

School Improvement Plan

(2021 - 2022)



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.

No Yet achieved

Ongoing

Achieved

1. Teaching and Learning					
Improving all pupils' attainment and rates of progress from starting points.					
Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. High-quality assessment for learning is being used to effectively plan lessons, which meet the needs of all children.	Introduce an assessment system (INISGHTS) to all staff during INSET day.	HT	Spring '21	£850	Insights in place, teachers using it regularly and is informing planning
	Get teachers to assess milestones using INSIGHTS.	HT	Ongoing	-	Is a part PP meetings
	The assessment policy is updated and shared with all staff.	HT	Summer '21	-	Policy being used. Monitoring in place to review consistency
	Develop reading and writing progress overview for all Year groups.	HW	Autumn '21	HIAS support	Writing overview in place and informs new LTP
	Introduce assessment folder – teacher's evidence of data and planning.	HT	Summer'21	-	All teachers have folders, is used as part of PP meetings and planning.
	Training – What do quality lessons look like at KEJS? Create non-negotiables with staff (See Appendix 1).	HT/DHT	Summer'21	HIAS support	In place as it is now a part of monitoring.
	Coaching/ training - developing subject knowledge of flexible teaching. Create non-negotiables.	HT/DHT	Summer'21	-	
	Coaching/ training – develop LSAs understanding of assessment and clear expectations of their role.	HT/DHT	Ongoing	-	
	Develop a coaching program, which identifies key strengths of all staff and next steps (See Appendix 2).	HT/DHT	Ongoing	-	
	Rigorous monitoring program in place, evaluating current progress and reflect on next steps. All staff to receive feedback and reflected on the coaching program. - Learning walks with key focus (assessment) - Book monitoring - PPA monitoring - Lesson plans (See Appendix 3)	HT/DHT English & Maths lead Governors	Ongoing	-	Consistency in place – aim is to now raise standards through coaching/ training
	Monitoring the use of Insights – making sure teachers are using the system regularly to inform gaps in learning and next steps in planning.	HT/ DHT	Summer '21	-	
	Buy in new NFER tests for Summer to support teacher assessment and replace SATs outcomes.	HT/DHT	Summer '21	£1000	Informed End of Year reports and summer 2 PP meetings

	Review End of Year reports, which is in line with Covid guidance.	HT	Summer 1 '21	-	
	Improve communication/ link with the infants to organise a rigorous transition program for Year 2.	HT/SENCo/ Year 3 team	Summer 2 '21	-	
	Introduce phase leaders (lower/ upper) to monitor consistency and standards in progress across year groups. To deliver monitoring/ training in PPA.	HT	Summer 2 '21	TLR	New Staff structure in place for 2021
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.	Develop quality first teaching by using effective assessment for learning. Differentiation is planned out and meeting the needs of all children.	HT/DHT	Ongoing	-	Quality modelling has improved Task design has improved
	Identify children with significant SEND needs. Ensure they are receiving appropriate support – especially from outside agencies. (Educational Psychologist consultations, SALT referrals, OT referrals, CAMHS referrals, Primary Behaviour Support, Communication and Interaction team etc)	SENCo	Ongoing		SEN register in place. Various referrals have been made to SALT, CMHS, PBS and C&I. EP consultations informing pupil next steps including applications for EHCP support
	Teachers to develop robust interventions and monitor progress. Assess, Plan, Do, Review is embedded across the school.	Teachers/ LSAs	Ongoing	Cost of reading program	Programme in place. Monitoring of progress needed.
	Provision maps in place with SENCO and teachers working together to develop smart targets. Information is shared with parents.	DHT/ Teachers	Spring 2/ Summer 1	-	Provision maps in place for Summer 1. Focus on reading.
	Introduce Rapid Reading scheme, which will be used as a reading catch up intervention. Scheme starts at phonics level and progresses through to KS2.	SENCo/ English lead/ Teachers	Summer 2 '21	£2000	Scheme purchased – LSA trained during INSET on how to use the scheme. Awaiting delivery of rest of scheme.
	SEND children are assessed using effective formative assessment – assessing at the children's appropriate level. INSIGHT will be used to track progress from P level if needed.	Teachers	Milestone 2 and 3	-	Assessment trackers ready to complete at end of Summer 2 for all pupils on SEN register.
	Reading and spelling ages to be assessed and tracked to show progress. Purchase NGRT reading tests. Use of HAST spelling test.	SENCo	Ongoing	£80	Reading and spelling tests completed June 2021.
	SALT interventions are up and running regularly and monitored by qualified staff.	LSA L2	Ongoing	£210	SALT occurring in all year groups but high priority children currently being supported.

					From September LSA L2 will be available to deliver interventions across the school.
	OT interventions are up and running regularly and monitored.	SENCo	Ongoing		LSA leading OT interventions across year 5/6. OT interventions incorporated into rest breaks in year 3 / 4.
	Continue to assess pupils for dyslexia	SENCO Assistant	Ongoing		Children tested and assessed when required. (approx. 15 pupils tested since Jan 21)
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.	Update marking policy, including a simple but effective marking code.	HT/DHT	Summer 1 '21	-	Marking code being used
	Training on what effective marking and feedback looks like.	HT/DHT	Summer 1 '21	-	Children are now reflecting on feedback
	Train LSA to be involved in marking books in line with the marking policy.	DHT	Summer 1 '21	-	LSA are now marking in line with policy
	Developing an understanding of effective questioning and talk in class.	HT/DHT	Summer 2 '21	HIAS	
	Introduce mini plenaries, which allows teachers to assess understanding and correct misconceptions.	HT/DHT	Summer 1 '21	-	As part of our non-negotiables
	Introduce target sheets that will be used in English and Maths, so that teacher, pupil and peer and assess outcomes of lessons.	HT	Summer 2 '21	-	
	Introduce final assessment linked to writing interim targets. This will allow teachers to plan effectively for the next unit.	HT	Summer 1 '21	-	
	Introduce weekly planning sheets, which will focus on LI, SC and assessment of the lesson.	HT	Summer 1 '21	-	Teachers planning together in a consistent approach
	Develop a visual marking code, which will be used around the class by all adults and supports pupils learning.	HT	Summer 1 '21	-	In place across school and being used by adults. Children are starting to be aware of all the codes.
Introduce presentation guidance which will be stuck in the front of each English and Maths book to raise expectations.	HT	Summer 2 '21	-		

2. Curriculum

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

Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. Promote and embed the vision and values across the school.	INSET - Discuss possible vision and values to support the vision.	HT/DHT	Spring 1 '21	-	Vision is known within the community and supports new curriculum
	Share the school vision with all stakeholders, collect feedback and generate a shared vision.	HT/DHT	Spring 1 '21	-	
	Promote vision across the school and within the wider community through a range of communication.	HT/DHT All staff	Ongoing	-	
	Develop values with children's input. Create characters, which can be used to promote the values.	HT	Summer 1 '21	-	Knights have been created by the children, linked to the school values
	What the values look like at KEJS? Develop principles, which underpin the school values. The aim is a guide to the school thinking and behaviour.	All staff	Ongoing	-	
	Link values to learning behaviours. Develop an understanding of values amongst the children. Generate a reward system, which motivates the pupils in the learning to achieve the values.	HT/DHT	Summer 2 '21	Badges £300	
	Create a new curriculum mission statement (Intent), which promotes the school vision and values. This also incorporates curriculum intent, implementation and impact.	HT	Summer 1 '21	-	
	Promote the vision across the school, developing within staff meetings, PM, planning, on walls, on the TVs, front page of policies, and within the new curriculum.	HT/DHT	Ongoing	-	Vision is now starting to be a part of KEJS
	Review and update behaviour policy, linked to school vision and values.	DHT / SW / SA	Spring 2 '21	-	Policy updates and being used consistency across the school.
	Introduce Dojo points to develop positive reward.	HT	Aut 1 '21	£150	
	Creating new Newsletter format, which promotes the new vision weekly.	HT	Summer 1 '21	-	New format has received positive comments for parents
	Develop Forest School – improve paths, adding fencing, develop it within the curriculum. Teachers to deliver Forest school lessons at least once every half term.	HT	Ongoing	£1000	

	Introduce Inter House Competitions every half term e.g. Bingo, Sports activities.	HT	Ongoing	-	A number of successful events, enjoyed by the children.
2. Improving subject knowledge by mapping out the progression skills across all subjects and year groups.	New topics in place across year groups (half termly). Topics will be based on the children's feedback/ interests.	HT	Summer 1 '21	-	LTP in place
	Teachers to map out long-term planning, clear coverage of subjects and progression from National Curriculum.	Teachers	Summer 1 '21	-	
	Introduce topic front sheets and KWI grids to support assessment. Review and update curriculum policy.	HT	Summer 1 '21	-	
	INSET day. Teachers to map out year group medium-term planning for Autumn Term. Learning Intentions in place.	Teachers	Autumn 1 '21	-	
	Create a Cultural Capital overview and plotting these experiences within the long term plans. Pupil's books are in place for the children to access and achieve.	HT	Summer 2 '21	-	
	Residential opportunities to be evaluated. Make sure a residential is happening in each year group.	EVOLVE lead	Summer 2 '21	Stubbington £130 Marwell £130	Marwell booked – Year 6 Stubbington booked – Year 5 Tile Barn booked – Year 4 Sleep Over in school – Year 3
	Long term goal – produce KEJS planning format across all subjects.	Subject leads	2021/2022	-	
	Website updated (Curriculum and class pages)	Year groups	On-going	-	
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their leadership is focused on raising standards with demonstrable impact.	Develop English overview. Making sure books are linked to topics and other suitable books that can be used in the guided reading sessions.	English lead	Summer 2 '21	HAIS	New overview in place. New books brought for all children.
	Re-structure guided reading sessions. Introduce journals, which link to the reading domains.	HT & English lead	Summer 1 '21	-	
	Introduce English and Maths displays which are consistent and have an effective impact on learning. Display policy to be updated.	English & Maths lead	Summer 2 '21	-	
	Subject action plans are in place and reviewed. This will be based on Intent, Implementation and Impact.	Subject leads	Ongoing	-	Supports improvements of a termly bases
	Introduce handwriting reward system to raise standards.	English lead	Summer 1 '21	-	Posters and policy updated
	Create subject planning, which is appropriate to our curriculum and children.	Subject leaders	Summer 2 '21	Scheme of works – curriculum	
	Spelling policy reviewed and updated. Focusing on consistency and better outcomes.	English lead	Summer 2 '21	-	Ready to be launched in Sept

	Incorporate Forest Schools across the curriculum.	TB Forest Lead	Summer 2 '21	-	On LTP plan
	Subject leaders to create long term overview and link this to the school curriculum.	Subject leaders	Ongoing	-	
	Subject leaders to create weekly planning for all year groups.	Subject leaders	Ongoing	-	Teachers are aware of new format and currently creating planning for Autumn '21
	Introduce a Pupil Premium champion to monitor funding spent on impact.	HT	Aut 1 '21	-	Adult in place with training booked
	Business Manager Develop rigorous systems, protocols and monitoring to make sure the office is running at full capacity. See Safeguarding Implementations and Monitoring Overview (Appendix 4).	HT/ BM	Ongoing	-	Running at a higher standard, with better outcomes.
	Finance manager is supported regularly in making sure the finance audit is in line with Hampshire guidance. Finance Implementations and monitoring plan in place (See Appendix 5).	HT/FM	Aut 1 '21	-	Fully completed

3. SEND

Meeting the needs of all children to ensure good progress.

Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. The quality first teaching is supporting children with regard to SEND, and appropriate differentiation is planned.	Training/ coaching on what quality teaching looks like through flexible teaching.	HT/DHT HIAS	Ongoing	HIAS	Ongoing – whole staff training in INSET on writing moderation and expectations.
	Training/ coaching on assessing appropriately, using INSIGHTS	HT/DHT	Ongoing	As above	See above – training completed INSET Jan '21.
	Staff restructure – deploying adults appropriately to the needs of the pupils e.g. EHCPs	DHT/ SENCo	Summer 2' 21	Staffing 3 extra LSAs	Staff restructure completed. New LSA's employed. Deployment of LSA's across school in place for September.

	EHCP in place for all children that need it. Adult support in place.	DHT/ SENCo	Summer 2' 21	As above	2 EHCP now in place since Jan'21. 2 EHCP in draft since Jan'21. 3 EHCP pending. 7 EHCP to apply for by September '21
	Planning is used effectively to plan lessons with clear differentiation.	HT	Summer 1	-	New planning format for English and maths clearly highlights need for differentiation and support for pupils with SEN.
	Structured LAC support/ interventions and monitored.	DT/ SENCo	Ongoing	See LAC spreadsheet	PEP's in place for 3 pupils. CLA meeting regularly attended by DT.
	ELSA is being used effectively in the afternoons. Structured timetable and monitoring in place.	DHT/ SENCo/ ELSA	Ongoing	-	SENCO and ELSA meet formally every 3 weeks to discuss interventions and review pupils needing support.
	SEND policy updated and shared amongst staff	SENCo	Summer 2	-	SEND policy updated and approved by governors May '21
2. Provision maps are in place for interventions and support. Monitoring is effective and is amended where needed.	Teachers develop progress matrices and Venn diagrams for pupil progress meetings.	HT	Ongoing	-	Introduced at Pupil progress meeting Summer 1.
	Pupil progress meetings in place at each milestone.	HT/ DHT	Milestones	-	Pupil progress meetings attended by class teacher / English lead. Discussions around support proved useful to staff with ideas of ways to go forward in QFT.
	Provision maps updated based around gaps identified on INSIGHTS assessment tracker.	DHT/ SENCo	Ongoing	-	Provision maps in place Summer 1.
	Monitoring program in place – all interventions to have starting data and end data to show impact and progress.	SENCo / Teachers	Ongoing	-	Staff to update provision maps for Summer 2 PP meetings. Reading and spelling ages now recorded and will be useful starting points for Autumn targets.
	Teachers develop an understanding of class, who their PP, SEN and LAC children are.	DHT/ SENCo	Ongoing	-	Listed on provision maps – staff more aware.
	Individual learning and behaviour plans in place. Children's version in place. Documents are shared with adults	DHT/ SENCo	Ongoing	-	Behaviour agreements created for all pupils with behaviour issues and shared with staff.

					Staff using provision maps as support documents for interventions.
3. ILPs are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.	ILPs in place for all children that have been identified. These are to be shared with parents and signed off.	DHT/ SENCo	Summer 1' 21	-	To start Autumn '21
	Smart targets are chosen by class teachers so that they can support the children in class through first-quality teaching.	Teachers	Summer 1 '21	-	See provision maps – targets for QFT and interventions identified.
	Training on delivering interventions by LSAs.	DHT/ SENCo	Summer 1/ 2 '21	-	PBS training for all staff – Developmental Trauma and how to support it. LSA training on writing moderation and expectations for ARE Training on use of rapid reading and rapid phonic interventions.
	Folders are set up to monitor sessions and review progression.	DHT/ SENCo	Summer 1 '21	-	To start Autumn '21

4. Parental Involvement

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

Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. Introduce systems and routines which are consistent across the school and year groups.	Introduce home diaries, which will allow teachers to communicate daily to parents. Focus is to improve home reading, spelling scores and sharing positive outcomes.	HT	End of summer 2 '21	£350	Ready to launch in Sept '21
	Review and update homework policy.	HT/ DHT	Summer 1' 21	-	
	Year group curriculum newsletters.	Year groups	Summer 1' 21	-	
	Review and update behaviour policy and communication to parents is consistent.	DHT	Summer 1' 21	-	Behaviour policy reviewed in consultation with staff and parents. Next step: introduce Dojo's
	Review pupil end of year reports	All staff	Summer 2' 21	-	

	Review the process of parent's evenings. Use Teacher2parent online system.	HT	Spring 1' 21	-	Brought in Arbor
2. Parental communication is effective and consistent, which allows them to be fully engaged with their children's learning.	Launch wrap around care for the infants and junior as from 2021. Get parents' input on this.	HT	Aut 1 '21	See separate budget plan	
	Friday coffee morning / afternoon. Open up the kitchen to parents dropping of their children for a free tea/ coffee and biscuit.	HT/DHT	Summer 2 '21	£150	Developing positive relationships – slowly increasing number of parents attending.
	Half termly parent forum – allowing an opportunity to discuss different aspects of the school e.g. behaviour.	HT/DHT	Summer 1/ 2 '21	-	Not going ahead until September
	Create a Facebook page for regular news updates.	HT	Spring 1 '21	-	Very popular. Receiving lots of likes
	Audit school website and update accordingly.	HT/ Office	Spring 2 '21	-	Currently up to date
	Share achievements of the school e.g. new outside reading corner, new plant beds, refurbished adventure, front office etc.	HT	Ongoing'21	-	Newsletter promote the success of the school. Andover Advertiser writing articles of recent events has support the achievements of the school
	Introduce the Governors' newsletter at the end of each half term.	CoG	Summer 1/2	-	
	Reading newsletter to go out to the children half termly.	Librarian	Ongoing	-	
	Launch new PTA	HT	Aut 1 '21	-	Teacher/ adults in place
Generate grants for a new all-weather proof football pitch, which can be used by the community.	DHT/ Office / PSA	Ongoing	-		



Appendix 1 - TEACHERS' STANDARDS – Observer, please tick or highlight the standards during the observation

KEJS non-negotiables

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect**
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes**
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.**

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings**
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time**
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching**
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively**
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.**

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements**
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.**

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy**
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents**

Appendix 2

Coaching Programme



Teacher:

Year group:

Subject Responsibilities:

School Improvement Priorities:

- 1. Teaching and Learning Improving all pupils' attainment and rates of progress from starting points.
- 3. SEND Meeting the needs of all children to ensure good progress.

Teacher's Strengths based on Teaching Standards (Non-negotiables):

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Next steps	Action/ development	Outcome	Reflection

Appendix 3

Spring 1					
Strategic Implementation and Monitoring Plan Overview					
Date	Staff meetings Subject	Person	Monitoring	Assembly themes	Diary dates
Week 1 Tues 5 th Jan	Vision & Values, Attendance Policy Covid Procedures Pupil Progress Reviews (Process)	DW/ NW	-	Tuesday – DW (New Year) Friday – DW (Celebration)	Mon - Gail in until 11:15 Mon - FP – to collect musical instruments from Roman Way Wed – 1:15 Kirsty Marchment PBS – Mason Wed – 15:40 – Graham Pugh (Sonia Grewal) SC Thurs – Beth out all day Thurs – 15:30 – PBS – Riley (Thrive) Fri – NW to meet with Sarah Kiel SEND am
Week 2 Tues 12 th Jan	Review IEPs Teaching and Learning at KEJS Learning Walk Process and Coaching Programme	DW/NW	Pupil Progress Meetings	Monday – NW (All about me) Friday – DW (Celebration)	Mon – 10:30 Kirsty Marchment PBS – Riley Wed – FB out am – Asbestos awareness course Wed – minibus to garage for service Wed – Gail in pm only Thurs – Millie dentist – 9:30 am
Week 3 Tues 19 th Jan	Provision maps Spelling – Insights	NW DW	Learning Walk DW/NW SW (Maths) HW (English)	Monday – DW (READY) Friday – DW (Celebration)	Mon – Gail in pm
Week 4 Tues 26 th Jan	Feedback from Learning Walk English: policy, progression, Learning Journey.	DW/NW HW	Monitoring of books (English and Maths) Pupil Voice	Monday – NW (COURAGOUS) Friday – DW (Celebration)	Wed – 9:00 Sebastian PBS – Riley review (+Mum)
Week 5 Tues 2 nd Feb	Effective marking and feedback Internet Safety Day Class assemblies	DW/NW TC	DW/ NW Displays Review support / interventions with class teachers Review and update ILP's for Spring 2	Monday – DW (TRUSTWORTHY) Friday – DW (Celebration)	
Week 6 Tues 8 th	Book moderation Update INSIGHTS Reflect the term (vision)	DW/ NW	INSIGHTS	Monday – NW (KIND) Friday – DW (Celebration)	

Spring 2

Strategic Implementation and Monitoring Plan Overview

Date	Staff meetings Subject	Person	Monitoring	Assembly themes
Week 1 22.2.21	Staff briefing in hall	DW/ NW	Monitor Google Classroom	Tuesday – DW (Welcome Back) Friday – DW (Celebration)
Week 2 1.3.21	Staff briefing in hall	DW/ NW	Displays	Monday – HW (World Book Day) Friday – DW (Celebration)
Week 3 8.3.21	TEAMS (Tuesday) Covid Procedures/ Review English & Maths Polices Behaviour Review	DW/ NW SW/HW	Covid Procedures	Monday – DW (RESPECT) Friday – DW (Celebration)
Week 4 15.3.21	Update INSIGHTS/ baseline milestone 2 Maths & English: policy, planning, progression, Learning Journey. Further training on behaviour (THRIVE)	DW/ NW SW/HW	Monitoring of books (English and Maths)	Monday – NW (RESILIENCE) Friday – DW (Celebration)
Week 5 22.3.21	Code of Conduct Pupil Progress Reviews (Process)	DW/ NW	Pupil Progress Reviews	Monday – DW (COLLABORATION) Friday – DW (Celebration)
Week 6 29.3.21	Effective marking and feedback Handwriting Presentation standards (Non-negotiable)	DW/ NW	Planning for Week 1 summer 1	Monday – NW (NURTURE) Friday – DW (Celebration)

Summer 1

Strategic Implementation and Monitoring Plan Overview

Date	Staff meetings Subject	Person	Monitoring
Week 1 19.4.21	Handwriting Progress Quality teaching and learning What does teaching look like at KEJS?	DW/ NW HW/ SW	Planning – English and Maths
Week 2 26.4.21	Quality feedback for marking Feedback from English and Maths planning	DW/ NW HW/SW	Learning Walks (English and Maths)
Week 3 3.5.21	Behaviour Support Training Wednesday 5th May 3pm-5pm (All staff)	DW/ NW	Performance Management Reviews – develop coaching programmes
Week 4 10.5.21	Review Marking policy and agree new code for marking Whole school feedback from learning walk	DW/ NW SW/HW	Monitoring of books (English and Maths) Feedback from book monitoring Review Quality feedback for marking
Week 5 17.5.21	Landscape Strategy Workshop	DW/ NW	Impact on learning displays Review display policy
Week 6 24.5.21	Data Drop Update English and Maths displays	DW/ NW SW/HW	Monitoring of data
Week 7 31.5.21	Writing moderation across the school – what does ARE look like?	DW/NW	Pupil Progress Reviews (Process)

Summer 2

Strategic Implementation and Monitoring Plan Overview

Date	Staff meetings Subject	Person	Monitoring	Key Dates
Week 1 7/6/21	INSET Quality teaching & learning Writing moderation	DW HW/ SW	-	11/6/21 – LSA interviews 9/6/21 – Tile Barn 10/6/21 – Tile Barn
Week 2 14/6/21	Share staff structure – everyone is welcome (3:15pm). This will also be shared in LSA briefing Evolve training Program for Test Week Update English and Maths displays Pupil Class Organisation for next year	DW	-	14/6/21 – Share staffing structure for next year 14/6/21 – Scooter Competition 15/6/21 – Guy Bass Author Visit 16/6/21 – Interviews for Wrap Around Care
Week 3 21/6/21	Landscape Workshop All staff are welcome	DW/ Catherine Eldred	-	21/6/21 – Test Week 21/6/21 – Landscape Workshop 2 (Assemblies & staff meeting) 21/6/21 – English HIAS in am (Owen) 25/6/21 – Practice Sports Day & Dress Down Day (Andover Tress)
Week 4 28/6/21	No staff meeting (Finish reports/ sports day info/ update INSIGHTS/ testing)	DW/ NW SW/HW	Data/ assessment folders	28/6/21 – ALL reports finished and on the network. Office to start proof reading. 29/6/21 – Landscape meeting 9:30-11am (DW, VG TB & Gov) 2/7/21 – Sports Day
Week 5 5/7/21	Data Drop Pupil Progress Meetings throughout the week	DW/ NW	Monitor displays	5/7/21 - Sex Education Week (Year 5/6) 7/7/21 – LLP in all day – focus on teaching & learning 9/7/21 – Reserve Sports Day Pupil Progress meetings
Week 6 12/7/21	Meetings with new teachers – hand up (assessment folders) Prepare for Hand Up Day	DW/ NW SW/HW	Monitoring books	12/7/21 – Meetings with new teachers – hand up (assessment folders) 13/7/21 – Hand Up Day 14/7/21 - English HIAS in am (Owen) 15/7/21 – Football Festival 16/7/21 – All reports proof read 16/7/21 – 50 year Golden Anniversary celebrations
Week 7 19/7/21	Preparing new books for next year Expectations	DW/NW	-	21/7/21 – Year 6 Ceremony (am) & party (pm) 23/7/21 – INSET (am). Prep for September



Feedback form:

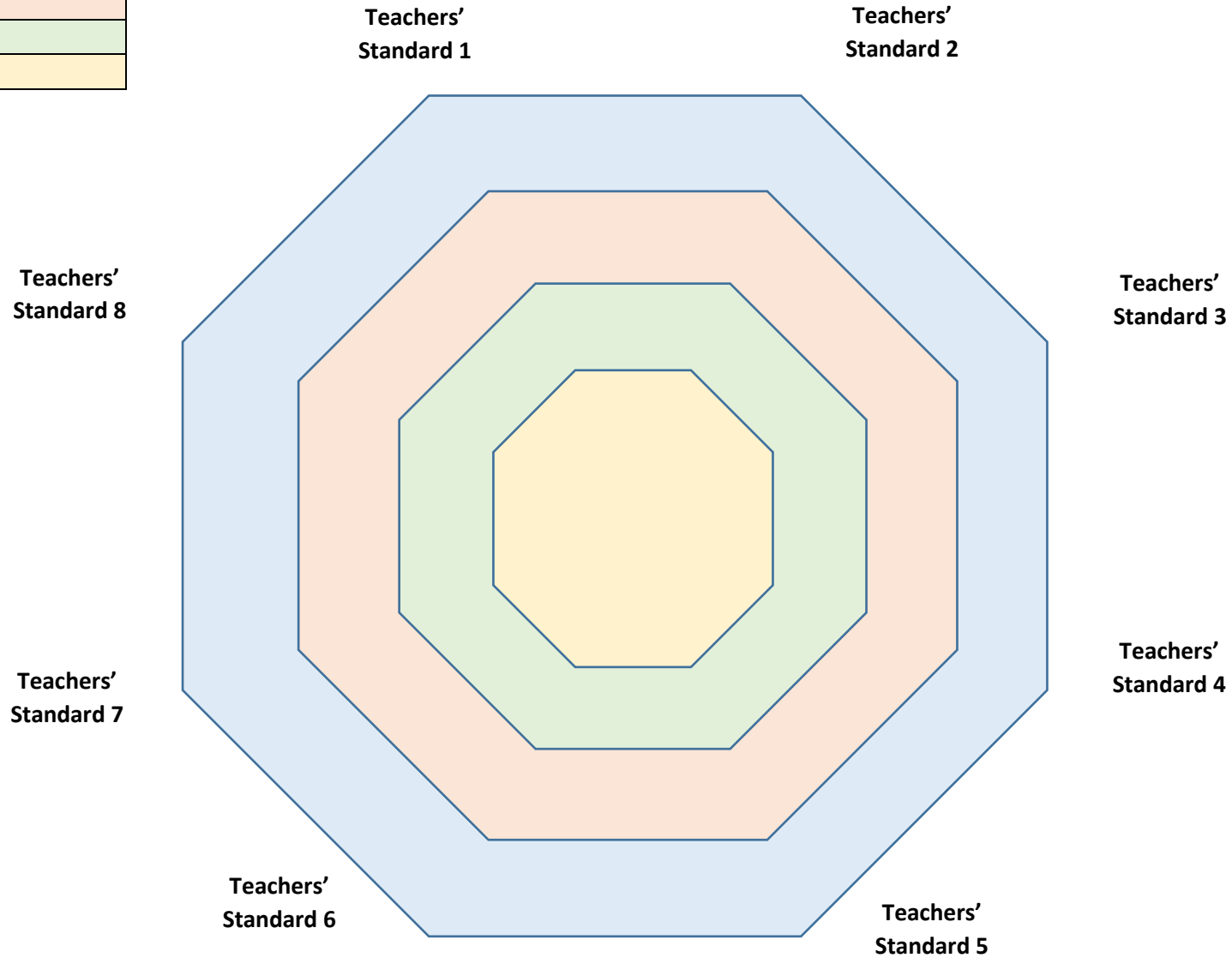
Teachers' Standards	Evidence of good practice	Next Steps
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well-structured lessons		
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		
8. Fulfil wider professional responsibilities		

Learning Walk Observation



<i>Year group:</i>	<i>Class:</i>	<i>Date:</i>	<i>Subject:</i>
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Securely good/ embedded	
Enhancing	
Developing	
Not secure	





Appendix 4 - Safeguarding Implementation and Monitoring Plan Overview

Safeguarding Key Area	February	March	April	May	June	July
Policies and Wider Safeguarding	<p>Safeguarding Audit (HT and Safeguarding Governor updated) All staff signed register.</p> <p>H&S folder in place. All staff signed register. Relevant RA in place.</p> <p>Annual Review of E-safety policy</p> <p>HT – Update Whistleblowing and Physical Intervention Policy</p>	<p>Annual Review of Physical Intervention Policy and Safer recruitment Policy</p> <p>Induction folder in place with induction booklet. Induction policy updated.</p> <p>Allegation folder in place with up to date policy.</p>	KCSIE 2020 requirements (Safeguarding Governor) ¹	Annual Review of Code of Conduct (Staff Behaviour) (Governors)	Contractor folder in place with relevant evidence	Publish reviewed and updated policies on website and sign post to key stakeholders
Recruitment and Staffing	<p>Induction and refresher Safeguarding training, KCSIE and Prevent training – all staff</p> <p>Audit safeguarding and other induction arrangements for new staff and volunteers</p> <p>Audit safer recruitment arrangements and training</p>	Refresher Health and Safety Training including any necessary online training	<p>Termly sample audit of Single Central Record</p> <p>Audit of Allegations procedures (HT and Safeguarding Governor)²</p>	<p>Check DSL training up to date for DSL and Deputy DSLs appointed for September (Safeguarding Governor)³</p> <p>Appoint new teacher DSL</p>		Safeguarding governor appointed for following academic year Termly sample audit of Single Central Record
Reporting, Recording Referrals and Inter-agency Working	Check safeguarding training for all staff and volunteers plus First Aid	Audit safeguarding arrangements for external providers, including child care	Audit safeguarding record keeping including allegations against staff			Are key Safeguarding contact details updated and accessible for all staff?
Behaviour and Safety on site	<p>Evaluation of e-safety arrangements</p> <p>Termly site walk</p>	Individual Behaviour Plans and Risk assessments for vulnerable pupils, including SEND reviewed	Monitoring of pupil behaviours	Evaluation of school's accident and injury records	Termly site walk	Health and Safety audit
Governors And Safe Guarding Governor	<p>Annual Review of E-safety policy</p> <p>Termly site walk.</p>	<p>Pupil conferencing to evaluate safeguarding culture. (DSL, Safeguarding Governor)</p> <p>Annual Review of Physical Intervention Policy and Safer recruitment Policy</p>	Annual Review of Code of Conduct (Staff Behaviour) (Governors)		<p>Review of KCSIE 2016 requirements (Safeguarding Governor)⁴</p> <p>Termly site walk</p>	Publish reviewed and updated policies on website and sign post to key stakeholders

Appendix 5 - Finance Implementation and Monitoring Plan Overview

Safeguarding Key Area	February	March	April	May	June	July
Office Staff	<p>1.1 Scheme of Delegation to be drawn up and agreed when the new substantive Head Teacher is in post. Chair of Resources</p> <p>3.2 Debt written off as approved by the Governing Body.</p> <p>Debt from Headteacher support £4400 Need confirmation e.g. minutes stating that they have written it off.</p>	<p>2.2 All governors to produce a signed hard copy version of the pecuniary interest form</p> <p>2.3 Website to be updated to reflect current declarations.</p> <p>2.4 Raised with governors. EPS advice – calculate back two years but individuals may claim up to 6 years.</p> <p>2.1 Income is reconciled weekly to ensure that all income received and recorded on Tucasi and SAP is banked.</p>	<p>5.2 Governor checks have been carried out but updated governor’s information for the central record needs to be updated.</p>	<p>Finance audit check, booked in.</p>		<p>1.1 Complete inventory record to be drawn up. Based on agreed criteria.</p> <p>Just over 50% done. 70 laptops need adding.</p>