



KNEBworth

Primary and Nursery School



Knebworth School Strategic Plan 2020-2025

Deep Roots

Our School Vision

*Deep roots and High aspirations
Individual and together
Learning and creating*



Our Mission

- ❖ To establish strong foundations for learning and development
- ❖ To embed an enduring culture of high expectations for all
- ❖ To nurture confident, reflective, empathetic individuals
- ❖ To inspire curiosity, creativity, and lifelong learning
- ❖ To achieve the best outcomes for all



Our Values

Responsibility

for our learning, ourselves, our choices, our actions, and how we affect the community and the wider world around us.

Resilience

to learn from our mistakes, to be able to adapt, to persevere and to move forward, facing challenges in the world around us.

Respect

for learning, for ourselves, for others, for the differences between us, for our community and the world around us.



The Knebworth School role model lives our values of:			
Our values	RESPECT	RESPONSIBILITY	RESILIENCE
	Respect for learning, for ourselves, for others, for the differences between us, for our community and the world around us. 	Responsibility for our learning, ourselves, our choices, our actions, and how we affect the community and the wider world around us. 	Resilience to learn from our mistakes, to be able to adapt, to persevere and to move forward, facing challenges in the world around us. 
Learning behaviours	A respectful learner	A responsible learner	A resilient learner
	<ul style="list-style-type: none"> • Listens to others • Asks questions • Shows curiosity • Considerate of the learning of others 	<ul style="list-style-type: none"> • Shows motivation • Is independent • Is engaged • Works hard 	<ul style="list-style-type: none"> • Perseveres • Tries something new • Makes connections • Problem solves
Social behaviours	A respectful member of the Knebworth community	A responsible member of the Knebworth community	A resilient member of the Knebworth community
	<ul style="list-style-type: none"> • Is kind • Considers others feelings • Values others opinions 	<ul style="list-style-type: none"> • Is honest • Is trustworthy • Seeks to help others 	<ul style="list-style-type: none"> • Reflects on mistakes • Learns from past challenges • Adapts and changes

Strategic School Development Plan 2020-2025

The school has a School Development Plan (SDP) which sets out the improvements that need to be made in each academic year to ensure that we reach our mission (strategic goals)

Mission (strategic goal)

- ❖ To establish strong foundations for learning and development
- ❖ To embed an enduring culture of high expectations for all
- ❖ To nurture confident, reflective, empathetic individuals
- ❖ To inspire curiosity, creativity, and lifelong learning
- ❖ To achieve the best outcomes for all

To establish strong foundations for learning and development

Quality of education

The school will have a bespoke curriculum which has developed over time which is tailored to the needs of all pupils. The intent and implementation of the curriculum will be embedded securely and consistently throughout the school and the teachers will have a firm and common understanding of the school's curriculum intent and what it means for their practice. All children regardless of economic and social background, gender, race, and ethnicity will be given the opportunity to develop their whole self through the five curriculum trees **STEM** (Maths, Computing and Science) **Wellbeing** (P.E, P.S.H.E.) **Humanities** (Geography, History and R.E) **Languages** (English and French) **Arts** (Art, DT, Music and Drama.) The curriculum will be delivered to ensure there is a balance of skills and knowledge taught within each unit. There will be an innate respect for the principles which underpin the different disciplines. It will be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. This will be evident in children's work which will show clear progression of skills and cumulative knowledge. Children will be able to articulate their learning and remember more of their past learning. Teaching styles within the school will be adaptive, progressive and fully inclusive. **All** work will be of a consistently high quality and **all** pupils will show good progress. The quality of early year's education provided will be exceptional. The **EYFS** curriculum will provide no limits or barriers to children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies will be shared by all staff and will be evident in their practise.

To nurture confident, reflective, empathetic individuals

Behaviour and attitudes individuals

The behaviour and attitude in the school will be exceptional. Incidents of poor behaviour will be low. Pupils will consistently demonstrate positive, safe choices and show high levels of respect for others in and around school. The school values, **Respect, Responsibility and Resilience**, will be embedded into school life and all stakeholders will know them and adhere to them. There will be a common language used around the school and **Learning and Social behaviours** will be celebrated through positive approaches. The language of **Steps and Protective Behaviours** will be used consistently throughout the school by all staff. All staff will have training in these two behaviour approaches and will have a firm understanding of the principles which underpin them. All stakeholders will play a highly positive role in creating a school environment in which commonalities are identified and

	<p>celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated. Pupils will show consistently high positive attitudes and commitment to their education. They will be highly motivated and persistent in the face of difficulties. Growth mindset will be embedded from the very start of each child's learning journey. Pupils will actively support the wellbeing of other pupils. Peer mediation, year group buddies, circle of friends will be evident in and around the school to support children's wellbeing.</p>
<p>To inspire curiosity, creativity, and lifelong learning</p> <p><i>Personal development</i></p>	<p>Personal development at Knebworth will be exceptional. Pupils will have access to a wide, rich set of experiences to promote extensive personal development of all its pupils. Diversity will be celebrated throughout the school at all levels. There will be visitors from the community and beyond who will share their life experiences and promote diversity. Equally children will be given opportunities to go out into the community and develop stronger links with different groups/organisations etc. Knebworth School will be known for its part in actively promoting these relationships across the community. The school will promote, develop and celebrate all children's talents and interests. Extracurricular activities will be encouraged and there will be many opportunities on offer for children to develop their talents. There will be a strong uptake of all pupils for the opportunities provided by the school. The most disadvantaged pupils will be encouraged to develop their talents through measures to promote their attendance at these additional clubs. The way in which Knebworth School goes about developing pupils' character will be exemplary and will be worthy of being shared with others.</p>
<p>To achieve the best outcomes for all</p> <p>To embed an enduring culture of high expectations for all</p> <p><i>Leadership and management</i></p>	<p>Knebworth will be seen as a fully inclusive school where expectations for all pupils is high. In school there will be a culture where all leaders ensure that teachers receive focused and highly effective professional development. Teacher's subject, pedagogical and pedagogical content knowledge consistently builds and develops over time. Teachers will teach teachers and Knebworth will be praised for its high numbers of experienced, progressive teachers. Internal continued professional development will be received by all of the Knebworth team and there will be a culture of high expectations for all members of staff. This will consistently translate into improvements in the teaching of the curriculum at all levels. Highly effective and meaningful engagement will be taking place with staff at all levels. Staff will report that when issues are identified, in particular about workload, they will be consistently dealt with appropriately and quickly. Staff feedback will consistently report high levels of support for well-being issues.</p>
<p>Premises and environment</p>	<p>See Asset management plan.</p> <p>A full 'Cloud' based IT environment will be achieved.</p> <p>Google classrooms will be used throughout the school.</p> <p>There will be a move for the school towards sustainable energy sources.</p> <p>The playground will be a fun, interactive space with zoned area to promote and support physical and mental wellbeing.</p>

Important Influences on Education

This strategy cannot set itself apart from all the educational, social, economic and political pressures and changes that take place in the five year period of this strategy. It is important that we understand these issues and that our strategic plan takes these into account.

Raising standards and developing staff:

Being able to respond to change and raise standards is dependent on strong leadership. Recruiting, retaining and developing high quality teachers and support staff must be a priority.

Closing the attainment gap for Pupil Premium children:

Nationally and internationally, the gap between affluence and poverty remains wide. We need to ensure that **all** children have access to a quality education, have high aspirations and the cultural capital to ensure the gap is closed at Knebworth Primary School.

Recruitment and Retention: Nationally and locally there are difficulties in the recruitment of teaching staff and support staff. We need to ensure that an effective recruitment and retention strategy is utilised at Knebworth School.

Resources and Collaboration: Funding for schools nationally is under pressure as the number of children in our education system continues to rise. In addition we are experiencing greater running costs. This comes at a time when all support services such as the NHS, social care and early intervention services traditionally run by the County Council are under pressure.

The curriculum and the future of learning: School curriculums are constantly changing, responding to government priorities and the needs of children. On the one hand, schools need to respond to a focus on English and mathematics, plus a national curriculum that is more streamlined with less focus on skills and more focus on content with much higher expectations of children compared with previous national curriculums. On the other hand, schools have greater freedom to design a curriculum that meets their children's needs with more alternatives and greater flexibility in order to be successful, independent and lifelong learners.

The development of technology: There is a real challenge for schools to respond to the rapid developments in technology. There is a continuous need to increase the proportion of resources invested in technology to keep pace with the changes. Mobile and cloud technology means most children are able to access ever-increasing amounts of information when and where they want. Access, and the knowledge and skills for appropriate use, gives children significant educational advantages. In order to narrow the education gap, we need to raise the attainment of vulnerable groups faster than their peers and ensure they have the necessary lifelong learning skills to ensure future prosperity.

Environment and Sustainability:

Schools need to actively demonstrate environmental awareness through energy management, recycling and responsible maintenance. Knebworth is an old school and expensive to maintain. It therefore needs to be efficiently managed and respected by all who use it.