

RE Action Plan

(2023 - 2024)

Vision

At Knights Enham Nursey & Infants School we provide...

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



'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

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.

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

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

2. Curriculum

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

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

3. SEND

Meeting the needs of all children to ensure good progress.

1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
3. **ILPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

1. Teaching & Learning

Improving all pupils' attainment and rates of progress from starting points.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure that every child has the opportunity to explore and develop their beliefs and values and to understand what it means to live a religious life.	<p>To ensure that teachers are familiar with the Living Difference plans and are confident to teach RE.</p> <p>To ensure that the teachers are familiar with the cycle of enquiry and the assessments for each unit.</p> <p>A different element of the concept wheel is assessed within each unit.</p>	<p>Subject knowledge</p> <p>Audit of Staff confidences</p> <p>Talk through the termly plans to address any concerns.</p>	Ongoing	Time	Evidence through book scrutinies show that teachers appear confident teaching via the Living Difference plans.
	To ensure that there is differentiation within all lessons to meet the needs of all of the pupils.	<p>Assessments and work sampling.</p> <p>Collect three work samples from each class after each unit</p>	Termly	Time	Speech bubbles are often used within the children's books to record/scribe children's thoughts and ideas.

Key Stage One follows the Living Difference agreed syllabus for Hampshire. This is an enquiry based curriculum which is concept based and follows these enquiry skills: Communicate, Apply, Enquire, Contextualise and Evaluate.

In Key Stage One we look at Christianity, Judaism and a Dharmic religion. Teachers use effective assessment for learning across the school to ensure knowledge is gained and skills and concepts are developed. The areas of assessment follow the enquiry skills with each enquiry being a focus for assessment through the year.

In Year R and in Year 1, children will have opportunities to respond to their experiences of concepts which are common to all people. Through Year 2 the children move on from Concept Group A and have the opportunities to look at Concept Group B, concepts shared by many religions.

In EYFS, RE is incorporated within Development Matters: Understanding the world.

By the time our children leave Key Stage One we aim for them to be confident in knowing their opinions and beliefs are as important and valued as are those of others.

2. Curriculum

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

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure that the children are engaged by providing creative and exciting activities.	RE in EYFS is incorporated within Development Matters: Understanding the world. The children will: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Photographic evidence Pupil Voice Work sampling Displays Learning walks	Termly	Release time if observing in lesson	Creative opportunities are given for children through Discovery Time.
To ensure that the children are engaged by providing creative and exciting activities.	In Key Stage 1 we follow our locally agreed syllabus Living Difference IV. Within each unit of planning there are opportunities for a cross curricular approach, such as Drama, Art, Cooking. Thus, ensuring that the curriculum is accessible to meet the needs of all of our children in an engaging approach.	Photographic evidence Pupil Voice Work sampling Displays Learning walks	Termly	Release time if observing in lesson Release time for Pupil Voice	More evidence is needed for Discussion and Drama activities. I have added ideas for 2024-2025 plans for this, such as writing class ideas on a flip chart, photographing and putting in books. Photographing and annotating drama activities.

3. SEND

Meeting the needs of all children to ensure good progress.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Task Design and Expectations	Individualised provision for SEND children.	Photographic evidence Pupil Voice Work sampling Displays Learning walks	Termly	Time	Speech bubbles are often used within the children's books to record/scribe children's thoughts and ideas.