**Knight’s Enham School**

**Computing Action Plan**

**(2024 - 2025)**

**Vision**

**At Knight’s Enham Schools we provide…**

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

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

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

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

**3. Phonics & Early reading**

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

**2. Curriculum**

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

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| **1. Teaching & Learning** • To continue to raise the standards of writing across the school, aiming to improve progress of all children.  |
| **Intent** | **Implementation**  | Monitoring  | Timescale | Budget  | **Impact** |
| To ensure that all children are exposed to fully inclusive and thorough computing curriculum. To monitor children’s progress of skills as well as their understanding.To discuss e-safety weekly as a starter to each computing session.  | Support staff with their computing skills when needed.Regular check ins by ICT lead prior to each term to make sure all staff are confident with the programs being used in the start of each term. | ICT lead  | Ongoing |  | Children are being taught thoroughly as evidenced on Purple Mash.  |
| At the end of term, monitoring of learning from each term will be shown in insights.  | Class teachers ICT lead | Termly |  | Data is recorded using Insights to show how many pupils are meeting ARE; majority are on track.  |
| E-safety discussion topics to be shared with staff prior to each term  | SLTICT lead Class teachers  | Termly |  | All staff are up-to-date with eSafety and this links in with PSHCE lessons taught.  |
| E-safety awareness day to be celebrated with an assembly and follow-on activity. | ICT leadClass teachers | Spring 2  |  | E-Safety awareness day TBC.  |
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| **2. Curriculum** * To continue to evolve the school curriculum by adapting planning and skills based on last year’s outcomes.
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| **Intent** | **Implementation** | Monitoring | Timescale | Budget  | **Impact** |
| To increase the number ofChildren meeting and exceedingExpected attainmentTo support improvement of mathsAnd English attainment throughThe use of technology.To develop a more rigorous assessment and tracking system for computing | Set up focused CPD for staff based on skills gap identified in audit | ICT lead | Ongoing  |  | To take place throughout the year to ensure teacher training has had an impact (TBC)  |
| Demonstrate how fluency, problem solving and reasoning skills of pupils can be enhanced through the use of tools and activities in Purple Mash. | ICT leadCT  | Termly  |  | This has been evident in coding (2Code in Purple Mash).  |
| Showcase grammar, spelling and array of English tools in Purple Mash. | ICT leadCT | Termly  |  | Planning, teaching andattainment. |
| Explore using the Purple MashComputing Assessment Tracker and link to school’s assessment (insight) | ICT leadHTSHT | Autumn Term |  | Monitor impact of assessment tool  |
| Share how easy it is for teachersto enter data for their class andfind exemplification for eachobjective. | ICT leadCT | Ongoing  |  | Whole school data onthe tracker |
| **3. SEND** * To continue working on quality first teaching and task design to meet the needs with SEND.
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| **Intent** | **Implementation** | Monitoring | Timescale | Budget | **Impact** |
| To improve the profile of online safety with all school stakeholders | Utilise the Purple Mash SOW andassociated resources. Ensure this isshared with all staff. | ICT leadCT | Termly |  | Purple mash is being used by all Junior staff – items to follow for Years 1 – 2.  |
| Make visible displays and promptsaround the school showcasingchildren’s learning with PurpleMash. Use sharing functionality onPurple Mash to reach wider schoolcommunity. | ICT lead | Termly  |  | Physical display, website, blog and display board content.Collect and analyse stakeholderfeedback. |
| Conduct regular assemblies andworkshops with the children. | HTAHTICT lead | Termly  |  | This has increased awareness for children and they can explain to adults how to keep ‘SAFE’ online.  |
| Review policy and ensure it is fully ratified, shared and digested by all stakeholders | Pupil and adult voice. | Termly |  | Monitor impact of the new policy  |
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**Subject Leader Impact Statement**

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| **How have you used your subject release time?** | **What has the impact been?** | **Next Steps:** |
| **-Update impacts** **-Visit infants’ school to see where the MTP is currently in Years 1-2.** **-Assess resources in Ks1**  | * In KS1, there are no laptops currently available however there is planning which has been carried out whole class which I now have access to. This is different to KS2 scheme of work (not purple mash) but still following the NC.
* There are spare laptops in KS2 which are in need of repair/updating
 | * Contact Harrap for assistance with repairing old laptops.
* Ensure that once the technology and resources are available, Purple Mash is implemented in KS1.
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DATA

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| **Attainment:** | **Autumn**  | **Spring**  | **Summer**  |
| **Year 3** | **GDS** | 0% |  |  |
| **ARE** | 65%  |  |  |
| **BARE** | 35%  |  |  |
| **Year 4**  | **GDS** | 2% |  |  |
| **ARE** | 66%  |  |  |
| **BARE** | 29%  |  |  |
| **Year 5**  | **GDS** | 0% |  |  |
| **ARE** | 84% |  |  |
| **BARE** | 14%  |  |  |
| **Year 6**  | **GDS** | 0% |  |  |
| **ARE** | 90%  |  |  |
| **BARE** | 5% |  |  |

Groups

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| **% of chn. at ARE** | **Year 3** | **Year 4** | **Year 5** | **Year 6**  |
| **Boys** |  |  |  |  |
| **Girls** |  |  |  |  |
| **PP** |  |  |  |  |
| **Non PP** |  |  |  |  |
| **EAL** |  |  |  |  |
| **SEND** |  |  |  |  |
| **Non SEND** |  |  |  |  |

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| **Data Analysis:** |
| **Points to consider for next year:**  |