

School Improvement 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. **Adapt teaching** to respond to the strengths and needs of all pupils by knowing when and how to **differentiate appropriately**, using approaches which enable pupils to be taught effectively.
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** through teacher assessment.

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. **ILPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.
4. New online systems used to triangulate all the information we record on the progress made by pupils in areas of their 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 a new assessment system (Arbor) to all staff during.	HT	Autumn	-	
	New baselines created based on the new assessment system.	Teachers	Autumn	-	
	Update the school assessment policy	HT	Autumn	-	
	HT & DHT to have suitable Arbor training	HT	Autumn	£300	
	Deliver appropriate training to all staff	HT	Autumn	-	
2. Adapt teaching to respond to the strengths and needs of all pupils by knowing when and how to differentiate appropriately , using approaches which enable pupils to be taught effectively.	Introduce new Ipads so teachers access Arbor in the lessons and support the quality of assessment.	HT	Autumn	-	
	Training around flexible teaching is delivered.	HT	Autumn	-	
	Standard 5 - Adapt teaching to respond to the strengths and needs of all pupils, is linked to performance.	HT	Autumn	-	
	LSAs have training around deployment of adults and the key responsibilities they have in a lesson.	HT	Autumn	-	
	HT to record a lesson and share good practice.	HT	Autumn	-	
	Deliver training around the expectations of the 8 teaching standards.	HT	Spring	-	
	Introducing a new spelling display	English Lead	Autumn		
	Introducing a new maths display to effectively support learning.	Maths Lead	Autumn		
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.	Training on what effective marking and feedback looks like.	HT	Spring	-	Children are now reflecting on feedback
	Train LSA to be involved in marking books in line with the marking policy.	HT	Spring	-	LSA are now marking in line with policy
	Developing an understanding of effective questioning and talk in class.	Maths and English Lead	Spring	HIAS	
	Introduce mini plenaries, which allows teachers to assess understanding and correct misconceptions.	HT	Autumn	-	As part of our non-negotiables

	Introduce screen mirroring as a tool for effective modelling.	HT	Autumn		
	Review the school marking policy	HT	Autumn		

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.	Review the school behaviour policy	SLT	Autumn	-	
	Introduce a new House Point System	SLT	Autumn	-	
	Create new school rule, 'The Knights' Way' based around the school values.	SLT	Autumn	-	
	Develop new rewards to celebrate success	SLT	Autumn	-	
	Create a new innovative House display in the hall.	HT	Autumn	-	
	Review and review the structure to dealing with negative behaviour.	SLT	Autumn	-	
	Introducing Phase Leaders to support in positive behaviour.	Phase leaders	Autumn	-	
2. Improving subject knowledge by mapping out the progression skills across all subjects and year groups.	Teachers to review long-term planning.	Teachers	Autumn	-	
	Subjects leaders to review all planning in place.	Subject Leaders	Termly	-	
	Subject leaders to map out medium term planning across the year. Plotting progress skills which are linked to the planning currently in place.	Subject leaders	Termly	-	
	Create termly assessment linked to Arbor.	HT	Autumn	-	
	Half termly curriculum overviews to be sent out to parents.	Teachers	Half termly	-	
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their leadership is focused on	Subject action plans are in place and reviewed. This will be based on Intent, Implementation and Impact.	Subject leaders	Autumn	-	
	All subject leaders to attend their core provision meetings	Subject leaders	Termly	-	

raising standards with demonstrable impact.	Update website with the current information/ policies	HT/ Teachers	Termly	-	
	Subject actions plans in place.	Subject leaders	Termly	-	
	Subject leaders deliver training annually.	Subject leaders	Termly	-	
	Subject leaders monitor and give feedback annually.	Subject leaders	Termly	-	

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/ HIAS	Autumn	-	
	Training/ coaching on assessing appropriately, using Arbor	SENCO	Autumn	-	
	EHCP in place for all children that need it. Adult support in place.	SENCO	On-going	-	
	Planning is used effectively to plan lessons with clear adaptation.	Teachers	Termly	-	
	Training on meeting different SEN learning needs delivered throughout the year.	SENCO	Autumn	-	
	Structured LAC support/ interventions in place and monitored.	SENCO	Termly	-	
	ELSA is being used effectively in the afternoons. Structured timetable and monitoring in place.	SENCO/ ELSA	Termly	-	
	SEND policy / School SEN Offer updated and shared amongst staff to reflect changes in delivery of SEN across the school.	SENCO	Autumn	-	
2. Provision maps are in place for interventions and support. Monitoring is	Pupil progress meetings held termly. Progression matrix and on track targets used to monitor progress.	Phase leaders	Termly	-	

effective and is amended where needed.	Teachers identify key focus objectives based on teacher assessment (Arbor) that are monitored and tracked to close gaps in learning. (HIT targets)	Phase leaders	Termly	-	
	Monitoring program in place – all interventions to have starting data and end data to show impact and progress.	HT/ SENCO	Termly	-	
	Teachers develop an understanding of class, who their PP, SEN and LAC children are	SENCO	Termly	-	
	NTP tutoring programme set up to close gaps in learning.	SENCO	Termly	-	
	Individual learning and behaviour plans / risk assessments in place. Documents are shared with adults	SENCO	Termly	-	
	Provision maps reflect interventions based on rapid phonics and rapid reading as key focus for the year.	SENCO	Termly	-	
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 on SEN register. These are to be shared with parents.	SENCO	Autumn	-	
	Smart targets are chosen by class teachers so that they can support the children in class through first-quality teaching.	Teachers	Termly	-	
	SENCO to devise a Knights Enham Junior School intervention map with suggested interventions for different areas of need.	SENCO	Autumn	-	
	LSAs to receive regular training on delivering interventions.	HT/ DHT	Termly	-	
	ILPs updated on Arbor regularly by LSA and class teachers.	SENCO/ LSAs	Half termly	-	
4. New online systems used to triangulate all the information we record on the progress made by pupils in areas of their learning.	Create a SEND tracking system on Arbor that links EHCP targets, ILPs and provision maps into one accessible portal.	SENCO	Autumn	-	
	LSA and class teachers trained on how to create tracking documents.	SENCO	Termly	-	
	LSA and class teachers trained on how to assess using new tracking documents and Arbor.	SENCO	Termly	-	
	SLT to monitor progress of pupils at pupil progress meetings using new tracking documents.	SENCO	Termly	-	
	SENCO to use data from Arbor to monitor progress of SEN.	SENCO	Termly	-	
	SENCO to report SEN progress and data to governors at the end of the year.	SENCO	Termly	-	

Actions taken from safeguarding audit:

Safeguarding Improvement Plan

Development Area	Action Required (please also indicate timescale)	How will you evidence the impact?
To continue developing a culture of safeguarding with all school staff.	Regular staff training and updates to cover all areas of safeguarding. This will take place on a weekly basis.	Minutes of staff briefing will show areas covered. Safeguarding reviews of staff knowledge and understanding to be undertaken termly.
Governors have a better understanding of the nature and volume of safeguarding issues which the school faces.	Regular updates on safeguarding issues and numbers to be shared with governors. Governors to add safeguarding updates to agendas.	Governors will be able to describe the safeguarding challenges facing the school. FGB minutes will show that school staff are accountable for dealing with safeguarding concerns.
Governing body will ensure that appropriate numbers of governors have undertaken safeguarding and safer recruitment training.	DTG will review governor training records to ensure governing training is current.	FGB minutes and DTG records will show required training.
All records of safeguarding training all correctly maintained.	SBM to ensure that accurate records of all staff safeguarding training are maintained by 18.09.2020	Safeguarding governor to check records of training and share during FGB.



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**



Strategic Implementation, CDP and Monitoring Plan Overview

Appendix 1 - Autumn 2022			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Thur 1 st Fri 2 nd Sept	INSET Day Thursday 1 st September	n/a	Fri – 1 st day back
Week 1 w/c 5 th Sept	Quality Teaching Promoting values across school	Positive learning environment	Mon - A week placement starting in each class: ➤ HW/ TG – Shannon ➤ RG – Camron ➤ WS – Trudy ➤ IW – Rachel ➤ TB – Hannah ➤ KC – Concalo ➤ SW – Mollie ➤ CD – Sam Tue – Select School Council Thur – Homework handed out Fri – Aut 1 Curriculum Overview to be sent out
Week 2 w/c 12 th Sept	Evolve/ trip/ residential Writing Moderation Setting new targets	English Learning walks Baseline data drop Reading colour bands	Baseline Week Mon – DHT PM Tue - Welcome meeting Tue – Homework handed in Thur – BM closing date Thur Fire Alarm Test Fri – Fire Service Workshop
Week 3 w/c 19 th Sept	INSET Day – Safeguarding Training No staff meeting	Pupil Progress Meetings Monitoring books	Pupil Progress Meeting Week Mon – INSET Day – Safeguarding Training Mon – FGB Wed – BM interviews
Week 4 w/c 26 th Sept	Arbor Training/ ebooks Feedback for marking Maths Updates	Assessment folders in PM	All staff - Performance Management Week Mon – Year 2 Open Day (am & pm)
Week 5 w/c 3 rd Oct	SEN – Arbor App Interventions IPPs etc	Governors monitoring books	LSA Performance Management Week Thur - Basketball House Competition
Week 6 w/c 10 th Oct	No staff meeting Open evenings	Interventions on Arbor	Wed – lower school 3:15-4:00 Thur - upper school 3:15-4:00 Thur – Open Day
Week 7 w/c 17 th Oct	Subject Leaders Action Plans Website Monitor books & planning	LLP walk	Harvest Week Year 6 Class 1 Bikeability Week Mon – LLP (am) Wed – Year 5 Stubbington Thur – Halloween Disco Fri – Raffle prize rewards Fri – Christmas Decorations go up
Autumn Half Term Mon 24 th Oct – Fri 28 th Oct			
Week 8 w/c 31 st Oct	Coaching Writing Moderation	Teachers learning walks	Thur – Fly Vaccine Fri – Christmas Post Box



Strategic Implementation, CDP and Monitoring Plan Overview

	RE		Fri – Aut 2 Curriculum Overview to be sent out
Week 9 w/c 7 th Nov	No staff Meeting Parents Evening	Teachers learning walks	Mon – early parents evening 3:15 - 6:00 Wed – late parents evening 5:00 - 7:45 Fri – Remembrance Day
Week 10 w/c 14 th Nov	Quality Teaching Feedback from learning walks SEN/ Subject curriculum	Reading workshop	Anti-bullying week Thur – Fitness House Challenge Fri – Children In Need & PJ Day
Week 11 w/c 21 st Nov	Maths & English updates Year 6 writing moderation	Governors monitoring books	Mon – Year 2 Open Day (am & pm) Thur – Individual Photos
Week 12 w/c 28 th Nov	No staff meeting Prepare for LLPR visit Christmas Market	LLPR	Prep MOCK SATs Thur – LLPR all day Fri – Year 4 Bikeability Class 1 Fri – Be Bright Be Seen Fri – Christmas Market After School 4:30-6:30pm.
Week 13 w/c 5 th Dec	Subject Leader updates Year group Spring MTP updates	Data drop	Test Week Year 6 Class 2 Bikeability Week Wed – Year Xmas Dress Rehearsal Thur – Year 3 Xmas Performance Fri – Xmas Jumper Day Fri – Staff Christmas Quiz Night
Week 14 w/c 12 Dec	Year group Spring MTP updates	Data drop	Test Week Mon – Reading Reward Cinema Thur – Christmas Disco Fri – Secret Santa/ meal Fri – Raffle prize rewards Fri – Xmas dinner
Christmas Holidays Mon 19 th Dec – Fri 30 th Dec			



Strategic Implementation, CDP and Monitoring Plan Overview

Spring 2023			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Week 1 w/c 2 nd Jan	No staff meeting INSET Day	Positive learning environment	Mon – Bank Holiday Tues – INSET day Fri – Spring 1 Curriculum Overview to be sent out
Week 2 w/c 9 th Jan	SEN task design Review IPPs Provision maps	PP meetings Assessment folder	Subject leaders meetings
Week 3 w/c 16 th Jan	Mental Health and Wellbeing Subject leaders to monitor books	Books across school	Pupil Premium meetings Mon – LLP (am)
Week 4 w/c 23 rd Jan	Subject leaders to monitor books Writing expectations	Planning across school	
Week 5 w/c 30 th Jan	Updates Art/ DT/ Science	Feedback for marking	Whole school pupil conferencing
Week 6 w/c 6 th Feb	Updates ICT/ History/ Geography World Book Day	Phonics progress	Mental Health Week Fri – Break the Rule Day Fri – Internet Safety Day
Spring Half Term Mon 13 th Feb – Fri 28 th Feb			
Week 8 w/c 20 th Feb	Updates PE/ PSHE/ RE/ Music	Reading Workshops progress	Fri – Spring 2 Curriculum Overview to be sent out
Week 9 w/c 27 th Feb	SEN Task design	LSA learning walks	LSA – learning walks Thur – World Book Day
Week 10 w/c 6 th March	Quality Spelling Writing moderation	LSA learning walks	All staff - Performance Management Reviews Thur – House Competition (Hockey)
Week 11 w/c 13 th March	Year group Summer MTP updates	Behaviour expectations across school	Prep for MOCK SATs Science Week Mon – SATs administration published Fri – Red Nose Day
Week 12 w/c 20 th March	Year group Summer MTP updates	Spelling focus	Parent evening Whole school pupil conferencing MOCK SATs week Mon – Year 4 access MTC
Week 13 w/c 27 th March	Data drop	Data drop	Mon – Reading Reward with Disco Whitehouse Mon – LLP (am) Fri – Raffle prize rewards
Easter Holidays Mon 3 rd April – Fri 30 th April			



Strategic Implementation, CDP and Monitoring Plan Overview

Summer 2023			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Week 1 w/c 17 th April	Learning environment Display Updates	Classroom displays/ learning environment	SATs Test Received Fri – Summer 1 Curriculum Overview to be sent out Fri – Year 3
Week 2 w/c 24 th April	ILP reviews/ provision maps	Lower School Learning Walk	Wed – Lower School Movie Night 3-5pm Thur – Upper School Movie Night 3-5pm Fri – Year 4 group 1 swimming starts
Week 3 w/c 1 st May	SATs expectations	Upper School Learning Walk	ILP reviews with DHT Mon – Bank Holiday
Week 4 w/c 8 th May	End of Year reports	n/a	SATs Week & SATs breakfast Club Mon - SPAG SATs papers 1 and 2 Tues –Reading SATs paper Wed - Maths SATs papers 1 and 2 Wed – Year 5 ILP reviews Thur - Maths SATs paper 3 Fri – Year 6 Party Day
Week 5 w/c 15 th May	No Staff Meeting Summer Festival	Monitoring progress in books	Walk to school Week House Competition –Bingo Sat 20 th May – Summer Festival (2pm-5pm)
Week 6 w/c 22 nd May	Standards in books Writing moderation	LLP learning walk	Whole school pupil conferencing Wed – LLP (am) Thur – Year 3 Sleep Over (hall)
Summer Half Term Mon 29 th May – Fri 2 nd June			
Week 7 w/c 5 th June	No staff meeting INSET Day Team Teach Day 1 New Staff Structure Shared	n/a	Mon – INSET Day – Team Teach Day 1 Fri – Summer 2 Curriculum Overview to be sent out Wed – Yr 2/3 teachers meet up with infants Thur – Year 4 Sleep Over (camping)
Week 8 w/c 12 th June	Sports Week Bump Up Day Coaching	Class and Subject pages on website	Bike Week Clean AIR Day Scooter Challenge Week TPA meetings with parents KENIS & KEJS Thur - House Challenge – Scooter Race Fri – Year 4 swimming group 2 start
Week 9 w/c 19 th June	Review Subject Action Plans	Teachers learning walks	Sports Week Wed - Yr 2/3 30 minutes sporting activity together & teacher to do 'getting to now task'.
Week 10 w/c 26 th June	No Staff Meeting Finalise reports Deadline	LLP learning walk	Reserve Sports Week Test Week (Yr 3 – 5) Tues – LLP (am) Wed – Bump up day/ transition day Wed – Deadline Yr 6 writing data Fri - ALL reports finished and on the network.
Week 11 w/c 3 rd July	Writing Moderation	SATs data	Test Week (Yr 3 – 5) Tue – SATs results available

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Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve
 'Together We Achieve'



Strategic Implementation, CDP and Monitoring Plan Overview

			Tue – Year 6 rehearsals Thur – Year 6 Performance to parents 2pm and 4pm
Week 12 w/c 10 th July	No staff meeting Meeting new teachers	Data Drop	Year 6 Fun Week Meeting new teachers Mon – Reading Reward – Ice Cream Sun 16 th July – Carnival
Week 13 w/c 17 th July	SEN Review IPPs Provision maps	Data Drop	Whole school pupil conferencing Mon – Reports Go Out Mon – Whole School Water Party Tue - Raffle prize rewards Fri – INSET Day
Summer Holidays Mon 24 th July – Thur 31 st July			