

English Action Plan

(2022 - 2023)



Vision

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.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
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.

1. Promote and embed the **vision** and **values** across the school.
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

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To provide identified children with a structured phonics programme to secure phonics skills by the end of year 4- in most cases	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 contact with KEIS and other local schools				

2. Curriculum

Developing whole school reading culture

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

3. SEND – Task design

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