

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

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| • 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	Time scale	Budget	Impact
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.	Write and produce a new English Policy to reflect the teaching and learning of English at KES. This will ensure shared high standards and reflect the way we approach teaching English in the school.	Subject Leads			Writing – End of summer term 2024 Year 3 – 50% Year 4 – 26% Year 5 – 44% Year 6 – 32%
	New Sentence Level progression document to be created and shared with staff in order to raise the profile of sentence level teaching and improve the writing of accurate sentences across the school.	Subject leads/SLT			
	Writing outcomes to be carefully linked to an authentic audience so that outcomes are meaningful and purposeful. Long Term maps to be altered to reflect this and ensure higher engagement in the writing process. Sep Inset, class teachers to review outcomes and subject lead to update and redistribute.	SM/SLT			
	LA 20% of children will read with an adult (a minimum of 3 times a week) in order to accelerate progress.	Teachers			Reading – End of summer term 2024 Year 3 – 64% Year 4 – 38% Year 5 – 59% Year 6 – 58%
	PP focus children to be identified through Pupil Progress meetings and receive targeted support (interventions, feedback, support) to lower the gap between PP and non-PP children. See PP gap analysis for data.	Teachers/DW/P hase Leaders			
	Raise the ‘love of reading’ through weekly assemblies, reading rewards and purposeful library use.	Subject Leader/DW			To see increase in number of children achieving ARE to be in line with National expectations.
	To review provision for writing lessons for SEND pupils in order to ensure progress for these children is effective and accelerated. Monitor planning and ensure teaching is at the correct pitch for children working below expectations. Learning Walks to see adaptation in task design to ensure success for all in objectives.	SM/KF			
	To ensure high expectations and standards through book looks, monitoring of lessons and meaningful feedback. Cluster moderation meetings to ensure standards	SLT/Subject Leaders			
	To ensure all Year 6 pupils have the opportunity to make accelerated progress in order to achieve ARE in end of year SATS papers. This will be through targeted interventions, effective use of the TA and booster groups. End of Year data to improve from starting points.	Year 6 Team			Starting points Reading = 58% Writing = 32%

	To ensure challenge for potential GDS children by reviewing task design and writing opportunities to ensure stretch and high expectations for all children. Review the current provision for these children and share ways (through staff workshops) to identify and challenge these children.	Teachers/Subject Leaders			Current writing for GDS data: Year 3 = 0% Year 4 = 0% Year 5 = 2% Year 6 = 0%
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2. Curriculum

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

Intent	Implementation	Monitoring	Time scale	Budget	Impact
To ensure middle leaders have the skills to lead their subject effectively, demonstrating impact on the pupils' achievements.	Review current curriculum and ensure coverage across reading and writing of broad and quality text drivers.	Subject Leads			
	Subject Leads to keep up to date with current research and practice by attending HIAS course for reading, writing, year 6 and moderation. information to be shared across the wider teaching team to ensure practice in teaching is in line with current trends.	Subject Leads			
	Subject leads to ensure undertaking to regular book looks and learning walks to ensure high quality inclusive teaching across school. Any areas of concern to be raised with SLT at earliest opportunity to ensure support can be provided to ensure children are getting best possible education	Subject Lead			High standards and expectations across whole school
	To develop the use of Tier 2 vocabulary by including this on planning and class displays in all classes. To share ideas with all adults on how to exploit vocabulary and language opportunities in the classroom.	Subject Lead/Phase Leaders			
	Ensure wider opportunities for children to enjoy Reading and Writing through author visits, World Book Day, paired reading, trips etc, giving children the opportunities and experiences they need to be able to write effectively and to write about real experiences	Subject Lead			

3. Phonics & Early Reading

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

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>To embed the teaching of phonics and the approach to early reading so that all children are fulfilling their potential as Knights Enham readers.</p>	<p>All children who are assessed as needing phonics across KS2, to get targeted, small group support every morning for 20 minutes in phonics time.</p>	<p>NW</p>			
	<p>Lowest 20% of children in every class and all those working below ARE to read x3 a week with an adult and for this to be recorded in class and in home school diaries.</p>	<p>SM/SLT</p>			
	<p>Opportunities to engage and enjoy reading with all children. Reading assemblies, end of day class reader, library time and adult sharing of qualirt texts.</p>	<p>All adults</p>			