years and KS1.
 - Pupils read books that match the letters and phonic sounds that the children know. They take home their reading books to practise.
 - Leaders encourage parents to support their child's reading at home.
 - Carefully planned staff training, high expectations, catch up for children falling behind and rigorous tracking of children's progress in phonics (Read Write Inc. and Fresh Start) and reading all contributes to high achievement in reading.

Impact

1. Despite low starting points in the early years, our children typically leave at the end of Year 6 with attainment that is at least in line with national standards and often above. They are very well prepared for secondary school.
2. By the time children move to secondary school we have closed the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally
3. Pupils with SEND achieve very well.
4. Our most recent IDSR (published 22 Jan 2021) states: KS2 attainment in reading was significantly above national and in the highest 20% of schools in 2017, 2018 and 2019.
5. KS1 attainment in reading was significantly above national and in the highest 20% of schools in 2019.
6. Despite low starting points, EYFS attainment in reading was significantly above national and in the highest 20% of schools in 2018 & 2019.
7. Our internal data tells us that we maintained similar standards in 2020 and 2021, despite the challenges of the pandemic.
 - Pupil voice meetings tell us that children can articulate their learning enthusiastically. They can talk about what their teachers do to help them remember their learning. (testing out 'knowing more and remembering more')
 - Work scrutiny demonstrates that children's work is consistently of the highest quality
 - Teacher assessment demonstrates that children learn what the school has set out in its curriculum.
8. Regular work scrutiny across the curriculum demonstrates that children's work is consistently of a high quality. Pupil voice tells us that children are able to talk about their knowledge and skills across the curriculum.

**In 2021-22
Outstanding**

Behaviour and attitudes

Our school strengths

1. Behaviour and attitudes to learning are excellent in our school. The school is a safe, calm, orderly and positive environment.
2. There is, in the main, no low-level disruptive behaviour.
3. This is the result of the systematic application of a fair and easy to follow behaviour policy, clear modelling and teaching of what good behaviour is with lots of positive praise for good behaviour
4. We explicitly teach good behaviour, for example, how to walk around the school calmly, what to say and do if someone is annoying you in school, how to greet someone politely, how to say no politely when you do not want to do something
5. The school identifies quickly any poor behaviour and deals with it quickly, consistently and fairly.
6. Behaviour logs show that there are very few incidents of bullying, discrimination, sexual harassment, sexual abuse and sexual violence.
7. Behaviour Support Plans are effective in supporting a small minority of children with behaviour difficulties.
8. We have a strong therapeutic package for children with SEMH who present challenging behaviour. This allows us to respond quickly to their needs.
9. The school uses exclusion only in the most challenging of circumstances. In 2020-21, the school put in place two fixed term exclusions (2 children). A careful reintegration strategy and effective personalised provision prevented any further exclusions.
10. Attendance in the school is always in line with or slightly above the national average.

%	2017	2018	2019
School	4.1	3.7	3.3
National	4.0	4.2	4.0

11. Our persistent absenteeism is historically well below the average.

%	2017	2018	2019
School	6.9	9.3	5.6
National	8.7	9.6	9.1

12. At the end of Autumn Term 2021, despite the challenges of COVID 19, our attendance was 95%
13. We monitor weekly every child whose attendance dips below 90%; we monitor the attendance weekly of all children with social care involvement and with EHCPs.
14. We text, call and meet with parents whose child has poor attendance or punctuality. We offer support or further meetings to make sure that parents understand the importance of good attendance.

**In 2021-22
Outstanding**

Personal Development

Our school strengths

1. A wide and rich programme of personal development underpins high achievement at Kingsgate Primary School. We want to ensure that, in addition to academic success, our pupils become responsible, respectful and active citizens.
2. We offer our children a wide range of rich experiences that will help them to develop into well-rounded individuals who have much to contribute to society. We focus on helping our children to grow and develop confidence, resilience and respect for others.
3. We have incorporated opportunities for building character into our curriculum, including through sport, creativity, performing, and coaching and leadership sessions that teach children good communication, problem solving and responsibility
4. We teach children the skills of confidence and assertiveness: maintaining healthy boundaries, being able to say 'no' but in an appropriate manner, self-esteem, body language, voice, attitudes
5. We have embedded the language and positive attitudes linked to a growth mind set, such as not giving up and learning from mistakes.
6. We regularly hold pupil voice meetings and we encourage pupils to be actively involved in and contribute to the life of the school.
7. Wherever we can, we give pupils leadership opportunities, such as joining the Eco Committee, becoming a digital leader or a mini health champion.
8. We have a highly effective Personal Social Health and Economic Education curriculum. This curriculum also develops pupils' understanding of protected characteristics and promotes equality and diversity.
9. In January 2022, the school received the London Healthy Schools Gold Award. In May 2021, the school successfully achieved our Healthy Early Years London First Steps and Bronze Awards. This evidences that we have made a significant impact on the mental and physical health and wellbeing of our pupils.
10. The PE challenge gives all pupils fitness challenges for home.
11. We provide opportunities for all pupils to participate in sports events outside the school, not just those with sporting talent. Two thirds of Y6 pupils took part in sporting competitions against local schools in 2019-20.
12. Even in lockdown our children enthusiastically participated in Big Pedal Challenge and Tokyo Race to Health.

13. We have very few instances of discriminatory behaviour or language and, if these do occur, we deal with them robustly.

14. We offer a wide range of after school clubs to children.

In autumn term 2021, over half of pupils signed up to attend at least one club.

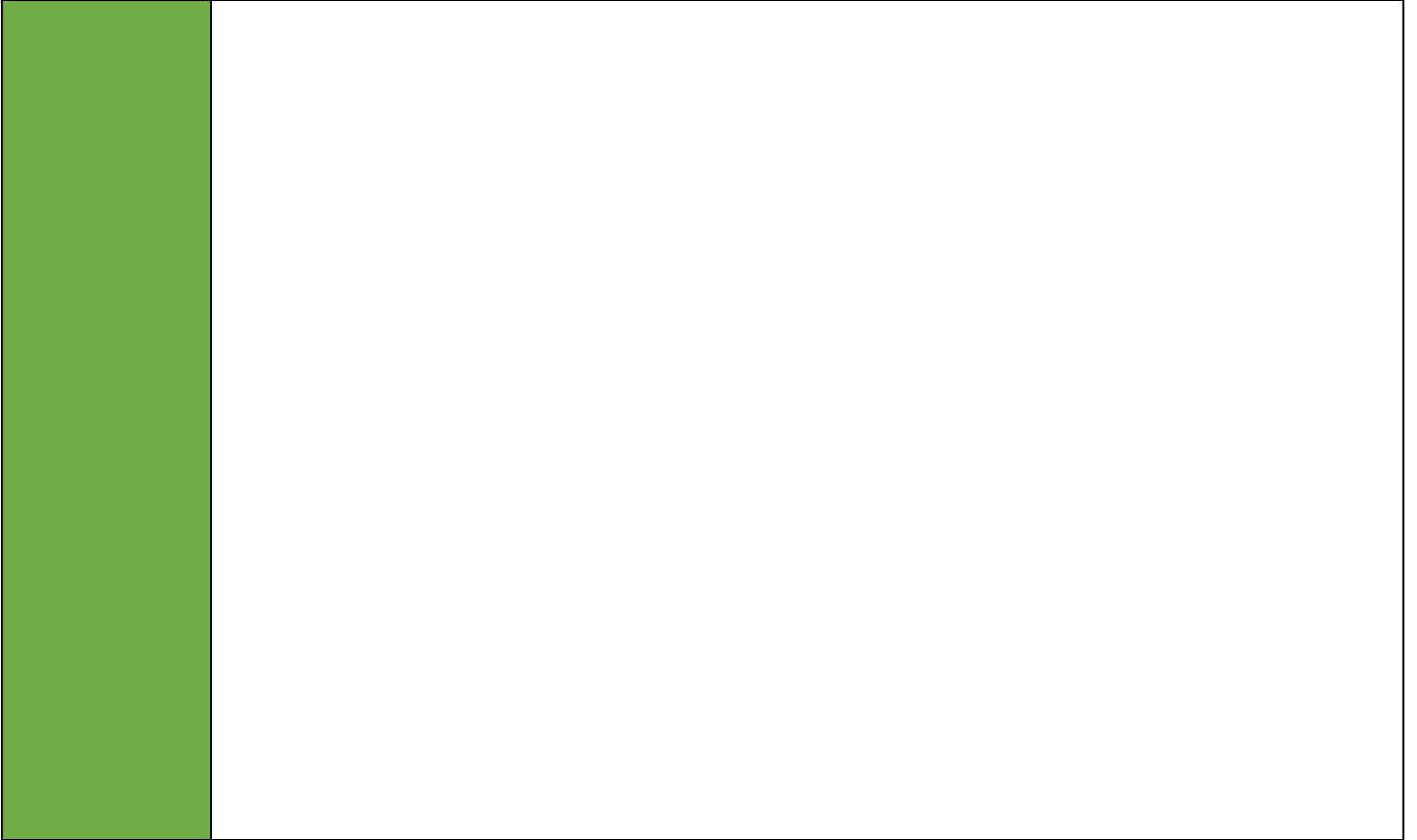
Half of our disadvantaged pupils and half of our pupils with SEN attend a club.

To ensure equality of opportunity the school funds places for many disadvantaged pupils.

15. Our curriculum provides many opportunities to teach pupils about the British values of equality, tolerance, democracy, individual liberty and rule of law. In this way, our children are equipped to take their place in society as active citizens, economically independent, exemplifying the British values.

16. For example, as part of their history topics, Y2 pupils recently held a march in the school to promote women's rights; Y4 learn about the birth of democracy in Ancient Greece; Y5 and Y6 visit the Houses of Parliament and the Royal Courts of Justice. Y6 pupils attend an annual Camden Takeover event where they debate with Camden Councillors over topical issues. Our school rules of 'Ready, Respectful, Safe' promote the ethos that we understand that people are different and we respect those differences. Camden Junior Citizens day reinforces our teaching that children should be active and respectful citizens who contribute to society.

17. We have planned carefully a series of workshops to enhance the curriculum: critical thinking, cyber-bullying, gang violence, street violence, disabilities, anti-racism.



**In 2021-22
Outstanding**

Leadership

Our school strengths

1. Leadership is very strong. We take a systematic approach to all aspects of school life and the school runs smoothly.
2. Safeguarding is at the core of what we do and is effective. The school commissions a safeguarding inspection with the Local Authority annually and we report the outcome to governors.
3. Leaders at all levels have impressive expertise and subject knowledge. The school has a focus on improving staff subject and pedagogical knowledge by providing ongoing support and training.
 - We use a coaching model to develop staff competence and skills
 - We have termly planning 'surgeries' to develop subject knowledge in all subjects
 - The SENDCOs hold weekly SEND planning 'surgeries'
 - We hold weekly professional development meetings where we give training in terms of pedagogical approach and subject knowledge.
4. We have engaged with the NPQ agenda and some staff have enrolled on NPQs.
5. We have comprehensive and systematic monitoring systems to ensure that
 - The full curriculum is being taught
 - That it is being taught to a high standard and subject knowledge of staff is good
 - That pupils know more and remember more
 - That all pupils, including those with SEND, make good progress through the curriculum year on year.
6. The governing body are highly effective in holding the leadership of the school to account. Their questions are robust and governors systematically monitor policies. Governors meet all their statutory duties.
7. Senior leaders have been successful in helping teachers manage their workload. In July 2021, a staff questionnaire (with 74 participants) showed that 92% of staff said that leaders dealt quickly and efficiently with any concerns raised by staff over workload.
8. The school's engagement with parents and the community is exceptional. We offer a rich and relevant programme of workshops and information sessions, including online safety, children's mental health and FGM. As a result, parents and carers are highly engaged in their children's education. Nearly all parents attend parent teacher meetings.

**In 2021-22
Outstanding**

Early Years

Our school strengths

Intent

1. Our curriculum reflects the school's high expectations for all children in the early years
2. The curriculum is coherently planned and sequenced. Lessons build systematically on what children know and can do.
3. The curriculum reflects our priority for building solid foundations in order to prepare children for the next phase of their education.
4. We have designed our curriculum alongside subject specialists to ensure that the key knowledge and skills needed to access the Year 1 curriculum are included. This ensure continuity of learning and the best possible outcomes for the children.
5. The curriculum provides children with the opportunity to revisit knowledge and skills and therefore supports deeper level learning and helps children remember important knowledge.
6. Early reading has a very high priority in the early years. By the end of Reception, we expect children to be able to apply their phonic knowledge so that they are beginning to read with enjoyment and confidence, ready for Year 1.
7. Developing children's communication and language, and their vocabulary, is a priority and at the heart of our early years curriculum.
8. We have planned our curriculum so that children have rich opportunities to explore and collaborate. We teach children to persevere and problem solve so that they become independent learners.
9. PSED permeates the whole curriculum so that our children are safe, secure, engaged and happy.

Implementation

1. Early years staff ensure that the content, sequencing and progression in the 7 areas of learning are secured as intended in our curriculum. Staff can articulate progression in terms of what comes before and what comes next in children's learning.
2. Staff build an understanding of subject knowledge and curriculum progression through extensive CPD opportunities, including in child development, self-regulation, language development and early mathematical development.
3. Staff read carefully selected stories to children five times a day and children learn a core set of rhyme and songs outlined in the curriculum.
4. The school has implemented Read Write Inc. and children read books matched to their phonic knowledge. Children take these books home to read to their parents, together with books they choose for their parents to read to them.
5. The indoor and outdoor areas have inviting book areas and children love choosing books to read independently with their

friends.

- Adult focus small group writing sessions help children to extend their writing beyond simple sentences. We are ambitious for as many children as possible to develop the skills to write for simple narratives by the end of the EYFS.
 - Teachers work closely with the SENCO. We identify quickly the children with SEN and give them the help they need so that they progress well through the curriculum.
 - We work in close partnership with parents to ensure best outcomes. We provide information for parents about their children's progress, in line with the requirements of the EYFS. We provide information about how they can support their child's reading at home.
6. We have employed a dedicated LSA to deliver the Nuffield Early Language Intervention. This is having a very positive impact.

Impact

Historically the percentage achieving a good level of development in the early years is significantly above national and in the highest 20% of all schools.

Despite school closures during the pandemic, 84% of children met or exceeded the GLD in 2021. (Disadvantaged 85%: non disadvantaged 83%)

Children with SEN made very strong progress from their starting points

The Local Authority moderates our baseline and end of year teacher assessments. The Early Years Lead is a trained

External validation has consistently evidenced the strength and ambition of our curriculum.