

Knights Enham School

PSHE 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
<p>SCARF builds on the SCARF values of Safety, Caring Achievement, Resilience and Friendship.</p> <p>To ensure that every child is able to lifelong aspirations, goals and values</p> <p>To ensure that pupils are taught the importance of mental and physical health. Teaching them to know that they are safe and when they are not.</p> <p>To give pupils the opportunity to explore and question relationships.</p>	To ensure pupils are taught well using the SCARF program.	<p>Subject knowledge</p> <p>Audit of Staff confidences</p> <p>Talk through the termly plans to address any concerns.</p>	Ongoing	Time	
	To ensure that there is differentiation within all lessons to meet the needs of all of the pupils.	Assessments and work sampling.	Half termly	Time	To ensure coverage and continuity.
	To ensure that the teachers are familiar with the SCARF program that is used across the school.	Collect three work samples from each class after each unit.	Termly	Time	

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.	PSHE in EYFS is incorporated within Development Matters: Understanding the world. The children will	<p>Photographic evidence</p> <p>Pupil Voice</p>	Termly	Release time if observing in	

<p>To use the SCARF program in the format that is on the program. To ensure the exposure to all areas of PSHE.</p>	<ul style="list-style-type: none"> • Listen to stories and be involved in conversations about being safe. • The children can explore their lives through role play. • Recognise what it is to feel safe and happy and know that it is ok to have other emotions 	<p>Work sampling Displays Learning walks</p>		<p>lesson Release time for Pupil Voice</p>	
<p>Use stories and books in the early years and Key stage 1 to promote the areas with PSHE during story times and shared reads.</p>	<p>In Key Stage 1 Ensure that the curriculum is accessible to meet the needs of all of our children in an engaging approach.</p>	<p>Photographic evidence Pupil Voice Work sampling Displays Learning walks</p>	<p>Termly</p>	<p>Release time if observing in lesson</p>	

3. SEND

Meeting the needs of all children to ensure good progress.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>Task Design and Expectations</p>	<p>Individualised provision for SEND children. Small groups for support and understanding. As part of intervention groups.</p>	<p>Photographic evidence Pupil Voice Work sampling Displays Learning walks</p>	<p>Termly</p>	<p>Time</p>	<p>Speech bubbles could be used within the children's books to record/scribe children's thoughts and ideas.</p>

