

# Knights Enham School

## French Action Plan

(2024 - 2025)

### Vision

#### **At Knights Enham Schools we provide...**

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



**'Together We Achieve'**

# Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

## Overall effectiveness Good

- |  |                      |
|--|----------------------|
| • Effectiveness of leadership and management   | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare  | Requires Improvement |
| • Outcomes for pupils                          | Requires Improvement |

## What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

# Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

## Overall effectiveness Good

- Effectiveness of leadership and management Good
- Quality of teaching, learning and assessment Good
- Personal development, behaviour and welfare Good
- Outcomes for pupils Good

## Ofsted Guidance for What the School should do to Improve Further?

- 1) Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- 2) Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- 3) Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

## Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

### 1. Teaching and Learning/ SEND

Meeting the needs of all children to ensure good progress.

To improve staff knowledge of **High-Quality Inclusive Teaching (HQIT)**, where consistent **marking and feedback** is used to enable pupils to be challenged and achieve End of Year targets.

### 2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To ensure **middle leaders** have the skills to lead their subject effectively, **demonstrating impact** on the pupils' achievements.

### 3. Phonics & Early reading

Giving the children the tools to develop their love of reading.

To embed the teaching of **phonics** and the approach to **early reading** so that all children are fulfilling their potential as Knights Enham readers.

## 1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
To improve staff knowledge of High-Quality Inclusive Teaching (HQIT), where consistent marking and feedback is used to enable pupils to be challenged and achieve End of Year targets.	Children are able to access high quality inclusive French lessons.	Observation	July 2025		
	Checking and monitoring adaptations in planning and in lessons	Monitoring planning and books	Sept 2024		
	Children are self-assessing using the front cover	Monitoring books	Nov 2024		
	Clear progress from the previous year	Monitoring books	Nov 2024		

## 2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure middle leaders have the skills to lead their subject effectively, demonstrating impact on the pupils' achievements.	Lessons which build on prior knowledge with regular review points	Book reviews Class teachers	ongoing		
	Cultural experiences eg theme days, topic related lessons	Subject leader Class teachers	ongoing		
	Access to rich vocabulary word banks and practise speaking	Subject leader to provide	Dec 2024		
	Using games, songs, outside learning to engage learning	Subject leader Class teachers	Ongoing		

**Subject Leader Impact Statement**

<b>How have you used your subject release time?</b>  To update planning with skills such as mono-printing.	<b>What has the impact been?</b>  Pupil's books and learning journeys are more visual than before.	<b>Next Steps:</b>  To monitor the skills being taught, ensure planning is being followed and is up to date; to continue to add skills to short term planning. To look for opportunities for variation in Design and Technology.

DATA

<b>Attainment:</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Year 3</b>	<b>GDS</b>			
	<b>ARE</b>			
	<b>BARE</b>			
<b>Year 4</b>	<b>GDS</b>			
	<b>ARE</b>			
	<b>BARE</b>			
<b>Year 5</b>	<b>GDS</b>			
	<b>ARE</b>			
	<b>BARE</b>			
<b>Year 6</b>	<b>GDS</b>			
	<b>ARE</b>			
	<b>BARE</b>			

Groups

<b>% of chn. at ARE</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Boys</b>				
<b>Girls</b>				
<b>PP</b>				
<b>Non PP</b>				

<b>EAL</b>				
<b>SEND</b>				
<b>Non SEND</b>				

<b>Data Analysis:</b>
<b>Points to consider for next year:</b>