At Knights Enham School we provide...
Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.
'Together We Achieve'

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.

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Intent Objective 1	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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.	1. Deliver whole-school CPD on effective AfL strategies (e.g. questioning, feedback, use of formative assessment tools)	SLT / T&L Lead	Autumn Term 1	Staff feedback, CPD evaluations, learning walks	Staff have a secure understanding of AfL and use it consistently to inform teaching
	2. Establish agreed, consistent AfL approaches across the school especially focusing on the 'We do' approach (e.g. mini whiteboards or show me boards, exit tickets, live marking, self/peer assessment)	SLT & Staff	Autumn Term 1	Planning reviews, learning walks, pupil books	Consistent use of effective AfL strategies across all classrooms
	3. Implement regular low-stakes diagnostic assessments to identify misconceptions and knowledge gaps (e.g. Salfords, Steps to Success)	Class Teachers	Ongoing	Half-termly data drops, pupil progress meetings	Learning gaps identified early, enabling timely intervention and support
	4. Use AfL information to inform planning and implement targeted scaffolding and adaptations (e.g. sentence stems, guided groups, visual supports, word banks across maths and writitng)	Class Teachers	Ongoing	Planning scrutiny, lesson observations	Teaching is tailored to pupil needs, improving access and engagement
	5. Provide targeted interventions (key children) based on AfL data and monitor impact	Class Teachers / SENDCo / TAs	Half-termly review	Intervention tracking, SEND review meetings	Pupils make measurable progress due to precise, needs-based interventions

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	6. Gather and act on pupil voice regarding assessment, feedback and support strategies	SLT / Phase Leaders	Spring Term	Pupil voice questionnaires and interviews	Pupils feel supported and understand how to improve their learning
	7. SLT to monitor impact through triangulation (books, observations, pupil voice, data) and refine practice where needed	SLT	Termly	SIP review meetings	High-quality AfL embedded, leading to improved pupil progress and retention of learning

Intent Objective 2	Implantation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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.	1. Deliver staff CPD on strategies to increase challenge (e.g. Bloom's Taxonomy, questioning, mastery tasks in maths, cognitive demand, metacognition and develop 'We do' approach)	SLT / T&L Lead	Autumn Term 1	CPD evaluations, staff feedback	Staff are confident in planning and delivering lessons that promote deeper thinking
	2. Develop and share planning templates/examples that include challenge for all learners, including those working at greater depth	SLT / Phase Leaders	Autumn Term 2	Planning reviews, moderation meetings	Planning clearly shows provision for stretch and challenge across the curriculum
	3. Introduce focused questioning techniques during 'We do' approach and strategies to increase cognitive demand in lessons	All Teachers	Ongoing	Lesson observations, pupil voice	All pupils are engaged in higher-order thinking during class discussions
	4. Use pupil data and prior attainment to identify those capable of achieving greater depth (key children); track their progress and plan enrichment	Class Teachers / Assessment Lead	Ongoing	Pupil progress meetings, data analysis	Targeted pupils are identified and supported to work at greater depth
	5. Model and share examples of greater depth work in moderation and staff meetings	Subject Leads /	Termly	Work scrutiny, staff meeting notes	Teachers have a clear and shared understanding of what constitutes 'greater depth'

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		Phase Leaders			
	6. Embed opportunities for reasoning, problem-solving, and rich tasks across subjects	Subject Leads / Teachers	Ongoing	Curriculum review, pupil work scrutiny	Pupils demonstrate deeper understanding and the ability to apply knowledge in different contexts
	7. Monitor and evaluate the impact of challenge strategies on pupil outcomes and engagement	SLT	Termly	Learning walks, pupil interviews, attainment data	Increased proportion of pupils achieving greater depth in core subjects

Intent Objective 3	Implantation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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.	1. Deliver whole-school CPD on effective vocabulary teaching and oral language development strategies (e.g. Tiered vocabulary mats, dialogic teaching, explicit vocabulary instruction)	English Lead / SLT	Autumn Term 1	CPD evaluations, staff feedback	Staff have a strong understanding of vocabulary development and embed strategies consistently
	2. Embed consistent whole-school approaches to vocabulary instruction (e.g. Frayer Model, vocabulary walls, modelled language use)	English Lead / All Staff	Autumn Term	Learning walks, planning reviews	Vocabulary teaching becomes a routine and visible part of daily lessons
	3. Ensure subject leaders identify key vocabulary across the curriculum and include it in medium-term plans	Subject Leaders	Autumn Term 2	Curriculum audits, planning scrutiny	Vocabulary is progressive and subject-specific, supporting conceptual understanding
	4. Enhance provision for early language in EYFS and KS1 through high-quality interactions, talk-rich environments, and targeted language support	EYFS Lead / SENDCo	Ongoing	EYFS observations, EYFS data	Early language gaps are closed early, improving outcomes in literacy and communication

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	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
	5. Implement structured oral rehearsal strategies (e.g. sentence stems, talking partners, show me boards, structured discussion) across all key stages	All Teachers	Ongoing	Lesson observations, pupil voice	Pupils become more confident, fluent, and articulate in expressing their ideas
	6. Provide targeted interventions for pupils with delayed language or poor vocabulary acquisition (e.g. Salford, Speech and Language support)	SENDCo / TAs	Ongoing	Intervention tracking, impact reports	Identified pupils make measurable progress in spoken language and vocabulary acquisition
	7. Promote a language-rich culture through storytelling, high-quality texts, drama, and oracy activities, class story and assembly story telling	English Lead / All Staff	Ongoing	Library use, pupil voice, classroom environments	Pupils are exposed to a broad, rich vocabulary and a variety of contexts for language use
	8. Monitor impact through learning walks, book looks, pupil voice, and outcomes in reading and writing	SLT / English Lead	Termly	SIP reviews, English Leader report	Teaching of language and vocabulary contributes to improved attainment across English and wider subjects

Intent Objective 4	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
To improve the teaching of mathematics so that	1. Audit current maths provision, pupil outcomes, and teaching confidence to identify areas for development	Maths Lead / SLT	Autumn Term 1	Staff surveys, planning reviews, baseline data analysis	Clear baseline established to inform CPD and resource planning

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gaps in pupils learning continue to close.	2. Deliver targeted CPD on key maths strategies (e.g. mastery approach, fluency-reasoning-problem solving, use of manipulatives, addressing misconceptions during 'We do' approach)	Maths Lead / SLT	Autumn and Spring Terms	CPD evaluations, lesson observations	Teachers feel more confident and skilled in delivering effective maths lessons
	3. Introduce regular retrieval and fluency practice to secure foundational number knowledge	All Staff	Ongoing	Book looks, lesson drop-ins	Pupils retain and apply core mathematical facts with greater accuracy and speed
	4. Embed consistent approaches to assessment and gap analysis using school formative tool, Insights	All Staff / Maths Lead	Ongoing	Half-termly data reviews, pupil progress meetings	Teachers identify and respond quickly to gaps in understanding
	5. Use assessment outcomes to plan targeted teaching and same-day or pre-teach interventions	Class Teachers / TAs	Ongoing	Intervention tracking, planning scrutiny	Gaps in understanding are addressed swiftly, reducing the need for long-term catch-up
	6. Strengthen subject knowledge and pedagogy through team teaching, coaching, and lesson study	Maths Lead / SLT	Throughout the year	Peer feedback, professional dialogue, observation cycles	Teachers develop deeper mathematical subject knowledge and improved instructional practices
	7. Ensure disadvantaged and vulnerable learners are closely monitored and supported in maths -see PP action plan.	SENDCo / PP Lead / Teachers	Ongoing	Data analysis by group, progress tracking	Attainment gaps for key groups narrow over time
	8. Celebrate maths learning and increase pupil engagement through enrichment (e.g. active maths)	Maths Lead	Spring Term onwards	Pupil voice, participation rates	Positive attitudes towards maths are developed and maintained across the school

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Intent Objective 1	Implantation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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.	1. Audit current assessment practices in foundation subjects and gather staff voice on confidence and consistency	SLT / Subject Leads	Autumn Term 1	Teacher feedback, subject leader reports	Clear understanding of current strengths and areas for development in assessment
	2. Define and agree on core knowledge, skills and end points for each foundation subject and be available on Insights.	Subject Leaders / Curriculum Lead	Autumn Term	Curriculum review, subject leader files	Teachers have a clear understanding of what pupils should know and be able to do
	3. Develop and share simple, practical assessment tools (e.g. knowledge organisers, KWL grids and pupil-assessments)	Subject Leaders	Autumn Term 2	Review of assessment tools, planning scrutiny	Teachers have manageable and effective tools to check understanding
	4. Provide CPD on effective assessment in foundation subjects, including retrieval practice and formative techniques	SLT / Curriculum Lead	Spring Term	CPD feedback, lesson visits	Increased confidence and skill in using assessment to inform next steps
	5. Schedule assessment points across the year for each foundation subject to capture progress and inform planning	Subject Leaders / SLT	Ongoing	Assessment calendar, data reviews	Assessment is purposeful and informs medium- and short-term planning
	6. Support moderation within and across year groups to ensure consistency of assessment judgments	Subject Leads / Phase Leaders	Spring and Summer Terms	Moderation notes, work scrutiny	Increased consistency and accuracy of teacher judgments across the school

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	7. Monitor how assessment is used to adapt teaching and close learning gaps through planning reviews and observations	SLT / Subject Leaders	Termly	Book looks, pupil voice, planning	Teachers use assessment to make responsive adaptations that support all learners
	8. Evaluate the impact of foundation subject teaching through outcomes, engagement, and depth of knowledge	SLT / Subject Leaders	End of Year	Subject leader reports, pupil voice, work scrutiny	Pupils retain key knowledge and demonstrate growing understanding over time

Intent Objective 2	Implantation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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.	1. Audit current subject leadership skills, confidence levels, and development needs	SLT / Curriculum Lead	Autumn Term 1	Self-evaluations, 1:1 meetings	Development is tailored to individual leaders' needs
	2. Provide training on key aspects of subject leadership (e.g. curriculum intent, monitoring, action planning, data analysis through subject meetings)	SLT / External CPD providers	Autumn and Spring Terms	CPD feedback, reflections	Subject leaders understand their role and responsibilities clearly
	3. Introduce a coaching or mentoring model to support new or less experienced subject leaders	SLT / Phase Leaders	Autumn Term 2 onwards	Coaching logs, meeting notes	Subject leaders receive personalised support to grow in confidence
	4. Establish regular subject leader release time for monitoring activities (e.g. book looks, learning walks, pupil voice)	SLT	Half-termly	Subject leader reports, SLT feedback	Subject leaders are actively monitoring and improving provision in their subjects

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	5. Develop a whole-school subject leader calendar to structure monitoring, evaluation, and development opportunities	Curriculum Lead / SLT	Autumn Term 1	Calendar reviews, staff feedback	Subject leadership is well-organised and embedded into school improvement
	6. Involve subject leaders in presenting to governors and contributing to the SEF and SIP	SLT / Governors	Spring and Summer Terms	Governor meeting minutes	Subject leaders are confident in articulating impact and future priorities
	7. Facilitate opportunities for subject leaders to lead staff meetings, INSET, and moderation sessions	SLT / Curriculum Lead	Ongoing	Agenda minutes, staff feedback	Leaders build confidence and expertise in leading whole-school improvement
	8. Evaluate the impact of subject leadership on teaching, learning, and curriculum development	SLT	Termly	SEF updates, pupil outcomes, curriculum reviews	Subject leaders are seen as drivers of improvement and pupil progress

Intent Objective 1	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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**.**	1. Audit current SEND provision and review the effectiveness of support for pupils with high levels of need (e.g. ILPs)	SENDCo / SLT	Autumn Term 1	Provision map review, pupil data, SEND file scrutiny	Baseline established and areas for improvement clearly identified
	2. Ensure high-quality, person-centred Support Plans and EHCPs with measurable outcomes are in place and regularly reviewed	SENDCo / Class Teachers	Ongoing	EHCP reviews, SEND file audits, parent/carer feedback	Support is tailored to individual needs and outcomes are tracked rigorously
	3. Provide staff training on personalised strategies for supporting complex SEND (e.g. ASD, SEMH, SLCN, cognitive delay)	SENDCo / External Specialists	Autumn and Spring Terms	CPD feedback, lesson	Staff feel confident and skilled in adapting teaching for pupils with high levels of need

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			observations, TA evaluations	
4. Strengthen the quality and consistency of in-class support and targeted interventions	Class Teachers / TAs / SENDCo	Ongoing	Intervention tracking, learning walks, pupil progress meetings	Interventions have clear impact; pupils make measurable progress from their starting points
5. Enhance multi-agency working with external professionals to improve the accuracy of diagnosis, support strategies, and provision	SENDCo	Ongoing	Meeting records, updated plans, professional feedback	Provision is informed by specialist advice and aligned with pupils' needs
6. Increase parental involvement in the SEND support process through regular communication, reviews, and training	SENDCo / Class Teachers	Ongoing	Parent feedback, SEND reviews	Families feel informed, supported, and engaged in their child's learning journey
7. Monitor and evaluate the progress of high-needs pupils using qualitative and quantitative data	SLT / SENDCo	Half-termly	SEND data analysis, case studies	Gaps in attainment and progress close over time; individual successes are celebrated
8. Showcase inclusive practice and high-impact case studies across the school to embed a culture of high ambition for all learners	SENDCo / SLT	Spring and Summer Terms	Staff meetings, newsletter updates, SEF	Staff expectations are raised, and inclusion is a visible school-wide priority

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Intent Objective 2	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
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.	1. Audit current LSA deployment, confidence, training needs, and impact	SENDCo / SLT	Autumn Term 1	LSA self-assessments, staff voice, provision mapping	Clear understanding of development priorities and deployment effectiveness
	2. Design and implement a CPD programme for LSAs focused on SEND strategies, scaffolding, adaptive teaching, and behaviour support	SENDCo / CPD Lead	Autumn – Summer Terms	CPD evaluations, LSA feedback, impact reviews	LSAs gain relevant knowledge and skills to support diverse learner needs
	3. Provide access to external training and qualifications (e.g. Elklan, ASD support, Speech & Language, SEMH) for LSAs in specialist roles	SENDCo / SLT	Throughout the year	Training records, progress tracking of supported pupils	Specialist LSAs are well-equipped to deliver high-impact interventions and in-class support
	4. Facilitate regular professional learning communities or LSA briefings to share good practice and case studies	SENDCo / Phase Leaders	Half-termly	Session logs, peer feedback	LSAs learn collaboratively and feel part of a professional learning culture
	5. Embed structured LSA involvement in planning and feedback with class teachers	Class Teachers / LSAs	Ongoing	Planning meetings, lesson observations	LSAs are more proactive and informed in their role, improving in-class impact
	6. Strengthen the clarity of LSA roles and responsibilities, ensuring alignment with EEF guidance on effective deployment	SLT / SENDCo	Autumn Term	Role descriptions, staff handbook, SLT reviews	LSAs are deployed purposefully to maximise impact on learning
	7. Monitor and evaluate the impact of LSA support through pupil progress data and provision reviews	SENDCo / SLT	Termly	Data analysis, intervention reviews, pupil voice	LSAs are making a measurable contribution to pupil progress and inclusion

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	8. Celebrate and recognise the contribution of LSAs through staff meetings, appraisal, and inclusion in wider CPD opportunities	SLT	Ongoing	Appraisal feedback, staff surveys	Improved staff morale, retention, and professional identity of LSAs

Safeguarding Improvement Plan

Development Area	Action Required (please also indicate timescale)	How will you evidence the impact?
Staff / Governor training	Core safeguarding team develop knowledge through training via Hampshire safeguarding partnerships., such as child on child, neglect, keeping children safe online. Termly New safeguarding governor in place. Training will be completed in October 2024. Develop filtering and monitoring responsibilities and online safety training. Ensure head teacher is DT trained	Certification to show completion of training.

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	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. Half termly Continuous safeguarding for all staff through weekly staff meetings and briefings.	Safeguarding procedures and responsibilities upheld by all staff. Children are safe.
Curriculum	Ensure further safety advice with regards to online safety. Continue to deliver lessons on how to stay safe. Ensure pupils feel safe and have a way to communicate with staff if they feel unsafe.	Pupil awareness of how to stay safe increases. Gaining children's voice/views through pupil questionnaires and school council.
Policy Review	Policies to be reviewed annually. CME flow chart to be completed and added to CME element of Safeguarding.	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 offcier, continue to work	School works parents/carers/families to keep pupils safe. Early help is recognised and responded to.

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	closely with parents – Provide opportunities for coffee mornings and parent/child after school activities.	Relevant referral are completed when required.
Keeping children safe	Develop police workshops around online safety and keeping safe in the community.	Pupil awareness of how to stay safe increases.
	Develop assemblies to ensure all children are aware of Neglect and having their basic needs met.	Pupil are better placed to seek support, make disclosures, show their vulnerability and need for support
	Regular contact and visits to alternative provision, to be undertaken	Ensuring pupils are kept safe outside normal school provision.

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Autumn 2024			
Date	**Wednesday staff meetings Subject**	**Monitoring/ assessment**	**Key Dates**
Week 1 w/c 1st Sept	INSET Review MTP/ LTP Baseline data/ foundation subjects assessment	INSET	Wed 3rd - INSET Thur 4th – INSET Fri 6th – 1st Day back to school. Knights' Way Value Day (RESPECT) Homework handed out with new diaries
Week 2 w/c 9th Sept	HQIT Flipcharts (I do, We do, you do) School website	PM/ Pupil Progress Meetings SLT – strategic planning	Teachers Performance Management Week/ Pupil Progress Meeting Week Thur 11th – Year 1 & 2 Meeting (6pm) Fri 12th - Aut 1 Curriculum Overview to be sent out
Week 3 w/c 15th Sept	SEN expectations ILP reviews	LSA PM SLT – English books Learning walks	LSA Performance Management Week Mon 15th Sept – FGB (6PM) Mon 15th – Fire Alarm Test (infants am & junior pm) Fri 19th – Peace Day (Eco Warriors Trip)
Week 4 w/c 22nd Sept	Subject responsibilities	ILPs SLT – strategic planning Pupil Conferencing	Thur 25th – Junior parent/ child reading time Fri 26th - Infants parent/ child reading time Fri 26th - Whole school pupil conferencing Fri 26th – all ILPs finished
Week 5 w/c 29th Sept	Open evenings No staff meeting	Support staff PM SLT - Maths books	Harvest Week Wed 1st – 3:15-4:15 Open Day Wed 1st – LLP in Thur 2nd - National Poetry Day Fri 3rd - Basketball House Competition
Week 6 w/c 6th Oct	Maths – adaptations/ scaffolding	SLT – strategic planning	After school clubs start wk 1 Tues 7th – Year 5 & 6 fire serive sessions Wed 8th – English HIAS in (infants reading) Thurs 9th – Year 4 & 6 Wildflower Planning at Harmoney Woods Fri 10th – HTPM (am)
Week 7 w/c 13th Oct	Fundamentals Movement Skills	SLT – Writing books SATs week	After school clubs start wk 2 Prep MOCK SATs Fri – 17th start promoting Year R and Year 3 open days
Week 8 w/c 20th Oct	Teaching reading the right way Writing – adaptations/ scaffolding	SLT – strategic planning	After school clubs start wk 3 Mon 20th - Wed 22nd – Year 5 Grittleton Residential Wed 22nd – Halloween Disco 4-7pm Fri 24th – Individual photos Fri 24th – Raffle prize rewards
Autumn Half Term Mon 27th Oct – Fri 31st Oct			

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Week 9 w/c 3rd Nov	Fundamentals Movement Skills	Teachers learning walks SLT – reading books	After school clubs start wk 4 Mon 3rd – INSET Day (wellbeing afternoon) Tues 4th - Knights' Way Value Day (INDEPENDENCE) Thur 6th – Flu vaccine Fri 7th – Aut 2 Curriculum Overview to be sent out
Week 10 w/c 10th Nov	Parents Evening	SLT – strategic planning	After school clubs start wk 5 Anti-bullying week Mon 10th - early parents evening 3:15 - 6:00 Tues 11th – Remembrance Day Wed 12th LLP all day Wed 12th – late parents evening 5:00 - 7:45 Fri 14th – Children in Need
Week 11 w/c 17th Nov	Writing moderation SEN expectations ILP reviews	SLT – foundation books	After school clubs start wk 6 Mon 17th – FGB Tues 18th – LLP all day Fri 21st Nov – Football House Challenge
Week 12 w/c 25th Nov	ILP updated Art moderation	SLT – strategic planning	Tues 25th – LLP all day Tues 25th Tree Planting Visit (Year 4)
Week 13 w/c 1st Dec	Christmas Market	SLT – planning Testing Week	Year 6 bikeability week Thur 4th – Be Bright Be Seen Day Fri 5th – Christmas Market After School 4:30-6:00pm
Week 14 w/c 8th Dec	Subject Reviews History moderation	SLT – strategic planning Testing Week Data drop – Aut entry	Test Week Wed 10th – Year 2/3 Xmas Dress Rehearsal Thur 11th – Xmas Jumper Day Thur 11th – Year 2/3 Xmas Performance Fri 12th – Staff Christmas Quiz/ Bingo Night Fri 12th – all ILPs finished/ sent out
Week 15 w/c 15th Dec	Spring LTP/ MTP updates	Data drop – Aut entry	Aut Data Drop Mon 15th – Reading Reward Cinema Fri 15th – Raffle prize rewards Wed 17th – Xmas disco (pm) Thur 18th – Xmas dinner Fri 19th – Secret Santa Fri 19th - Attendance certificates go out
Christmas Holidays Mon 22nd Dec – Fri 3rd Jan			

INSET – Monday 5th January and Summer festival – Friday 5th June (4-7)