

Knights Enham School
Federation School Improvement Plan
(2024 - 2025)

Vision

At Knights Enham Schools we provide...

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



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Requires Improvement

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Requires Improvement

Requires Improvement

Requires Improvement

Requires Improvement

| <u>What does the school need to do to improve?</u> | Current IMPACT |
|--|---|
| 1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years. | <ul style="list-style-type: none">• New Long-Term Plans developed, which outline a sequence of themes. This has allowed a crucial role in elevating the quality of education and improving outcomes. Teachers know what and when something needs teaching.• New Medium-Term Plans developed to outline the sequence of weekly progression of skills and knowledge is mapped around each theme. Skills build on previous knowledge the children have been taught.• Dr Charlotte Wilson (DFE) has met with most subject leaders to review plans. Staff have visited the Trinity Academy and worked with staff there to further develop their understanding of subject leadership. Follow up session with Dr Wilson to review plans and to show developed leadership of their subjects (see report from Dr. Wilson).• New English and Maths Medium term and weekly planning is in place. Teachers plan sequence skills and knowledge, linked to appropriate task designs which are adaptations to meet the needs of the children. Maths and English leaders have worked closely with HIAS advisors to review strength of subject within the school. (See HIAS reports)• New subject schemes and bespoke weekly planning has been implemented. The weekly planning details the knowledge that needs to be taught. This has developed a consistent approach to teaching foundation subjects, teachers stick to the curriculum that needs to be taught, which meets the needs of all pupils in class. |
| 2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set | <ul style="list-style-type: none">• New EYFS curriculum, designed around four key aspirations through the support of SFYC (see reports). Ambitious activities are now being set and carefully match the children's current learning needs. Milestones of achievement are planned and monitored for each term from Owlets to Year R. |

| | |
|--|---|
| <p>ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.</p> | <ul style="list-style-type: none"> • Relaunch of ELS phonics scheme from January 2024. Phonics teaching starts in Owls where Phase 1 is taught to all pupils. Phonics data is tracked half termly from Year R to Year 2 and weekly planning sessions are adapted to ensure all pupils keep up not catch up. Data is also used to plan and deliver individual interventions for pupils. • School working closely with Springhill Phonics Hub - £11,500 new decodable reading books now being used by pupils to improve their reading. • Development of outside space, allow teachers to develop appropriate activities which match the children's needs. • Learning walks with Dr Wilson to review teaching within KS1 – focus on task design and review that activities match planned curriculum. (See reports) |
| <p>3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.</p> | <ul style="list-style-type: none"> • New senior leadership in place to establish high expectations and clear routines for all pupils (September 2023). • New positive behaviour policy embedded linked to the school new vision and values. This has improved consistency in staff management approaches and helped with positive learning behaviours. This has improved the outcomes and standards in books. • As part of behaviour policy – house point system introduced based on school values. Weekly reward incentive based on house points introduced – values mascots in place. Values badge also in place for pupils who demonstrate all school values. This has had a positive impact on behaviour. • All staff understand expectations and the process in dealing with inappropriate behaviour when children do not follow the Knights' Way (school rules). CPOMs is used effectively to record behaviour and staff to identify patterns and early intervention. • New Nurture provision in place supporting children, who struggle to access the curriculum. This is developing their basic skills and confidence to access the classroom daily. • Where significant behaviour is demonstrated – school have worked with outside agencies (PBS and Norman Gate School) to seek further support and intervention (See reports and action plans). |
| <p>4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from abroad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.</p> | <ul style="list-style-type: none"> • The new senior leadership team have driven forward the importance of Cultural Capital across each year group. Sequences of enriched experiences have been planned in including trips and projects throughout the year, exposing children to different experiences. Pupils have visited the local area (Owls); visited the local Post Office and posted their own letters (Year R) visited Marwell Zoo – Year 1; visited Leap Beach (Year 2) enjoyed story teller visitors (EYFS) and a local theatre group has delivered workshops to pupils (KS1) • A new TALA has been appointed and ELSA is accessed from the Junior school to allow children to be supported and enjoy pastoral experiences. This supports the wellbeing of the children. • Since the federation, the Infants have enjoyed the junior school facilities including, the school dog, forest schools and the new Inhouse Nurture provision. The children have been exposed to a range of support and experiences. Our children are happy! • All English journeys have been developed around 'hooks'. These hooks engage the children's imagination and excitement for learning. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • School use SCARF to deliver PSHE and RSE curriculum – including a yearly workshop for all pupils delivered by SCARF staff. |
| <p>5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.</p> | <ul style="list-style-type: none"> • All subjects have action plans linked to previous outcomes from last year. The action plans outline Intent, Implementation and Impact. This has given leaders an oversight of the strengths and areas for improvement for their subject. • From September 2024, Foundation National Curriculum targets are being assessed termly using INSIGHTS and allows subject leaders to have a clear oversight of how all pupils are learning the curriculum. • Developing leader subject knowledge is linked to priority 2 of the school improvement plan and is supported by the capacity of the school's CPD program. Subject leaders are actively involved in a range of mentoring and training opportunities through the year. This allows a better understanding of the impact of their subject and informs progress made from the subject action plans. • Federation of the two schools has allowed subject leaders to take responsibility for just one subject. This has enabled the school to focus on the key strengths of individuals and personalise CPD for individual staff. This has also given leaders the capacity to manage their subject effectively. • Staff given dedicated time for subject release each half term to focus on subject development – including book monitoring, pupil conferencing and learning walks. Staff encouraged to make time to do this on a regular basis outside of dedicated time. (See subject leaders folders) |

Junior 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

Knights Enham Junior School has been on a challenging journey since the school achieved 'GOOD' by Ofsted in 2018. In 2018, the school found itself in a position where the Leadership team was not in place due to career progression and difficulty in recruitment. During this period, the school had been managed by two Executive Headteachers, which impacted the progress of the school. In 2020, the school's overall performance was declining and an Interim Headteacher along with an Interim Deputy Head were appointed at Knights Enham Junior School. The school was evaluated by the new Leadership as needing extra support, the school was then put on HIGH priority by the local authority and support was provided. The standards had dropped, the curriculum was unclear and there was a lack of consistency in all areas of the school. In January 2021, a new Headteacher and Deputy Head was appointed. The new leadership team has worked rigorously with all stakeholders to improve standards across all areas of the school. A new curriculum was designed around the children and systems have been put in place to develop consistency across the school. Standards have significantly improved, and the school continues to make improvements outlined in the LLPR report, in April 2023, the school was taken off HIGH priority by Hampshire. In September 2023, the Leadership team began interim support of the infants' school, to support its journey back to good. Both schools were federated in March 2024.

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

IMPACT since November 2020

| | |
|---|--|
| <p>1) Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.</p> | <ul style="list-style-type: none"> • Strategic approach has been the key focus since November 2020. All staff understand the expectations in all areas of Teaching and Learning. Consistency in systems and approach have allowed staff to develop a teaching approach which develops not only the pupils academic abilities but the wellbeing of all children. • New approaches and systems to support consistency and standards across teaching & learning: <ul style="list-style-type: none"> ➤ School vision and values to develop a whole school and support positive learning behaviours ➤ New assessment platform to support assessment for learning ➤ Effective feedback for marking approach to consolidate and challenge learning ➤ New rigorous phonics scheme being taught daily to support progress of early reading ➤ Clear approach to reading workshops, English and maths learning journeys. Develop consistency in expectations. ➤ Robust Teaching and Learning policy, focusing on 5 milestones to success ➤ New SLT to monitor standards across all areas of teaching and learning ➤ Working walls have been design to maximum support in class (are being used as effectivity as possible) ➤ New Long-Term Planning designed new exciting themes, generated by all stakeholders ➤ New Long-Term Plans developed, which outline a sequence of themes. This has allowed a crucial role in elevating the quality of education and improving outcomes. Teachers know what and when something needs teaching. ➤ New Medium-Term Plans developed to outline the sequence of weekly progression of skills and knowledge is mapped around each theme. Skills build on previous knowledge the children have been taught. ➤ New subject action plans clearly defining Intent, Implementation and Impact. Subjects leaders have clear oversight of standards in their subject. • Teachers have a clear robust understanding of their children, starting points, their gaps and where they need to get to. Adaptations are seen in all aspects of the curriculum for all groups of children in every class so that every child makes progress. Knights Enham Junior School has now developed its own teaching and learning identity, which all staff are invested in. |
| <p>2) Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.</p> | <ul style="list-style-type: none"> • Feedback for marking focuses on assessment for learning within lessons. All staff identify children's understanding in each lesson and respond appropriate to the needs of each child. Children are supported with consolidation questions or next steps (challenge) to move their learning forward in the moment. Children are independently working to move learning forward in class by responding to adult's feedback. • New robust English and Maths medium plans and weekly plans outlines adaptations needed in class including GDS. The GDS outcomes from KS2 SATs has improved from the pre Covid 2019 SATs results. English and Maths leaders have worked alongside HIAS to develop subject knowledge and leadership (See reports) • Teachers use 'I do, We do, You do' approach which incorporates flexible inputs, making sure all inputs are pitched at the appropriate level to achieve better outcomes. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • School has embedded a whole school phonics recovery programme to ensure that children have the basic skills of reading and spelling in order to access the curriculum (See HUB audit) |
| 3) Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics. | <ul style="list-style-type: none"> • SENCo has developed non-negotiables linked to robust individual Learning Plans outline key adaptations needed for SEN children in class. All staff are fully aware of the expectations and supporting the progress made by the SEN children. Nearly 50% of SEN children achieved national standard in their KS2 results. • Provisions including ELSA, new TALA, new Forest School and the new inhouse Nurture provision has offered the pastoral support some of the SEN children need. These provisions are developing the wellbeing and confidence the children need to access main stream classrooms effectively. • All SEN children are accessing the classroom and are developing the positive learning behaviours to achieve their best. • Liaison with outside agencies to further support staff training and provisions available to pupils (S&L, OT, Norman Gate Outreach, Wolverdene Outreach, PBS, Educational Psychologist) |

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning/ SEND

Meeting the needs of all children to ensure good progress.

To improve pupil outcomes through **staff knowledge** and consistency of **HQIT** so that combined outcomes by the end of key stage 2 are at least in line with National.

2. Curriculum

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

To ensure **middle leaders** have the skills to lead their subject effectively, **demonstrating impact** on the pupils' achievements.

3. Phonics & Early reading

Giving the children the tools to develop their love of reading.

To embed the teaching of **phonics** and the approach to **early reading** so that all children are fulfilling their potential as Knights Enham readers.

1. Teaching and Learning/ SEND

Meeting the needs of all children to ensure good progress.

Rationale

The Federation has focused on creating a well-sequenced curriculum for all pupils, the consistent implementation of assessment systems and the creation of a robust teaching and learning policy (see impact of Ofsted actions for more detail). As a result, teachers know what to teach, can identify next steps within and across units of work and make adaptations to secure progress for pupils. The identified actions for teaching and learning for 24-25 will further strengthen the pedagogical approaches across the Federation and provide ongoing professional development for all staff. We now expect the improvements to have greater impact on pupil outcomes with more pupils meeting Age Related Expectations by the end of Key Stage Two and for the gap between SEN and non-SEN pupils to reduce.

| Intent | Implementation/ Actions | Who? | Impact |
|-----------------------------|---|--------------|---|
| Feedback for Marking | Autumn milestone 1 <ul style="list-style-type: none"> Staff to review feedback for marking policy and new marking code shared across school. CPD focusing on effective consolidate/ challenge questioning that can be used within the lessons by all adults | SLT | Autumn – milestone 1 <ul style="list-style-type: none"> There is a shared approach to feedback and marking which informs next steps in planning and teaching. Pupils are using editing pens respond to marking and move learning forward. All staff have read and signed of the policy. |
| | Spring milestone 2 <ul style="list-style-type: none"> Staff use Step to Success effective within the lessons structure/ IWB. Use the process to allow pupils to assess progress within the lessons. For adults to use the Steps to Success as a tool to assess pupils understanding and consider next steps. Mini plenary stops are highlighted in weekly plans to allow adults to assess progress and understanding within a lesson and adapt teaching according. | | Spring – milestone 2 <ul style="list-style-type: none"> Steps to success are evident in classrooms and children can articulate their learning. There is consistent evidence from monitoring that teachers use assessment information from questioning and feedback to check for understanding and inform teaching. |
| | Summer milestone 3 <ul style="list-style-type: none"> Children are given opportunities for peer assessment, allowing the pupils to articulate their own steps supported by the Steps to Success in the lessons. | | Summer – milestone 3 <ul style="list-style-type: none"> Children are developing detailed knowledge and skills throughout the curriculum. All children including key target children are making good progress. Children can articulate their knowledge and skills over time. |
| Adaptation | Autumn milestone 1 <ul style="list-style-type: none"> CPD focusing on HQIT linked with the school teaching and learning policy. I do, We do, You do approach support high quality modelling and the pace of the sessions | HT/ SENCO | Autumn – milestone 1 <ul style="list-style-type: none"> Staff are showing good understanding of what HQIT looks like in their classroom. Teachers are meeting milestone 3 of the teaching and learning policy. |

| | | | |
|-------------------|--|--|---|
| | <ul style="list-style-type: none"> Review positive learning environments including the organisation and structure of classrooms and reducing cognitive load. Introduce the new teaching and learning policy and the key milestones to success. Weekly planning outlines flexible approach to inputs. Allowing opportunities for split inputs when necessary and LSAs to support different groups. CPD on task designs which meet the needs of all pupils including children with ILPs. | | <ul style="list-style-type: none"> All staff have read and signed off the teaching and learning policy. Appropriate inputs are being developed by different adults. Children are being challenged by a flexible approach to inputs. Through learning walks and books, children needs are being met through appropriate task designs and resources. Adults in class can articulate who their SEN children are and adaptations they have. Learning Walks evidence consistency in learning environments, including the organisation and structure of classrooms. |
| | Spring milestone 2 <ul style="list-style-type: none"> CPD on high quality modelling by using the, 'I do, We do, You do' approach and how that can be used with a split input. CPD on HQIT, paired coaching with phase leaders. Learning Walk in place focusing on mile stone 3 of the teaching and learning policy. | | Spring – milestone 2 <ul style="list-style-type: none"> Learning Walks and planning reveal that teachers are planning appropriate input which meet the needs of all their children. Coaching reveals good teaching subject knowledge around HQIT Most teachers are achieving milestone 3 of the teaching and learning policy. |
| | Summer milestone 3 <ul style="list-style-type: none"> CPD on HQIT linked with the school teaching and learning policy, milestone 3. Targeted support re: milestone 3 for identified staff from Spring Learning Walk in place focusing on milestone 3 of the teaching and learning policy. | | Summer – milestone 3 <ul style="list-style-type: none"> Key children have achieved the end of year targets (See data expectations table). All teachers are achieving milestone 3 of the teaching and learning policy. |
| Assessment | Autumn milestone 1 <ul style="list-style-type: none"> Update assessment policy and share. All teachers have updated class assessment folders. Insights to focus on the National Curriculum targets, not Hampshire Phases. Key children are identified to narrow the gap in line with national and linked to Performance Management outcomes. Leuven scale will be used on all SEN pupils and key children across KS1 and KS2. | | Autumn – milestone 1 <ul style="list-style-type: none"> All staff have read, understood and signed of the assessment for learning policy. All class folders shared in Pupil Progress Meetings. Teachers using National Curriculum targets assess children on Insights. Teachers are tracking back and assessing children not at age related expectations. Teachers have assessed SEN pupils and key children using the Leuven scale to monitor progress. |

| | | | |
|--|---|----------------|--|
| | <ul style="list-style-type: none"> • Oral reading fluency diagnostic will be used on all SEN children across KS1 and KS2. • All LSAs to be given one key child that they will support throughout the year linked to PM. • Writing Cluster moderation organised. • Pupil Progress Meetings will focus on current attainment and key children identified to meet national by the end of the year. • ILPs to be accessible on INSIGHTs. • New Pupil Premium Venns to be used within Pupil Progress Meetings. | | <ul style="list-style-type: none"> • Teachers have assessed SEN pupils and key children using the fluency diagnostic to identify gaps and monitor progress. • All LSAs have key children, understand gaps and supporting in class. Evident in learning walks. • Writing moderation takes place with focus on sentence structure. Improved teacher knowledge on are related expectations. • All ILPs updated and shared with families. Provisions in place for SEN children evidence in learning walks. • Evidence is books, learning walks, progress show children are being catered for. • Pupil progress meetings identify that key children's gaps are narrowing. More pupils achieving GDS. All teachers are achieving mile stone 4 from the teaching and learning policy. |
| | Spring milestone 2 <ul style="list-style-type: none"> • CPD on effective assessment for learning and tracking back. • Reviewing progress from Autumn Data drop-in pupil progress meetings. • Monitoring INSIGHTs objectives. • Writing Cluster moderation organised. • Maths internal moderating organised. | | Spring – milestone 2 <ul style="list-style-type: none"> • Insights reveals tracking of children working below age related expectation. • Writing moderation takes place with focus on adaptation. Improved teacher knowledge on are related expectations. • Books show good progress, adaptations in task designs and lots of evidence of high-quality feedback for marking. |
| | Summer milestone 3 <ul style="list-style-type: none"> • Reviewing progress from Spring Data drop-in pupil progress meetings. • Writing Cluster moderation organised • Final data drop to develop accurate baseline for Autumn 2025/2026. | | Summer – milestone 3 <ul style="list-style-type: none"> • Teachers and LSA achieve Performance Management targets. • Key children across the school are assessed as ARE. • End of Key Stage Two combined outcome is in line or above National (66% expectation) • Gaps have narrowed for SEN children • The percentage of GDS has increased • New baseline set for 2025/ 2026 |
| Maths raising expectations for the end of year KS2 data. | Autumn milestone 1 <ul style="list-style-type: none"> • Review maths policy and share with all staff. • Subject Maths Actions Plans updated by both subject leaders. • Staff know who the target pupils are, have identified their gaps and ensure assessment for learning within lessons moves their learning at an appropriate pace | Maths Lead/ HT | <ul style="list-style-type: none"> • All staff have read, understood and signed of maths policy. • Maths leader moderation reveals consistency in place across all areas of the subject. Everyone understands the expectations and high standards needed. • All teachers assessing inline with National Curriculum Targets to inform weekly planning. |

| | | | |
|---|--|----------------|--|
| | <ul style="list-style-type: none"> • All maths units, reviews and in line with National Curriculum targets/ Insights • Maths setting in place in Year 6 to support rapid progress. • Arithmetic in place from week 3 • CPD for Year 6 staff 'raising outcomes at Key Stage 2' • CPD for Year 6 staff 'Q&A analysis' KS2 • CPD on the delivery of task design and opportunity for embedding and consolidate a concept. • Deliver a new approach to improving the teaching of timetables and celebrating success. • Access to new materials on summer revision through Moodle + • Review KS1 and KS2 outcomes | | <ul style="list-style-type: none"> • Outcome from November MOCK SATs reveals good progress linked to setting. • Key children's gaps assessed, taught and achieved. • A program of maths support needed in Year 6 for targets children in place. • MTP planning has been adapted in line with the QLA analysis. • Teachers have done baselines for Timetables and teachers have identified gaps in pupils' knowledge, adapting planning in light of these gaps. • Assessment data evidences that target pupils across the school are making strong progress from their starting points in the taught domains. |
| | Spring milestone 2 <ul style="list-style-type: none"> • CPD focusing on prior learning. Instructing a cold task at the beginning of each unit. • Learning Walk focusing on task design and CPA approach. • Reviewing all maths work stations in class, accessibility and resources available. • HIAS support and review action plans/ next steps. • Review KS1 and KS2 outcomes | Maths Lead/ HT | <ul style="list-style-type: none"> • Teachers are meeting milestone 3 of the teaching and learning policy • Books are showing good progress, high standards, quality task design and CPA. • Children accessing work stations in learning walks and can articulate what resources they need. • Key children's gaps assessed, taught and achieved. |
| | Summer milestone 3 <ul style="list-style-type: none"> • Review action plans and data across schools • Learning Walk focusing on adaptations and CPA approach. Develop coaching opportunities for those that need it. | Maths Lead/ HT | <ul style="list-style-type: none"> • The school is meeting national for KS1 and KS2 results. • Expectations for each year group are met. See expectation grid. |
| Writing and reading. Raising expectations for the end of year KS2 data. | Autumn milestone 1 <ul style="list-style-type: none"> • Review English policy and share with all staff. • Subject English Actions Plans updated by both subject leaders. • Staff know who the target pupils are for reading and writing, have identified their gaps and ensure assessment for learning within lessons moves their learning at an appropriate pace • All English journeys reviewed and in line with National Curriculum targets/ Insights • CPD for Year 6 staff 'raising outcomes at Key Stage 2' | Maths Lead/ HT | <ul style="list-style-type: none"> • All staff have read, understood and signed of maths policy. • English leader moderation reveals consistency in place across all areas of the subject. Everyone understands the expectations and high standards needed. • All teachers assessing inline with National Curriculum Targets to inform weekly planning. • Outcome from November MOCK SATs reveals good progress linked to setting. • Key children's gaps assessed, taught and achieved. • A program of reading and writing support needed in Year 6 for target children in place. |

| | | | |
|--|--|----------------|--|
| | <ul style="list-style-type: none"> • CPD for Year 6 staff 'QLA analysis' KS2 • CPD on sentence structure and develop a progression of skills • Introduce reading assemblies • Introduce grammar daily warm up sessions • CPD on English book monitoring. • Review KS1 and KS2 outcomes | | <ul style="list-style-type: none"> • MTP planning has been adapted in line with QLA analysis. • Teachers have identified gaps in pupils' knowledge re: grammar and sentence structure. |
| | Spring milestone 2 <ul style="list-style-type: none"> • CPD focusing on the delivery of workshop sessions and the teaching of different reading skills. • Learning Walk focusing on task design/ outcomes • HIAS support and review action plans/ next steps. • Review KS1 and KS2 outcomes | Maths Lead/ HT | <ul style="list-style-type: none"> • Teachers are meeting milestone 3 of the teaching and learning policy • Books are showing good progress, high standards, quality task design and application of taught sentence structure. • Key children's gaps assessed, taught and achieved. |
| | Summer milestone 3 <ul style="list-style-type: none"> • Review action plans and data across schools • Learning Walk focusing on reading for fluency | Maths Lead/ HT | <ul style="list-style-type: none"> • The school is meeting national for KS1 and KS2 results. • Expectations for each year group are met. See expectation grid. |

Teaching and Learning

Teaching at Knights Enham Schools is a process that is supported by the school vision and aims to meet the needs of all our pupils through enjoyment, experiences and the School Values (Knights' Way). Teaching at Knights Enham is driven by five key mile stones to success.

NURTURE

COLLABORATION

INDEPENDENCE

RESILIENCE

RESPECT

Milestone 1

Learning Environment

1. Positive learning environment
2. Positive learning behaviours
3. Positive relationships

Teaching standard 1 & 7

Milestone 2

Planning & Preparation

1. Clear curriculum aims
2. Planning for progress
3. Accurate task designs
4. Rigorous organisation

Teaching standard 2

Milestone 3

Teaching & Learning

1. Adaptations
2. Cognitive load
3. Role of adults

Teaching standard 3, 4 & 5

Milestone 4

Assessing & Responding

- Formative assessment
Summative assessment

Teaching standard 6

Milestone 5

Professional Development

1. Monitoring
2. Feedback
3. Coaching
4. Reflective practitioner

Teaching standard 5

2. Curriculum

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

Rationale

A new curriculum which is in place across both schools supports the development of pupil's skills and knowledge. The new Long Term, Medium Term and Weekly Planning allows for high quality coverage and pupils enjoyment of enrich experiences. Next step is for Middle Leaders to demonstrate the impact they are now having on the new curriculum.

| Intent | Implementation/ Actions | Who? | Impact |
|------------------------------|---|--|---|
| Knowledge-centred curriculum | Autumn milestone 1 <ul style="list-style-type: none"> • CPD – staff meeting around expectations for the year. • Review 2023/ 2024 actions plans • Update 2024/2025 action places • Review autumn current LTP/ MTP and weekly planning • QLA of KS2 outcomes. Maths lead to attend QLA course • Update website subject areas • Subject meetings to discuss expectations for the year and to review intent, implementation and impact. Go through possible questions for subject leaders to consider. • Monitor books – share journeys of each subject (History, RE and Music) • To develop prior knowledge task/ cold tasks at the beginning of foundation units to assess pupils knowledge. • Teachers build in retrieval opportunities in subjects based on assessment • Autumn data uploaded. | HT/ School Improvement Leader/ subject leaders | Autumn – milestone 1 <ul style="list-style-type: none"> • Subject leaders can articulate last years impact. Subject leaders can articulate current intent and implementation for 2024/2025 academic year. • All action plans on school website. • Subject meetings take place. Monitoring schedule is planned out by each subject leader. • Learning walks reveal that children can articulate what they have previously learnt. • Teachers update foundation subjects on Insights and subject leaders are able to identify progress and gaps for key groups. |
| | Spring milestone 2 <ul style="list-style-type: none"> • CPD – staff meetings throughout, delivered by subject leaders • Review spring current LTP/ MTP and weekly planning • Monitor books – share journeys of each subject (Art and PSHE) • Pupil conferencing around pupil knowledge/ understanding • Spring data uploaded. | | Spring – milestone 2 <ul style="list-style-type: none"> • All subject leaders have successfully delivered a staff meeting. • All LTP/ MTP has been reviewed, updated and is seen in books. • Books show high expectations in knowledge and skills. • Subjects' leaders are able to confidently discuss the key strengths and next steps of their subject. • Teachers update foundation subjects on Insights and subjects leaders are able to identify progress and gaps in key groups. |

| | | | |
|--|---|--|---|
| | Summer milestone 3 <ul style="list-style-type: none"> • Monitor books – share journeys of each subject (Science and French) • Pupil conferencing around pupil knowledge/ understanding. • Subject meetings to discussion expectations for the year and to review impact. • Summer data uploaded. | HT/ School Improvement Leader/ subject leaders | Summer – milestone 3 <ul style="list-style-type: none"> • Books show high standards in skills and pupil knowledge is being built upon. Pupils are reflecting on knowledge taught and evaluating outcomes. Subject leaders confidently understand their subjects, can articulate impact and next steps. • Action plans reviewed and new targets set for the following year. • Teachers update foundation subjects on Insights and subjects leaders are able to identify progress and gaps in key groups. |
|--|---|--|---|

3. Phonics & Early reading

Giving the children the tools to develop their love of reading.

Rationale

The infants had a phonics programme in place (ELS) which they were not following with fidelity and had not received appropriate training or adequate resources. New funding and support from Springhill HUB has allowed for the staff to have appropriate training and new resources are available to be used by staff and pupils. The programme is being consistency taught twice a day with top up interventions where needed. Next steps: to develop on last year's progress and aim to meet National data for year 1 phonics over the next two years.

| Intent | Implementation/ Actions | Who? | Impact |
|---|---|------------------------------------|--|
| Develop subject knowledge of staff | Autumn milestone 1 <ul style="list-style-type: none"> • LSA training on delivery of interventions • Monitoring visit by Springhill HUB • Phonics lead CPD with HIAS • Training for new staff on delivery of ELS • Coaching of new teaching staff by phonics lead to ensure fidelity to the scheme • Assessment and review of data week 5 each half term. | HT/ Phonics and Early Reading Lead | Autumn – milestone 1 <ul style="list-style-type: none"> • All LSAs are delivering phonics interventions to pupils where needed • Phonics lead has a clear plan to continue to develop and support the teaching of catch-up for phonics progress and attainment • ELS is taught with fidelity across EYFS and KS1 |

| | | | |
|---|---|--|--|
| | Spring milestone 2 <ul style="list-style-type: none"> Assessment and review of data week 5 each half term. Review of interventions with staff Monitoring visit by Springhill HUB Phonics lead CPD with HIAS | HT/ Phonics and Early Reading Lead | Spring – milestone 2 <ul style="list-style-type: none"> Interventions are effective and pupil's gaps in phonic knowledge are closed. Positive outcome from Spring Hub monitoring with next steps. All staff are effectively teaching phonics. |
| | Summer milestone 3 <ul style="list-style-type: none"> Assessment and review of data week 5 each half term. Review of interventions with staff Monitoring visit by Springhill HUB Phonics lead CPD with HIAS | HT/ Phonics and Early Reading Lead | Summer – milestone 3 <ul style="list-style-type: none"> Increase of pupils achieving year 1 phonics test pass Catch-up of pupils in year 2 passing year 1 phonics resit. Positive outcome from Spring Hub monitoring with next steps achieved. |
| Narrowing the gap for the lowest 20% | Autumn milestone 1 <ul style="list-style-type: none"> Setting of year 2 children to ensure catch-up in phonics progression for those children who did not pass the year 1 phonics test. Coaching and team teaching by phonics lead to support LSA teaching of interventions in EYFS and KS1 Parent workshops to encourage support of phonics and reading at home Additional reading books introduced to provide further variety and reinforcement of phonics application. Phonics lead review of pupils reading pupils to ensure they are phonically matched to pupil ability | HT/ Phonics and Early Reading Lead | Autumn – milestone 1 <ul style="list-style-type: none"> Parent workshops ensure pupils receive encouragement and support in the phonics learning at home as well as at school All children who are not on track are receiving a catch-up intervention Phonics progress meetings held with staff to plan next steps in interventions. Number of pupils not on track for phonics is reduced |
| | Spring milestone 2 <ul style="list-style-type: none"> Coaching and team teaching by phonics lead to support LSA teaching of interventions in EYFS and KS1 Targeted parent support for lowest 20% pupils where there is little evidence of support at home – phonics lead to meet with parents and identify barriers to support at home Phonics lead review of pupils reading pupils to ensure they are phonically matched to pupil ability | HT/ Phonics and Early Reading Lead | Spring – milestone 2 <ul style="list-style-type: none"> Phonics lead to use information from consultation with parents to create a plan of support for the Spring / Summer term to support reading engagement at home. Reading records from home reveal more reading support by parents is in place. All children are in phonically matched ability to support progress. |
| | Summer milestone 3 <ul style="list-style-type: none"> Additional boosters for 'close to' pupils in year 1 / 2 in order to support them with reading and blending of words Coaching and team teaching by phonics lead to support LSA teaching of interventions in EYFS and KS1 | HT/ Phonics and Early Reading Lead | Summer – milestone 3 <ul style="list-style-type: none"> Pupils in the lowest 20% are developing an interest and love of reading Increased parental engagement with reading at home An increase in attainment in year 2 resit and year 1 phonics test pass. |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> Targeted parent support for lowest 20% pupils where there is little evidence of support at home – phonics lead to provide support and training as identified from consultation in Milestone 2. Phonics lead review of pupils reading pupils to ensure they are phonically matched to pupil ability | | <ul style="list-style-type: none"> Reception children enter year 1 with majority on track |
|--|---|--|--|

Safeguarding Improvement Plan

Outcomes taken from the school annual Safeguarding audit:

| Development Area | Action Required (please also indicate timescale) | How will you evidence the impact? |
|----------------------------------|---|---|
| Staff / Governor training | <p>Core safeguarding team develop knowledge through training via Hampshire safeguarding partnerships., such as child on child, neglect, keeping children safe online.</p> <p>Termly</p> <p>New safeguarding governor in place. Training will be completed in October 2024.</p> <p>Develop filtering and monitoring responsibilities and online safety training.</p> <p>Ensure head teacher is DT trained</p> <p>Further develop all staff knowledge on KCSIE and key areas of SG Through discussions, case study scenarios and quizzes during in staff meetings and LSA briefings.</p> <p>Half termly</p> | <p>Certification to show completion of training.</p> <p>Safeguarding procedures and responsibilities upheld by all staff.</p> <p>Children are safe.</p> |

| | | |
|----------------------------------|--|---|
| | Continuous safeguarding for all staff through weekly staff meetings and briefings. | |
| 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> <p>Gaining children's voice/views through pupil questionnaires and school council.</p> |
| Policy Review | <p>Policies to be reviewed annually.</p> <p>CME flow chart to be completed and added to CME element of Safeguarding.</p> | All policies are up to date and reflect key changes required. |
| Open safeguarding culture | Continue to develop open communication and positive relationships with parents/carers and school staff. Welfare manager and welfare officer, continue to work closely with parents – Provide opportunities for coffee mornings and parent/child after school activities. | <p>School works parents/carers/families to keep pupils safe.</p> <p>Early help is recognised and responded to.</p> <p>Relevant referral are completed when required.</p> |
| Keeping children safe | <p>Develop police workshops around online safety and keeping safe in the community.</p> <p>Develop assemblies to ensure all children are aware of Neglect and having their basic needs met.</p> <p>Regular contact and visits to alternative provision, to be undertaken</p> | <p>Pupil awareness of how to stay safe increases.</p> <p>Pupil are better placed to seek support, make disclosures, show their vulnerability and need for support</p> <p>Ensuring pupils are kept safe outside normal school provision.</p> |



Strategic Implementation, CDP and Monitoring Plan Overview

| Autumn 2024 | | | |
|-------------------------------------|--|--|---|
| Date | Wednesday staff meetings Subject | Monitoring/ assessment | Key Dates |
| Week 1 w/c 2 nd Sept | Subject Action Plans and expectations of the year | Positive learning environment/ informal LLP learning walk | Mon 2 nd - INSET Day Tue 3 rd - INSET Day Wed 4 th - first school day Thur 5 th - LLP informal learning Fri 6 th - Select School Council in class Fri 6 th - Homework handed out with new diaries |
| Week 2 w/c 9 th Sept | Feedback for marking/ HQIT Flipcharts (I do, We do, you do) School website | SLT – maths books Junior LLPR Planning | Tues 10 th – Junior LLPR day Wed 11 th – Grittleton Fri 13 th - Aut 1 Curriculum Overview to be sent out |
| Week 3 w/c 16 th Sept | SEN expectations Phonics SEN/Task design ILP reviews | Pupil Progress Meetings Monitoring books Infants learning walk | Pupil Progress Meeting Week Mon 16 th - FGB Mon 16 th – Fire Alarm Test (infants am & junior pm) Tues 17 th H&S site inspection Tues 17 th Fire Service in Wed 18 th – Fire service for Yr 6 Wed 18 th Year 3 & 4 Brass Demo Thur 19 th – Stay & Play 3:30-4pm Thur 19 th – Dr Wilson, infants learning walk |
| Week 4 w/c 23 th Sept | Pupil Premium Reading Workshop presentation/ expectations | SLT – English books PM Subject meetings – understanding subject and next steps ILPs | Performance Management Week Subject meetings Mon 23 rd – Year 3 Open Day (am & pm) Mon 23 rd – Maths HIAS lead in support infants Thur 26 th – Dr Wilson infants learning walk Thur 26 th – Junior parent/ child reading time Fri 27 th - Infants parent/ child reading time Fri 27 th - Whole school pupil conferencing Fri 27 th – all ILPs finished |
| Week 5 w/c 30 th Sept | HQIT/ Steps to success Questioning | Support staff PM English & Maths books | Harvest Week After school clubs start LSA Performance Management Week Thur 3 rd – National Poetry Day Fri 4 th - Basketball House Competition Sat 5 th – Stay and Play Nursery 10-12 |
| Week 6 w/c 7 th Oct | Open evenings | SLT – foundation books | After school clubs start Wed 9 th – 3:15-4:15 Open Day Thur 10 th – JRSO traing 1pm |
| Week 7 w/c 14 th Oct | Maths updates Maths – share journeys | TBC | Book Author visit – date TBC |

At Knights Enham Schools we provide...

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

'Together We Achieve'



| | | | |
|--|--|--|--|
| Week 8 w/c 21 st Oct | English updates Planning/ edit English – share journeys | Pupil Conferencing SLT – Reading books | Tue 22 nd – Year 3 Open Evening Wed 23 rd – Halloween Disco 4-7pm Thur 24 th – Whole school pupil conferencing Thur 24 th Stay & Play & Play Nursery 3:30pm-4pm Fri 25 th – Raffle prize rewards |
| Autumn Half Term Mon 28 th Oct – Fri 1 st Nov | | | |
| Week 9 w/c 4 th Nov | Subject review History | Teachers learning walks | Mon 4 th – INSET Day Tue 5 th Nov – Flu vaccine Fri 8 rd – Aut 2 Curriculum Overview to be sent out |
| Week 10 w/c 11 th Nov | Parents Evening | SLT – foundation books Teachers learning walks | Anti-bullying week Mon 11 th – Remembrance Day Mon 11 th - early parents evening 3:15 - 6:00 Wed 13 th – late parents evening 5:00 - 7:45 Fri 15 th – Children in Need |
| Week 11 w/c 18 th Nov | Subject review Music | TBC | Mon 18 th – FGB Fri 22 nd Nov - House Challenge |
| Week 12 w/c 25 th Nov | Cluster writing moderation | SLT – planning Book Moderation | After school clubs finish Mon 25 th – Year 3 Open Day (am & pm) Tues 26 th – Rockstar's Day Tues 26 th – Year 1 tree planting visit Wed 27 th – Cluster writing moderation Wed 27 th – Year 4 tree planting visit Thur 28 th – Thanks Giving |
| Week 13 w/c 2 nd Dec | No staff meeting Christmas Market | Testing Week | Prep MOCK SATs Thur 5 th – Be Bright Be Seen Day Fri 6 th – Christmas Market After School 4:30-6:00pm |
| Week 14 w/c 9 th Dec | Subject reviews RE.0 | SLT – reading diaries/ homework Testing Week Data drop – Aut entry ILPs | Test Week Wed 11 th – Year 2/3 Xmas Dress Rehearsal Thur 12 th – Xmas Jumper Day Thur 12 th – Year 2/3 Xmas Performance Fri 13 th – Staff Christmas Quiz/ Bingo Night Fri 13 th – all ILPs finished |
| Week 15 w/c 16 th Dec | Spring LTP/ MTP updates | Data drop – Aut entry | Test Week Mon 16 th – Reading Reward Cinema Wed 18 th – Xmas disco Thur 19 th – Xmas dinner Fri 20 th – Secret Santa/ meal Fri 20 th – Raffle prize rewards Fri 20 th - Attendance certificates go out |
| Christmas Holidays Mon 23 rd Dec – Fri 3 rd Jan | | | |

Key dates

- Wednesday 5th February - writing cluster moderation
- Monday 6th January – INSET Day



At Knights Enham Schools we provide...

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

'Together We Achieve'

- Saturday 7th June – Summer Festival 2-5pm
- Wednesday 11th June – writing cluster moderation
- 31st March – ILPs updated
- 14th July – ILPs updated