

**School Evaluation  
and Development  
Plan  
2019-2020**



## Context of the school

Chair of Governors	Head teacher	Deputy Head teachers	Inspection Grades
Jane Whitrow	Natasha Laskey	Sim Bains – EYFS & KS1 Grace Maynard – KS2	Ofsted (January 2018) – GOOD

### Context

Knebworth Primary School is a two form entry primary school serving the village of Knebworth and beyond. Our catchment extends towards Stevenage. The school has been an integral part of the village community since 1912. The new head teacher and leadership team have been in post since September 2018.

### Coverage

There are 14 classes and a nursery. There are 18 teachers (some whom work part time some full time) and a nursery nurse. Also, we have 17 INCAS (Inclusion Assistants) deployed across the school according to the needs of the children. We also have an inclusion manager, a full time pastoral lead who supports our children's emotional wellbeing and a SEND INCA who supports children with a variety of different learning need. There are 3 office staff, 5 cleaners and a site manager. A specialist sports lead works full time as well as a part time music teacher.

### Vision and values:

Our school has:

#### **Deep roots, High aspirations.**

For more than a hundred years, our school has been at the heart of a close village community. Unique to our school is our strong team of passionate, caring staff - many of whom have been at the school for a number of years. We are in essence a big family but we have the warmth and feeling of a small school. Everyone knows and respects everyone else. Our children develop deep roots. We passionately believe in developing the whole child and giving them the secure foundations essential for them to be respectful, responsible, and resilient young adults who can thrive in an ever changing world. We want our children to be the best - to stand out, to dream big, and to lead successful, fulfilling lives. We know that their journeys through life may not always run smoothly and there may be challenges to overcome along the way. We teach our children first and foremost to know themselves; to understand their thoughts and feelings, to solve problems, and to develop the resilience to bounce back from any setback.

#### **Our values: Respect, Responsibility and Resilience**

We provide a safe, positive, and fun learning environment within which we develop a mutually supportive climate where everyone shows respect, responsibility and resilience. We strive to be good role models for all our children and as a school and a community, we are committed to adhering to our values. Our values embody everything we do and say. Our values are important to us. The way we engage with each other significantly impacts on everyone's wellbeing.

### Partnerships

The school is part of Stevenage Educational Trust as well as Stevenage Sporting Futures Team. The KS2 Deputy Head Teacher and a Year 1 teacher are both Primary Maths Mastery specialists working in partnership with the Matrix Maths Hub (Herts and Essex). Lastly, the school is also part of the Global Classrooms initiative and as a result we are linked to a school in Nepal.

## Knebworth School Leadership Structure 2019-2020

**Governing Body - Chair Jane Whitrow  
Vice Chairs – Gemma Wood & Robert Hall**

**Natasha Laskey, Sarah Smith, Rony Ford , Jane Hatton, Sonia Morrison, Donna Moss, Viv Goddard ,Sim Bains, Anna Wilson, Robert Tutt , Nicola Watson &  
Brian Poole (Associate)**

**Head Teacher: Natasha Laskey**

**EYFS/KS1 Deputy Headteacher  
Sim Bains**

**KS2 Deputy Headteacher  
Grace Maynard**

**Assistant Headteacher/Inclusion Manager  
Jessica Rix (maternity leave 2019-2020)**

### Teaching and Learning

### Business structure

<p><b>Teachers</b> Nursery &amp; Deputy EYFS Lead: Victoria Clark Nursery Nurse: Joss Williams Reception &amp; EYFS Lead: Kate Clayton Reception: Sophie Harris Year 1: Laura Povey Year 1: Zoe Akers &amp; Hannah Day Year 2 : Ellie Dimmock Year 2 : Jess Baylis Year 3 &amp; Safeguarding Lead: Helen Parry Year 3: John McGrath Year 4: Florence Dellow Year 4: Emma Knappett Year 5 &amp; PPG, PSHE &amp; Mental Health Lead: Kelly Salmon Year 5: Katy Worby Year 6: Grace Maynard &amp; Becky Cooke Year 6 &amp; KS2 Assessment &amp; Progress Lead: Ben Shostak</p>	<p><b>Acting SENCO</b> Gemma Rajiah</p> <p><b>SEND Lead</b> Rosie Burlingham</p> <p><b>SEND INCAS</b> Julie Stokes Kerri Duffy</p> <p><b>Pastoral Lead</b> Donna Moss</p> <p><b>Lunch club support</b> Tammy King (EYFS/KS1) Kerri Duffy (KS2)</p> <p><b>1:1 Inclusion Assistants</b> Leah Pemberton Laura Stevens Tilly Frost Rachel Swainson</p>	<p><b>Class based INCA's</b> Clare Bishop Susie McCormack Tammy King Sandra Knappett Tia Moss Kerri Duffy Sarah Smith Lyn Coulson Ann McGlashan</p> <p><b>EYFS Practitioners</b> Kay Long Caroline Peerozee</p> <p><b>Admin support</b> Ann McGlashan</p>	<p><b>Extended Care Lead</b> Kay Long</p> <p><b>Extended Care Assistants</b> Laura Stevens Leah Pemberton Erin Kirk Clare Bishop Tilly Frost Michele Turvey</p>	<p><b>Office Manager</b> Carol Jennings</p> <p><b>Office support</b> Julie Beare Mags McGlynn</p>	<p><b>Site manager</b> Pat Welsh</p> <p><b>MSA supervisors</b> Lisa Moss</p> <p><b>MSA's</b> Erin Kirk Becky Rivers Katy Dinsey Verity Savage Penny Halsey Joyce Barnard Jane Bryan Ann McGlashan Michelle Turvey Laura Garlik</p> <p><b>Cleaners</b> Penny Halsey Jill Stephens Janet Watts Joyce Barnard Michelle Turvey</p>
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## **Comments from Ofsted Report 22<sup>nd</sup> February 2018**

**Since the report, a new Headteacher and senior leadership team have been appointed and in role since September 2018.**

- ✓ The leadership team has maintained the good quality of education in the school since the previous inspection.
- ✓ Staff know the pupils very well and are now setting higher expectations for them.
- ✓ There are clear aims to move the school forward and leadership have accurately identified the priorities for improvement
- ✓ Leaders and Governors work effectively towards the same goals, and pupils' progress has accelerated in most subjects.
- ✓ EYFS is a strength. Staff are focused on the needs of individual children, and evidence in children's books and the school's current assessment information demonstrate that children are making good progress from their different starting points.
- ✓ Staff provide a learning environment that is rich in opportunities to develop children's early reading, writing and number skill which engages boys in their learning and as a result, previous differences in their attainment and that of girls are being successfully reduced.
- ✓ Safeguarding is effective. Leaders have ensured that safeguarding arrangements are fit for purpose.
- ✓ The support given to vulnerable pupils and their families is a strength of the school. All adults work well together to prioritise the needs of these pupils to ensure that they are happy and safe and make progress with their learning. There is an urgency and determination from the whole team to do better for all pupils, particularly disadvantaged pupils.

### **Next steps for the school**

Leaders and those responsible for Governance should:

- Continue to promote positive shared working relationships with parents to enable parents to feel informed about their children's education and the work of the school.
- Ensure that further improvements are made to the teaching of mathematics so that a greater number of disadvantaged pupils reach the higher standard.

## The achievements of 2018-19

Priority 1 Effectiveness of Leadership and Management	Sharpen leadership systems across the school, in order to enable pupils and staff to excel	
Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> <li>✓ Business structure proposed</li> <li>✓ Release time provided for phase leaders to carry out new duties</li> <li>✓ Additional time provided for Middle Leaders at the start of each weeks' INSET to carry out duties</li> <li>✓ Spring Term INSET dates planned in with a clear focus on SLDP</li> <li>✓ New job descriptions for new roles</li> <li>✓ Audit of the duties and roles in the office</li> <li>✓ Job descriptions clarified with clear line management</li> <li>✓ Performance management undertaken following the yearly cycle</li> <li>✓ New clerk to Governors in place</li> <li>✓ Governors strategy session</li> <li>✓ Governors informed of the monitoring cycle in advance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mid cycle review of PM for all staff</li> <li>✓ New clerk received appropriate training from HfL Governance</li> <li>✓ Staff and parent meeting on vision, mission and values</li> <li>✓ Gant chart to show how and when the vision mission and values rolled out among all stakeholders</li> <li>✓ Website updated</li> <li>✓ School values visible around the school environment</li> <li>✓ Staff meetings to discuss the intent of the Knebworth curriculum in line with new OFSTED criteria and schools' new vision, values and mission</li> </ul>	<ul style="list-style-type: none"> <li>✓ Governors clerk received appropriate training from HfL Governance</li> <li>✓ Leadership and Business structure reviewed</li> <li>✓ Governor delegation and committee structure reviewed</li> <li>✓ School and governor calendars for 2019-2020 synced</li> <li>✓ Parent Handbook completed and shared on the school website as well as at the new EYFS parents meeting</li> <li>✓ Report format to parents has been updated</li> <li>✓ Key policies reviewed and streamlined into The Knebworth Handbook</li> <li>✓ PPG lead role embedded</li> <li>✓ Curriculum Teams created in line with new OFSTED guidance on curriculum</li> </ul>

<b>Priority 2</b> <b>Quality of Teaching and Learning</b>	<b>Consolidate practice in assessment across the school in order to ensure consistency and accuracy in judgements</b>	
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<ul style="list-style-type: none"> <li>✓ Moderation opportunities provided in school and beyond built into assessment schedule</li> <li>✓ Exemplification materials and support documents from HFL in place</li> <li>✓ Moderation courses booked for staff in key year groups</li> <li>✓ Refresher training delivered to all staff on the use of AM7</li> <li>✓ Attainment targets and progress targets included in colleagues' performance appraisal targets</li> <li>✓ End of year targets set by class teachers and reviewed by SLT</li> </ul>	<ul style="list-style-type: none"> <li>✓ Refresher training on the use of AM7 for data analysis</li> <li>✓ Continued process of internal moderation for writing in year groups and cross phase</li> <li>✓ External writing moderation opportunities continue to be provided for all phases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal moderation for writing in year groups and cross phase</li> <li>✓ External moderation for Reception and Year 2 – all internal judgements agreed by moderator</li> <li>✓ NQTs supported by NQT Mentors and year partners to develop assessment strategies. 2/3 of our NQTs' judgements were externally moderated</li> <li>✓ Evidence of more Reasoning in maths books seen during book scrutiny/learning evaluations</li> <li>✓ Spelling flaps established within KS2 and used within English lessons</li> <li>✓ Animal words revamped for EYFS/KS1 to ensure they follow the new NC requirements, phonics phases, spelling rules and common exception words etc.</li> </ul>

<b>Priority 3</b> <b>Personal Development, Behaviour and Welfare</b>	<b>Develop positive parental partnerships to ensure that we are all working together to secure the positive development, behaviour and welfare of all children</b>	
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<ul style="list-style-type: none"> <li>✓ STEPS launched at INSET day</li> <li>✓ STEPS training opportunities planned throughout the term</li> <li>✓ Behaviour and bullying workshop for parents delivered</li> <li>✓ Protective Behaviours &amp; Resilience workshop delivered</li> <li>✓ Mental health leads established (Wellbeing lead, Deputy Wellbeing lead and link Governor for wellbeing)</li> <li>✓ Closer links with GLAS established</li> </ul>	<ul style="list-style-type: none"> <li>✓ Steps training undertaken for Head teacher and Inclusion Manager</li> <li>✓ Internal Steps training delivered to staff</li> <li>✓ School behaviour policy reviewed and in line with STEPs</li> <li>✓ Clear procedures embedded to deal with persistent absentees and holiday absence</li> <li>✓ Absence policy reviewed and communicated to parents</li> <li>✓ Year 5 ambassador roles developed</li> <li>✓ Pupil and parent questionnaires reflects the work of the LPPA and any other current issues termly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Half termly attendance meetings held with clear actions</li> <li>✓ Safeguarding Audit undertaken by DSP team and link governor</li> <li>✓ Parent handbook completed and placed on the school website</li> <li>✓ Coffee mornings on different areas of SEND, behaviour and wellbeing continued</li> <li>✓ Wellbeing slot established on Friday newsletter</li> <li>✓ Wellbeing Team identified for September</li> <li>✓ Staff wellbeing board</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Coffee mornings delivered for parents on different areas of SEND, behaviour and wellbeing</li> <li>✓ SEND and communication section of Parent handbook completed</li> <li>✓ Staff wellbeing survey</li> </ul>	
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<b>Priority 4 Outcomes for pupils</b>	<b>Continue to accelerate progress and raise attainment for all pupils across the school with particular regard to disadvantaged pupils, pupils with a SEN/D and for all pupils in maths</b>	
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<ul style="list-style-type: none"> <li>✓ Ambitious end of year targets set for all children based on prior attainment and moderated by SLT</li> <li>✓ Barriers to learning for all children not on track to meet ARE or not making good progress from KS1 identified</li> <li>✓ Classroom observations with a focus on vulnerable groups completed</li> <li>✓ Book scrutiny and Learning walks for both English and Maths with a spotlight on vulnerable groups</li> <li>✓ Staff meeting delivered by Year 6 team on the importance of daily tracking and daily interventions</li> <li>✓ Phase leaders/Pupil premium roles created</li> <li>✓ New Inclusion Manager booked onto courses</li> <li>✓ Year 6 Support groups for PPG pupils and groups of children who are at risk of not achieving ARE identified</li> <li>✓ Pupil Premium strategy reviewed</li> <li>✓ PPG 'surgeries' utilised</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provision maps updated and monitored by Inclusion Manager and Pupil Premium lead</li> <li>✓ Cohort analyses undertaken</li> <li>✓ PPM meetings undertaken with a focus on vulnerable groups</li> <li>✓ Inclusion manager visited Greenside as additional CPD</li> <li>✓ Attendance award scheme for pupil premium children initiated</li> <li>✓ PPG pupils in Year 6 provided with additional targeted interventions to further accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appropriate training for staff delivered</li> <li>✓ Provision maps updated and monitored by Inclusion Manager and Pupil Premium lead</li> <li>✓ Cohort analyses undertaken</li> <li>✓ PPM meetings undertaken with a focus on vulnerable groups</li> <li>✓ Attendance award scheme for pupil premium children continued</li> <li>✓ PPG pupils in Year 6 provided with additional targeted interventions to further accelerate progress</li> <li>✓ Progress of Interventions captured in class books</li> <li>✓ Refresher staff training on Precision Teaching delivered by external professionals</li> </ul>

<b>Priority 5</b> <b>Effectiveness of EYFS</b>	<b>Develop and embed the new EYFS team to ensure continued outstanding provision with particular regard to nursery (30 hour funding) and the percentage of boys exceeding the expected standard</b>	
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<ul style="list-style-type: none"> <li>✓ 30 hour Nursery provision embedded</li> <li>✓ EYFS phase leader and Deputy EYFS phase leader recruited</li> <li>✓ EYFS Learning walks and Journal reviews identified strong practise in both adult directed and child initiated provision</li> <li>✓ Training opportunities provided for Deputy Head, Deputy Phase leader and NQT reception teacher</li> <li>✓ Fortnightly EYFS meetings embedded</li> <li>✓ Revamp of nursery environment occurred</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tapestry implemented with EYFS staff</li> <li>✓ Staff INSET delivered on planning, provision and assessment, quality of observations and development matters</li> <li>✓ Planning developed so that the purpose of each activity is clear within the cycle of observe, plan and assess (JARV)</li> <li>✓ Research conducted into equipment to develop fine and gross motor skills</li> <li>✓ Gap analysis as part of the GLD prediction carried out</li> <li>✓ Play and outdoor learning opportunities for reading and writing and especially for boys embedded</li> <li>✓ Systematic audit of each area of learning within the reception and nursery units. HfL publication 'Places to Play' utilised</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continued use of Tapestry</li> <li>✓ Fortnightly EYFS meetings continued</li> <li>✓ Moderation of observations conducted</li> <li>✓ Outdoor classroom improved</li> <li>✓ External moderation and judgements agreed</li> <li>✓ JARV visit indicated sustained good progress in EYFS</li> </ul>

## Summary of EYFS outcomes

- ✓ This year 64% of Reception children achieved a Good Level of Development. This shows a slightly downward trend from previous years which we attribute to a more robust approach towards assessment and moderation across EYFS this year.
- ✓ Progress between entry and exit points across all 5 areas demonstrates strong and positive progress.
- ✓ For Communication & Language, combined, girls and boys figures are all above national figures. There is an increase in the number of boys exceeding in this area due to the focussed and targeted planning and assessment.
- ✓ There is a slight dip in combined and boys figures for Maths in comparison to previous years but an increase in girl's attainment at the expected level.
- ✓ There is a slight dip in Personal, Social and Emotional development in comparison to previous years due to a weaker cohort profile and lower entry points. The progress for exit points is however strong.
- ✓ Attainment in Physical Development and Literacy is lower than in previous years. Literacy figures from entry to exit points have doubled displaying strong, positive progress as a result of identifying areas of needs, streamlining the teaching of phonics as well as the increased focus of writing in CIL. We are aware that these two areas are linked and as a result we will continue to support these children in Year 1 as well as the new EYFS children by continuing to enhance our provision.
- ✓ In addition, internal tracking shows that 87.5% of boys achieved at least typical progress in all 7 areas of learning alongside 87% of girls. 85% of all summer born children made at least typical progress this year which is a real success. This typical progress is reflective of the children's low entry points.
- ✓ Internal nursery tracking shows that 67% boys compared with 70% of girls make at least expected progress during their time in nursery. This suggests that the gender gap is diminishing in the nursery provision in all areas. It is noticeable the only children exceeding in the areas of learning are boys. This can indicate that nursery is preparing pupils well for the next stage in their education.

## Summary of Key Stage 1 outcomes

The KS1 2018-2019 cohort summary:

2 PPG children, 4 children who started between Reception and end of year 2, 21 summer born children , 4 SEND children form part of this cohort.

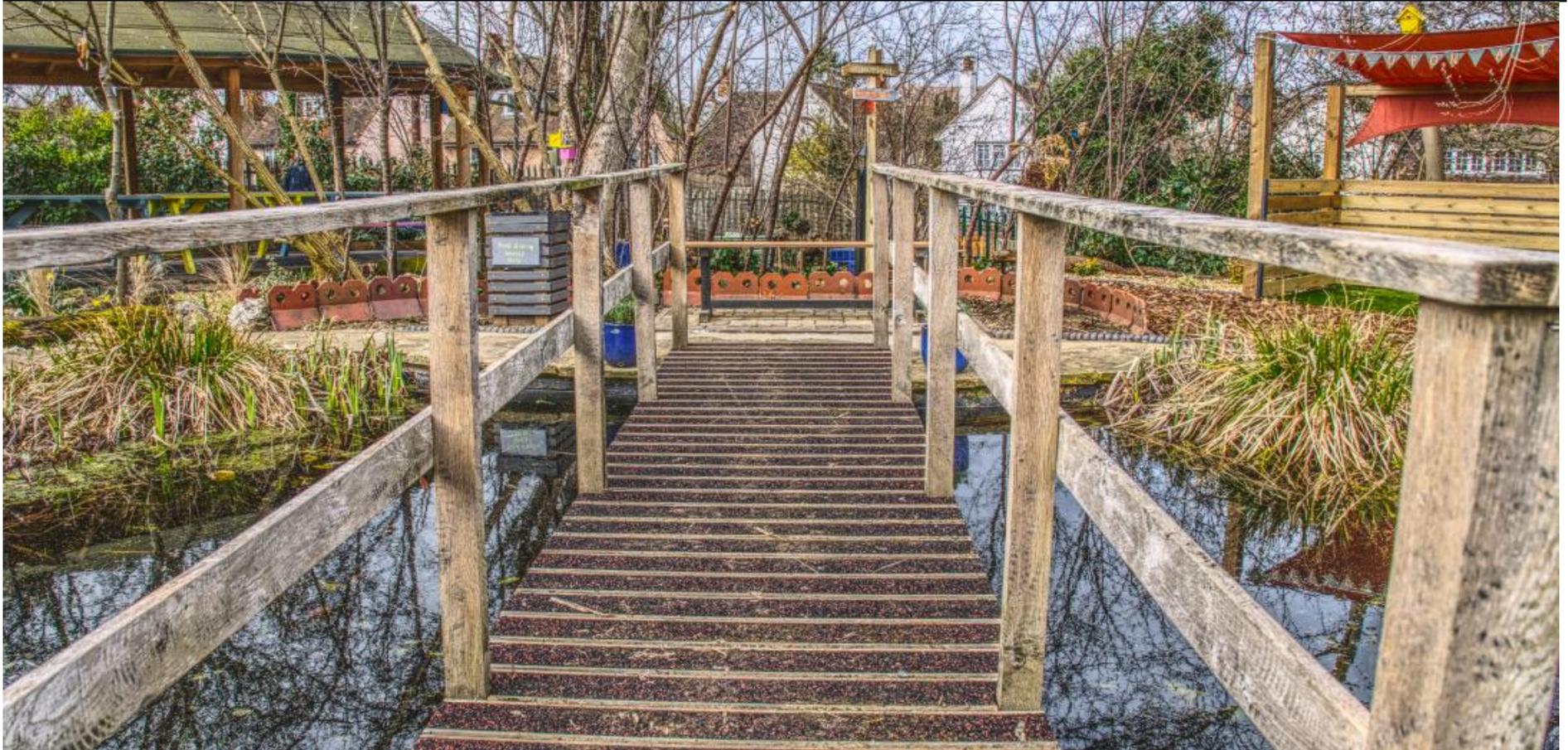
- ✓ There has been a dip in attainment for pupils at the end of KS1, however this dip is consistent with a weaker cohort profile, significantly lower attainment at the end of Year 1 as well as a range of individuals within the cohort having additional learning or pastoral needs.
- ✓ The Pre-Key Stage standards were also required for 2 children in Writing, 2 for Maths and 7 for Reading as these children were unable to access the KS1 curriculum and were supported 1:1 in lessons.
- ✓ In addition, 2019 was the first year that the school implemented the Herts amended assessment system with only one level for ARE rather than two levels as in previous years
- ✓ Despite the comparative dip in attainment, achievement for those pupils working at greater depth (GDS) has increased in both Reading and Writing and stayed consistent for Maths showing the continued success of Maths Mastery.

- ✓ Furthermore, since the end of EYFS 4 children have been accelerated to GDS in Reading, 5 in Writing and 4 in Maths which is a great success.
- ✓ Our Year 2 team's assessment judgements were moderated by an external moderator in the summer term who agreed and verified their judgements. The moderator was impressed with the professionalism of the three teachers, their good working relationship and the range of evidence provided on the day. This allowed standards to be consistent across the both classes and the moderator even took away ideas to use in her own classroom.
- ✓ Schools internal analysis of the data indicates that despite low entry points into Year 2 progress within Year 2 is positive for all pupils. This is also supported by our HIP KS1 visit and internal moderation and monitoring which all display excellent teaching and learning.
- ✓ 5 children retook the Phonics test in Year 2 but were not successful. 1 child did double their score which displays fantastic progress. These children will continue to be supported with phonics in KS2.
- ✓ The percentage of pupils achieving the standard in the Year 1 Phonics Screening Check is consistently above the national and county average for the last three years. 2019 Phonics attainment has taken a dip this year but again this is due to a weaker cohort profile. The children were streamed for phonics, progress tracked each term, additional phonics interventions were put into place and phonics resources were sent home. The 7 children who did not pass the phonics check will continue to receive support in Year 2.

### Summary of Key Stage 2 outcomes

- ✓ Knebworth School continues to perform above national and Herts in all areas at the age related standard and above.
- ✓ % ARE+ in Maths continues to rise, along with the higher standard, illustrating the strength of teaching for mastery at Knebworth School.
- ✓ % ARE+ in Writing remains very high at around 90%
- ✓ There is a slight drop in reading attainment but this is mirrored nationally. Reading attainment is still strong with an increase in the number of children reaching the higher standard. There are a greater number of SEND children in this cohort.
- ✓ Average Scaled scores have either stayed the same or increased and are above national in all areas.
- ✓ Attainment at GDS has increased in all subject areas. This is showing a strong three-year trend.
- ✓ Progress figures demonstrate a continually improving three-year trend with progress in all subject areas continuing to be well above national counterparts.
- ✓ 7/8 disadvantaged pupils achieved EXS in maths (the one who did not is SEND). Disadvantaged pupils at Knebworth attained more highly in mathematics than non-disadvantaged pupils nationally. 6/8 met the standard in writing and 5/8 in reading. Of the 3 children not meeting the standard in reading, 2 were SEND (these are the same 2 who did not meet the standard in writing). The one remaining child scored 96. Progress measures for disadvantaged children in reading and writing are higher than their non-disadvantaged counterparts, demonstrating their lower starting points and showing the diminishing difference between disadvantaged pupils and their non-disadvantaged peers.
- ✓ The school's own assessment information demonstrates that pupils with lower prior attainment make strong progress for example; provisional progress figures demonstrate that at the end of KS2, pupils with low prior attainment make +8 steps in maths, +10 steps in writing and +17 steps in reading. This is the result of accelerated progress and not suppression of children with high prior attainment as demonstrated by the number of children achieving greater depth.

What is next 2019/20?



<b>Priority 1</b>	<ul style="list-style-type: none"> <li>➤ To ensure the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning with a particular regard to those children from disadvantaged backgrounds.</li> <li>➤ To accelerate progress and raise attainment for all children with a particular regard to disadvantaged pupils and/or SEND.</li> </ul>
<b>Quality of Education</b>	
<b>Priority 2</b>	<ul style="list-style-type: none"> <li>➤ To ensure behaviour and attitudes are consistently exceptional across the school and at all times of the day.</li> </ul>
<b>Behaviour and Attitudes</b>	
<b>Priority 3</b>	<ul style="list-style-type: none"> <li>➤ To provide further rich experiences to explore and promote things we share in common across cultural, religious, ethnic and socio-economic communities.</li> </ul>
<b>Personal Development</b>	
<b>Priority 4</b>	<ul style="list-style-type: none"> <li>➤ To sharpen distributive leadership roles and responsibilities to develop teachers subject knowledge in order to provide our children with rich learning opportunities which are focused and purposive.</li> </ul>
<b>Leadership and Management</b>	
<b>Priority 5</b>	<ul style="list-style-type: none"> <li>➤ To ensure high quality adult interactions which take pupils' learning forward in the moment and consistently facilitate next steps.</li> <li>➤ To ensure that the provision, planning and assessment helps all children to achieve well with a focus on diminishing the difference between boys and girls.</li> <li>➤ To develop the outdoor area to further develop children fine and gross motor skills leading to improvements in the early stages of writing.</li> </ul>
<b>The effectiveness of the Early Years</b>	