



School Evaluation Form (SEF)

Key Information

URN	139036
DfE Number	9194096
Local Authority	Hertfordshire
Type of School	Secondary
School Category	Academy
Age Range	11-18
Number on Roll	1093
Headteacher	Mr David Fisher
Chair of Governors	Mrs Frances Stickley
Date of Previous Inspection	9 th May 2018 (Good)
Email	Head@KLS.herts.sch.uk

Our Motto: *Unlocking Potential for Life*

Our Mission Statement: *"We will strive to ensure the happiness of every individual in our school community by providing opportunities for growth and excellence through the education of the whole person"*

Areas to improve from previous Ofsted report:

- Outcomes for pupils who are disadvantaged improve to match those of their peers with similar starting points.
- The level of challenge in lessons is appropriate and all staff have high expectations of what pupils can do.
- The development and monitoring of the quality of teaching in the sixth form leads to improved outcomes.

Context

Kings Langley School is a slightly above average sized 11-18 school with 1093 students on roll. There is a broadly equal gender split across the school with females making up 48.8% and males 51.2%. The proportion of students entitled to Pupil Premium is 13.5% and the deprivation indicator at 0.09 is also below the national average of 0.17. The proportion of students receiving SEND support is 11% which is slightly below the national of 11.9%. The number of students with Educational Healthcare Plans (EHCPs) is 1.1% which is below the national average of 2.2% but is starting to increase year on year now with 22 students holding an EHCP. The proportion of students with English as an additional language is low at 4.4% compared to the national average of 17.6%. Students enter the school with results from KS2 broadly in line with national averages. There is a yearly average of at least 4 students joining the school through non-standard admissions (Fair Access Protocol FAP) however this has increased to 6 recently. We are the only school in Dacorum to not have permanently excluded a student this academic year.

The school is a mixed community comprehensive school with total numbers slightly above national average. The school is heavily oversubscribed with parents citing the ethos, culture and moral stature of the school as a key factor in choosing the school for their child (Kurkland Rowell / Ofsted Staff Survey Survey). Applications for entry in September 2022 remain high at over 700 students and we are now significantly oversubscribed by first choice places alone. The school has supported the local authority during the closure of the Rudolf Steiner School by over admitting students from the school and continue to support the Hertfordshire Admissions process by taking additional students in year 7 for 2021 and beyond.

The school is recognised to be a national leader in the development of Character Education. Kings Langley School was recognised as the East of England Award winner by the Secretary of State for Education. We were the first school to achieve the Association for Character Education Kitemark Plus award and continue to be seen as a lead school of Character by the Jubilee Centre of Character and Virtues, University of Birmingham and Department of Education. In 2021 we were the first school to achieve Kitemark Plus twice and also selected to be the regional hub school for the South East of England, supporting schools in this region to develop strong character (only 11 schools were selected for this project). Colleagues provide support and training to other schools both locally and nationally, there is substantial evidence of the effectiveness of this support; e.g. local school partnership, DSPL8, partnership of Dacorum Schools Heads, regional Character Kite Mark Hub School, Durham Commission Second Report (arts culture and creativity across the curriculum) and work with the University of Winchester on Rethinking Assessment with Professor Bill Lucas. We have also achieved the Equality Award and were one of the selected schools to take part in the Hertfordshire Great Representation. The programme focussed on addressing race inequity in schools and explored issues such as how to talk to staff and pupils about race, how to diversify and decolonise the curriculum and how to increase race diversity in staff, governing and trust bodies. Each school wrote a case study, telling the story of the work they had undertaken towards becoming an anti-racist school, and these will be published in a book soon.

As an open facing school we are the lead school for the Local Family Support Partnership (LSP) and Delivering Special Provision Locally (DSPL). We also won the Partnership School of the Year Family First Award in May 2023. Available evidence shows that the service has a significant impact in improving engagement and behaviour for vulnerable youngsters and their families in Dacorum. The school has also recently gained Sport England Secondary Teacher Training Programme funding to invest in 4 local schools in the development of Physical Education and the Head of PE through this is a lecturer at our local university on teaching PE.

Housing and rental costs in the area are high given Kings Langley's proximity to London. This is recognised via the 'fringe' payment zone but what is not acknowledged is the proximity of relatively close neighbouring schools who are able to offer 'outer London' allowances making them much more attractive to prospective candidates. The school had actively sought funding support to build teacher housing and had secured planning permission for these, however funding was declined and now a successful planning application has been obtained to develop the site into a bespoke Sixth Form Centre. We are also working with the Football Foundation and Football Association to support improved all weather facilities for sport due to waterlogged pitches during the winter and a lack of space at break and lunch times during the winter months.

We have a proven track record of working with teacher trainees, having successfully supported students over several years in their PGCE placements, assessment only routes, Graduate Teacher Training Programme (GTTPR) and School Direct programmes. Kings Langley School has a 100% success rate for the completion of trainees on the School Direct programme. Even with involvement in training over the past five years, the school witnessed substantial difficulties in recruiting suitably qualified staff in core subjects and as such has been a main school priority. The focus on this area in the school improvement plan has resulted in a greater level of success in recruitment. However, this priority is now focused across all subjects, working on a variety of elements such as the school culture, staff well-being and the Kings Langley community so we are continually fully staffed. Our involvement in training routes in 2020/21 also has supported an increase in high quality staff joining the school. Staff turnover continues to remain low, with many Middle Leaders being developed and promoted from within e.g. English, Maths and Science. Staff absence rates remain low, however, this has been affected by the Covid 19 pandemic. The school is fully staffed for September 2022 and January 2023. However, we have a maternity leave in science covered at present by a small number of non-specialist teachers – who do receive specialist support from the department – due to a lack of quality applicants. We will be re-advertising in the hope of appointing a high quality science teacher. Staff wellbeing remains a priority and as such retention rates remain high, with staff noting how the school is a happy place to work in staff surveys conducted.

The LA describes our resource and financial management as excellent and we frequently assist other schools in financial and related strategic planning. Over the past 10 years, the school has followed a detailed cost reduction programme, which continues to ensure that the school does not fall into the same financial hardship experienced by so many schools in the Southeast. Careful assessment of curriculum provision and subsequent staffing efficiencies has ensured that the school remains in a strong financial position whilst ensuring we continue to offer a broad, balanced and rich school experience for our students.

The school is committed to continuous evaluation and self-improvement. The leadership team have selected national experts in their field; Curriculum - Christine Counsell, Pupil Premium - Mark Rowland, SEND - David Bartram OBE, Teaching and Learning - Tom Sherrington. As a school we recognise a one-off session is of little value, experts are committed to the school for three years which includes at least three visits a year to the school to either complete training, evaluation or support. SEND has been the 2022-2023 focus. The school is now actively engaging in evidenced based research practice through the National College, Chartered College and Evidence Based Education as we see CPD as a crucial link to improving outcomes for our learners (the impact of CPD on pupil outcomes, effect size 0.09, EEF). We are now developing a powerful actions steps approach to CPD linked to evidence-based approaches and through this approach we have been selected to work with Ambition Institute as a lead school on this project and approach. This will remove a more traditional school-based approach to observation and performance appraisal to a more regular focused approach. This approach is supported by *Rockoff Jonah E 2004 The Impact of Individual Teachers on Student Achievement:*

Evidence from Panel Data -
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjB7Lv1voHyAhUKYcAKHc7hAN4QFjAPeqQIHRAD&url=https%3A%2F%2Fdash.harvard.edu%2Fbitsstream%2Fhandle%2F1%2F30749073%2Fw19423.pdf%3Fsequence%3D1&usq=AOvVaw1O3x8WhiiQBh_gs5kuJ96Z

Self-Evaluation – Safeguarding

Current Grade: Effective

Kings Langley School has a strong culture of safeguarding. We aim to ensure that all our learners are protected and feel safe. We are robust and proactive in our approach to safeguarding and have a school ethos that promotes vigilance, whilst also ensuring that we are achieving compliance with our statutory duties (e.g., Keeping Children Safe in Education, The Equality Act and the Prevent Duty). We know this because of the:

- Efficient follow-up of all causes of concern. We keep meticulous chronological records and ensure that we take appropriate and necessary action, evidenced through CPOMS ([KLS: Equality Scheme 2021 - 24](#)).
- Proactive approach to ensuring that students are safe. We identify concerns early and use a range of interventions to pre-empt escalation – for example, self-esteem groups and resilience as part of the year 7 PSHE curriculum ([KLS: Resilience Programme](#)), use of a wide-range of outreach support, in-house counselling support, referral to outside counselling support services such as Kooth and external speakers on drugs, alcohol, gang violence and knife crime, abusive relationships, grooming and e-safety. We work closely with our Family Support team, Intensive Family Support teams, Children’s Services, CAMHS, SEND teams and the Police ([KLS: Wellbeing Support](#)). We work with our partner agencies to support them in dealing with emerging social issues in the community.
- Whole school approach to identifying and triaging mental health concerns, evidenced through our Wellbeing section of the website, CPOMS, counselling records and our documented referrals and liaison to Outside Agencies (e.g. CAMHS) ([KLS: Links to Local and National Services](#)).
- Regular information provided to parents on current issues connected to safeguarding and advice on how to support their mental health and wellbeing through our school bulletins and the Wellbeing section of the school website. We also run parents’ events to support parenting and give advice and guidance on teenage development and wellbeing and e-safety ([KLS: E-safety](#)) ([KLS: Parental Support](#)) ([KLS: Family Support Services](#)) ([KLS: Covid-19 Support](#)).
- Established student leadership team and a growing school council who are consulted on aspects of safety and the physical environment. Student voice and action has resulted in the school rethinking its approach to the use of facilities/recycling/environment and our website.
- Delivery of a comprehensive PSHE and RSE programme ([KLS: PSHE](#)).

Students report that they feel safe and know how to access support from school, if they need it. Students, staff and parents are aware of the ways they can report concerns, evidenced through CPOMS. Behaviour is good, evidenced through the incidence of fast action calls, after-school

detention data and the small amount of low-level disruption in lessons. This is evidenced through behaviour monitoring data and lesson monitoring records. Behaviour is reported on at Governor Meetings and included in the regular Headteacher reports ([KLS: Behaviour Management Policy](#)).

E-safety is a priority for the school, as detailed in our E-Safety policy ([KLS: Online Safety Policy](#)). We incorporate it into the curriculum, assemblies and PSHE. We have a robust system of online filtering and follow-up on identified concerns as evidenced in CPOMS. We also offer regular support and guidance to parents through our website, bulletins and parent events. We regularly update our staff through the staff bulletin and with updates to the E-Safety policy.

We ensure regular and comprehensive training in safeguarding for all our staff:

- All our staff receive Level 1 Safeguarding training (September 2021) three times per year from the CPSLO team as well as regular updates throughout each year.
- All new staff to the school complete Level 1 Safeguarding training when they join the school.
- All staff have been Prevent trained and new staff complete online Prevent training when they join the school.
- All staff have completed Level 1 National College training on the updates to 'Keeping Children Safe in Education' September 2021.
- All staff have received refresher training on the updates to Keeping Children Safe in Education 2021 delivered by the DSL in January 2022.
- Additional training has been completed with the staff on Sexual Violence and Sexual Harassment, Mental Health Awareness, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE).
- All Governors complete Level 1 Safeguarding training for Governors.
- 8 staff are trained to Safeguarding Level 2 and are DDSLs, including the Headteacher and 3 non-teaching staff.
- The Headteacher is RAMAS trained.
- The DSL has completed Prevent (Train the Trainer), Mental Health First Aid (Lite), Safer Recruitment and is completing the Senior Mental Health Lead training. The DSL has also attended additional training on Sexual Violence and Sexual Harassment, FGM, Anti-radicalisation, Attachment Awareness, Adverse Childhood Experiences (ACE), CSE and Bullying Awareness including Peer on Peer abuse along with regularly participating in Safeguarding and Designated Teacher Briefings.
- The school has a team of 7 DDSLs.
- The school has two British Association for Counselling and Psychotherapy (BACP) registered Counsellors and 4 trained Mental Health First Aiders ([KLS: Wellbeing team](#)).

The Single Central Record (SCR) is regularly externally audited to ensure compliance and kept up to date. It is checked on a half-termly basis by the Headteacher, the Safeguarding Governor and the Designated Safeguarding Lead (DSL). The Child Protection Policy was last updated in September 2021 ([KLS: Child Protection Policy](#)), and is updated annually using the Hertfordshire County Council (HCC) Model Policy and any changes to 'Keeping Children Safe in Education' policy, procedures or guidance. All staff read the updated Child Protection Policy and associated policies and guidance in September and a record is kept of compliance with non-compliance robustly challenged. All new staff are expected to complete the above as part of their induction. All staff have received further training on mental health, prevent and sexualised behaviours.

The procedures set out in the Child Protection Policy are followed as evidenced in CPOMS. Referrals to Outside Agencies are timely and show evidence of professional challenge with Children's Services and external agencies, including accessing Early-Help ([KLS: Early Help](#)). All statutory arrangements for taking students off roll are adhered to and are documented in CPOMS and by our Admissions Officer. Safer Recruitment training and practice is adhered to, following Hertfordshire County guidance. There have been no LADO referrals since the last inspection which have met the threshold for escalation ([KLS: Safeguarding Audit 2020-21](#)).

There are low numbers of students attending alternative provision compared to other schools locally, (Dacorum (DESC) and Links Academy Education Support Centre St Albans (3 students in total – 2 at DESC and 1 at The Links). In addition, we have 1 student at Forrest House Hospital school and 1 student is under ESMA.

Attendance at alternative provision is monitored daily by named individuals and weekly through face-to-face meetings. Attendance is good (more than 95% pre pandemic), attendance has remained above national figures throughout the pandemic and Persistent Absence is below national averages ([KLS: Attendance Policy](#)). However, we note that those from Pupil Premium backgrounds, even though their attendance is now above the national figure, is still not quite as strong as non-Pupil Premium students, and as such, this remains a focus as we want to close the gap. The same is true of SEND students – their attendance is above the national figure, but not as high as the non-SEND students at Kings Langley School, so we are working hard to close this gap too.

Self-Evaluation – Quality of Education

Current Grade – Good

The students study a curriculum that is broad and balanced in all key stages enabling them to acquire the knowledge, skills and qualifications to allow them to thrive and unlock their potential. All students in Key Stage 3 follow a broad and balanced curriculum consisting of Art, Biology, Chemistry, Computer Science, Design & Technology, Drama, English, Food Technology, Geography, History, Maths, Music, PE, Physics, PSHE, Philosophy, Religion and Ethics (PRE) and French or Spanish.

In accordance with the Department for Education's expectation of a 32.5 hour week, our week is 32.9 hours in length and this is one contributing factor to improved student outcomes. At GCSE level, our Progress 8 Score of +0.15 was +0.18 above the National Average, our Attainment 8 score of 50.6 was +1.9 above National Average and our percentage of Level 5 or above in English and maths was 52%, +2% above National Average.

The maths department have improved considerably over the past three years. At Key Stage 4, the L4+ grades in 2022 was 79% (0.6% higher than 2019), the L5+ grades was 58% (3.6% higher than 2019), the average point score per pupil was 4.83 and on average, students achieved +0.21 higher than their Fischer Family Trust 20 aspirational target grades. This continued into Key Stage 5 with students studying A-Level maths achieving a positive Value Added score of 0.90 and further maths students achieving a positive Value Added score of 0.60.

In addition to the subject lessons outlined above, student education is further enriched and enhanced by all students having access to learning experiences beyond the classroom that deepen their cultural capital, employability skills and awareness of the wider community they contribute to.

- *Curriculum policy* <https://www.kls.herts.sch.uk/assets/Uploads/Kings-Langley-School-Curriculum-Policy5.pdf>
- *Curriculum pages on website* <https://www.kls.herts.sch.uk/learning/>
- *Subject curriculum maps* <https://www.kls.herts.sch.uk/learning/subject-pages/>

All students take a language at Key Stage 3. The use of modern foreign language assistants' gained through the British Council support enables this curriculum decision. The students are encouraged to continue with a language at Key Stage 4. The EBacc take up is increasing year on year from 20% to now over 40%, along with the uptake in triple science from one teaching group to two.

- *Trend of course numbers document showing this increase*

	2020-22	2019-21	2018-20	2017-19	2016-18	2015-17
Entries for EBACC	89 (48.9%)	74 (40.7%)	39 (22.3%)	53 (31.0%)	46 (26.4%)	56 (30.8%)

With relation to the EBacc, every category at Kings Langley School is above National Average, with 8% more students in Kings Langley being entered for the EBacc qualifications in comparison to the National Average and the average point score per pupil for the EBacc is 4.52 (0.25 higher than the National Average). The Average Attainment 8 of our Pupil Premium students is 0.63 higher than the national average and the Average Attainment 8 of our SEND students is 1.48 higher than the national average. While there are still gaps between certain groups of disadvantaged learners and their peers, the gaps are closing and staff are continuing to focus on these areas.

Governor's support and challenge leaders on their curriculum over time and review this within the curriculum resources committee to identify impact or the need to change for specific cohorts of

students but recognise this is an iterative process and workload and wellbeing has to also be taken into consideration.

- *Governor agenda and minutes*

The school is clear on its curriculum intent and is working on consistency between and within departments. The school is working on driving our curriculum via effective teaching of key knowledge and skills and developing staff pedagogy through effective CPD linked to evidenced based approaches.

- *Teacher Repertoire*
- *Homework Repertoire*
- *Inspiring People To Grow*

Teacher professional development has focused on the four pillars of teaching & learning, delivered in the majority through the INSET Days and staff briefings, with particular sessions on scaffolding and teaching to the top. These two foci enable an ambitious curriculum to be taught whilst allowing SEND students access.

Alongside the INSET days, there are fortnightly teaching and learning briefings, alternated with coaching briefings. Staff are also given a lesson per fortnight to use for their own personal development. The introduction of the new instructional coaching programme, Steplab, allows staff to do drop ins on each other and make suggested “steps” linked to the teaching and learning briefings. Every member of staff is given an additional CPD lesson on their timetable on top of PPA to ensure staff invest in themselves and their coach.

- *All teachers have engaged in using Steplab drop ins and with 92 completed coaching cycles with 48 granular action steps achieved, measuring improvements in teaching.*
- *Teachers regularly drop into lessons to share best practice (892 Term 1 September to December 2022).*
- *Teaching and learning policy*

Teacher subject knowledge and pedagogy is also a focus, though there is only a small percentage of staff that teach out of subject. Where this is the case, they are well supported with securing good knowledge and pedagogy through the Subject Areas. All subject meetings are encouraged to have a regular focus of subject knowledge and pedagogy.

- *In 2021-2022, a total of 40 lessons are taught out of subject (PRE by history staff) out of a total of 3137 (1% of lessons)*
- *In 2022-2023, some history teachers continue to teach RE, and we have some PE staff teaching science. This is 72 lessons on total taught by non-specialists (under 2% of all lessons)*

Senior Leaders have developed a Subject Support Cycle in collaboration with middle leaders, to provide both quality assurance of our curriculum and its implementation. The implementation of the Subject Support Cycle has allowed members of the SLT Teaching & Learning team (SLT T&L) to provide a report on subject pedagogy to enable leaders to review their School Development Plan (SDP) actions and consider their impact and make changes as required. Updated line management booklets ensure consistency of middle leader line management. A middle leader conference was delivered by the SLT T&L to provide support for middle leaders, with their School Evaluation Form (SEF), SDP and exam analysis

- *Subject support cycle reports*
- *Middle leader conference agenda*

- *Example of Line Management booklet*
- *Feedback from this process has been very positive from middle leaders and teachers regarding subject support cycles, Steplab and INSET.*

The school worked with highly regarded experts such as Christine Counsell, David Bartram and Marc Rowland to support the development of our curriculum and its implementation for all learners (see reports). The school have invested in providing all staff with access to the National College. Along with this, a bespoke new staff induction programme has been developed using staff videos and research resources to be used with further reading to improve and ensure consistency of our repertoire. This bespoke training ensures we are developing an exceptional educational experience for the students of Kings Langley School whilst also ensuring staff are supported in their professional development needs.

- *National College training records*
- *New Staff Induction materials*

Teachers use different types of assessment to capture student knowledge and to check for understanding to inform teaching. The Assessment and Feedback Policy has been updated with subject areas introducing their subject specific versions this academic year and remains a school focus in ensuring workload and wellbeing are considered in any policy and procedure. All feedback is expected to be actioned and students should be given time to do this within lessons. Every lesson starts with a quick start (5 short questions as a starter type activity) which encourages recall, and allows staff to recover topics or questions that students need to revisit.

- *Assessment and Feedback Policy* <https://www.kls.herts.sch.uk/assets/Uploads/Kings-Langley-School-Assessment-and-feedback-policy.pdf>
- *Assessment Calendar*

Teaching incorporates opportunities for students to develop literacy, numeracy and communication. Lesson observations and learning walks show that teachers in subjects frequently ask students to use their reading, writing and mathematical skills widely and effectively to support their learning. A culture of reading is encouraged across the school with the expectation that KS3 students have a reading book with them. Dedicated reading time is allocated in tutor time and interesting and inspiring displays and activities organised by the Learning Resource Centre (LRC), including visits by published poets and authors. This is having a strong impact on student's love of books and their literacy skills.

Reading and LitOracy are a key part of life at Kings Langley School. Reading tests suggest that there are a small number of students with a stanine of 1 or 2 making them the weakest readers in the year groups but there are also students with a reading age of 17+ in Key Stage 3. The mean standard age score for this Year 7 is significantly higher than the national average. The spread of standard age scores for this group is not significantly different from the national average. The mean standard age score for males is not significantly different from that of the females.

In year 8 reading tests suggest that the total number of students with both sets of data are 174. The total number of students who have increased reading scores over the last 12 months are 129. The average increase of 13.9. The mean standard age score for this group is significantly higher than the national average. The spread of standard age scores for this group is not significantly different from the national average. The mean standard age score for males is not significantly different from that of the females. The year 8 reading tests also suggest that there are 13 students with a stanine of 1 or 2 making them the weakest readers in the year group. Reading strategies and pen portraits are

shared with teachers via provision map to showcase the reading ability and next steps for each individual child.

Following the pandemic all students in Years 9 upwards including Key Stage 5 will be retested and a wave's intervention programme implemented to support weaker readers.

Readers who need additional support benefit from a variety of programmes such a Bedrock, Lexia and reluctant, readers programme.

- *Registration programme: Reading, Literacy and Numeracy*
- *Bedrock usage data*
- *Lexia usage data*
- *Reading score data*
- *Parent Bedrock PowerPoint*

To support Key Stage 3 students to understand and know what they need to learn and be able to apply, student knowledge tracker booklets (I can do statements) have been trialled for students in certain subjects and we are working on the next iteration of the document (we are considering an online version) with the possibility that it will be expanded across other areas next year. These were sent to parents at the end of every term and are available on the website. This year, this is being developed to be used in the classroom as a regular reference document. It is also being broadened into Key Stage 4 and will be developed into Key Stage 5.

- *Knowledge Trackers KS3* <https://www.kls.herts.sch.uk/learning/curriculum-coverage/>
- *Knowledge Trackers KS4*

Destinations and Aspirations evaluation

Our proportion of students going on to study Higher Level Education has remained stable across the last five years, especially given consistent cohort sizes. This demonstrates the consistency in our approach to raising awareness of destinations and the work that goes into supporting students to aspire and go on to succeed in their goals. The proportion of students going on to study at Russell Group Universities also remains consistent, excluding a drop in numbers in 2020 but given the COVID Pandemic and uncertainty of exams, this remains part of the National Picture. There was national and publicised controversy over the number of places given to domestic students wishing to study at RG Universities compared to international students. <https://www.hepi.ac.uk/2022/08/22/the-russell-group-responds-to-results-day/>

Our students going on to study Higher Level Apprenticeships has increased again following the dip during the Pandemic, and we continue to advocate these; we have even had one student who turned down a place at Oxbridge to take a prestigious Higher Level Apprenticeship.

The spread of subjects has shown an upward trend, demonstrating a broader range of qualifications explored over time.

Self-Evaluation – Behaviour and Attitudes

Current Grade – Good

The school is regarded as an inclusive school where students and staff feel safe and valued. This is shown through student, parent and staff surveys along with feedback from the virtual school and admission numbers with parents citing the ethos and culture. The school recognises and identifies difference; this is nurtured and celebrated through the consistent implementation of policies, procedures and guest speakers.

The school has high expectations for pupils' behaviour and conduct and these are commonly understood and applied consistently and fairly. Leaders support staff well in managing behaviour to make sure pupils follow appropriate routines. The school has a calm and orderly environment, both inside and outside of the classroom, which is essential for pupils to be able to learn. There are consistent learning routines and high standards of student behaviour as shown in feedback from Mark Rowland, David Bartram, Liz Shapland and Herts for Learning. Through setting clear routines and expectations for the behaviour of students across all aspects of school life, there is clarity of expectations, which allows students to self-regulate within the clear boundaries and routines in place. There is a small number of students who pose additional challenges at times; however, the vast majority of students are extremely well behaved all the time. This is highlighted by our recognition and sanction data ratios in PowerBI: https://app.powerbi.com/links/diW0FEPPiH?ctid=983ea6a1-4f2a-429b-a56d-82cd9d00ce38&pbi_source=linkShare - select page 17.

The pandemic has created an unusual experience for students in and out of school and so comparing data for this period is difficult, but it is clear that the vast majority of students are now in the routine of bringing in the correct school equipment and being ready for school. All School Ready data can be accessed via the following link: https://kingslangleyhertssch-my.sharepoint.com/:f:/g/personal/hashman1_kls_herts_sch_uk/EvCxBEVfY_NOh_dmMtjK04oBEqxAWVIET8Jcu1WEIFm8fQ?e=iFxUFe

Developing pupils' motivation and positive attitudes to learning, are essential, as these are important predictors of attainment. It also has a longer term impact on how pupils approach learning tasks in later stages of life. Surveys show that students are positive about school, and they make a substantial contribution to the school and local community and this is supported by a recent inspection report from the local authority along with surveys from parents' evenings and the clubs and opportunities booklet. The vast majority of students display care and support for each other and the Kings Langley family.

Pupils have higher than national attendance, they come to school on time and are punctual to lessons. When this is not the case, we take appropriate, swift and effective action. Clear and defined attendance procedures and policies are in place for all students to ensure students attend at rates above the national average. Most groups of students are usually on pre-pandemic attendance rates above national figures and have been for the last 3 years with whole school attendance currently being just under 95% (apart from pupil premium students who are 0.9% below national figures). SEND attendance is always above national data. National attendance rates during the pandemic were 90.70% and so the school's attendance was above this figure. The school are aware of the issues around attendance of Pupil Premium students, especially Free School Meals, and have appointed a Pupil Premium lead, a school nurse and additional pastoral staff to support addressing the issue. A recent report found attendance to be 'strong and showed figures which show that students are happy to be at school' by the schools improvement partner, Liz Shapland.

Punctuality to school and lessons is good, although there are a large proportion who travel to school using private buses, which sometimes result in them being unavoidably late. We are working closely with our private bus companies to improve punctuality to school and have already agreed earlier pick up times along each route to ensure students arrive on time. In addition to this, we have streamlined the morning procedures for tracking and addressing lateness to school and early indications already show an upward trend.

Punctuality to lessons is of equal importance and as a result, a 'tardiness' tracking and detention procedure was introduced in 2021 to ensure that all students in school catch up on any missed learning through being tardy to class. Form Tutors and the Pastoral Team monitor their relevant students and deal appropriately with any regular offenders through liaising with parents.

The school has a strong ethos and culture through the Character Education Programme, which develops empathy, self-regulation and 'stick-ability', and this enables students to be resilient to potential setbacks that they may face and have pride in their achievements. Staff are aware of particular backgrounds of students, which enables them to empathise whilst ensuring expectations remain high. The vast majority of students have positive attitudes to learning. However, there are a small minority of students who require additional support either in the home or within the school setting.

We work closely with students who have additional needs in order to improve their behaviour and attendance. Our Learning Support team, led by an experienced and trained SENDCo, consists of staff with a variety of expertise and they liaise with the Hertfordshire Learning Support Team and a range of professional agencies to support our students, their families and our staff. We have also appointed an internal Achievement for All Lead to administer targeted and individualised support where needed as an additional layer of reinforcement. We are working hard to ensure our SEND students attain as well as the non-SEND students, but as previously mentioned, the Average Attainment 8 of our SEND students is 1.48 higher than the national average.

Leaders, staff and pupils create a positive environment in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not tolerated. If bullying, aggression, discrimination or derogatory language occur, it is dealt with quickly and effectively and is not allowed to spread. There is a clear, positive and respectful school culture where staff know and care about their students. This creates an environment, which enables students to feel safe and where bullying or discrimination is challenged through clear processes. These processes have been reviewed and are being updated this year with a more granular system being introduced to record incidents along with far greater student voice procedures relating to discrimination. Hertfordshire recognises the school as having robust and effective Anti-Bullying procedures and 3 year trend data along with bullying survey data shows a reduction in bullying incidents over time.

Suspensions are used appropriately and as per policy. We reintegrate suspended students on their return. We have worked hard to reduce the number of suspensions. In 2019-2020, the percentage of students who received 2 or more exclusions was 1.24 (which was below the national average). It is difficult to conclude anything from the 2020-2021 data due to the amount of time students spent out of school, however, the percentage of students who received 2 or more exclusions was 1.51, below the national figure of 1.63. We only use permanent exclusion as a last resort and we have been lower than the national average for permanent exclusions for the last 5 years and we are the only school in Dacorum to not have permanently excluded a student this academic year.

We are developing the use of alternative strategies to exclusion, and currently, only 5 students are receiving alternative provision (AP), and we are the second lowest user of alternative provision in Dacorum. Providers are visited on a regular basis and attendance data is shared daily along with any

issues around our students at these provisions. The quality of the provision for our students is monitored via regular conversations between our link person in face-to-face meetings. All AP providers are Ofsted registered and any decision to use AP is in the best interests of the child first and foremost. As of 2021/22 Kings Langley School was the most inclusive school in Dacorum, accepting the highest number of Fair Access children – taking students from within Dacorum and beyond. This illustrates our holistic and comprehensive approach to ensuring all students thrive and fulfil their potential.

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. External inspections by Marc Rowland/David Bartram/Liz Shapland/Herts for Learning/Mark Alchorn have found the school to be a 'calm and orderly environment with students showing a good deal of self-regulation, respect and trust in their teachers'. It also found that 'there is no doubt that the school is clear in its drive to reduce exclusions'. Data across all areas should improve further still with the school recognising the need to appoint additional non-teaching pastoral staff to continue to support our students and therefore continuing to reduce exclusions, improve attendance rates and engagement of our hard-to-reach students. We continue to work extremely hard to remove any barriers to learning and offer the support needed for all students to reach their potential.

Live Document

Self-Evaluation – Personal Development

Current Grade – Good/Outstanding

The school promotes a broad range of opportunities for students to experience, from extra-curricular clubs, competitions, and teams to visits, trips and events. We are continually seeking out additional opportunities to broaden our students' development beyond the school curriculum. This includes:

- *Over 40 extra-curricular clubs at lunch time or after school (increasing term on term), such as the Duke of Edinburgh Award Scheme and the National Citizenship Service.*
- *A large number of school teams in most sports, including the more unusual ones such as Gaelic football, static rowing, Rubix Club and table tennis.*
- *Five theatre trips in 2021-2022 with more planned for 2022-2023 to ensure that every child experiences attending the theatre.*
- *Competitions including the Dacorun Chef Competition; senior, intermediate and junior maths challenge, Big Draw, Magistrate's Mock Trial and Rotary Chef.*
- *Example of visits from 2021-2022 include Cambridge University, rugby league Challenge Cup Final, Olympic Stadium, Thorpe Park, Ben Kinsella Exhibition and Winchester Science Park.*
- *Overnight visits in 2021-2022 included Phasel's Wood, the Pioneer Centre in Uganda, the Opal Coast (France) and Valencia (Spain). There are trips planned already for 2023 including a waterways experience, the Harry Potter Studios, to PGL, bowling, a ski trip and residential visits to France and Spain.*

We have introduced more detailed tracking of our students' uptake of all activities and opportunities we offer by using the SOCS (School Calendar, Co-Curricular, Extra-Curricular, Activities and Sports communication systems). This is a bespoke system which allows us to monitor student participation over time, look at the range of clubs and their popularity and make appropriate adjustments to our future offer (while considering staff workload) to endeavour that every student at Kings Langley School attends a club and enriches their life. Through this more detailed analysis we are able to further identify non-participants and through student voice try to find activities or opportunities which will engage them. Currently, 100% of our Year 7 Pupil Premium students attend an extra-curricular activity. In addition to our 15% of places held back for pupil premium students, this tracking system will enable us to ensure that all disadvantaged students are involved and have at least the same, if not better access to these events and chances. All students go to the theatre to enrich their cultural capital. Current tracking shows:

- *All Key Stage 3 Pupil Premium students took part in at least one trip or visit during our activities week of 2022, with the exception of two students who refused to take part in these opportunities even when they were offered it for free.*
- *All key stage 3 Pupil Premium students were invited to take part in at least one club after school or at lunch time during 2021-2022.*

While much of our additional curriculum is planned to allow these to be integrated and run alongside each other to support the curriculum, we also take up as many opportunities that arise as possible such as National competitions, or offers from external companies where we feel it would offer some reward and widen development for our students.

Our calendared activities can be seen on our website along with the links to the curriculum, assembly themes, PSHE and Character Programme. Examples of these are:

- *Thought for the day “Diversity is not about how we differ. Diversity is about embracing one another’s uniqueness”- Ola Joseph, linked to assemblies on diversity and equality and linked to visiting speaker drop down morning by Diversity Role models & 2020 Dreams.*
- *Holocaust assembly linked to Anne Frank workshops and linked to RE/history curriculum.*
- *Music year 9 summer term curriculum trip to see Hamilton at the theatre, linked to year 10 History curriculum.*

As one of the nationally recognised Character Kite Mark Plus schools we continue to sustain a culture and ethos of character development and encourage strong character traits within our students through “caught, taught and practised” methods. Our school has been recognised for its work by:

- *Our character Kitemark+ renewed in October 2021, and the first school to receive an ongoing award.*
- *Being invited to be an inaugural Character Hub School for the Association of Character Education (ACE) in February 2022.*

The school actively encourages parents and carers to be involved in the personal development of their child. We offer a series of parent training events that cover a range of topics that are delivered by professionals and teaching staff. Events this year have included:

- *Year 7 transition evening for new Year 7 parents.*
- *In October 2021, Year 11 Elevate Education Revision evening which 158 parents attended.*
- *A yearly session on “Understanding the teenage brain” in September with approximately 75 parents attending each year.*
- *In 2021-2022, practical revision skills for each Key Stage 3 year group which parents attended alongside their children. Over 50% of the year groups attended in each case requiring second sessions to be run for each year group.*

The school has a rich opportunities programme that develops cultural capital and enhances students’ spiritual, moral, social and cultural development. For example, we ensure that every student visits a theatre during their time at Kings Langley School. In addition to all the previously mentioned activities and events, we run:

- *An annual activities week for Key stage 3, which includes a variety of activities which include theatre visits, visits to national heritage site visits, along with (bowling, ninja warriors), day trips (London Dungeons, behind the scenes of Cinderella followed by the show) and overnight visits, sleeping under canvas come rain or shine, (PGL trips) and includes many in-school activities such as first aid training, dance workshops, creative writing workshops alongside an author, British sign language courses, careers workshops.*
- *Our outside speaker programme (2021-2022) where all year groups have at least one speaker per half term to raise awareness of key issues such as drugs and alcohol abuse, diversity and equality, law and citizenship. In addition to these there are also speakers bought in for subject lessons, PSHE and as part of the assemblies programme.*
- *Field trips for geography and museum trips for arts, the music tour to enable students to perform for audiences abroad and languages trips to enable students to practise their languages in 2021-2022. All students will visit a London theatre whilst at Kings Langley School.*
- *A compulsory core RE curriculum to ensure students have a broad concept of different beliefs and cultures and continues to include GCSE for all students.*
- *DoE from Year 9 with a focus on the Bronze Award, developing students so that they can then move onto Silver in Year 11. Our current completion rate is 100%, so we opened this up to all students wanting to take part, whilst encouraging Pupil Premium students to take up this*

opportunity. Numbers in 2022 for Bronze have increased by 10%, and 24 students have started Silver this autumn term.

The schools' work on character is combined and co-ordinated with a carefully crafted registration, PSHE, assembly and resilience programme. As well as a key focus on the character traits of stick-ability, self-regulation and empathy, all Year 7 students study the Penn-resilience Programme alongside their PSHE programme.

The school invests significantly in pastoral support and counselling to ensure students are well supported by our Pastoral Team which includes: Pastoral Leaders for each year group; learning mentors; Pupil Premium student mentor and lead; mental health lead; SENDCo and groups of teaching assistants; inclusion worker; counselling team; external mentors; family support team. Students are given information and are led by example on healthy eating and active lifestyles through:

- *Assemblies*
- *Healthy School Mark*
- *School charity walk*
- *PSHE, science, food and PE curriculum (where the time given to most of these subjects is above County averages)*

This encouragement resulted in the student leadership team meeting with our catering team and vocalising their need to stay healthy. As such, a new salad and fruit bar which was then developed by the students with the external provider for September 2021.

The school actively encourages young people to engage with views, beliefs and opinions through student leadership opportunities. Students have a variety of leadership roles in which they can apply for such as student council, subject ambassadors, sports council, librarians, equality and diversity leads. This programme continues to grow with the introduction of form captains for each form group. These groups are used to support in the development of ideas, promote and share ideas, and contribute to the ongoing opportunities for other students as well as being a great source of student voice. As part of the development of this programme and a way to incorporate recognition of students' contributions, we have included a "senior" post for these leadership roles which students can achieve at Key Stage 4. This programme then leads into our Sixth Form leadership programme where students can further apply to be sixth form student leaders, house captains or ultimately head students. We have currently relaunched this programme following Covid:

- *Form captains in each form group*
- *Subject ambassadors in over 10 areas*
- *Library leaders, sports council, school council*
- *BOLD voices, equality group, PRIDE group*
- *Sixth form house captains*
- *Sixth form leaders and Head students*

We run a number of Student Leadership Conferences each year. Speakers have included and the intended aim of each was to

The school ensures that all learners develop skills to be responsible, respectful and active citizens. As a school we actively develop student understanding of Fundamental British Values (FBV) through a well-planned and sequenced curriculum. Examples of these are our:

- *PSHE Programme of Study (PoS) which has been rewritten in line with National Guidance and has been deemed by County advisors as exceptional.*

- *Character PoS which is explicit teaching of character across all year groups linking closely to the Aristolian concept of phronesis and Eudimonia.*
- *Assembly rota 2021-2022 which features themes of the British values and other relevant and valuable topics - and continues with related themes in 2022-2023.*
- *Charitable activities such as the Year 9 enterprise fair, sixth form inter-form Dragon's Den, charity walk and litter pick, alongside other more typical events such as McMillian coffee morning, Children in Need, Red Nose Day. Many of these, and more are planned for 2022-2023.*

We are a Stonewall Champion School; a programme that provides guidance on how to prevent and tackle homophobic bullying and celebrate differences and we have recently achieved the Equality Award. The school promotes equality of opportunity and diversity effectively through a variety of student leadership groups, these are:

- *Equality and Diversity*
- *Bold Voices (gender diversity)*
- *PRIDE (LGBTQ)*

As part of these groups, students support staff in evaluating materials, resources, concepts and terminology to ensure that best practise is always at our forefront. Groups such as the Bold Voices have organised additional training for their team which they can use and help disseminate to the rest of the school. New systems have been introduced to record prejudicial incidents in specific detailed categories. Staff have been trained on these systems in September 2022 and students received an assembly in the same month.

Students are encouraged to engage in multiple ways which enable them to demonstrate their ability as good responsible, respectful citizens. In addition to much that has already been mentioned, the re-launch of a more focused House System linked with gaining recognition for your house through competitions and the awards and recognitions system, raising money and awareness for charities through house events, and encouraging student leadership teams to take on much of the responsibility for directing these activities. Student leaders will take part in training and conferences which will develop their leadership skills including the ability to discuss and debate, listen to others and lead on ideas. To ensure that there are also other opportunities for students to achieve many of these skills we also run a weekly debating club leading to inter-school competitions and the annual Magistrate's Mock Trial competition.

The school has a detailed curriculum that ensures Sex and Relationships Education (SRE) is covered effectively at the school. It is covered through:

- *PSHE*
- *Computer science*
- *Science*
- *Physical education*

The PSHE programme has been delivered since it was rewritten in accordance with the latest guidance and has been discussed and reviewed with Governors and staff as part of an annual Parent & Governor Consultation. Our County PSHE/RSE advisors have been extremely impressed with our PoS and have used it as an exemplar to other schools. Staff receive thorough training which is delivered every half term to ensure they feel confident to teach sensitive topics. The timetable has also been written to enable year groups to bring in specialist speakers to deliver on the more difficult subjects to ensure the highest quality teaching.

Our Relationships, Sex and Health Education programme (and wider curriculum) specifically addresses sexual harassment, online abuse and sexual violence, safeguarding risks (including online risks), issues of consent and what constitutes a healthy relationship both online and offline. This enables pupils to recognise the dangers of inappropriate use of mobile technology and social media as well as online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism. We also make them aware of the support available to them.

The school provides an effective careers programme, which is above national expectations at this point with the school achieving 100% on the GATSBY profile. This ensures students are well prepared for the next stages in their lives. We have achieved a Gatsby benchmark of 100% by some of the following:

- *Our clear and carefully planned careers programme which is integrated with PSHE as well as some standalone activities.*
- *The development of our Careers website page, which includes a careers portal.*
- *The use of Unifrog by year 8 upwards in 2021-2022.*
- *The setting up and running of our own school career's fair which all Key stage 4 attended alongside the majority of Key stage 5.*
- *Our termly STEM events, including the STEM Fair and competition often leading to students entering the Big Bang competition (and winning - 4 out of 5 category winners last year).*
- *Our regular student opportunity newsletters to students and parents.*
- *A day of work shadowing in each Key Stage 3 year as part of the activities week programme.*
- *A week's work experience for Years 10 and 12.*
- *Careers interviews from Year 9 to Year 13, including a minimum of two with external agencies.*

Self-Evaluation – Leadership and Management

Current Grade – Good

Leaders, managers and those responsible for governance have a clear and ambitious vision for providing high-quality education to all pupils. Outcomes for students in the 2022 recorded performance tables highlight 52% of students achieved a 5+ in English and Maths compared to a national figure of 50%. Our Attainment 8 score of 50.6 was above the National Average of 48.7 and our Average Attainment 8 grade was 5.08, above the National Average of 4.87. The Average Attainment 8 of our Pupil Premium students is 0.63 higher than the national average and the Average Attainment 8 of our SEND students is 1.48 higher than the national average. With relation to the EBacc, every category is above National Average, with 8% more students in Kings Langley being entered for the EBacc qualifications in comparison to the National Average and the average point score per pupil for the EBacc is 0.25 higher than the National Average (4.52 compared to a national score of 4.27). Our Progress 8 score improved from -0.05 in 2019 to +0.15 in 2022 (national figure being -0.03), showing that Kings Langley School is improving. While there are still gaps between certain groups of disadvantaged learners and their peers, the gaps are closing and staff are continuing to focus on these areas.

We continue to expect more of ourselves and our learners and as such, an EBacc entry of 47% (national figure being 39%) has recently been achieved improving this from 21% in 2019. We recognise that disadvantaged learners remain a priority, especially those from Free School Meal backgrounds. As shown in the tables below, the gap in attainment between Pupil Premium students and their peers has reduced at Kings Langley School between 2019 and 2022, and the Average Attainments 8 score of our Pupil Premium students in 2022 was also +0.63 above the national figure – demonstrating that catch-up funding was used effectively.

Pupil Premium Average Attainment 8 2022	KLS	National	GAP
	4.37	3.74	+0.63

Attainment 8 Pupil Premium	2022 KLS	2019 KLS
Pupil Premium	4.37	3.73
Non Pupil Premium	5.18	5.11
Gap between PP and non-PP	-0.81	-1.38

Count of students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
PP	36	26	31	22	23	7	5	150
FSM	27	20	25	16	15	4	5	112
CLA	1	0	1	1	1	0	0	4

Includes students who were previously eligible for Pupil Premium funding, and those who qualify for bursary funding. As per government requirements a robust review of the last academic years use of [Pupil Premium funding including Recovery funding](#) and [Catch Up funding](#) and subsequent impact have taken place.

However, learning walk data still highlights passivity towards learning for some Free School Meals students and a small minority of students with their attitudes and aspirations lower than their peers.

As such, a focus on learning behaviours and attitudes post Covid has been developed, focusing these strategies on these students. Standardised reading age assessments show that Pupil Premium Students make up a disproportionate number of students with reading ages below their chronological age upon entry to secondary school. As such a greater focus on supporting students through high quality first teaching and explicit teaching of reading strategies is in place. There are case studies within our Pupil Premium cohort that showcase the successes, but we need to see more over time. Outcomes are only just one element of the education students receive and leaders are determined and relentless in their development of strong character in young people and ensure they become well rounded successful individuals through the development of this character and the opportunities students receive at Kings Langley School, whilst ensuring we are an inclusive school.

Leaders have a key presence within the school ensuring the school is a focused place of learning where students feel safe and are happy (information gathered from parent feedback questionnaires). Leaders demand excellent behaviour at the school and staff state that behaviour is well managed through effective policies and systems that are constantly reviewed. Parents state in visits and surveys that behaviour and conduct is strong within and around the school. External visitors to the school report “behaviour around the school is highly impressive” and as stated on the day “striking”, Marc Rowland. [..\..\Pupil Premium\PP\Marc Rowland Visit Report Nov 2019.docx. https://www.mynewsmag.co.uk/doors-open-students-return-to-studying-in-safe-comfortable-environment-at-kings-langley-school/](https://www.mynewsmag.co.uk/doors-open-students-return-to-studying-in-safe-comfortable-environment-at-kings-langley-school/)

Leaders engage effectively with pupils and others in their community, including, when relevant, parents. We actively seek feedback from parents and in 2019 and 2020 almost 98% parents stated that they were “happy that they chose Kings Langley School for their child”. 100% of staff state that the school has improved since the last inspection, 100% of staff are proud to be a member of staff at the school and 100% of school staff state that the school is well led and managed.

Leaders engage with their staff and are aware and take account of the main pressures on them, being realistic and constructive in the way they manage staff, including their workload. Leaders are clear that the demands on staff must be reviewed each year and staff are supported well to ensure they deliver a good education to our students. Most staff who leave the school do so for promotion. The school has an active staff forum and wellbeing group, and the wellbeing action plan has been reviewed with new actions based on staff feedback over the pandemic. Our actions around wellbeing can be seen on the document ‘Why Work at Kings Langley School’ - [Job Vacancies - Kings Langley \(kls.herts.sch.uk\)](https://www.kls.herts.sch.uk/job-vacancies) and our Well-Being Policy.

The school has developed a communications policy which ensures that staff feel protected from bullying and harassment. We actively work with our parents and communicate with them via weekly newsletters, school calendar, school website, Twitter and parent events on how to support their child in every year group. Parents are also well supported via our network of family support workers. Clear communication is used to inform parents of any changes to our expectations. Parents’ evenings are well attended with well over 90% of parents attending events and parent support events are targeted and have over 85% conversion rates with attendance for targeted parents.

Leaders at the school ensure Kings Langley School is an open facing school and activity supports education either locally or nationally. The school is a lead school in the development of character education and actively supports other schools and the University of Birmingham in developing strong character education which supports excellent behaviours. [..\..\Character\KLS Character Workshops.pdf](https://www.kls.herts.sch.uk/character-education) [..\..\Character\2020 Conference Flyer.pdf](https://www.kls.herts.sch.uk/character-education). The Deputy Headteacher is a visiting lecturer on character education at Birmingham University and the school holds many visits to view the programme and culture at the school. The Headteacher is the chair and lead Headteacher for both the

Delivering Special Provision Locally, Local School Partnership and the Partnership of Dacorum Schools. The Headteacher is also a Hemel Business Ambassador and member of the Negotium business group. Negotium is an exclusive, invitation only meeting, held on a quarterly basis with the aim of bringing together local business owners in a confidential and informal environment. It actively encourages businesses to work with young people and also reflects on the local and national need <https://investhemel.co.uk/ambassadors/>.

Leaders and governors set high expectations for all staff and students and lead by example to create a culture of respect and tolerance, widely reflected in school life. Leaders display a strong ambition to provide the best opportunities and support for every student to flourish and succeed. Leaders at the school have created a clear and ambitious vision for an inclusive school that serves its community well. [..\Feedback\Virtual School feedback\Virtual School CG.docx..\Feedback\ML feedback\Kings Langley 23.09.19.pdf](#). The school's excellent reputation has resulted in the school consistently being almost four times over-subscribed. Leaders have high expectations and strive to ensure all young people have an exceptional education every single day. There are still inconsistencies, but we remain determined to eradicate these through effective CPD and coaching along with the successful recruitment and retaining high-quality staff which remains a school priority every year. However, we recognise the demands on our staff and their wellbeing is always considered. The school actively encourages feedback and this feedback informed next steps with improving school operations to create a happy but progressive place to work. The staff forum and open door policy to the leadership team enables leaders to proactively make improvements to policy and procedure which improve the working conditions for staff. [..\Staff wellbeing\KLS Staff Social Newsletter .pdf..\Staff wellbeing\Employee Assistance Programme Details and Monthly Wellbeing Newsletter.zip](#). [..\Feedback\Staff feedback\Leadership feedback Summer 2020.docx](#)

The school continues to ensure staff are well supported through effective CPD either externally or through internal means. Leaders focus on improving teachers' subject and pedagogical content knowledge (including ECTs and expertise in remote education). The school continues to actively work with key experts such as the University of Birmingham, Jackie Beere, Tom Sherrington, Christine Counsell, Mark Rowland, Mark Lehain and David Bartram OBE, to ensure the staff are well supported and trained to best support young people at the school. The school is a member of the National College ensuring all staff have access to high quality CPD to support their development. <https://thenationalcollege.co.uk/browse>. We are developing an approach to observation through low stakes incremental regular coaching, mastering single elements with their coach to be able to further individual teacher development through Powerful Action Steps and allocating clear protected time within the timetable to enable this to take place. This approach has been recognised by ambition institute as best practice and we now are working with them to share how schools can develop this approach to their CPD. Between September 2021 – January 2022 over 400 drop-ins were completed by staff as a culture of open-door classrooms start to embed as part of a culture of "feedback is free" and it is everyone's role to help each other get better. Coaching continues to be developed and in September 2022 a refined version of our 2021 launch will be launched again with staff focusing on small steps through an improved version of the programme Step Lab. Data [Click Here](#)

Consistent teaching and learning is developing through the establishment of new effective procedures, policies and routines based on research. All staff are supported in developing their practice and subject knowledge. As a result, programmes of study are developing to ensure high levels of student completion. The school only enters children into gold standard qualifications that are GCSE and A Level.

Alternative provision (AP) is considered in some circumstances and we are developing the use of this. Kings Langley School is the lowest user of AP provision in the area with currently only 5 students

receiving alternative provision (AP), and we are the second lowest user of alternative provision in Dacorum. <..\..\Behaviour\DESC data Dec 2022.pdf>.

All AP providers are Ofsted registered and any decision to use AP is in the best interests of the child first and foremost. We see a student as part of our family and actively ensure our students stay part of the family to ensure they complete their programmes of study by ensuring the right levels of support are in place. The school does not off roll students or game the system through poor use of qualifications.

All teachers are provided with information about the individual needs of the vulnerable, disadvantaged students or SEND students in their classes through provision mapping software and weekly staff briefings highlighting student need. This enables them to develop their planning to accelerate progress, supported by curriculum and pastoral leads and a comprehensive CPD programme. Middle Leaders ensure that disadvantaged students are the primary focus in all meetings and whole school Performance Appraisal objectives support teachers in targeting specific groups of students. In this way, leaders effectively manage the performance of teachers through a system that sits alongside that of monitoring student progress as well as the quality of teaching. Appraisal targets set for and by teachers are ambitious and many have been achieved, contributing to a rise in overall achievement in key areas such as English, Maths and science.

The Governors are experienced and ensure clarity of the vision and ethos which is shared by leaders and driven relentlessly each day. Governors hold leaders to account and actively engage with the school. Leadership of the school ensures the school remains in a strong financial position, making sure money is well spent on the education of young people. The Chair of Governors attends the school every fortnight and acts as a critical friend to the leadership of the school. The school is open facing and is building strong relations with local schools as it looks to develop its own Multi Academy Trust.

The broad and balanced curriculum inspires students to learn. Leaders provide students with options both in the transition from KS3 to KS4 and KS4 to KS5. They determinedly seek to provide them with the courses they wish to take, whilst ensuring these options enable them to achieve. This range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, and develops a love of learning: 96% of Year 13 students gaining university places at their first or insurance choice university, 3 students successfully applying to Oxbridge Universities, no NEETs (Not in Education, Employment or Training) recorded and 100% Careers Gatsby benchmarks achieved.

The governance of the school is well informed about all aspects of the school's work through regular meetings and participation in all aspects of review. Members of the governing body visit the school on a regular basis so as to experience it first-hand. It is evident through these regular meetings, and governor input in data and exam analysis meetings that the governing body hold leaders to account and provide challenge which contributes significantly to high aspirations among leaders and staff. As previously stated, the Chair of Governors attends school every two weeks to meet with the Headteacher to act as a critical friend in a supportive and constructive manner and is considerate towards the demands and stresses Headship can have.

The school is aware of areas and subjects that need particular focus through using SISRA and FFT data analytics and Power BI to gain live regular data from the SIMs system. The school needs to continue to improve outcomes of those from Free School Meals (FSM) backgrounds. Fourteen out of twenty subject areas obtained better results in 2022 than in 2019 and with biology, chemistry, physics, art, Spanish, English Literature and English language obtaining an average student point score above 5.0. Music is in need particular focus, but robust plans have been put in place and we are confident in seeing improved results in 2023 following the appointments of a new Assistant Headteacher with a subject specialism and experience in Music.

Live Document

Finance, Resources and Physical Environment

Strategic Intent	
Guarantee long-term financial security: ensuring that financial plans are prepared and monitored, satisfying the trust that it remains an ongoing concern and is financially sustainable. Ensuring the intent of the school curriculum can be achieved through effective resources.	
Key Purpose	
<ul style="list-style-type: none"> ➤ Ensure the best curriculum offer possible. ➤ Recruit and retain high quality teaching and support staff through an integrated approach to curriculum and financial planning. ➤ Manage the business interests of the school, maximising income opportunities. ➤ Develop and improve the physical environment to enhance the facilities for the school and community. 	
Key Principles	Key Considerations
<ul style="list-style-type: none"> ➤ The school's core business of education and the best interests of the students are at the centre of all decisions that are undertaken. ➤ The management of related party transactions in order to avoid both real and perceived conflicts of interest. Promoting integrity and openness is undertaken in accordance with the '7 Principles of Public Life' – Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership. ➤ All development adds value to the whole school community. ➤ All opportunities to improve the school's financial position and physical environment are explored. ➤ An integrated approach to curriculum and financial planning undertaken, enabling timely information to inform financial decision-making. ➤ Reviewing benchmarking information and conducting a 'school resource management self-assessment' ensuring resources are effectively and efficiently deployed to meet the school's strategic intent. ➤ Sound internal control, risk management and assurance processes ensures robust systems are in place. 	<ul style="list-style-type: none"> ➤ Cost management, efficiency and value for money. ➤ Income generation. ➤ Student numbers and potential growth. ➤ Collaboration with local Primary and Secondary schools, clubs and other organisations. ➤ Managing the changing demands of the school site over time. ➤ Government policy and legislation relating to how academies operate.
Self-Evaluation and Context	
<ul style="list-style-type: none"> ➤ The school has an excellent track record of financial management which has been recognised previously by the Local Authority through assisting other schools in financial and related strategic planning. ➤ The school's success in achieving financial stability has been delivered over a 10-year period, through consistent financial planning and the robust review of all areas of financial 	

management. Significant savings and efficiencies have been achieved through the careful assessment of curriculum provision and subsequent staffing efficiencies, contract management and effective procurement practice, as well as keeping a cost reduction programme at the forefront when decisions are being undertaken.

- We strive to continue to maintain our financial stability. However, year on year the school faces uncertainty relating to potential changes being imposed through Government funding policy. Examples of changes that have challenged the school over recent years are a reduction in 6th Form funding, increased Pension and National Insurance contributions, higher than anticipated cost of living increases for staff, removal of the Educational Services Grant (ESG) coupled with minimal increases in overall General Annual Grant (GAG) funding, which covers only the very basic general inflationary cost of running an organisation. Therefore, the ability to add value for all students through the schools general funding has significantly diminished.
- The school has a balanced budget and currently has reserves over £1.7m but these are now being invested into 3 infrastructure projects that will enhance the education of young people at Kings Langley School.
- The school was selected to be in the first batch of schools nationally to be rebuilt under the Priority Schools Building Programme. Due to our excellent communication and project management skills, we were also selected to be the 'First School' in the batch, where the initial design template was created and then replicated across the batch of six other schools. The new building opened under a Private Finance Initiative agreement on time in September 2016.
- The reserves of £1.2m have been achieved through both careful financial planning but the majority has been raised through fastidious contract management of the PFI contract relating to the school building.
- The school plans to reinvest the reserves to enhance the facilities for the whole school community as well as providing an opportunity for income generation.
- The school outsourced the hiring of the building out of hours in October 2019. The selected company were providing a more cost effective way of managing the process from administration to marketing the facilities through their extensive expertise. The income generated was due to be guaranteed at £25,000+ per annum for the first 3 years. The company made a very positive start but due to COVID-19 they have recently gone into administration. A new provider, Vivify, was appointed and we have seen a gradual recovery in income over the last 12 months.
- All aspects of Health and Safety are monitored with regular reports being provided to the Governing Body.
- There is a 5 year rolling IT hardware maintenance renewal programme.
- The school's finance system was unchanged on conversion to become an Academy. Over the years, the requirements for the reporting to the Department for Education have changed and they have introduced a Chart of Accounts, which the current finance system was unable to manage without a great deal of manual intervention having to be undertaken. Therefore, to improve the general financial and HR management efficiency, the school has invested in a new finance system Access.
- Kings Langley School is a converter Academy with aspirations to become a Multi Academy Trust (MAT). As an open facing school, we view the finance system as an investment, future proofing the financial management systems of the organisation to enable us to adapt if we become a MAT in the future.
- The Governing Body are supportive of all aspects of the school and are active in supporting the school in the future development of the site.
- There are currently two large building projects underway which is where the school's reserves will be focussed. A new Sixth Form Centre is currently being built replacing the

derelict Caretakers bungalow this will be at a cost of £936k. The Football Foundation is currently working with the school in relation to a 3G pitch, the commencement of these works is due to take place in Autumn 2023. The project cost is £867k of which the school will fund £250k and the rest will be via a grant from the Football Foundation and support from our local football club partners.

Live Document

Self-Evaluation – Sixth Form

Current Grade – Good

Outcomes:

		2017-18			2018-19			2019-20 (CAG)			2020-21(TAG)			2021-22		
		APS	Ave Grade	VA	APS	Ave Grade	VA	APS	Ave Grade	VA	APS	Ave Grade	VA	APS	Ave Grade	VA
Kings Langley		30.47	C	-0.19	27.8	C-	-0.17	36.0	B-	0.40	39.3	B	0.54	37.2	B-	0.31
	National Ave	32.12	C+		32.87	C+		32.57	C+		41.1	B		38.9	B	

*As soon as the DfE publish the national validated results for 2021-2022, the information will be updated.

Quality of Education:

The attainment of students in Key Stage 5 is improving with exam data from summer 2022 indicating a significant improvement in the average point score (APS), average grade, and value added. The average grade and APS are now higher than the national average. There has also been a significant improvement in the value added of facilitating subjects in 2022.

A-Level Overview	2022	2019	Difference
No. of Students	71	72	<1
APS per Pupil	111.83	77.5	+34.33
APS per Entry	37.19	28.53	+8.66
Average Grade	B-	C	>
Value Added	+0.31	-0.19	+0.50

	KLS 2019	Local Schools 2019	National Figure 2019	KLS 2022
Average Grade	C-	B-	C+	B-
Average Point Score Per Entry	28.53	35.03	34.01	37.19

Facilitating Subjects – Value Added	
Biology	+0.99
Maths (+FM)	+0.90 / +0.60
Chemistry	+0.57
English Literature	+0.53
Physics	+0.42
MFL	+0.24
History	+0.08
Geography	-0.06
Classical Language	n/a

Since May 2018, the action plan for the Sixth Form has focused heavily on the development of consistently demanding curriculum goals and the teaching pedagogy behind them. This has been successfully supported by the whole school focus on establishing and embedding the Teaching and

Learning Repertoire across all Key Stages and will be further supported using the Kings Langley School teaching and learning pillars. Key Stage 5 teachers are supported in delivering consistently effective teaching of key knowledge and skills through whole school CPD.

Teachers are expected to share and model rigorous and challenging academic knowledge and skills. Work set for Sixth Form students is demanding and increasingly challenges our students to achieve the highest outcomes. Subject specific vocabulary continues to be embedded well into KS5 teaching and both teachers and students have been supported by targeted CPD to develop their LitOracy skills. Individual Key Stage 5 teacher development is further improved through using StepLab and focused support following subject support cycles / reviews.

Students are benefitting from explicit teaching around metacognition and personalised learning through the VESPA programme (Vision, Effort, Practice, Systems, Actions) during registration, which then provides them with personalised learning activities to complete independently. Students are regularly given the opportunity to re-evaluate the effectiveness of their learning strategies both in the classroom as well as during independent study periods, enabling them to access the increasing academic challenge within their courses.

Key Stage 5 study programmes have been challenged to become more ambitious. We actively work with highly regarded experts such as Christine Counsell, David Bartram, and Marc Rowland to support the development of our curriculum and its implementation for all learners. This bespoke training and critical advice ensures we are developing an exceptional education for the Sixth Form students at Kings Langley School. Evidence from subject curriculum analysis by internal and external parties suggests it is becoming increasingly coherently planned and sequenced to support students in acquiring sufficient knowledge and skills for future learning and employment because of these initiatives. 2020-21 Development in Key Stage 5 curricula can be found here ([KLS: Principles of Curriculum.](#)) ([KLS: Subject Curriculum Pages](#)).

Within the current restrictions of the school site, the school has strived to support an environment which allows Sixth Form students to focus on learning. The Learning Resource Centre and Subject Areas provide students with the resources and materials needed for them to progress with their studies. This is evidenced through the improvements in the outcomes of our students; A-Level Results 2021-22: [Examinations - Kings Langley \(kls.herts.sch.uk\)](#) and our destinations data ([Sixth Form Destinations 2019-20](#)). The sixth form facilities are set to expand with the building of a dedicated building which will provide facilities to accommodate the sixth form community. This will enhance the experience of our students and provide them with dedicated space and facilities to support their sixth form experience.

Monitoring of the quality of teaching and learning in the Sixth Form has increased significantly since the last inspection and has recently benefitted from additional input from a newly introduced leadership and management structure in KS5. The KS5 leadership team now consists of a Principal Assistant Headteacher & Head of Sixth Form, A Head of KS5 Curriculum, and a Head of KS5 Pastoral. The quality of teaching and learning is regularly monitored through lesson drop-ins, observations, academic evidence checks, checks on the quantity and quality of homework tasks and through student and parent voice ([Student T and L Survey: Nov 2020](#)) ([KLS: Autumn Term 2020: Lesson drop-in analysis](#)) ([Year 13: Parent Survey Nov 2020](#)) ([Year 13: Parent Responses Nov 2020](#)). Consistency in teaching and learning across the Sixth Form has been targeted through the expectation that subject leads collaborate with their Sixth Form staff to develop criteria and actions for success in their subjects, which can be shared with all stakeholders; including students, parents, non-specialists and non-teaching staff who are supporting Sixth Form. This informs curriculum expectations and academic checks, including academic folder checks.

Feedback so far indicates good practice can be evidenced across most curriculum areas and has allowed the early identification of inconsistency in standards, meaning effective interventions can be implemented. The approach to dealing with this will be to work on bespoke improvements with KS5 teachers in different learning areas and to give them the support and opportunity to join with other teachers as part of our coaching model. The school also supports the development of our teaching staff and support staff through an ambitious programme of whole school CPD.

The school is ambitious in individual academic support we offer our students, in particular those with additional needs ([KLS: SEND Provision](#)). The Sixth Form team work closely with the students as individuals and make clear differentiation in the support and guidance we offer to them ([KLS: Guide to the Sixth Form](#)). All the students study the intended curriculum and our teachers have expert knowledge of the subjects and courses they teach, differentiating learning to offer tailored support. This has been evidenced through the team's use of a RAG rating system for academic monitoring and will be further supported by the use of the Horsforth Quadrant to develop targeted support for students with differing characteristics. The Sixth Form team have introduced a live Academic Cause for Concern document which is used to put in place further interventions and mentoring for students who are not achieving their expected level of attainment. This is further supported by a three-stage monitoring programme that ensures that students are not only monitored for improvements, but also explicit and specific support and interventions are carefully tailored to the individual student need. SEND and disadvantaged students also receive additional support through SEND Learning Plans, work with the Pupil Premium Lead and meeting regularly with KS5 staff to review progress and attainment.

Behaviour and Attitudes:

Students in the Sixth Form attend well with 2022-23 current data being Y12 = 95.2%, Y13 = 92.3% and students are punctual both to school and to lessons. Levels of unauthorised absence are consistently below 1.32%. Where attendance or punctuality are not good, students are identified quickly by the Sixth Form team who track daily attendance and publish a weekly report to tutors. Students who have attendance and/or punctuality that is declining or of a concern, are placed on a monitoring programme specific to attendance and punctuality. Students in both years have been issued lanyards and ID badges at the start of term and clear communication between tutors, students, parents and the school has led to a significant increase in the efficacy of the digital recording system.

Our above national attendance rates indicate that students are positive in their approach to school and are mostly, ambitious for their future.

We enrolled 73 students to Year 12 in September 2022. Two students left to go to college prior to the October Census, one due to location. One other student left for another Sixth Form after the October Census. This meant that we retained 97.3% of the students on the October Census to the end of the academic year.

One student decided to not return at the start of Year 13. This student decided to take up employment rather than continue with education. This meant that we retained 98.9% of the students who started in Year 12 and who were recorded on the October 2022 census into Year 13.

Personal Development:

The Sixth Form prepares the students well for future success in education, employment, and training. All students have access to high-quality, up-to-date, and locally relevant unbiased advice and guidance to help inform their next steps; this is available in person through Ms Battaglia in our Sixth Form team and through our well-developed Careers Portal and access to UniFrog. This year all Sixth Form students will participate in the VESPA programme where they will develop non-academic skills to support their aspirations and academic outcomes as a result of their participation in weekly tutor time sessions.

Destinations	2017	2018	2019	2020	2021	2022	*LA Average	*England Average
Percentage of students progressing to Higher Education	63	79	69	65	63	69		
Percentage of students progressing to the top third Higher Education Institutions	24	23	22	38	20	23		
Percentage of students progressing to Russel Group Institutions	8	16	9	22	20	22		
Percentages of students progressing to Oxbridge	0	0	0	4	0	2		
Percentage of students progressing to Apprenticeships			9	2	9	17		
Percentage of students progressing to Employment			6	15	8	11		
Percentage of students taking a gap year			4	9	21	14		
Percentage of students retaking Yr13			0	7	0	2		
Unknown								

*Average for LA/England based on the last three years of available data

Year 13 destination data for this year is fairly consistent with patterns seen in previous years however, there has been a noticeable increase in the amount of students pursuing apprenticeships and seeking employment. Feedback from students and their parents/carers indicate that the reason for this is largely connected to the impact of Covid on household income and the increasing costs associated with university. Applications to Oxbridge are increasing with five students applying last year, three being accepted.

To support students who take a gap year, an unofficial Yr14 group has been created where students who left in the previous year receive Post-18 options guidance and support if required. We maintain a commitment to supporting these students and provide them with the opportunity of receiving information and advice. This is a provision that targets students who specifically take a gap year, go travelling, or who have not provided destination information.

We have formed a strong link to Downing College, Cambridge and we are hoping to build on this in the future and have already put in place virtual plans for this year. Since 2020, our applications to Oxbridge universities have significantly increased with most applications being successful. So far this year, we have five students applying for Oxbridge and we have introduced an Oxbridge tutor who provides support, guidance and information for both applicants to Oxbridge and students in Yr12 to provide increased aspiration.

The Sixth Form also prepares students well for Apprenticeships and we have had students take up placements with Dyson, BAM and BT. We have also had students accepted onto School Leaver Programmes with leading professional services companies such as KPMG. We encourage our students to explore future options through our investment in [Unifrog](#) which has been included as part of our PSHE and tutor time programme. We also have a member of the Sixth Form team, Ms Battaglia who has successfully completed training in Careers Advice and Guidance.

The PSHE curriculum and Tutor Time Activities for the Sixth Form cover the new requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, along with supporting students as well as preparing them well for the next stage of their lives ([Year 12 PSHE Curriculum](#)), ([Year 13: PSHE Curriculum](#)). This programme is also supported by regular external speakers. The Sixth Form encourages students to be involved in a comprehensive Enrichment Programme ([Sixth Form Enrichment](#)), additional qualifications such as MOOCs (Massive

Open Online Course) and EPQ (Extended Project Qualification) as well as getting involved in regular charity fundraising events. Students are recognised and supported in their participation of these activities through the VESPA programme.

Leadership and Management:

Leadership and Management of the Sixth Form has strengthened over the last two years. Staffing changes have led to an increased focus on standards and outcomes through the restructuring of the Sixth Form team with responsibility for increasing the consistency and quality of teaching and learning. However, whilst there has been progress in developing the curriculum in the Sixth Form, the school recognises that there are still inconsistencies across some subject areas. This is reflected in inconsistent outcomes in a small number of subjects. Leaders are being actively challenged on this at all levels and the school has implemented training to support leaders in improving the Sixth Form curriculum. This will continue to be a focus of Sixth Form improvement to improve student outcomes even further.

From September 2022 the sixth form leadership team was refined with a new Head of Sixth Form recruited from within the school. The leadership structure put into place includes a KS5 Pastoral Leader and a KS5 Curriculum Leader which has ensured a consistent application and standards of leadership and management. The sixth form leadership team are clear on their roles where accountability and responsibility ensuring that improvements made to the sixth form provision are authentic and sustainable.

The Head of Sixth Form has quickly worked with stakeholders of the school and sixth form to identify a clear ethos, mission and values that are consistent with the school yet identifies progression as well as showing a thorough understanding of the contextual influences on post-16 education, both locally and nationally. This is detailed within a 5-year strategy document which subsequently informs the sixth form development priorities and allows detailed and thorough action planning. This action planning includes key impact measures to ensure that improvements and developments can be evaluated and further refined where required.

Alongside action planning, the sixth form has established clear policies and charters that have been shaped through the involvement of key stakeholders and aligned with the values and ethos of the overall sixth form. The Head of Sixth Form uses these charters to create a holistic culture of leadership and management across not only the staff but across the students as leaders in their own right.