

Kings Road Primary School
Curriculum Coaches Memorandum of Understanding
'Deep Dive'



ignite

Name of Subject
PSHE

PSHE

Overall Judgement

Judgement

Inadequate	Requires Improvement	good ✓	outstanding
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Headlines

5 Key Strengths

- Wellbeing and mental health is promoted throughout the school with whole school awareness days.
- Staff discuss topics and themes through whole class discussion as and when situations arise.
- Jigsaw is a researched and evidence-based program – it allows staff to understand the progression of skills, and easily follow a series of lessons.
- Pupil voice is promoted and encouraged through ownership e.g. House Captains, School Council and Eco warriors.
- Wellbeing books around particular topics such as mental health and illness, kindness and relationships in the school libraries.

3 Areas for Development

- Assessment
- Staff need to be aware of new Learning Ladders/ 3I'S etc
- Consistency across the PSHE and RSE curriculum- following the Jigsaw scheme.

What is needed to move to outstanding
 Or
 The key reasons behind an outstanding judgement

- Assessment needs to be more structured – including highlighting PP and SEND pupils with half termly self-assessments in addition to current pre and post questionnaires. Staff should also be given further information about how to assess a child in the subject, along with how to record evidence.

- A consistent approach to PSHE and RSE, staff to understand the order in which units and themes are covered through the year. Ensuring staff are confident and comfortable with the scheme used to deliver the curriculum.
- Regularly ensuring the subject is monitored for consistency and coverage across the school.

Quality of Education

Highlighted judgements taken from the document entitled The School Inspection Handbook 2019 by OfSTED

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.

	<ul style="list-style-type: none"> ■ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum. ■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> ■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. ■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met. ■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.
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Delivery	
What resources do teachers use to aid their planning?	The Jigsaw scheme is all pre planned with easy to follow resources and lesson plans. The learning ladders and LTP is all ready for teachers to use. School wide resources on the T-Drive for themes such as transition, emotions and kindness
How do teachers inform themselves about children's prior learning?	Learning ladders Question based approach / open class discussion Verbal communication with previous class teacher prior to transition Pre session questionnaire on scenarios and prior learning Jigsaw Journey in books
Do teachers know why they are teaching their topics?	A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Use of the hub / worry box in school shows that the children have concerns which are important to them and which need addressing using a whole class / school approach Issues raised on the playground related to friendships / worries Links to resilience in learners Children's own personal development and issues related to keeping them safe in the wider world need to be taught and explored
What process has been used to put together the planning for this subject	Jigsaw is a well-researched scheme that is used widely across schools. All staff have been sent a guide to use. Learning ladders very thoroughly devised Strongly linked to school vision and values PSHE days being observed throughout the year
How has Kings Road's 'Cultural Capital' been considered	This is a fundamental aspect of PHSE at Kings Road According to Ofsted, Cultural Capital is the essential knowledge that children need to prepare them for their future success. By supporting our children to become emotionally healthy, we are enabling them to achieve their potential in this area as well as many others. Furthermore, Wellbeing days in particular offer children opportunities to explore activities and practises from a variety of cultures – e.g. yoga, meditation and also potentially open them to experiences of different musicians and artists. Grandparents day Make a difference day Heritage Day in Year 5 Children's Mental Health Week Anti-Bullying Week Internet Safety Week Show racism the red card day Local trips – places of worship, allotments, Longford Park – linked to keeping safe out in public
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	The children in Foundation Stage begin learning about 'Families and the People who Care About Me' before going on to learn about 'Caring Friendships' and 'Respectful Relationships'. They also begin to learn about 'Mental Wellbeing' by learning how to define and deal with their feelings. FS data for areas that develop into PHSE is very high In doing so, the children are following the four guiding principles which should shape Early Learning settings: <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers • Children develop and learn in different ways (see "the characteristics of effective teaching and learning" at paragraph 1.9) and at different rates.
How is the subject coverage progressive throughout the school?	The Jigsaw scheme includes six conceptual units. The units are covered at the appropriate developmental level during each year. The following six themes drive PHSE learning though the entire school <ul style="list-style-type: none"> ■ Being me in my world

	<ul style="list-style-type: none"> ▪ Celebrating difference ▪ Dreams and Goals ▪ Healthy me ▪ Relationships ▪ Changing me <p>Learning ladders carefully ensure that skills and knowledge are built upon and developed Delegation of objectives relating to puberty and drugs, alcohol and tobacco have been placed in UKS2 following discussion with curriculum lead and head teacher.</p>
What are the strengths of this subject?	<ul style="list-style-type: none"> • PHSE themes and vision and values are the corner stone of the whole learning and atmosphere at KR Outstanding, strategic leadership Learning ladders/ 3I'S policies have been made bespoke to reflect the needs of our particular school • Jigsaw is a researched and evidence based program - the language and problem solving steps are consistent and progressive from EYFS through to UKS2 • Pupil voice is promoted and encouraged through ownership e.g. House Captains and School Council • Links to the school's vision and values Warm atmosphere in school – commented upon by visitors
What are the weaknesses of this subject and what is being done to address these?	<ul style="list-style-type: none"> • Assessment • Staff made aware of the new learning ladders etc • Consistently across the PSHE curriculum following the jigsaw theme
How is the subject used to develop reading?	Links to explore issues raised in whole stories / guided reading texts

Progress	
How are children that struggle or lack confidence supported?	<p>The fundamental aspect is that all the staff know the children very well.</p> <p>The hub used at lunchtimes for KS2 children</p> <p>Family Liaison Officer play therapy work – 1:1 sessions</p> <p>Bubu</p> <p>Be Healthy theme (devised for C19)</p> <p>Teachers know their children well and offer support</p> <p>Vulnerable children's group – meet termly in school to strategise</p> <p>Discussion with parents – offer opportunities to join after school clubs / discuss access to out of school clubs</p>
How is this subject assessed and how are next steps identified?	Currently assessed through teacher pre and post questionnaires via Pippa. This is in development as detailed above.
What transition arrangements are in place to support teacher to teacher communication?	PSHE is an essential focus of teacher to teacher transition discussion. It is also a central component of school to school discussion
How are end of term summative assessments used to aid future progress?	Particular children, and the areas they may need further support with, are highlighted.

Intervention	
What is in place for pupil premium children?	<p>Additional assessment in development.</p> <p>Teachers know their children well and offer support</p> <p>Social skills groups / Lego Therapy / Colour Therapy/before and after school clubs</p>
What is in place for SEN children?	<p>Additional assessment in development.</p> <p>Teachers know their children well and offer support</p> <p>Social skills groups / Lego Therapy / Colour Therapy</p> <p>Numerous ASD resources to support those children with autism or social communication difficulties who struggle to understand concepts / relationships</p>
What interventions are in place across the school?	<p>Hub</p> <p>Social stories – to teach certain elements where the child is struggling</p> <p>Play Therapy – 1:1 contact</p>
Who delivers the intervention?	All staff
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	<p>SDQs</p> <p>Pre and post questionnaires – social skills</p> <p>Low incidents of bullying, racism and prejudice based behaviours</p>
How are EAL pupils catered for?	<p>Visuals used regularly – particularly when discussing feelings. Role play used often.</p> <p>Repetition of language is thorough throughout the units and across the Jigsaw scheme.</p> <p>Buddy to explain the language needed to engage / understand</p>

Continuous Professional Development	
What CPD have leaders been given?	Jigsaw training by Darren TTSA training
What CPD is in place for all staff?	TTSA training
How are new staff supported?	Jigsaw login details and a how to use guide was given to all staff at the beginning of the year Conversations with new staff starting at Kings Road
How is teacher and teacher assistant subject knowledge supported?	Myself available to give advice either face to face or by email.

Workload and Well-being

Do you feel supported by senior leaders?	Yes definitely. Day for a Day Staff meeting dedicated to curriculum subjects for an entire year Appointment of curriculum coach Headspace
Have you been given the tools to complete the role of subject leader?	Having had the support from SLT and the guidance from the previous PSHE lead I feel more confident in my role.
How do you support the teachers?	I have been able to support staff through discussions

Monitoring

If a lesson was to be observed what would be seen?	The Jigsaw scheme being used. Children interacting verbally and physically with tasks put to them. Children should be able to independently explore problem solving solutions and their possible consequences independently (with some structure from the teacher lower down in the school). Consistent approach across the entire school Questioning strategically used by staff as a proactive teaching tool
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	Children may refer to situations where they have used the skills that they have learnt in class outside the classroom – perhaps in the playground or at home. Children are developing into resilient and confident learners with a strong sense of their own worth Children can identify ways in which they can stay safe – both online and in public (children are expected to make the right choices, including when it's easy to make (get away with) the wrong choice). Strong link to assembly themes
What would a teaching assistant be expected to be doing during a lesson?	Pre-teaching / consolidating language to be used for SEND pupils. Perhaps leading an activity so that the class can be split to allow for smaller group discussion. Working with identified vulnerable children / groups Modelling language / problem solving approaches Scaffolding responses to questions
Will the teacher's questioning encourage learning and enquiry?	Yes – the style of lessons encourage children to form their own opinions and teacher questioning prompts them to delve further into their own thought processes.
Are the children learning new knowledge/skills? How do you know?	Yes – children are able to identify their feelings and reflect on past, present and future scenarios, applying their problem-solving skills and emotion regulating techniques. Children able to identify new and more complex emotions (age dependent) as well as understand how they might feel and react when feeling this way Main reflection of learning is the children's behaviour

Any other factors

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Excellence without compromise