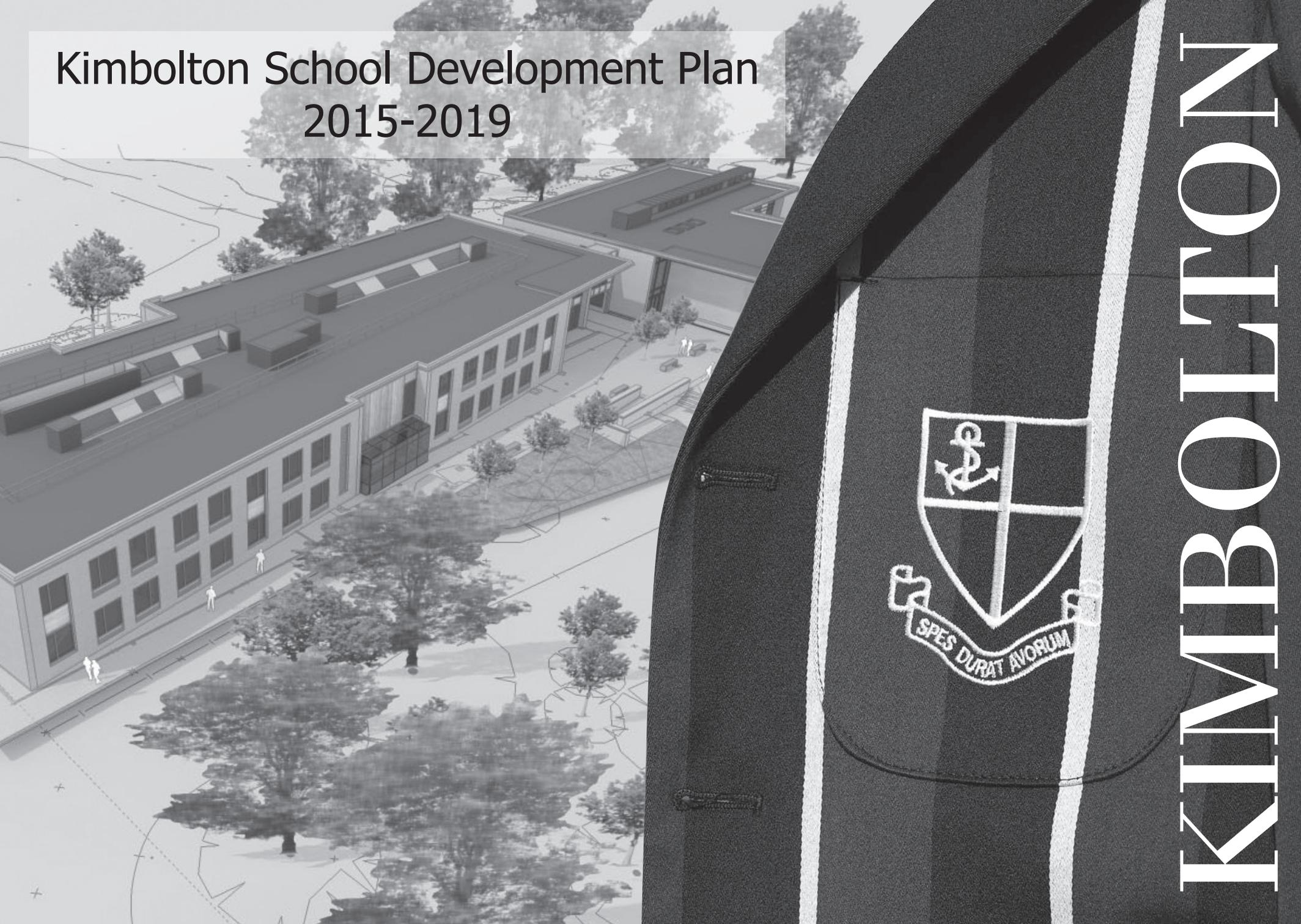
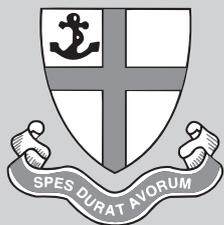


Kimbolton School Development Plan 2015-2019



KIMBOLTON



Kimbolton School

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MISSION STATEMENT AND VALUES

Kimbolton School creates a caring, challenging environment in which all pupils are encouraged to fulfil their potential and are given opportunities to flourish in a wide variety of curricular and extra-curricular interests.

We provide a close family environment where young people are educated to be tolerant, socially responsible and independent of mind, equipping them for our changing world. We are a community that challenges pupils to discover their talents, develop socially and excel.

At Kimbolton School, we *value*:

- each individual.
- a rounded education, encompassing both academic and extra-curricular activity.
- high standards, ensuring that everyone reaches their potential.
- and celebrate personal success and achievement equally in all areas.
- a warm, supportive and inclusive day and boarding community encompassing staff pupils, parents and town.
- tolerance and respect for others, facilitating equality of opportunity.
- enthusiasm, commitment and self-discipline.
- the development of social responsibility and integrity.
- the beliefs and traditions reflected in the School's Christian heritage, whilst respecting those of other cultures.
- the rich history of our school and our setting; an awareness of our responsibilities to others in line with our charitable foundation.
- the building of self-esteem so that pupils develop the confidence and independence of mind to be true to themselves.
- a variety of opportunities for every pupil to discover an individual sphere of excellence and thus be challenged and inspired.
- preparation of pupils for lifelong learning.

When we challenged our pupils to conceive an extra value, they said:

- *We value... waking up, wanting to go to school.*

This Mission and the associated Values will continue to guide the School in all it does. They are central to our behaviour.



BACKGROUND

Since 2004, Kimbolton School has successfully implemented two development plans. Significant examples of the School's progress in the last ten years are as follows.

- An increase in size from about 840 to over 950 pupils, an increase which has been sustained.
- The introduction of the New School Week at the Senior School, ending Saturday morning academic lessons and lengthening both lessons and the School day between Mondays and Fridays. Greater emphasis is now given to sport and extra-curricular activity over the weekends.
- Particular focus on all aspects of teaching and learning, encompassing new initiatives in classroom practice, more detailed and regular monitoring of pupil achievement and effort, extension activity for the gifted and talented and a revamped Academic Support Department to focus on those requiring additional classroom help.
- Associated with these developments, the provision of a new classroom building (QKB1) and major improvements to both Senior and Prep School dining halls.
- The 2014-2015 construction of new science laboratories (QKB2) to replace the Spinney with consequential accommodation improvements not only for the sciences and mathematics but for Design and Technology, Geography, Food and Nutrition, Textiles and Art and also for Academic Support.
- Improvements to buildings at the Prep School, a key part of the 2004 development plan, including the Hunter Hall, year 6 classrooms, music, dining and changing facilities.
- Concentration on ecological initiatives, including the installation of a biomass boiler.
- An extensive and regular refurbishment and redecoration programme in the boarding houses, ensuring that accommodation is of the highest possible quality and comfort.
- A focus on additional sporting opportunities, particularly at weekends, with an increase in the number of sports teams fielded, additional professional coaching, a sports tour programme at both Middles and Senior level and a doubling of curriculum time for games at the Prep School. An additional flood-lit all-weather pitch has been provided during this period.
- Developments in drama, including the appointment of dedicated specialist teachers and a technician. One large Senior School production is now supplemented by further plays at different age groups.



- Continuing improvements in the quality and quantity of musical opportunities throughout the School, including an expanded School orchestra and twice-yearly choral concerts combining town and gown.
- Continued development of ICT, for both academic and administrative purposes, culminating in the introduction of tablets for everyday use in teaching.
- The introduction of a new whole School management structure with a larger Senior Leadership Team covering specific and specialist roles.
- The appointment of a PR & Communications Manager and Assistant alongside a salaried Alumni Officer to extend and improve our relationship with the wider community and especially the OKs.
- The financial health of the school has been maintained, together with the physical fabric, notwithstanding the economic problems of the last five or six years, while fee increases have been comparatively modest and an increase in bursary provision has been achieved.

Throughout this time, the School has maintained and improved its academic standing and particularly its reputation as a family-friendly institution, and as one with the highest standards of pastoral care. This was recognized in the successful 2011 inspection which said, for example, 'high standards are being achieved and pupils demonstrate excellent levels of knowledge, understanding and skills' and 'A caring, nurturing ethos is clearly in evidence throughout the School ... [Pupils'] attitudes and behaviour show strong development of spiritual, moral, social and cultural awareness.'

2014 sees the construction of the new science building (QKB2) and the associated work on the Donaldson building. This will be the last major element of the 2009-14 development plan. The School has therefore taken stock and begun to consider how it might shape the next five years or so.

The need for particularly careful financial management over the next few years, while the cost of QKB2 is met, means that major physical developments are unlikely. However, there is much that can, and will, be done to take advantage of the new building and its facilities, to consolidate and improve the less tangible elements of the life and work of the School, and to investigate and assess future possibilities. The 2009-14 development plan pointed out that all development plans grow organically from what has gone before; the plan for 2015-2019 will be no different.

In putting this plan together, consultations have been held with all constituent parts of the School, including pupils, parents, staff and governors.

THE SCHOOL

Size

The School wishes to retain approximately its present size in the range 950-1000 pupils. Any significant expansion (i.e. to over 1000) would alter its characteristics and inevitably make the School less personal. Some small increase in 6th form numbers, however, will be investigated - see below.

Boarding

Boarding will be retained and some modest expansion will be considered. Although total numbers will always be relatively small, it adds a vital dimension to the life and culture of the School. Additionally, through weekly boarding, it provides an attractive option for families to ease the strain on parents as taxi-drivers.

Pupil Welfare

It was extremely rewarding that the 2011 inspection report gave such high praise to the quality of the School's work for the welfare, health and safety of the pupils. The School will continue to maintain its high standards. It will in particular continue to be aware of, and to address appropriately, two major issues which affect the well-being of young people. These are mental health problems and the threats posed by





misuse of social media. To this end e-safety officers have been appointed to lead on such matters, including one person specifically designated to deal with any issues in the junior (Ingrams) part of the Senior School.

Prep School

It is an important principle that Kimbolton School is regarded as a unity and not as two Schools. Nonetheless, the obviously different educational needs and requirements of the 4-11 age group requires specific attention. The pressure on domestic budgets in recent years has meant that it has proved less easy to fill every place in the Prep School, although numbers have generally held up very well. Over the next few years, it will be necessary to consider how the school might more emphatically demonstrate the quality and value of its provision for this age-group.

The Prep School is adjusting to the changes in the National Primary School Curriculum. It continues a wide-range of extra-curricular activities about which the 2011 inspection commented particularly favorably. Music thrives and drama opportunities are being expanded. In the sections below on sport, site and building use and marketing there are references to particular aspects of the Prep School to which attention will be directed over the period of the new plan.



Sixth Form

The possibility of a small increase in 6th form numbers will be explored, although the provision of additional physical facilities, which would be needed in the medium term, will not be straightforward. In any case, any increase will be small and limited to a maximum of 10%. Whilst it is recognized that a lively and stimulating 6th form is essential to Kimbolton it must not become disproportionately large in relation to the rest of the School, as this would diminish both the coherence of the institution and the important mentoring relationships between older and younger pupils.

Life in the 6th form will change over the next few years as linear A-levels return. While some are regretting the disappearance of AS as a step towards full A-level, including the opportunity to improve grades by resits, the School thinks that the relief from exams in Year 12 should be welcomed wholeheartedly. It will enlarge opportunities for wide ranging extra-curricular activities in that year, and for a broader approach to the academic curriculum, not least making it possible for most to undertake an extended project. The change should be stimulating for both pupils and teachers.

THE ACADEMIC CURRICULUM AND TEACHING GENERALLY

Large changes will take place over the next few years in examinations at the 14 plus level with new GCSE specifications, as well as the A-level changes referred to above. For the teaching staff, the responsibility of introducing and supporting new syllabuses will be considerable and this must be recognised in considering what additional initiatives and developments the School might undertake during this time. Nevertheless, the stimulus given to all subjects will be considerable, particularly to the sciences and mathematics, as a result of the building of QKB2. Plans for taking full advantage of the new teaching space are already being prepared. It is expected that this will lead to increased motivation for the teaching and learning of sciences and mathematics, potentially leading to larger numbers applying to universities in these subjects and ultimately pursuing related careers. This development will involve in part new engagement and interaction with the world outside the school in the form of links with business and with university science departments. It is intended too that other subjects will follow suit and foster external links through lectures by those distinguished in the arts and humanities, and by developing a fuller programme of visits, concerts and theatre attendance.

At the same time it must be noted that the availability of more sophisticated software, alongside well-directed external predictive tests, affords a greater opportunity for close monitoring of individual pupils throughout their school careers. Those slipping below their potential improvement curve are more easily identifiable so that remedial support can be immediately proffered. Consideration will be given to the appointment of an Academic Data and Performance Manager to oversee this process.

At the Prep, possibilities for building developments, in particular improved science facilities to complement QKB2, will be investigated.

Digital Learning

Following the recent introduction of iPads, an important element of the next five years will be the development of their use. Obviously iPads are an aid to teaching and not a substitute for teachers, but they are already bringing an extra dimension to the classroom. With careful guidance and control they will stimulate active learning and help to stretch pupils.

Predictions of how technology will develop are difficult; the School must continue to be agile in responding to such developments and seeing what advantages for teaching there might be, whether in general or for a specific subject, such as the





establishment of a Mac Suite for the Art Department. The recent appointment of a Head of Digital Learning marks an important early step; the scope of this role and its value will increase over the coming years.

Sport

At the Senior School, activity and participation have increased since the change in the timetable. A much higher proportion of pupils is now involved in representational games. The investment in coaching which has taken place in recent years has borne fruit in the raising of standards in the Senior School and will continue. Over the next five years, the School will seek to achieve similar progress in sport at the Prep School where it considers that the existing potential has yet to be fully met. Some steps have already been taken in this direction, such as a strengthening of coaching and more timetabled periods.

Music & Drama

Development of drama under the School's current plan has been significant and the School is building on this following the appointment of another staff member. Extensive opportunities are also being offered at the Prep.

Musical standards remain very high in both Prep and Senior Schools and must be maintained. The School has a long-term aim to build a performing arts centre including dedicated space for music to replace current accommodation in the Mews. This cannot be achieved during the period covered by this plan because of the need to fund QKB2 but it remains an aspiration. Consideration will be given to increasing space for musical practice and performance prior to a more permanent solution, as elucidated above. Plans are already in place to upgrade technical areas of the Lewis Hall (lighting, sound, audio-vision etc).

Outdoor Pursuits & CCF

The CCF is an integral and vitally important part of school life and outdoor pursuits activities such as D of E, equestrianism and canoeing are individually successful. The School faces some uncertainty about the future of government funding for the CCF and will have to be prepared to take action to secure an activity in which it has a national reputation. Over the period the School will consider too whether increased investment in the other outdoor pursuits should be planned for the longer-term.



SURVEY OF SITE AND BUILDING USE

In preparation for further major capital expenditure in the future it will be necessary over the current period to undertake a comprehensive assessment of the potential of the whole site, including the area covered by the Prep, incorporating also a review of building use. This should lead to the establishment of priorities for major capital expenditure. Possibilities include new science facilities for the Prep, improvements for Design and Technology, a Music and Performing Arts Centre, a new Outdoor Pursuits building and improvements in 6th form facilities. More generally, following the completion of QKB2 and changes to the Donaldson, the time will have come to look at the use of areas such as the Castle and the Orangery to ensure that educational needs, and these important assets, match as closely as possible.

Green issues also need further consideration. In the future it is anticipated that the School will install small scale wind turbines together with photo voltaic cells to the roof of the Donaldson and Swimming Pool in order to generate electricity and to become more self-sufficient in electricity production. As part of current plans, QKB2 will make full use of energy saving devices such as second generation motion detection for lighting, automatic venting and very high levels of insulation. The building will also be heated by the Biomass boiler.

Whilst considering these matters the School must continue to fulfil its responsibility for the preservation of its historically and architecturally important site. The Castle and its grounds not only help to define the School physically but influence its ethos and character in intangible ways.

THE SCHOOL AND THE WIDER COMMUNITY

It has already been said that the School needs to ensure the widest possible interaction with the outside world. This aspiration has been realised in a particularly noteworthy way in recent years by the initiation of a partnership with Essaman United School in Ghana. It is intended to develop this relationship over the next five years.

Closer to home and more directly related to the curriculum and the years immediately after leaving school, the intention to enlarge external relationships, stimulated by the completion of QKB2, is an example of the potential for broadening horizons. Similarly, the development of the database for alumni will help the School get in touch with OKs who have lost contact and assist in supporting existing careers advice. Even more comprehensive careers fairs will be possible as more information becomes available about individuals who might be well-placed to enthuse and advise on the widest possible range of occupations.





The School is already running successful Masterclasses for Year 5 and 6 children from local primary schools. There will be some scope for expansion of these, as far as is compatible with the many demands on the time of the teaching staff.

Apart from Masterclasses, links with state school staff at Longsands and Ernulf Academies, chiefly at the Headmaster and Senior Leadership Team level, have recently been established. These will be developed; they afford an opportunity for mutually beneficial exchanges of information on areas such as classroom practice or the monitoring of pupils' progress.

AREAS OF PARTICULAR LONG-TERM IMPORTANCE

There are two areas on which attention will be particularly concentrated during the next five years or so which are fundamental to the long-term health and success of the School. These are first the employment and support of staff and second, development activity.

Employment and support of staff

If Kimbolton is to continue to attract and retain high-quality teaching staff, it must take account of changing patterns of teacher training as well as making careers at the School as attractive as possible. With the increasing emphasis on the training of teachers within schools rather than through the Postgraduate Certificate in Education (PGCE) route, the School will take part in initiatives such as that with Buckingham University which will help the independent sector provide training opportunities. The School itself has had three recent graduates as teaching assistants in the current year, one of whom has been appointed to a full-time post, but this is an area where it is better to collaborate than to try to be wholly self-sufficient. As for retention, while the School has no evidence to suppose that its salaries are not competitive, more thought must be given to accommodation. House prices in the area are in some cases too high to make a house move very attractive and this to some extent limits the pool of applicants. The possible provision of more school accommodation will be considered.

The School invests significantly in Continuing Professional Development (CPD) for its teaching staff and is always eager to support appropriate in-service training. At the very least this budget will be maintained over the coming years. The work of the Teaching at Kimbolton group, which provides an opportunity to focus on CPD tailored to the specific needs of the School, will be continued and expanded.

For non-academic staff the School must similarly be alert to ways of meeting any recruitment difficulties and will continue to give opportunities for in-service training.

For all categories of staff, the School must ensure that its obligations as a good employer are fulfilled. This might in particular in the forthcoming years involve further thought on coping with stress. Pressures are not always easy to handle and all staff can benefit from additional resilience strategies.

Development activity: marketing, public relations and friend- and fund-raising

Perhaps the most important initiative over the next five years as a seed-sowing activity for the long-term is the evolution of the work begun relatively recently in the area of alumni relations, marketing and friend/fund-raising. Under the current plan, the School has become much more professional in its PR and marketing through the appointment of both a dedicated marketing and communications officer and assistant. In parallel, the administration of the OKs has been brought in-house with a post jointly funded by the School and by the Old Kimboltonians' Association. This appointment not only serves the association but also assists with the PR and marketing effort. Thus the School is beginning to develop more systematically its networks of friends, supporters and contacts whilst engaging with social media. A new website has been launched. All this will help the School to attract pupils and in general to raise its profile and improve its links with the broader community. Marketing tactics will continue to be refined; more targeted efforts, for example towards the parents of the 4-11 age group, will be considered.

Following a report in 2013 on Development activity generally, a new comprehensive database has been established with the aim of recording, subject to data protection rules, details of parents, OKs and others with links to the school. This activity will progressively take place over the period from 2014-2016. It will then be possible to consider a further step, namely the appointment of a development director who can expand our fund-raising activities.

It must be emphasised that this is a very long-term process, the full benefit of which will not be felt for fifteen years or more. It will, however, gradually enable the School to diversify its sources of income. Without any financial endowments to speak of, the School relies wholly on fee income and its security and capacity for improvement are therefore limited, bearing in mind the fundamental importance of ensuring that the School remains as affordable as possible. As a high priority, an increase in the resources available for bursaries, following on the increase of the last decade, is already an objective and will be a prime target for fund-raising.



SOCIAL RESPONSIBILITY

Whilst there are myriad advantages in forming an integral part of a small community in Kimbolton (relations between 'town and gown' are strong, as evidenced at the annual Remembrance Day Parade), the rural nature of the School site can isolate pupils from real world pressures, necessitating additional effort for pupils to access urban settings with more overt evidence of deprivation. Charitable initiatives are already in place, such as the links with the Bedford and Irthlingborough Food Banks, but these should be extended to include further opportunities for pupils to be made aware, first-hand, of social problems and how they can take personal responsibility to help alleviate suffering. This forms part of our SMSC (Spiritual, Moral, Social & Cultural) education and the School will be pursuing opportunities to provide enhanced opportunity in this important, but potentially more neglected, area.





CONCLUSION

In 2013 Kimbolton marked the centenary of the appointment of William Ingram as Headmaster. His success in revitalising and transforming the School has been continued, often in unpropitious circumstances, by his successors and by all who have been involved. The School has shown a remarkable capacity for meeting changes while maintaining its ethos and values. Sometimes the necessary adjustments have been conspicuously transformative, such as the decision to become independent or the move to co-education. At other times, these adjustments have been less marked but nonetheless vital. The coming years are perhaps a period of less conspicuous activity and of some consolidation. However, there is no complacency. The objective is to maintain a high quality education in the most pastorally supportive environment and so to continue to attract capable pupils and help them to prepare for their higher education, their employment and their responsibilities as citizens. The value of recent investment will be realised; the School will seek to open more fully the eyes of pupils to the wider community and it will seek to lay the foundations for more extensive financial support.







Kimbolton School

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