# **English Action Plan**

(2022 - 2023)



# <u>Vision</u> At Knights Enham Junior School we provide...

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

'Together We Achieve'

## **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

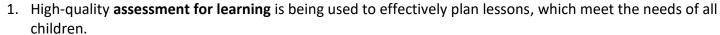
### Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- 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

Improving all pupils' attainment and rates of progress from starting points.



- 2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
- 3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

#### 2. Curriculum

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



- 2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
- 3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

#### 3. SEND

Meeting the needs of all children to ensure good progress.

- 1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
- 2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
- 3. **IEPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

# 4. Parental Involvement

Involve children and parents in the learning process to help develop pupil outcomes.

- 1. Introduce **systems** and **routines** which are consistent across the school and year groups.
- 2. Parental communication is effective and consistent, which allows them to be fully engaged with their children's learning.

# 1. Teaching & Learning

## Embedding and developing phonics programme

Implementation	Monitoring	Timescale	Budget	Impact
Continue Identify children who may need phonics				-
intervention by using Key Stage 1 data, teacher				
observation and diagnostic testing.				
Monitor delivery of phonics programme with				
observations and pupil conferencing.				
Identify assessment points and test children in the				
programme to monitor impact.				
Use Insights to track and monitor progress				
Share and build and expertise across settings through				
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# **2. Curriculum**Developing whole school reading culture

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To foster and develop	Use audit to evaluate position of reading in the	H Webster	Autumn 1		
further, a reading culture at	school currently.		onwards		
KEJS.	Ensure all classes are being read to regularly.	H Webster	Autumn 1		
	Monitor and discuss with staff.		onwards		
	Class books to be displayed on doors.				
	Develop class cultures of reading for pleasure	D Whitehouse	Autumn 1	Resourcing	
	through 'book talk' and improving reading corners.	H Webster	onwards	reading	
				corners	
	Continue to monitor the teaching of reading to	D Whitehouse	Autumn 1		
	ensure high engagement, progress and consistency.	H Webster	onwards		
	Volunteer readers to read with identified children	D Whitehouse	Autumn 1		
		H Webster	onwards		
	'Cultural capital' experiences i.e. author visits,	H Webster	Ongoing		
	world book day		throughout		
			year		
	Improve parental engagement	D Whitehouse	Autumn 2		
		H Webster	Onwards		

3. SEND –	
Task design	)

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure high quality	Monitor planning to ensure flexible task design is	Planning	Autumn		
teaching first that is	explicit in planning.	monitoring	term and		
challenging and inclusive.		Lesson	then		
		observation	review		
	Teachers to make appropriate and flexible task	Planning			
	design explicit in planning.	monitoring			
		H Webster			
		S Wells			
		W Smith			
	SEN children to be assessed with appropriate key				
	stage objectives. Use of INSIGHTS.	11114/5/5555			
	Phase leaders to support with planning	H Webster			
		S Wells			
	Constitution of the children of	W Smith			
	Complete some inter-school book looks and	H Webster			
	moderation.	D Whitehouse			
	INIGHTS – assessing based in age related (PKS)				