

Knights Enham School

English 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.

Successes

- New text drivers introduced across KS1 – lots will remain the same this year with some tweaks being made in Year 1 following feedback from class teachers. Lots of high quality outcomes, particularly across Year 2 where children have been very engaged with the texts and the outcomes.
- Consistent format being used alongside KS2 for the writing journey planning – CTs adding short-term, differentiated lesson plans based from the journey outlined for them.
- Positive feedback from HIAS during support visits regarding the quality of work in lots of books and the improved engagement levels in English lessons.
- Reviewed key texts for EYFS – Nursery & Reception using the same texts to allow for overlearning and language development.
- Supporting texts planned for KS1, focussing on using these the half term before as a pre-teaching method to introduce some new vocabulary and concepts ahead of new learning journeys/themes.
- Planned traditional tales for all year groups, using various versions of the same texts each year – again allowing for overlearning and confidence in retelling traditional stories.
- Planned poetry to learn by heart from Reception onwards (termly in reception and half-termly in KS1).
- Reading & phonics workshop for Year 2 parents to introduce the new phonics scheme and share the importance of regular reading.
- Late night book sharing session in Year 2 alongside the workshop.
- In Reception, writing attainment is very close to reading & maths attainment overall (still a gap between advantaged & disadvantaged)

Next steps

- Creating new learning journeys for writing for Autumn 1 (as these weren't done last year) and for any new texts as well as adapting/tweaking other plans.
- Consistent book monitoring & work sampling, particularly for newer units.
- Half-termly assemblies for children to perform their learned poems (perhaps with groups from nursery coming to watch).
- Introducing a handwriting program to support teachers in developing children's formation and fluency.
- For KS1 to have less of a gap between reading & writing attainment (improving writing)
- To reduce the gap between advantaged & disadvantaged pupils in all year groups starting in Reception.
- Increasing the amount of children with additional needs that succeed in English – ensuring correct task design, support etc.

Data for Reading & Writing 2023-2024

Reading Attainment					
Year Group	Overall	Boys	Girls	Disadvantaged	SEN Support
Reception (48)	50%	46%	55%	36%	0%
Year 1 (51)	55%	39%	68%	50%	18%
Year 2 (28)	64%	57%	71%	57%	25%

Writing Attainment					
Year Group	Overall	Boys	Girls	Disadvantaged	SEN Support
Reception (48)	48%	42%	55%	32%	0%
Year 1 (51)	41%	26%	54%	36%	7%
Year 2 (28)	50%	43%	57%	38%	0%

What does this mean for our school?

- The current Year 2 cohort are starting the year with big gaps in the attainment of boys in both reading and writing.
- The current Year 1 cohort are starting the year with big gaps between disadvantaged children and their peers in reading.
- All year groups are starting the year with big gaps between disadvantaged children and their peers in writing.
- Children with SEN support are starting the year with big gaps in reading and writing between themselves and their peers.
- Through moderation/discussion, some children in year 2 missed out on ARE due to transcription difficulties which will be supported under a new phonics scheme

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
Ensure staff are aware of the English Policy and develop staff subject knowledge	Lead an inset day to share the English policy and look at the KS1 curriculum for writing to support staff knowledge/awareness/confidence.	English Leads	September Inset		
	Offering CPD through staff meeting time supporting CTs on areas identified as needing support.		Ongoing – chances each term		
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.	English 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.	English 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).				
Develop use of the working wall to support T&L	CTs to regularly update working walls to support children and draw their attention to them throughout lessons as a learning aide.	English Lead SLT during learning walks	Ongoing		
	CTs to ensure that all handwriting modelled on the working wall is in line with the expectations given to the children.				
To use supporting texts to pre-teach concepts / themes / vocabulary ahead of learning journeys	Plan supporting texts to be read the half term before a new theme e.g. sharing books about Africa the half term before the Geography unit with linked texts for writing journeys. Books can be shared as the class text at the end of the day or at other free times and used to provide a base level of knowledge and awareness or to familiarise children with unfamiliar vocabulary.	English Lead	Ongoing		
	Purchase 'Letter-join' subscription & email out usernames and passwords to all class teachers.	English Lead	By end of September		

Introduce a handwriting scheme to develop accuracy and fluency	Plan progression of handwriting from Reception to Year 2				
	Set out expectations for handwriting teaching in a staff meeting		By Autumn 2		
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.	English Lead SLT during learning walks/book looks	Ongoing		
	Chn 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 text drivers and outcomes to try and engage lower-attaining groups (boys, disadvantaged, SEN Support)	English Lead	Before each new unit of work		
	Reviewing 'hook lessons' to engage children straight away at the start of a unit of work.	English Lead Class Teachers			
	Work sampling at the end of each unit of work to see successes or areas for development.	English Lead			
Ensure diversity through the text drivers and supporting texts	Reviewing text drivers and the supporting texts to ensure a range of books by authors from different countries and backgrounds as well as containing diverse characters.	English Lead Class Teachers Library Lead	Ongoing		
	CTs utilising the library and SLS to stock their book nooks in classrooms to give children chances to access them independently.				
Giving children chances to celebrate literacy outside of the main English lessons	Look into: -Author Visits -Poetry Day -World Book Day	English Lead	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.	Early Reading Lead	Ongoing		
	Adults to refer to Essential Letters & Sounds (ELS) posters & GPC charts when children need support during independent writing.	English Lead			
	Adults to use the formation phrases from phonics to support with handwriting.				
	Adults to use the marking scheme to indicate where a child needs to independently attempt a correction for phonetically plausible words using AfL.				
To develop a love of reading, including independently accessing books.	CTs to ensure their book nooks have a range of texts available including those that their earliest readers can access including wordless texts, 'spot the picture' style books and early phonics books.	Early Reading Lead English Lead	Ongoing		
To have daily shared texts with the class	CTs ensuring that every day there is time to share a book with their class – either from their supporting texts or using the diverse texts chosen or book nooks that the children can help to choose.	Early Reading Lead English Lead	Ongoing		