

Knights Enham School

EAL 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.

EAL

Meeting the needs of all our English as Additional Language children.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
To develop the role of EAL lead and to raise the profile of our EAL leader / families	To create an EAL register for our school community – children, parents / carers and staff members *home languages spoken*	EAL lead	Spring term		
	To create and implement tracking assessment system for all EAL children using the Bell Assessment framework	EAL lead	Spring term		
	To explore and utilise the information shared on the EMTAS website	EAL lead	Termly		
	To attend EMTAS network meetings	EAL lead	ongoing		
	To share relevant and up-to-date information about our EAL families with staff at INSET / staff meeting	EAL lead	Spring term		
	To start to gather evidence for the EAL excellence award, bronze award	EAL lead	Spring term		
	To develop relationships with linked EMTAS teacher and bilingual assistant staff	EAL lead	ongoing		
To ensure all languages our families speak are recognised and celebrated at our schools.	To have welcome boards with all spoken languages in both school reception areas – with EAL children voice present.	EAL lead	Spring term		
	To hold a monthly assembly to introduce a ‘language of the month’ to our children and staff.	EAL lead and all staff	ongoing		

	To set up an EAL 'language of the month' display in the infant school hall, linked to the assembly and including EAL pupil voice.		ongoing		
	To learn how to greet and say goodbye to each other in the languages spoken in each class.	all	ongoing		
	To create language spoken in our class sheet for each classroom door.	EAL lead	Spring term		
To communicate effectively with our EAL families	To organise and host a coffee morning for our EAL parents / carers		Spring term		
	To introduce translated welcome packs for new starters in Year R		ongoing		
	The schools 'Knight of the Week' certificate translated into home language	EAL lead/all staff	Weekly		
	To include a translated 'class teacher's comments' into home language on 'End of Year Reports'.	All teachers	Summer term		
	To ensure European Languages Day, religious festivals and celebrations are included in the school newsletters at the relevant times	EAL lead	Spring term		
To support EAL learners within the classroom to develop their understanding / use of English	To include Widgit dual language symbols in key learning – word maps, vocabulary lists, etc...	All teaching staff under the direction of the EAL lead	ongoing		
	To display key topic vocabulary in classrooms in the languages of your EAL children.	All teaching staff under the direction of the EAL lead	ongoing		