

# School Improvement Plan

(2023 - 2024)



## 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. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

### 2. Curriculum

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

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

### 3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** 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. To continue to raise the standards of writing across the school, aiming to improve progress of all children.                       | Developing training opportunities for writing moderation across each year group.                 | English Lead/ HT | Aut 1     | -      |        |
|   | Developing pupil writing profiles for expected standard in each year group.                      | HT               | Aut 1     | -      |        |
|   | Strengthening modelling, develop teaching approach across all year groups (I do, we do, you do). | SLT              | Aut 1     | -      |        |
|   | Introduce new spelling displays in each classroom to support weekly spelling rules.              | HT               | Aut 1     | £300   |        |
|   | Introduce new handwriting approach.  | English          | Aut 1     | -      |        |
|   | Introduce new handwriting policy.  | English Lead     | Aut 1     | -      |        |
|   | Develop more poetry opportunities.   | English Lead     | Aut 1     | -      |        |
| 2. To continue to develop assessment for learning within the planning process, to allow more opportunity for challenge.               | Refine planning to support better effective AFL.   | SLT              | Aut 1     | -      |        |
|   | Pupil progress meetings will focus on GDS children.  | SLT              | Aut 1     | -      |        |
|   | Improve assessment for learning policy focusing on AFL in lessons.                               | DHT              | Aut 1     | -      |        |
|   | Develop training opportunities around AFL.   | HT/ DHT          | Aut 1     | -      |        |
|   | Link AFL to performance management.  | HT               | Aut 1     | -      |        |
|   | Introduce pupil self-assessment to foundation subjects.  | HT               | Aut 1     | -      |        |
|   | Teacher assess each end of term unit write with INSIGHTs. Link to AFL policy.                    | DHT              | Aut 1     | -      |        |
|   | Continue developing effective feedback for marking.  | HT               | Aut 1     | -      |        |
| 3. To continue embedding early reading and phonics across the school through the school's culture for rigorous reading interventions. | Introducing reading parent workshops with the pupils.  | English Lead     | Aut 1     | -      |        |
|   | Restock new phonics and early reading books.   | DHT              | Aut 1     | -      |        |
|   | Introduce phonics interventions across the whole school.   | DHT              | Aut 1     | -      |        |
|   | Employ new librarian.  | HT               | Aut 1     | -      |        |
|   | Hampshire to restock library.  | Hampshire        | Aut 1     | -      |        |

|  |   |                  |       |   |  |
|--|---|------------------|-------|---|--|
|  | Library to be renovated.                        | HT/ Site Manager | £1000 | - |  |
|  | Introduce reading area outside using bell tent. | HT/ Site Manager | Aut 1 | - |  |

## 2. Curriculum

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

| Intent  | Implementation  | Lead Person     | Timescale       | Budget | Impact |
|---|---|-----------------|-----------------|--------|--------|
| 1. To continue to embed the school values within the school curriculum to support pupil well-being.           | Evaluate and refine positive behaviour policy to link with promoting the school values.                       | HT              | Aut 1           | -      |        |
|   | Introduce school values trophies which will go home at the end of each week.                                  | HT              | Aut 1           | £250   |        |
|   | Re-design Knights' Way display to hold the trophies.  | HT              | Aut 1           | -      |        |
|   | Introduce Funky Fridays to the winning house.   | HT              | Aut 1           | -      |        |
|   | Introduce common language to the behaviour policy.  | HT              | Aut 1           | -      |        |
|   | Develop a clear structure (flow chart) when dealing with inappropriate behaviour.                             | HT              | Aut 1           | -      |        |
|   | Subject leaders to evaluate current planning and link learning intentions with the school values.             | Subject Leaders | Aut 2           | -      |        |
|   | Developing well-being sessions linked to school values and used at the beginning of PE lessons and mini break | Subject Leaders | Aut 2           | -      |        |
| 2. To continue developing rich experiences through cultural capital by developing pupil curriculum passports. | Link experiences to current medium planning.  | Subject Leaders | Across the year | -      |        |
|   | Create passports.   | HT              | Aut 1           | -      |        |
|   | Year groups to evaluate and develop more opportunities for cultural capital.                                  | SLT             | Aut 1           | -      |        |
|   | Introduce new bike track to support well being at break and lunch.  | HT              | Aut 1           | -      |        |
|   | To develop bike ability sessions within the curriculum.   | SLT             | Spring          | -      |        |

|   |   |                 |          |   |  |
|---|---|-----------------|----------|---|--|
| 3. To continue to evolve the school curriculum by adapting planning and skills based on last year's outcomes. | Introduce values to school foundation planning.                         | Subject leaders | Aut 1    | - |  |
|   | Introduce a new front cover to all foundation units.                    | HT              | Aut 1    | - |  |
|   | INSIGHTs is used to assess all foundation subjects.                     | DHT             | On-going | - |  |
|   | An exercise book for each subject to promote progress across each year. | HT              | Aut 1    | - |  |
|   | To develop Forest Schools within PPA.                                   | HT              | Spring   | - |  |
|   | Subjects leaders to review all LTP, MTP and progression of skills.      | Subject Leaders | On-going | - |  |

### 3. SEND

#### Meeting the needs of all children to ensure good progress.

| Intent   | Implementation   | Lead Person | Timescale     | Budget | Impact |
|--|--|-------------|---------------|--------|--------|
| 1. To continue to develop assessment for learning by identifying gaps for pupils working below the age-related expectations. | Staff training on how to use INSIGHTs to track current progress based on previous teacher assessment.  | DHT         | Aut 1         | -      |        |
|  | Staff to identify gaps based on INSIGHTs data using previous years objectives.   | DHT         | On-going      | -      |        |
|  | Staff to ensure SEND pupils secure in an objective before progressing to the next linked to the class focus – may need to go back several years to find current level of attainment. | DHT/ SENCO  | On-going      | -      |        |
|  | Staff to assess pupil's current level of attainment on INSIGHTs to show GAP is being closed.   | DHT / SENCO | On-going      | -      |        |
|  | Objective to be reflected in planning.   | SLT         | On-going      | -      |        |
|  | Pupils assessed as behind in reading to participate in either Rapid Phonics or Rapid Reading in order to close the GAP in progress.  | DHT         | Aut 1 onwards |        |        |
| 2. To continue working on quality first teaching and task design to meet the needs with SEND.                                | Staff training on adaptation to planning to ensure teaching meets the needs of SEN pupils and their current level of progress.   | DHT / SENCO | Aut 1         |        |        |
|  | Tracking of progress using HIT targets within pupil progress meetings.   | DHT / SENCO | On-going      |        |        |

|  |   |                    |          |  |  |
|--|---|--------------------|----------|--|--|
|  | Planning and book scrutiny for SEND pupils to ensure planning and teaching reflect current levels of learning.  | SLT / SENCO        | On-going |  |  |
|  | Whole School Pupil conferencing.  | SENCO              | On-going |  |  |
| 3. To continue to embed the online systems to triangulate all the information we record on the progress made by pupils in areas of their learning. | Phonics progress / reading age and reading book bands to be tracked on INSIGHTS alongside main reading assessment to cross reference reading ability. | DHT / English lead | On-going |  |  |
|  | Spelling age to be tracked on INSIGHTS alongside teacher assessment for spelling.   | DHT / English lead | On-going |  |  |
|  | Use of bespoke tables to cross reference progress and spot anomalies in learning which can be addressed by TA or diagnostic tests by SENCO.           | DHT                | On-going |  |  |

Actions taken from safeguarding audit:

### Safeguarding Improvement Plan

| Development Area          | Action Required (please also indicate timescale)   | How will you evidence the impact?   | Impact |
|---------------------------|--|---|--------|
| Staff training            | <p>Ensure new phase leader and SENCO trained as DSL</p> <p>Ensure DSLs receive refresher training.</p> <p>Ensure relevant staff have completed safer recruitment training.</p> <p>Ensure all new governors receive safeguarding induction training.</p> <p>Mental Health First Aiders to be trained.</p> <p>Continuous safeguarding for all staff through weekly staff meetings and briefings.</p> <p>Volunteer Safeguarding induction in place.</p> <p>All staff aware of EHH procedure / how referrals are made / how police referrals are made.</p> | <p>Certification to show completion of training.</p> <p>Safeguarding procedures and responsibilities upheld by all staff.</p> <p>Children are safe.</p> |        |
| Curriculum                | <p>Ensure further safety advice with regards to online safety.</p> <p>Continue to deliver lessons on how to stay safe.</p> <p>Ensure pupils feel safe and have a way to communicate with staff if they feel unsafe.</p>  | <p>Pupil awareness of how to stay safe increases.</p>   |        |
| Policy Review             | <p>Ensure Whistleblower policy directly refers to LADO</p> <p>Further check missing in education guidance for staff – flowchart of procedure in place.</p> <p>Complaint / concern / allegation definition clear in Complaints policy</p>   | <p>All policies are up to date and reflect key changes required.</p>  |        |
| Open safeguarding culture | <p>Continue to develop open policy with parents through work completed by Welfare Officer and staff</p>  | <p>School works with all stakeholders but especially parents to keep pupils safe.</p>   |        |





## Strategic Implementation, CDP and Monitoring Plan Overview

| Autumn 2023   |  |   |   |
|---|--|---|---|
| Date  | Wednesday staff meetings<br>Subject  | Monitoring/<br>assessment   | Key Dates   |
| Fri 1 <sup>st</sup>   | n/a  | n/a   | Fri 1 <sup>st</sup> - INSET   |
| Week 1<br>w/c 4 <sup>th</sup> Sept                                      | No staff meeting   | Positive learning environment   | Mon 4 <sup>th</sup> - INSET Day<br>Mon 4 <sup>th</sup> – 1:30pm Shepherds Nursey visit<br>Tue 5 <sup>th</sup> – first school day<br>Tue 5 <sup>th</sup> – KS3 Students starting<br>Wed 6 <sup>th</sup> - Select School Council in class<br>Thur 7 <sup>th</sup> - Homework handed out   |
| Week 2<br>w/c 11 <sup>th</sup> Sept                                     | SEN – Interventions<br>IPPs etc<br>Phonics/ spelling   | Baseline data drop<br>Reading colour bands<br><br>Teachers Learning Walks (SEN)<br><br>Feedback for marking | Baseline Week<br>Reception – start baseline<br>Nursery – Fill in action plan (Baseline)<br>Tue 12 <sup>th</sup> - Welcome meeting (Reception)<br>Tue 12 <sup>th</sup> - Homework handed in<br>Tue 12 <sup>th</sup> Individual photos<br>Thur 14 <sup>th</sup> - Fire Alarm Test<br>Thur 14 <sup>th</sup> – Year 3 Early Man Workshop<br>Fri 16 <sup>th</sup> - Fire Service Workshop<br>Fri 15 <sup>th</sup> - Aut 1 Curriculum Overview to be sent out |
| Week 3<br>w/c 18 <sup>th</sup> Sept                                     | SEN – IBP  | Data Drop - Baseline (entry)<br>Pupil Progress Meetings<br>Monitoring books                                 | Pupil Progress Meeting Week<br>Wed 20 <sup>th</sup> – Year 5 Grittleton<br>Thur 21 <sup>st</sup> – SEN clinic<br>Thur 21 <sup>st</sup> – Infant's parent/ child reading time  |
| Week 4<br>w/c 25 <sup>th</sup> Sept                                     | Subject Leaders<br>Action Plans<br>Website<br>Progression of skills<br>Curriculum<br>Passports | Assessment folders  | Performance Management Week<br>Mon 25 <sup>th</sup> – Year 2 Open Day (am & pm)<br>Fri 22 <sup>nd</sup> – Junior parent/ child reading time<br>Fri 22 <sup>nd</sup> - Whole school pupil conferencing   |
| Week 5<br>w/c 2 <sup>nd</sup> Oct                                       | Writing<br>Moderation<br>Reading Workshop<br>presentation/<br>expectations                     | Handwriting<br>Progress   | After school clubs start<br>LSA Performance Management Week<br>Tues 3 <sup>rd</sup> – Year 3/4 author visit<br>Thur 5 <sup>th</sup> – National Poetry Day<br>Fri 6 <sup>th</sup> - Basketball House Competition   |
| Week 6<br>w/c 9 <sup>th</sup> Oct                                       | No staff meeting<br>Open evenings  | Spelling Progress   | Tue – Library Service in (Infants)<br>Wed 11 <sup>th</sup> – lower school 3:15-4:00 Open Day<br>Thur 12 <sup>th</sup> - upper school 3:15-4:00 Open Day   |
| Week 7<br>w/c 15 <sup>th</sup> Oct                                      | English and Maths – developing challenge   | Phonics interventions   | Harvest Week<br>Thur 19 <sup>th</sup> – Halloween Disco 4:30 - 5:30 Infants 5:45 - 6:45 Junior<br>Fri 20 <sup>th</sup> – Raffle prize rewards   |
| Autumn Half Term<br>Mon 23 <sup>th</sup> Oct – Fri 27 <sup>th</sup> Oct |  |   |   |



## Strategic Implementation, CDP and Monitoring Plan Overview

|   |   |                                   |  |
|---|---|-----------------------------------|--|
| Week 8<br>w/c 30 <sup>th</sup> Oct  | Science – developing scientific enquiry                           | Teachers learning walks (writing) | Mon 30 <sup>th</sup> – INSET Day<br>Fri 3 <sup>rd</sup> – Aut 2 Curriculum Overview to be sent out   |
| Week 9<br>w/c 6 <sup>th</sup> Nov   | No staff Meeting<br>Parents Evening                               | Teachers learning walks (writing) | Mon 6 <sup>th</sup> – early parents evening 3:15 - 6:00<br>Wed 8 <sup>th</sup> – late parents evening 5:00 - 7:45<br>Fri 10 <sup>th</sup> – Remembrance Day<br>Fri 10 <sup>th</sup> – Census   |
| Week 10<br>w/c 13 <sup>th</sup> Nov                                       | Art/ DT – developing opportunities for School Values – well being | Reading workshop                  | Anti-bullying week<br>Thur 16 <sup>th</sup> – House Challenge<br>Fri 17 <sup>th</sup> – Children in Need & PJ Day  |
| Week 11<br>w/c 20 <sup>th</sup> Nov                                       | Year 6 writing moderation   | Governors monitoring books        | After school clubs finish<br>Mon 20 <sup>th</sup> – Year 2 Open Day (am & pm)  |
| Week 12<br>w/c 27 <sup>th</sup> Nov                                       | No staff meeting<br>Christmas Market                              | Testing                           | Prep MOCK SATs<br>Thur 30 <sup>th</sup> – Be Bright Be Seen<br>Fri 1 <sup>st</sup> – Christmas Market After School 4:30-6:30pm   |
| Week 13<br>w/c 4 <sup>th</sup> Dec  | History/ Geography – more opportunities for writing               | Testing<br>Data drop – Aut entry  | Test Week<br>Wed 6 <sup>th</sup> – Year 2/3 Xmas Dress Rehearsal<br>Thur 7 <sup>th</sup> – Year 2/3 Xmas Performance<br>Fri 8 <sup>th</sup> – Xmas Jumper Day<br>Fri 8 <sup>th</sup> – Staff Christmas Quiz/ Bingo Night   |
| Week 14<br>w/c 11 <sup>th</sup> Dec                                       | Spring MTP updates  | Data drop – Aut entry             | Test Week<br>Mon 11 <sup>th</sup> – Reading Reward Cinema<br>Wed 13 <sup>th</sup> – Xmas disco<br>Thur 14 <sup>th</sup> – Xmas dinner<br>Fri 15 <sup>th</sup> – Secret Santa/ meal<br>Fri 15 <sup>th</sup> – Raffle prize rewards<br>Fri 15 <sup>th</sup> – Attendance certificates go out |
| Christmas Holidays<br>Mon 18 <sup>th</sup> Dec – Fri 29 <sup>th</sup> Dec |   |                                   |  |

| Spring 2024                        |   |   |   |
|------------------------------------|---|---|---|
| Date                               | Wednesday staff meetings<br>Subject                             | Monitoring/<br>assessment                                 | Key Dates   |
| Week 1<br>w/c 1 <sup>st</sup> Jan  | No staff meeting<br>INSET Day                                   | Positive learning environment<br><br>Feedback for marking | Mon 1 <sup>st</sup> – Bank Holiday<br>Tues 2 <sup>nd</sup> – INSET day<br>Fri – Spring 1 Curriculum Overview to be sent out |
| Week 2<br>w/c 8 <sup>th</sup> Jan  | SEN task design<br>Review IPPs<br>Provision maps                | PP meetings<br>Assessment folder                          | CPD - Subject leader meetings throughout week<br>Thur 11 <sup>th</sup> - Infant's parent/ child reading time                |
| Week 3<br>w/c 15 <sup>th</sup> Jan | Mental Health and Wellbeing<br>ICT – progression of new program | Subject Leaders –<br>Book monitoring                      | Thur 18 <sup>th</sup> – Junior parent/ child reading time   |



## Strategic Implementation, CDP and Monitoring Plan Overview

|   |   |  |   |
|---|---|--|---|
|   | Music – progression of Charanga   |  |   |
| Week 4<br>w/c 22 <sup>nd</sup> Jan  | No staff meeting<br>Open evenings   | Subject Leaders –<br>Book monitoring       | After school clubs start<br>Wed 24 <sup>th</sup> – lower school 3:15-4:00 Open Day<br>Thur 25 <sup>th</sup> - upper school 3:15-4:00 Open Day   |
| Week 5<br>w/c 29 <sup>th</sup> Jan  | PSHE/ RE – progress/<br>expectations<br>Feedback from subject<br>leaders on books | Learning Walk<br>(Challenge)               | Fri 2 <sup>nd</sup> - whole school pupil conferencing   |
| Week 6<br>w/c 5 <sup>th</sup> Feb   | Writing expectations<br>School Values –<br>wellbeing                              | Phonics progress                           | Mental Health Week<br>Fri 9 <sup>th</sup> – Break the Rule Day<br>Fri 9 <sup>th</sup> – Internet Safety Day   |
| Spring Half Term<br>Mon 12 <sup>th</sup> Feb – Fri 16 <sup>th</sup> Feb   |   |  |   |
| Week 8<br>w/c 19 <sup>th</sup> Feb  | PE – progress   | Reading<br>Workshops<br>progress           | Fri 23 <sup>rd</sup> – Spring 2 Curriculum Overview to be sent out  |
| Week 9<br>w/c 26 <sup>th</sup> Feb  | SEN<br>Task design  | LSA learning<br>walks                      | Thur 29 <sup>th</sup> – World Book Day  |
| Week 10<br>w/c 4 <sup>th</sup> March                                      | Teaching of Spelling  | LSA learning<br>walks                      | All staff - Performance Management Reviews<br>Thur 7 <sup>th</sup> – House Competition (Hockey)<br>Thur 7 <sup>th</sup> – Eat Them To Defeat Them   |
| Week 11<br>w/c 11 <sup>th</sup> March                                     | Writing moderation  | Behaviour<br>expectations<br>across school | After school clubs finish<br>Prep for MOCK SATs<br>Science Week<br>Mon 11 <sup>th</sup> – SATs administration published<br>Fri 15 <sup>th</sup> – Red Nose Day                                    |
| Week 12<br>w/c 18 <sup>th</sup> March                                     | Year group summer<br>MTP updates  | English and<br>Maths book<br>moderation    | MOCK SATs week<br>Mon 18 <sup>th</sup> - Year 4 access MTC<br>Fri 22 <sup>nd</sup> - Whole school pupil conferencing  |
| Week 13<br>w/c 25 <sup>th</sup> March                                     | Data drop   | Data drop<br>Spring entry                  | Mon 25 <sup>th</sup> – Reading Reward Pick n Mix<br>Thur 28 <sup>th</sup> – Raffle prize rewards<br>Thur 28 <sup>th</sup> - Attendance certificates go out<br>Fri 29 <sup>th</sup> – Bank Holiday |
| Easter Holidays<br>Mon 1 <sup>st</sup> April – Fri 12 <sup>th</sup> April |   |  |   |

### Summer 2024

| Date                                 | Wednesday staff meetings<br>Subject     | Monitoring/<br>assessment                                 | Key Dates  |
|--------------------------------------|---|---|--|
| Week 1<br>w/c 15 <sup>th</sup> April | Learning environment<br>Display Updates | Classroom<br>displays/ learning<br>environment            | SATs Test Received<br>Fri 19 <sup>th</sup> – Summer 1 Curriculum Overview to be sent out                           |
| Week 2<br>w/c 22 <sup>nd</sup> April | ILP reviews/ provision<br>maps          | Lower School<br>Learning Walk<br>Coaching target<br>focus | Wed 24 <sup>th</sup> – Infants School Movie Night 3-5pm<br>Thur 25 <sup>th</sup> – Junior School Movie Night 3-5pm |



## Strategic Implementation, CDP and Monitoring Plan Overview

|   |  |   |   |
|---|--|---|---|
| Week 3<br>w/c 29 <sup>th</sup> April                                    | SATs expectations<br>School Values –<br>wellbeing              | Upper School<br>Learning Walk<br>Coaching target<br>focus | Mon 29 <sup>th</sup> – Bank Holiday<br>Fri 3 <sup>rd</sup> – Whole School Pupil Conferencing  |
| Week 4<br>w/c 6 <sup>th</sup> May                                       | End of Year reports  | SEN – planning<br>and books                               | Mon 6 <sup>th</sup> - Bank Holiday<br>Thur 9 <sup>th</sup> - ILP reviews<br>Thur 9 <sup>th</sup> - House Competition –Bingo   |
| Week 5<br>w/c 13 <sup>th</sup> May                                      | No Staff Meeting<br>Summer Festival                            | Challenge –<br>planning and<br>books                      | Walk to school Week<br>SATs Week & SATs breakfast Club<br>Mon 13 <sup>th</sup> - SPAG SATs papers 1 and 2<br>Tue 14 <sup>th</sup> - Reading SATs paper<br>Wed 15 <sup>th</sup> - Maths SATs papers 1 and 2<br>Thur 16 <sup>th</sup> - Maths SATs paper 3<br>Fri 17 <sup>th</sup> Year 6 Party Afternoon |
| Week 6<br>w/c 20 <sup>th</sup> May                                      | Standards in books<br>Writing moderation                       | Pupil Premium<br>Progress                                 | Thur 23 <sup>rd</sup> – Year 4 Sleep Over (hall)<br>Fri 24 <sup>th</sup> – Year 4 half day<br>Sat 25 <sup>th</sup> – Summer Festival (2pm-5pm)  |
| Summer Half Term<br>Mon 27 <sup>th</sup> May – Fri 31 <sup>st</sup> May |  |   |   |
| Week 7<br>w/c 3 <sup>rd</sup> June                                      | No staff meeting<br>INSET Day<br>New Staff Structure<br>Shared | n/a   | Mon 3 <sup>rd</sup> – INSET Day<br>Mon 3 <sup>rd</sup> – Year 4 MTC (2 weeks)<br>Wed 5 <sup>th</sup> – Yr 2/3 teachers meet up with infants<br>Fri 7 <sup>th</sup> – Summer 2 Curriculum Overview to be sent out  |
| Week 8<br>w/c 10 <sup>th</sup> June                                     | Sports Week<br>Bump Up Day                                     | Class and Subject<br>pages on website                     | Clean AIR Day Scooter Challenge Week<br>TPA meetings with parents KENIS & KEJS<br>Thur 13 <sup>th</sup> - House Challenge – Scooter Race  |
| Week 9<br>w/c 17 <sup>th</sup> June                                     | Review Subject Action<br>Plans                                 | n/a   | Sports Week<br>Wed 19 <sup>th</sup> - Yr 2/3 30 minutes sporting activity together & teacher to do 'getting to now task'.   |
| Week 10<br>w/c 24 <sup>th</sup> June                                    | No Staff Meeting<br>Finalise reports<br>Deadline               | Foundation books<br>and planning                          | Reserve Sports Week<br>Test Week (Yr 3 – 5)<br>Wed 26 <sup>th</sup> – Bump up day/ transition day<br>Wed 26 <sup>th</sup> – Deadline Yr 6 writing data<br>Fri 27 <sup>th</sup> - ALL reports finished and on the network.   |
| Week 11<br>w/c 1 <sup>st</sup> July                                     | Writing Moderation   | SATs data   | Test Week (Yr 3 – 5)<br>Tue 2 <sup>nd</sup> – SATs results available<br>Tue 2 <sup>nd</sup> – Year 6 rehearsals<br>Thur 4 <sup>th</sup> – Year 6 Performance to parents 2:30pm<br>Fri 5 <sup>th</sup> - whole school pupil conferencing   |
| Week 12<br>w/c 8 <sup>th</sup> July                                     | No staff meeting<br>Meeting new teachers                       | Data Drop<br>Summer entry                                 | Year 6 Fun Week<br>Meeting new teachers<br>Sun 14 <sup>th</sup> July – Andover Carnival   |
| Week 13<br>w/c 15 <sup>th</sup> July                                    | SEN<br>Review IPPs<br>Provision maps                           | Data Drop<br>summer entry                                 | Whole school pupil conferencing<br>Year 3 Stubbington (Mon-Wed)<br>Mon 15 <sup>th</sup> – Reports Go Out<br>Thur 18 <sup>th</sup> – Whole School Water Party<br>Fri 19 <sup>th</sup> – Reading Reward Ice Cream   |

At Knights Enham Junior School we provide...

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**

|  |     |     |  |
|--|-----|-----|--|
| Week 14<br>w/c 22 <sup>nd</sup> July                                   | n/a | n/a | Mon 22 <sup>nd</sup> – Raffle prize rewards<br>Tues 23 <sup>rd</sup> – half day (finish at 1:30pm) |
| Summer Holidays - Wed 24 <sup>th</sup> July – Fri 30 <sup>th</sup> Aug |     |     |  |