

Knebworth Primary School

School Evaluation and Development Plan 2020 - 2021

Deep Roots

Our School Vision

**Deep roots and High aspirations
Individual and together
Learning and creating
In an ever changing world**

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

Summary of the achievements of 2019-20

Priority 1: Quality of Education

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

Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> ✚ HT and SLT continued research around current thinking regarding curriculum development. ✚ HT attended courses from HFL "Curriculum in motion" ✚ Staff meetings focused on curriculum development 	<ul style="list-style-type: none"> ✚ Year groups revisited their long term plans for foundation subjects and adapted them in line with new vision. ✚ Subject leaders created a matrix for each of their subject areas which included progression of skills and knowledge across each year group. ✚ SLT created the curriculum profile for our school, which outlines the Intent, Implementation and Impact of our curriculum. 	

To accelerate progress and raise attainment for all children with a particular regard to disadvantaged pupils and/or SEND

<ul style="list-style-type: none"> ✚ Reading scheme for EYFS and KS1 was audited and reviewed. ✚ The delivery of phonics lessons developed to ensure consistency with the use of phonics display in every classroom. 	<ul style="list-style-type: none"> ✚ New reading books for EYFS and KS1 purchased. ✚ The reading log system in KS2 reviewed to ensure consistency and purposefulness. ✚ KS2 spelling scheme reviewed. ✚ Desired outcomes in the Pupil Premium strategy reviewed to ensure they can effectively support the schools monitoring and evaluation. ✚ Information available with regard to disadvantaged pupils streamlined. 	
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Priority 2: Behaviour and Attitudes		
To ensure behaviour and attitudes are consistently exceptional across the school and at all times of the day		
Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> + Peer mentorship during break/lunch times embedded. + Celebration Assemblies embedded and linked to school values. 	<ul style="list-style-type: none"> + School behaviour policy (with particular attention to why certain children continue to make poor choices despite the warning/red card especially at non-structured times) reviewed. + School values embedded into fabric of school life. + Explicit link between the schools values and learning/social behaviours established. + Learning and social behaviour charted created. 	

Priority 3 : Personal Development		
To provide further rich experiences to explore and promote things we share in common across cultural, religious, ethnic and socio-economic communities		
Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> + Jigsaw Wellbeing curriculum introduced. + Guest speakers from different cultural, religious and ethnic backgrounds to lead assemblies planned into matrix. 	<ul style="list-style-type: none"> + Rich experiences coherently planned into foundation subjects e.g. <ul style="list-style-type: none"> -Take One Scientist -Take One Musician -Take One Artist + Established cultural links by utilising the Global Classrooms project (Delayed) 	

Priority 4: Leadership and Management

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

Autumn term

Spring term

Summer term

To develop teachers skills and subject knowledge in their designated projects.

- + Curriculum teams established and staff meeting time allocated to work on their subjects.
- + Marking and feedback: policy reviewed
- + Consistency/progression in spelling/phonics approaches across EYFS/KS1 now in place and echo reading/reading fluency within KS1 scheme further embedded.
- + A Computing curriculum tailored to the needs of Knebworth School created in part.
- + Connecting Classrooms project in process.
- + Profile of local geography raised through clearer links in matrix.
- + RE planning has been reviewed to check it is in line with Herts syllabus.
- + Review of current practise and new initiatives put into place to raise attainment in writing e.g. Whole school Take One Book project (Flotsam)
- + Mastery maths continued to be embedded across the school.
- + Learning/Social behaviours established across the school.
- + EYFS leadership strengthened and strong positive working relationships within the team embedded.

To develop Knebworth school's vision, mission, and values so it is fully embedded in school life.

- + Short term/long term (5 year plan) in line with the new school vision developed.
- + **All policies** reviewed in line with the new vision, mission and values and evidenced in 3 booklets:
 - Statutory internal
 - Statutory external
 - Non- statutory internal
- + **Staff handbook** completed and disseminated to all staff.

Priority 5: Effectiveness of EYFS

To ensure high quality adult interactions which take pupils' learning forward in the moment and consistently facilitate next steps

Autumn term

Spring term

Summer term

- Staff training delivered focused on overarching themes or areas of need through regular weekly meeting/training.
- Open surgeries embedded to encourage staff to air any worries or pedagogical needs.
- Continued staff training on quality of observations.

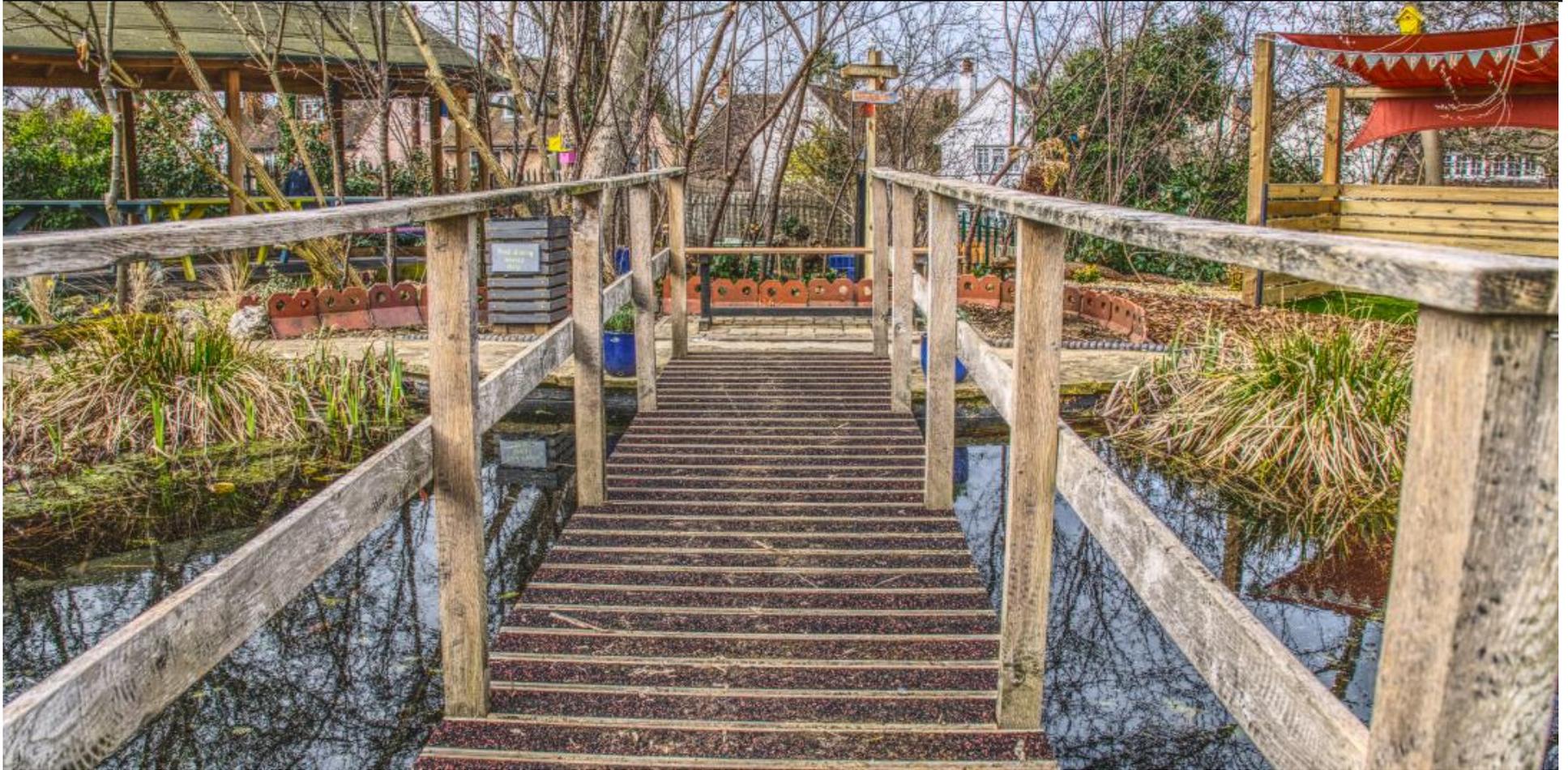
To develop the outdoor area to further develop children fine and gross motor skills leading to improvements in the early stages of writing.

- Early Years Lead took part in HFL 'Inspiring children in the EYFS to achieve and exceed age-related expectations in writing.
- Ongoing redevelopment of outside area to ensure opportunities for children to develop early writing skills, e.g. zones reallocated, additional areas allocated, fine and gross motor skill equipment ordered. Resources updated where possible.

To ensure that the provision, planning and assessment helps all children to achieve well with a focus on diminishing the

- Continued tracking of funded 2s to ensure that they are making progress in line with their peers.
- Continued assessment of gaps in boy/girl attainment and a real focus on diminishing them through purposeful planned intervention.

What is next 2020/21?



Priority 1	<ul style="list-style-type: none"> ✚ Recovery curriculum: Accelerate progress (4 steps) and raise attainment for all children with a particular regard to disadvantaged pupils and/or SEND. ✚ Ensure that the school’s own bespoke curriculum is embedded over the year in all year groups and is sequenced towards cumulatively sufficient knowledge and skills for future learning with a particular regard to SEND children and those from disadvantaged backgrounds. ✚ To develop a consistent approach to the assessment of all pupils in foundation subjects which is purposeful and not over burdensome for teachers. ✚ To develop the use of assessment tools for pupils with SEND to evidence progress against specific criteria. ✚ To develop the assessment of writing to ensure accuracy and consistency across the school. ✚ To ensure the ongoing improvement of teachers subject knowledge in order to enhance the teaching and assessment of reading.
Quality of Education	
Priority 2	<ul style="list-style-type: none"> ✚ Recovery curriculum: ✚ To identify and support any issues relating to the mental health and wellbeing of all children post lockdown. ✚ To ensure behaviour and attitudes are consistently exceptional across the school and at all times of the day.
Behaviour and Attitudes	
Priority 3	<ul style="list-style-type: none"> ✚ To provide further rich experiences in the curriculum and through extra- curricular activities and to explore and promote things we share in common across cultural, religious, ethnic and socio-economic communities. ✚ To ensure that all children especially the most disadvantaged pupils consistently benefit from the extra –curricular opportunities provided by the school.
Personal Development	
Priority 4	<ul style="list-style-type: none"> ✚ To continue to ensure the ongoing improvement of teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. ✚ To continue to develop clear roles and responsibilities within the governing body. ✚ To embed governance partnership “critical friend” through regular visits to the school with clear aims and outcomes and to ensure they continue to hold the school to account for the quality of education.
Leadership and Management	
Priority 5	<ul style="list-style-type: none"> ✚ To implement an ambitious curriculum with coherent planning and assessment, which helps <u>all</u> children to achieve well, diminishing the difference between boys, girls and for pupils receiving PPG funding. (Linked to whole school priority in Quality of Education) ✚ To ensure that there is a sharp focus on ensuring that children acquire a wide vocabulary and are able to communicate effectively. ✚ To ensure all staff are knowledgeable about all the areas of learning they teach and pedagogy in relation to the learning needs of their children. ✚ To ensure high quality adult interactions which take pupils’ learning forward in the moment and consistently facilitate next steps. ✚ To ensure that most children achieve the early learning goals, particularly in mathematics and literacy. ✚ To provide further CPD so that all staff are expert in teaching systematic, synthetic phonics so that systems are consistently applied by all so that children practise their reading from books that match their phonics knowledge. ✚ To develop the outdoor area to further develop children’s fine and gross motor skills leading to improvements in the early stages of writing.
The effectiveness of the Early Years	