

Knights Enham School

Science Action Plan

(2025 - 2026)

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 Good

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

What does the school need to do to improve?

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.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set 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.
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.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
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.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2024)

- **The quality of education Requires improvement**
- **Behaviour and attitudes Good**
- **Personal development Good**
- **Leadership and management Good**

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

1. Staff do not provide the precise support that some pupils need to quickly and effectively close gaps in their phonics knowledge. This means that these pupils do not rapidly learn to read and spell appropriately for their age. The school should ensure that all staff have the expertise to identify and rapidly close the gaps in pupils' knowledge, so they are able to read and spell with fluency and confidence.
2. Teachers do not ensure that all pupils access learning that enables them to apply mathematical knowledge, concepts and procedures appropriately for their age. This means a large number of pupils are not well prepared for key stage 3. The school must ensure that teachers have the expertise they need to swiftly close gaps in pupils' learning, enabling them to learn the age-appropriate knowledge they need.
3. Teachers do not always present new learning in a clear and precise way. This means some pupils struggle to understand new learning with sufficient depth. The school must ensure that all staff have the expertise that they need to help pupils develop and retain a secure understanding.
4. Assessment approaches in some subjects are not fully developed. This means that the school is not fully assured that all pupils are effectively learning the intended Inspection report: The Knights Enham Junior School 3 and 4 December 2024 4 curriculum. The school should continue to strengthen how they assure themselves that the curriculum is being learned successfully by all pupils.

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

1. Teaching and Learning

Meeting the needs of all children to ensure good progress.

To develop robust **assessment for learning** strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.

To ensure that every lesson includes high levels of appropriate **challenge** to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.

To strengthen the teaching of early **language** and **vocabulary** throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.

To improve the teaching of **mathematics** so that gaps in pupils learning continue to close.

2. Curriculum

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

To strengthen **assessment** opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.

To develop **subject leaders** through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.

3. SEND

Meeting the needs of all children to ensure good progress.

To develop precise and personalised, **high-quality SEND provision** for pupils with high levels of need, ensuring that they receive the targeted support required to achieve their full potential.

To invest in the development of Learning Support Assistants, equipping them with the skills, knowledge, and confidence to become **experts** in supporting inclusive and effective provision for all learners.

Curriculum intent

In line with the national curriculum for science we aim to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Implementation

Children are taught science weekly through topic-based lessons across Upper and Lower KS2.

Working scientifically skills are embedded in the planning to ensure progression of skills and knowledge. Children are given opportunities and encouraged to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help answer questions

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
<p>To develop robust assessment for learning strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.</p> <p>To ensure that every lesson includes high levels of appropriate challenge to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.</p> <p>To strengthen the teaching of early language and vocabulary throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.</p> <p>To improve the teaching of mathematics so that gaps in pupils learning continue to close.</p>	<p>Medium- and short-term planning to be reviewed by each Year group team. Task designs to be evaluated and adapted to ensure clear progressions and challenge for all pupils. Staff to identify where adaptations and scaffolds can strengthen inclusivity and accessibility. Short term planning to follow I do, we do approach with expectations for BARE, ARE and GDS pupils.</p>	<p>Reviewed planning documents to be saved by year group teams. Checked by KC</p>	<p>Each science topic plan to be reviewed before the start of each relevant half term.</p>		<p>Planning demonstrates progression, effective differentiation and high-quality task design. Learning tasks better meet the needs of all pupils.</p>
	<p>All staff to assess children's substantive knowledge of the content that has been taught and to provide opportunities for the children to complete investigations so that their disciplinary knowledge/ working scientifically skills can be assessed.</p>	<p>Each teacher to complete Insight tracking. KC to monitor</p>	<p>at the end of each area taught in science.</p>		<p>Progress will be visible via Insights</p>
	<p>The vocabulary that the children will need to know for each topic area to be included on the front cover. The vocabulary to be introduced and taught to the children at the beginning of the learning journey and to be recapped and referred to each lesson. Children to be encouraged to use the correct scientific vocabulary as appropriate.</p>	<p>Included on all topic front covers created by Year group teachers.</p>	<p>At the start of each topic.</p>		<p>Children will able to use a range of scientific vocabulary correctly.</p>

2. Curriculum

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

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>To strengthen assessment opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.</p> <p>To develop subject leaders through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.</p>	Opportunities for the children to be working scientifically as outlined in the Medium-Term Plans	Science lead	ongoing		
	Ensure planning covers the National Curriculum objectives for each topic allowing for progression across the key stage.	Science lead	ongoing		
	Children to take part in engaging investigations and enquiries which develop their understanding of fair testing. Children to make predictions and be able to reflect on their findings.	Science lead	ongoing		
	When possible, use outside providers/ experiences e.g. the visiting planetarium				
	Book scrutiny and pupil conferencing	Science lead	Subject release		

Subject Leader Impact Statement

<p>How have you used your subject release time?</p> <p>To update planning with skills such as mono-printing.</p>	<p>What has the impact been?</p> <p>Pupil's books and learning journeys are more visual than before.</p>	<p>Next Steps:</p> <p>To monitor the skills being taught, ensure planning is being followed and is up to date; to continue to add skills to short term planning. To look for opportunities for variation in Design and Technology.</p>

DATA

Attainment:	Autumn	Spring	Summer
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Year 3	GDS			
	ARE			
	BARE			
Year 4	GDS			
	ARE			
	BARE			
Year 5	GDS			
	ARE			
	BARE			
Year 6	GDS			
	ARE			
	BARE			

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
Boys				
Girls				
PP				
Non PP				

