



The Principles of our Kingsholm Curriculum



"I have come in order that you might have life – life in all its fullness."
John 10:10

Intent

It is through the ambition of our curriculum that children leave Kingsholm as

Mathematicians, Scientists, Geographers, Engineers, Designers, Writers, Philosophers, Historians, Artists and more.

And through this, our school vision:

'Our Kingsholm Family, diverse, curious and kind, supporting and inspiring each other to reach our goals and shine.'

is achieved.

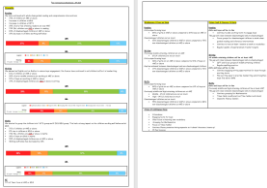
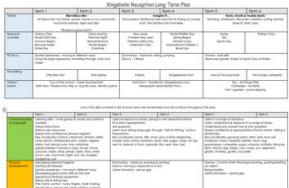
Our children's needs and interests are at the heart of our curriculum, and we ensure it provides rich opportunities to

develop their language and communication skills, promote their independence, and raise their aspirations.

What is the intent of the Kingsholm Curriculum?	Why?
Is underpinned by our Christian ethos and school values. <i>"I have come in order that you might have life - life in all its fullness" John 10:10</i>	Our vision is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. Our core values of Respect, Love and Perseverance underpin our Kingsholm curriculum, and we seek to promote pupils spiritual and moral growth, which provides a basis for their lifelong learning. Our daily collective worship and Kingsholm curriculum provides a high-quality education within the context of the Christian faith and practice. The Church of England's vision for education supports our school approach through educating for wisdom, knowledge and skills, hope and aspiration, community and living well together and educating for dignity and respect. By bringing this vision alive, our children are given opportunities to flourish and live life in all its fullness.
Is accessible for all our children.	To ensure all our children can access our Kingsholm curriculum, we have systems in place that quickly identify barriers and plan for how these barriers can be overcome. Across the whole school, teachers explicitly enhance experiences and opportunities, particularly for our disadvantaged and SEN children. AFL and scaffolding ensure all children can access the entire Kingsholm curriculum. This access to the substance of education ultimately creates and changes our children's life chances, whatever their entry point with us. Our Kingsholm curriculum is flexible and responsive to our children's individual needs.
Is a broad, ambitious, and deep curriculum which delivers powerful, transferable, and sequential knowledge.	Our Kingsholm curriculum offers all children a wide range of subjects that meet the Early Years and the National Curriculum expectations and the interests and needs of our children, building cultural capital. We are driven to ensure our children's learning is relevant and challenged to go deeper. Our Kingsholm curriculum is ambitious and designed to give all our children the powerful knowledge and cultural capital they need to succeed in life.
Is challenging and ensures children go deeper.	We have high expectations that our Kingsholm curriculum is demanding and challenges our children. Depth of learning designates how deeply our children must know and understand knowledge to make connections and explain answers, results, or solutions.
Is designed to alter long-term memory so that our children know and remember more.	We maximise our children's working memory by ensuring children are not rushed through content and must first master the basics, which takes time. In EYFS children must master the prime areas before accessing the rest of the curriculum and academic skills. We ensure our Kingsholm curriculum is structured coherently and cumulatively that allows pupils to transfer powerful knowledge to long-term memory so that they can apply their knowledge fluently in their future learning. This ensures our children do not have cognitive overload and allows them to go deeper in their learning and think creatively.
Is a progressive model which builds on existing knowledge.	To enable children to make the vital links and connections required, we teach foundation subjects through a spiralled approach, so existing powerful knowledge is built on term after term and year after year. Children learn crucial components in different contexts, which embeds learning in their long-term memory to make applications with new learning across subjects and apply this to composite tasks.
Is full and rich with a balance of subject coverage.	Our children study the full curriculum, which moves way beyond 'knowing' knowledge but how to 'apply' that knowledge. Subject integrity and conceptual rigour are essential to give our children a breadth of knowledge and experience building cultural capital. Our Kingsholm curriculum delivers even subject coverage to ensure children receive their full entitlement and demonstrate that every subject is highly valued.
Is knowledge led and skills focussed.	Knowledge and skills are intimately connected and explicitly developed alongside one another. If our children have a rich web of powerful knowledge, they will have the capacity to make links and further develop their understanding and skills. We have made intentional decisions about powerful, invaluable knowledge, rich in cultural capital, that we want our children to know and put this into a relevant context through our progression model. For our children to have the capacity to use skills well, they need a good subject and background knowledge. This, in turn, will help our children learn more and gain mastery within the acquisition of powerful knowledge and skills.
Is designed with our children's needs and interests at heart to encourage a positive attitude to lifelong learning and prepare our children for their future.	We see each of our children as unique individuals of inherent worth and value. Our Kingsholm curriculum has been directly planned, designed and structured around a shared philosophy which nurtures the whole child. In EYFS this includes supporting the children with their care needs and ensuring basic needs are met. Our intent is derived from an exploration of the backgrounds of our children and our beliefs about high-quality education. Our Kingsholm curriculum is a personalised and responsive curriculum that is knowledge-led and skills focussed. It also supports our children's physical, emotional, and mental wellbeing to talk openly about their feelings confidently and enjoy their learning experience. Our Kingsholm curriculum develops positive attitudes to learning by developing the children's ability to be committed, resilient, persevere and take pride. Children leave our school with confidence and the motivation to succeed in the next stage of education and later life, which has a marked effect on their behaviour and attitude to learning.

Is delivered by passionate and knowledgeable staff who encourage a love of learning.	Our staff are passionate about education, which leads to our children being highly engaged, having better outcomes, and encouraging their love of learning. There is a strong emphasis on developing our subject leaders to become subject experts through high-quality training and continuous professional development across our school. This enables all our teachers to have expert, pedagogical knowledge in the areas of learning and subjects that they teach. Subject leaders ensure their subject is coherently planned and sequenced for future learning and readiness in mind across the whole school. Subject leaders provide effective support for those teaching outside their main areas of expertise.
Is designed to prioritise the development of reading through both pleasure and the systematic development of skills.	Children acquire a wide vocabulary, communicate effectively, and secure a strong knowledge of phonics. Reading is a fundamental skill that is prioritised to ensure our children have full access to the curriculum we offer. Through our Kingsholm curriculum, our children develop reading for pleasure which aids in developing their social and cognitive development, wellbeing, and mental health.
Is designed to prioritise the development of mathematics.	Our children can apply mathematical knowledge, concepts, and procedures appropriate for their age through our Kingsholm curriculum. Our teachers are knowledgeable about the teaching of early mathematics.
Is designed to develop our children's language and communication skills.	We strongly believe that speech, language and communication skills are crucial to developing the whole child. Speaking, understanding others, expressing ideas, and interacting with others is fundamental, and our curriculum ensures these skills are developed throughout.
Is designed to promote our children's independence.	Our Kingsholm curriculum promotes confidence, self-esteem, motivation and perseverance. Developing our children's independence is vital so that they are ready for the next stage of their education and eventually become self-sufficient, valued members of our community.
Is designed to raise our children's aspirations.	We believe in broadening our children's horizons. Our Kingsholm curriculum helps our children be aware of how individual subjects lead to different professions. We support children in flourishing and finding their unique talents, ensuring they go on to have happy and fulfilling lives.
Is designed so that children reach their end goals.	We have identified and strive towards our children, reaching our ambitious end goals. Subject leaders have identified these end goals and subsequently planned their subjects to be progressive for children to reach these end goals and go deeper.
Is experiential and creative, which enables children to be taken beyond their own experiences.	Our children develop an unquenchable thirst for learning through creative, hands-on, problem-solving activities and challenges, which supports them to be inquisitive and curious. This prepares them to be ready to face the future demands of learning so that they are ready to take their place as citizens in Modern Britain. We want our most disadvantaged children to have the very best of what has been thought and said through meaningful experiences that support them to be socially mobile and reach their full potential despite barriers they may encounter. Through our Kingsholm curriculum, our children receive the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values.
Is designed to prepare our children for the 4 th industrial revolution.	We recognise that our world is ever-changing and that technology is transforming our society through the internet, robotics, artificial intelligence, etc. Our Kingsholm curriculum ensures children gain quality computing skills so that they can thrive in our "ever-more-technical society".
Is designed to include all members of the school community, children, parents, governors and staff.	Through our Kingsholm family, we support and inspire each other to reach our goals and shine. Through pupil parliament, parent feedback, governors meetings, staff meetings and links with our community through funds of knowledge, all voices are valued and shared, which aids in shaping our curriculum.
Is designed to celebrate and enlighten children's awareness of British Values.	Our children develop an understanding of the local and wider British community that we live in and what life in modern Britain today is like. They appreciate and celebrate diversity, including British customs, to help them become respectable British Citizens who can positively impact them. Our Kingsholm curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs across all our subjects.
Is designed to develop our children's spiritual, moral, cultural, mental, social and physical development.	Our children have opportunities in our curriculum to be reflective about their own beliefs, show respect for other beliefs, recognise the difference between right and wrong, use a range of different social skills in different contexts and appreciate a wide range of diverse cultures in preparation for modern Britain. Our children understand what racism, bullying, peer on peer abuse, and discrimination mean and do not tolerate it.
Is designed to promote equality and our children's understanding of the protected characteristics	Through our curriculum, particularly in our teaching of RSHE and PSHE, we promote respect, equality and support our children's personal development. We support them to understand the protected characteristics - sex, race, disability, religion or belief, sexual orientation, or gender reassignment and that they should not be discriminated against or discriminate people by treating them less favourably because they have one or more of the protected characteristics.
Is designed to contribute to a more sustainable future.	Our Kingsholm curriculum allows our children to take responsibility for their actions and contribute to their vision for a sustainable future.
Is designed so that our children learn both in a local, national and international context.	Linked with our global learning and exploration of the UN sustainable goals, our Kingsholm curriculum allows children to engage with complex global issues and explore the links between their own lives and people, places, and issues locally, nationally and internationally.
Is designed to develop our children's character.	Through our Kingsholm curriculum, we help our children to build their characters through key characteristics such as respect, resilience, confidence, independence and knowing how to keep physically and mentally healthy lifestyles.

Implementation

How do we implement our curriculum?	Why?
1. Identify barriers to learning through effective monitoring (My Plans, My Plan+, EHCP, Pupil Premium Trackers, Year Group Improvement Opportunity documents, Assessments of nursery barriers, Baseline assessments, Speaking and listening assessments, Subject Monitoring and Improvement Plans) 	- To identify speaking and listening barriers to maximise learning opportunities for the development of language and communication skills. - To ensure our children have the best possible start in the early years, we have a designated early years speech and language therapist. - To identify our children's generic and individual needs (notably SEN and disadvantaged) to provide them with a tailored curriculum that removes barriers and enables them to access our curriculum successfully. Teachers consider the local area and context and develop their cultural capital by filling gaps from pupils' backgrounds with limited or sheltered experiences. - Teaching staff adapt their curriculum approach to cater to the diverse needs to ensure rapid progress is made and sustained by all pupils. - Whole School Barriers currently identified: <i>limited vocabulary, low aspirations, limited communication skills, lack of learning behaviours and growth mindset (independence, reflection, problem-solving, making connections)</i>
2. Allocated subject leadership based upon expertise	- Leadership is distributed according to subject expertise so that our subject leaders are subject experts and through high-quality CPD, coaching and mentoring. This enables all our teachers to have expert, pedagogical knowledge in the areas of learning and subjects that they teach. This ensures teaching is of a high standard. - Subject leaders ensure their subject is coherently planned and sequenced for knowledge and skills from Nursery to Year 6 to ensure their subjects are progressive. - Subject leaders ensure their subject delivery is appropriate depending on the nature and aims of the individual subject. - Subject evaluations and improvement plans (linked with the school operational plan) are identified and used to identify strengths and weaknesses and aim to improve learning opportunities for the children. - Subject leaders audit staff subject knowledge, plan CPD and monitor impact to improve teaching and learning. - Subject leaders attend GSP best practice network meetings and external opportunities to develop pedagogy further. - Subject leaders have created teaching and learning guides for their subjects to ensure a consistent approach across the school. - Secondary subject leader links are starting to be made.
3. Early Years overview - Nursery and Reception Breadth Map 	- Supports our ambitious ethos and provides an opportunity for children to work beyond their expected level. - Although not all early academic skills are sequential our curriculum provides clear expectations and targets regards child development and next steps. - Planning provides multi-sensory experiences which meet the needs of all learners ensuring exciting learning opportunities are inclusive for all. - The curriculum adapts and changes depending on the child's developmental needs and interests. Adults are reactive and acknowledge the hidden curriculum as well as children's individual learning journey.
4. Subject Breadth Maps 	- Our curriculum is shaped by our subjects and our ambition for our children to study the best of what has been taught and said. - Subject leaders have made critical decisions about why and when the content of their subjects should be taught. - Subject leaders ensure their subject is coherently planned and sequenced for knowledge and skills. - Our subject breadth maps ensure our children are taught the full span of knowledge in the subject and are given opportunities to do the same things in various ways, building upon what has been previously learned.

5. Progression ladders including vocabulary and opportunities for depth of learning

- In phonics, we follow letters and sounds.
- The clear progression model is ambitious and translates Early Years & National Curriculum objectives into detailed progressive learning journeys that are sequential and build upon prior knowledge, skills and vocabulary in 'big ideas'.
- Subject leaders have identified end goals and subsequently planned their subjects to be progressive for children to reach these end goals and go deeper by providing suggestions for opportunities for depth of learning.
- Enables teachers to look back at where their teaching fits into the bigger picture and hold high aspirations for children in this field.
- Enables teachers to connect and link to children's prior learning to help children recall knowledge and make connections that embed learning into their long-term memory.
- Children learn progressively more complex concepts and can use prior learning as the foundation to build on new learning.

6. Medium Term Plans

- Lessons are sequenced carefully to ensure learning is delivered in manageable components to avoid cognitive overload.
- Outline essential vocabulary for the subject, the primary assessment points and the powerful knowledge children should learn.
- Highlights prior/current/ future learning, so teachers and children know where this fits into the bigger picture.
- Plan purposeful learning and revisiting opportunities to build on prior knowledge.
- Uses the principles of instruction to underpin the lesson structure.
- Each subject's knowledge and skills are written as learning intentions with steps to success to drive the learning forward.
- Depth of learning opportunities are planned to embed and apply learning independently.
- Planning is designed to meet the needs of all our children to ensure all children can access our Kingsholm curriculum. Teachers provide scaffolding to ensure the needs of our looked after children, disadvantaged, SEN, EAL and more able learners are met.
- Key composite ideas and components for learning are identified to build the foundations for subsequent learning and composite tasks.
- Opportunities for rapid recap/retrieval, spaced repetition and interleaving is precisely planned for.
- Opportunities to bring reading and writing to our curriculum are exploited.

7. Critical paths

- Learning is mapped over a whole term to ensure that a broad and balanced curriculum is delivered and that subjects are equal. Foundation subjects are taught every other week to allow for spacing and retrieval or study in-depth where appropriate.
- Links are made with whole school events (such as Christian celebrations) and opportunities to engage in the wider school (such as global learning links).

8. Elicitation / Assessment for learning strategies

- Using AFL, we systematically check and identify misconceptions and adapt our progressive learning journey accordingly.
- We involve our children from the start of the planning stage of the new curriculum as we value their ideas and contributions and have found this promotes engagement and interest.
- After our exciting and engaging stimulus, children direct the curriculum, and staff adapt the learning journey on the MTPs, ensuring that the children's interests and needs are at the heart of planning.
- We firmly believe that children learn best when they can steer and direct their learning.

9. Learning environments, knowledge organisers, resources & working walls

- Knowledge organisers are used to outline the most powerful knowledge children must learn in a subject. These help children learn key facts, aid purposeful Assessment, and support parental engagement at home.
- Knowledge organisers help children to relate each concept previously studied and to form a robust, meaningful schema.
- Teachers immerse children in the subject through the display to spark interest and promote pride in the presentation of learning.
- Clear layout and child-friendly (age-appropriate) explanations to help children with their knowledge recall in school and at home.
- Opportunity to develop language and communication skills in the home through a chance to discuss learning with family members.
- In EYFS displays are interactive making explicit the learning which has taken place and examples of how the children have achieved this.

10. Key vocabulary

Vocabulary	
Conqueror	To take control of an area or country by force
Settlement	A place where people make their homes
Plague	To worsen many things
Archaeologist	A person who studies places and objects from the past
Raid	A surprise attack

- Subject-specific vocabulary is identified, explicitly taught, referred to, built upon and embedded to help children overcome barriers and access the learning.
- Our monitoring demonstrates that the size of vocabulary correlates with social class, so we want to expose all children, particularly disadvantaged, to the language they may not have encountered in a variety of engaging ways (*through reading, exposure to new, conversations, examples in a range of contexts, dictionary, linked use in many contexts*).

11. Subject webs



- Shared on our school website, Class Dojo, Facebook page, class windows and blogs to inform parents of knowledge and skills their children will be learning over the term.
- Parents can discuss learning and support their children as they are fully aware of their child's learning journey.
- Another opportunity to develop language and communication skills in the home context through a chance to discuss learning with family members.

12. Experiences, local environment, and cultural capital

- *Wow days/ trips/ visitors/ artefacts/ first hand experiences/ Erasmus Plus*
(*artists, scientists, musicians, actors, clergy, charity representatives, as well as sportsmen and women are all regular visitors to the school*)
- *Use our local environment and community, the ancient Roman city of Gloucester, as a teaching and learning aid.*
(*Victorian history at Gloucester Docks and warehouses, WW2 resources at the Heritage Hub, Jet Age Museum, access to the River Severn, Anglo-Saxon connections with St. Oswald's Priory, to name a few*)

- Opportunities are planned for the children to have hands-on experiences and use resources in our local area while ensuring that the objectives from the National Curriculum 2014 are being met to reinforce knowledge and skills.
- Our experiences excite, inspire and engage the children.
- Cultural capital opportunities are developed to enable every child, particularly those who are disadvantaged, to access experiences that allow them to appreciate the awe and wonder of the world.
- Sets the learning in context and helps introduce and develop new vocabulary in context.
- Knowledge is drawn out of these experiences. We ensure that links are explicitly made between the experience and the learning outcome so that the experience does not over-ride the memory.

13. Learning in the lesson

- The subject definition is clearly explained at the beginning of each big term ('what is history?', 'what makes a good historian?')
- Our lesson structures are based upon the Principles of instruction.
- Quality first teaching ensures knowledge can be acquired in different ways to accommodate children's different learning styles, e.g. *listening, reasoning, thinking, discussing, exploring, reflecting, practising reading, experimenting, asking, observing, tasting, smelling etc.*
- Time is planned where appropriate to allow children to think, discuss, explore and embed new learning and check their understanding.
- Opportunities to acquire and transfer knowledge to a range of contexts show how well a child has retained learning and determine whether teaching can move on and needs revisiting.
- Assessment for learning strategies uses short and snappy assessments to revisit prior learning to establish whether new learning can connect with previous learning.
- Pre-teaching and same-day interventions are used to ensure our children keep up not catch up.
- New knowledge is integrated into 'big ideas' to enable children to make connections.
- Children study a new concept then have the opportunity to revisit several times before moving on to new concepts because we believe repetition and retrieval is at the heart of embedding learning and helping children make progress.
- Increased focus on intelligent repetition and retrieval of content. Key concepts and vocabulary are revisited and reinforced regularly, making them unforgettable and meaningful to children.
- Explicit links with other subjects, where appropriate, are made to ensure children see where this new learning fits into the wider world.
- Extra-curricular learning opportunities give children the chance to apply and develop their skills further in an area they are more passionate in, helping prepare them for future experiences or career aspirations.
- Working walls focus on learning.

14. Learning in books Online learning journals on tapestry / theme books/ science folder or book/ RE folder/ PSHE folder / Spanish folder/ English books/ maths books/ group or guided reading books/ RE books/	- Progress is shown in the Early Years through an online learning journey shared with parents & carers at home to support their next steps. - All EYFS parents are actively encouraged to comment and engage with the observations made and to support learning at home. - The Reception writing book records childrens progression from mark making to writing. - English and maths books are started in May of the previous academic year to show progress between year groups and development and a rise in expectations to pupils. - Subject exercise books display the learning journeys, assessment tasks and revisiting of foundation subjects.
15. Subject assessment - Formative 'Quick quiz Odd one out Spot the mistake I can trackers INSIGHT Phonics tracker INSIGHT mathematics objective tracker INSIGHT science tracker INSIGHT PE tracker INSIGHT RE tracker EYFS Profile Development matters on Tapestry - Summative NFER for reading, maths and GPS (recorded on Insight)	- All Assessment is used as a purposeful guide to identify gaps and then ensure these gaps are plugged immediately, so children keep up and not catch up. - Quick assessments are made to see if knowledge is embedded, which then informs teaching. - In core, subjects INSIGHT is used to formally track a pupil's progress and attainment, so teachers can closely monitor their learning journey throughout the school to ensure rapid progress. - In key subjects, teachers assess the children's learning against the NC objectives, stating whether the children have met the expected standard.
16. Home learning 	- Children complete weekly home learning to consolidate and apply their mathematics and English skills. - A subject home learning project is sent home each term for pupils in Year 3-6. They have a choice of learning tasks, all with a different subject focus. They are expected to complete at least one to demonstrate their independent application and curiosities of the subject.
17. University	- Our Kingsholm university enriches our curriculum and enables our children to flourish whilst developing and discovering their interests and talents. - The learning experiences on offer develop a range of life skills that help build our children's lifelong aspirations. - All children, particularly disadvantaged and SEN, become more independent as they gain ownership of the learning modules they wish to participate in. - Many of these opportunities build cultural capital and enable every child, particularly the disadvantaged, to access experiences that allow them to appreciate the awe and wonder of the world around them.
18. OPAL, Outdoor Education and after school clubs	- We see our curriculum as not just developing our children whilst they are in the class but throughout their whole time at school. - We are currently transforming the culture of play in our school through the OPAL initiative. - OPAL supports the quality of daily playtimes, with a positive impact on lunchtime behaviour, engagement, personal, physical and mental development. - We have a dedicated Outdoor Education lead. - After school clubs are run after school both as an intervention and for enrichment opportunities.

Impact

What is the impact of our curriculum?	How do we know?
Every child develops a passion for reading where they opt to read widely and often, with fluency and comprehension of age-appropriate texts.	- Listening to our children read - Monitoring - Data - Pupil conferencing/ school council feedback
Children have successfully achieved their endpoints	- Children have altered their long term memory and gained detailed knowledge and skills and, as a result, achieve well - Subject leaders regularly monitor the subjects through learning walks, monitoring planning, book scrutiny and pupil conferencing
Children develop good language and communication skills.	- EAL children make good progress in English. - Disadvantaged children are equipped with good communication skills. - SEN children make good progress in their speech and language skills.
Independent learners who are well prepared for the next stage of their education.	Children successfully transition between Nursery and Reception, EYFS to KS1 and KS1 to KS2. Secondary school feedback shows that the large majority of children have a successful transition provision and adapt successfully.
Children experience a broad and balanced curriculum and, as a result, have deep, accessible subject knowledge and a set of skills that form the foundation to build further learning.	- Pupil conferencing, the book looks, learning walks, learning journey checks - Experience of a broad and balanced curriculum - Discussions with children about what they have remembered about the content they have studied. - Curriculum audit data/ monitoring demonstrates better retention of subject knowledge - Assessment for learning in lessons shows the content outlined in the curriculum is being learnt well.
Our most disadvantaged pupils and pupils with SEND are given the knowledge and cultural capital they need to succeed in life.	Children experience many opportunities to help them overcome barriers, access their learning and achieve the best possible outcomes. They are well-rounded individuals who succeed in life.
Good attainment levels in core subjects which are in line with national standards	- Deep dives triangulate book looks/ peer conferencing/ learning walks - Our internal data - Evidence from observations, work scrutinies etc. - Monitoring has shown good progress in all subjects. <u>National Assessment</u> EYFS data GLD – 62.5% National: 71.8 KS1 data Reading- 69%, 13% National: 75% Writing- 68%, 13% National: 69% Maths- 76%, 13% National: 76% Phonics (Year 1)- 77% National: 88% Phonics (Year 2)- 94% National: 30% KS2 data Reading- 67%, 25% National: 73% Writing- 68%, 32% National: 78% Maths- 71%, 28% National: 79% GPS- 62%, 23% National: 78%
Pupils' work across the curriculum is of good quality	- Pupil conferencing, the book looks, Tapestry looks, learning walks, - Exposure to a broad and balanced curriculum - Discussions with pupils about what they have remembered about the content they have studied - Curriculum conferencing and audits
Children leave with high aspirations for their future and a lifelong curiosity to find out more. They feel that they are a Mathematician, Scientist, Geographer, Engineer, Designer, Writer, Philosopher, Historian, Artist and more.	- Children leave and complete successful secondary education, determined to fulfil their career aspirations - Feedback from the school council and school ministers - Children have become independent and self-sufficient - Children have developed resilience, confidence, independence and are physically and mentally healthy - Children leave with positive attitudes to learning and take pride
Improved language and communication skills	Children can speak, understand others, express ideas and interact with others are fundamental, and our curriculum ensure these skills are developed throughout
Children are prepared for the 4 th industrial revolution	Children gain quality computing skills so that they can thrive in our "ever-more-technical society."
Become respectable British Citizens	Children have a clear understanding of modern Britain. They appreciate and celebrate diversity.
All children have developed an interest or talent	Children flourish whilst at Kingsholm and, as a result, find their interests or talents and go on to pursue these in the next stage of their education