

Knights Enham School

History 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.

Curriculum Intent - History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

All pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. In particular, pupils should:

- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
High-quality assessment for learning is being used to effectively plan lessons, which meet the needs of all children.	Where applicable, acquire external resources, which enable teachers to effectively plan lessons that will meet the needs of the children.	History Lead	Termly		
	Highlight the National Curriculum objectives within each high-level planning summary. Each planning summary must also include the skills, which will enable each objective to be taught.		Termly		
For all teaching staff to consistently and regularly use Assessment for Learning to inform their daily practise.	Insights to be updated regularly, at least at the end of each unit to reflect current attainment levels to inform short-term planning.	History Lead Headteacher	Ongoing		
For all teaching staff to consistently create flipcharts ahead of lessons to ensure consistency between classes.	Teachers to plan their flipcharts ahead of lessons being taught using the 'I do, we do, you do' format from their lesson plans.	History Lead	Ongoing		
	Teachers to use a lightly coloured background (cream, light green, light blue) on slides/pages where possible to support children with SEND (including dyslexia).				
For marking and feedback to be purposeful in moving children's learning forwards	CTs and LSAs to follow the marking guidance & codes set by SLT using the correct colour pens and indicating the levels of support given to children.	History Lead SLT during learning walks/book looks	Ongoing		
	Children to have chances to respond to feedback/marking using a purple editing pen either in the moment or the next session.				

2. Curriculum

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

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Continuing to develop engaging units of planning	Reviewing the recommended medium-term plans and outcomes to try and engage lower-attaining groups (boys, disadvantaged, SEN Support).	History Lead	Before each new unit of work		
	Reviewing the activities put forward by the subject leader. Ensuring they should offer variety and a balance between written activities and ones, which encompass other disciplines.	History Lead Class Teachers			
	Work sampling at the end of each unit of work to see successes or areas for development.	History Lead			
Continued development of subject knowledge through the use of the progression maps.	Use Insights to map the progression of key skills across the school and compare it to assessing the children's attainment.	History Lead Class Teachers	Ongoing		

3. Phonics & Early Reading

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

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To embed children's phonic knowledge in their independent work.	CTs to use the skills used in phonics when modelling how to write word during modelling. Adults to refer to Essential Letters & Sounds (ELS) posters & GPC charts when children need support during independent writing.	History Lead	Ongoing		
To develop a love of reading, including independently accessing books.	CTs to ensure their book nooks have texts related to their current learning available for the children to read. These should be at a range of reading levels so that all children within the class can access this supportive learning resource.	History Lead	Ongoing		