

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'

Knights Enham School

Federation School Improvement Plan

(2025 - 2026)

Vision

At Knights Enham Schools we provide...

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Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Requires Improvement

- | | |
|--|-----------------------------|
| • 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 |

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

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.

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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.

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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. (All governors on AFL)	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 writing)	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
Evidence of Impact	Autumn term: <ul style="list-style-type: none"> • Salford progress: • Mentor in place – goals (linked to ALF) set for all teachers. • Pupil Provision Maps updated – key children updated • Pupil Premium Venns updated - key children updated 				

Intent	Implantation	Who	Timescale	Monitoring & Evaluation	Intended Impact
Objective 2					
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. (Maths Governor)	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

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	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 / Phase Leaders	Termly	Work scrutiny, staff meeting notes	Teachers have a clear and shared understanding of what constitutes 'greater depth'
	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

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(Early Reading Governor and Phonics Governor)	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
	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
Evidence of impact	<p>Autumn term: October Hampshire Monitoring Report</p> <ul style="list-style-type: none"> • 'The teaching of phonics is consistent across the school, with fidelity to the chosen scheme. As a result outcomes are improving. Established routines and positive learning behaviours support effective delivery, and pupils are engaged in their learning. Opportunities to revisit phonics throughout the day are evident within the learning environment.' • The Early Reading Leader demonstrates a strong and strategic approach to improving phonics and early reading across the school. The high profile of phonics is evident from Nursery onwards, reflecting her deep understanding of its importance in securing early reading success. Her forensic attention to ensuring fidelity to the phonics scheme, alongside accurate assessment processes and targeted interventions, is a significant strength. Her drive for every pupil to become a confident reader is clearly reflected in 				

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improving outcomes. Phonics outcomes are rising year on year. In 2025, 75% of pupils passed the Phonics Screening Check, compared to 80.8% nationally. Over a three-year period, leaders have closed the gap with national data by +15%. Outcomes for disadvantaged pupils have also improved significantly: 86.7% of disadvantaged pupils with no special educational needs passed the screening check, exceeding national averages. Pupils with no SEN and no disadvantage achieved 94%, also above national. Furthermore, 70.6% of pupils who did not pass in Year 1 went on to pass in Year 2. Projections for 2026 indicate further improvement, with expected outcomes rising to 80%.

Intent Objective 4	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
To improve the teaching of mathematics so that gaps in pupils learning continue to close. (Maths Governor)	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
	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

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	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
Evidence of impact	Autumn term: October Hampshire Monitoring Report <ul style="list-style-type: none"> • 'Overall, teaching and learning across the school is good. Senior leaders maintain a clear and accurate overview of its quality and are rightly prioritising the refinement of planning to meet the needs of all pupils in the new Year 1/2 mixed age classes.' 				

**Intent
Objective 1**

Implantation

Who

Timescale

**Monitoring &
Evaluation**

Intended Impact

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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
	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

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	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
Evidence of impact	Autumn term: <ul style="list-style-type: none"> • Foundation subjects' assessment across all year groups. • Subjects have analysed data and updated action plans. 				

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
Evidence of Impact	<p>Autumn term: October Hampshire Monitoring Report</p> <ul style="list-style-type: none"> 'Subject Leader roles have been carefully considered and the new structure of foundation subject leaders leading their subject across the Federation is established. A plan to ensure subject progression from nursery to Year 6 has been a focus, alongside ensuring all planning is in place. As a result, subjects are clearly sequenced and end points are clear. As evidenced in the sketch books. Senior leaders are now focused on ensuring foundation subject leaders have the skills and time to monitor the impact of their subjects on pupil outcomes. Enabling subject leaders to see their subjects being taught alongside pupil interviews and book monitoring, will ensure that the well-established teaching and learning techniques used in the core subjects is evident and impacting on pupil outcomes across the wider curriculum.' 				

**Intent
Objective 1**

Implementation

Who

Timescale

**Monitoring &
Evaluation**

Intended Impact

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<p>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.</p> <p>(SEND Governor)</p>	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/carers 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 observations, TA evaluations	Staff feel confident and skilled in adapting teaching for pupils with high levels of need
	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

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	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
Evidence of impact	<p>Autumn term: October Hampshire Monitoring Report</p> <ul style="list-style-type: none"> 'The pastoral team, including the SENCo, Welfare Officer, and Designated Safeguarding Lead, is highly effective and plays a central role in supporting pupils' well-being. Their work is strengthened by a wider team of trained staff who deliver a range of therapeutic interventions. This cohesive and well-supported approach ensures that pupils and families requiring additional help are swiftly identified, and tailored support plans are implemented. The Designated Safeguarding Lead knows the pupils well and the two looked after children are making good progress, as evidenced by the Corporate Parent Visit.' 				

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	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

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inclusive and effective provision for all learners.	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	
	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	
	Evidence of impact	<p>Autumn term: October Hampshire Monitoring Report</p> <ul style="list-style-type: none"> 'Senior leaders have taken a proactive approach to supporting pupils with more complex needs. For example; access to the new sensory room and the nurture provision. Staff are well-trained and equipped to help pupils who find self-regulation more challenging, enabling them to access learning alongside their peers wherever possible. This support not only promotes inclusion but also helps pupils build resilience and independence over time.' 				

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Intent EYFS Objective 1	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
Continue to strengthen subject leaders' understanding of the EYFS curriculum and early learning principles.	Provide subject leaders with CPD focused on EYFS pedagogy and early development within their subject areas.	SLT	Autumn Term 1	Strategic overview Staff meeting	Subject leaders develop confidence and secure understanding of EYFS foundations.
	Facilitate regular meetings between EYFS practitioners and subject leaders to discuss skill progression and learning outcomes.	EFYS lead Subject leaders	Half-termly	Feedback from EYFS leader	Clear progression pathways and improved curriculum links into KS1.
	Review and update subject progression maps to identify EYFS foundations and links to KS1.	Subject leaders Subject meetings	Autumn Term 2 – Spring Term 1	Subject meetings reviews Action plans	Progression maps show clear continuity and support staff understanding.
	Provide opportunities for subject leaders to observe EYFS practice and learning environments.	SLT	Spring Term	Subject meetings reviews	Subject leaders contextualise EYFS learning more effectively within their subjects.
	Use staff meetings or moderation sessions to share best practice and examples of curriculum progression.	Subject leaders	Termly	Staff meetings	Staff have consistent expectations and better curriculum coherence from EYFS upwards.
	Apply updated progression documents to enhance KS1 planning and teaching.	Subject leaders	Summer Term	LTP and MTP	Children experience smoother transitions and stronger understanding of subjects.

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Evidence of impact	<p>Autumn term:</p> <ul style="list-style-type: none"> LTP and MTP review and updated on website Actions updated with Aut impact - pupil voice Data summaries on action plans
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Intent	Implementation	Who	Timescale	Monitoring & Evaluation	Intended Impact
EYFS Objective 2					
<p>Continue to strengthen children's speaking, listening, and understanding across EYFS.</p> <p>Increase children's exposure to rich vocabulary throughout the EYFS curriculum.</p> <p>Enhance speaking and listening opportunities in all areas of provision.</p>	Provide staff CPD on high-quality communication strategies (modelling language, extending vocabulary, effective questioning).	EYFS lead HIAS	Autumn Term 1	Learning Walks HIAS report	Staff use consistent, high-quality language strategies that accelerate children's communication skills.
	Introduce vocabulary planning grids and key word lists linked to topics, books, and continuous provision.	EYFS lead	Autumn Term 2	Planning grids	Children acquire and use a broader range of vocabulary in everyday interactions.
	Review and adapt continuous provision to include more language-rich provocations, role-play enhancements, storytelling props, and question prompts.	EYFS lead and staff	Ongoing – reviewed termly		Children engage in more purposeful talk, narrative play, and language exploration.
	Provide parent workshops, newsletters, or short videos on supporting talk, storytelling, and vocabulary at home.		Spring Term		Parents use effective strategies at home, increasing consistency and improving children's language development.
	Introduce small-group speaking activities: Show and Tell, Helicopter Stories, talk partners, performance opportunities.		Throughout the year		Children show improved confidence, clarity, and expressive language.
Evidence of impact	<ul style="list-style-type: none"> Learning environment Intervention – phonics 				

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Attendance

Action	Description	Impact
Attendance Champions Program	Appoint a staff member to monitor attendance and celebrate good attendance weekly (e.g., certificates, classroom shout-outs).	Desired Outcome
Parent Communication	Send monthly attendance reports and tips to parents. Organise a termly attendance info session.	Increased overall attendance
Early Intervention	Identify students with attendance below 90% and conduct home calls or meetings to understand barriers.	Improved parental engagement
Positive Rewards System	Introduce incentives such as "Class of the Week" trophy or extra playtime for high attendance.	Reduction in persistent absence
Breakfast Club Promotion	Promote existing breakfast club to support punctuality and morning routines.	Stronger school culture around attendance

Safeguarding Improvement Plan

Ruth Gill – Safeguarding Governor

Development Area	Action Required (please also indicate timescale)	How will you evidence the impact?
Open safeguarding culture	DSL to meet regularly with staff to update on vulnerable children.	Termly meetings with staff

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	<p>Welfare page on school website to be designed and regular newsletters to be disrupted to parents.</p> <p>Parents coffee mornings to be developed</p> <p>Family Links nurture parenting course to be run by Welfare manager/Welfare officer (2025/2026)</p> <p>Continue to provide opportunities for children to talk freely and safely. Children's voice is captured and their safety is always prioritised. Contextual/wider community SG to be part of voicece.</p> <p>Newsletters to include Child protectional, Safeguarding and Attendance reminders procedure reminders.</p>	<p>Feedback and positive outcomes for children and families.</p> <p>Attendance and feedback from parent/carers.</p> <p>Children's voice is sought and school staff have more knowledge on children's views/life's.</p> <p>Parent/carers are aware and have more understanding of schools legal duties and expectations.</p>
<p>Staff / Governor training</p>	<p>Continue to develop discussions in staff meetings and LSA briefings, incorporating case studies and real-life scenarios to further develop staff understanding and response to safeguarding.</p> <p>Continue to develop all staff knowledge via training and updates. Continued training to ensure vigilance and update on safeguarding matters.</p>	<p>Safeguarding procedures and responsibilities upheld by all staff.</p> <p>Children are safe.</p>

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	<p>Ensure relevant governors have up to date safer recruitment training in place.</p> <p>DHT refresher training to be booked for Autumn 1 – 2025/26</p> <p>Further support for staff around what is deemed age appropriate and what is not - Brook Traffic light system and Hackett's sexualised</p>	<p>Certification</p> <p>Certification</p> <p>Staff knowledge and understanding – reporting and recording</p>
<p>Policy Review</p>	<p>Polices for 2025-2026, to be written and updated in-line with KCSIE 2024-25.</p> <p>Separate low level concerns policy to be created and shared with all staff (2025/2026)</p> <p>LADO reminders to be shared during INSET training and posters to be updated around the school.</p> <p>Governors to read and ensure they understand KCSIE and any additional relevant guidance for 2056/26, when it becomes available.</p>	<p>All policies up to date and reflect guidance/changes.</p> <p>Poster and information displayed – further understanding for staff.</p> <p>Sign off sheet to confirm read and understood.</p> <p>Certification</p>

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	<p>New SBM to access training September 2025. HT to complete refresher training November 2025.</p> <p>Further information around private fostering to be shared with all staff at INSET day in September 2025.</p>	<p>Training logs.</p>
<p>Keeping children safe</p>	<p>Develop assemblies to ensure all children are aware of Neglect and having their basic needs met.</p> <p>Relevant phone numbers to be displayed around the school building, such as: CRT, LAD, Hampshire police.</p>	<p>Pupil are better placed to seek support, make disclosures, show their vulnerability and need for support</p> <p>Poster and information displayed – further understanding for staff.</p>
<p>Reporting and Recording</p>	<p>Continue to monitor and provide guidance for any member of staff that needs additional support for CPOMS.</p> <p>CPOMS rationales on recording decision around safeguarding and welfare, to be developed and consistent.</p>	<p>Deeper understanding of recording and guidance created being followed.</p> <p>CPOMS logs on Safeguarding and welfare.</p>

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Autumn 2025

Strategic Implementation, CDP and Monitoring Plan Overview

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

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

Spring 2026

Strategic Implementation, CDP and Monitoring Plan Overview

Spring 2026			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Week 1 w/c 5 th Jan	ILPs/ SEN	SLT – Tues 6 th Strategic planning	Mon 5 th - INSET Day (see separate agenda) Tues 6 th Values Day - Collaboration Tues 6 th – Fri 9 th – Year R Bikeability

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			<p>Weds 7th – Inclusion Twilight Training</p> <p>Weds 7th – LLP (working across both schools)</p> <p>Fri 9th – Year 3 National History Trip</p> <p>Fri 9th – Curriculum Spring Overviews to be sent out</p>
Week 2 w/c 12 th Jan	Foundation Subjects – feedback	<p>SLT – learning walk (SLT training/ Ofsted ready)</p> <p>SLT – infants maths books</p>	<p>SATs Mock Week</p> <p>Mon 12th – SPAG</p> <p>Mon 12th – Railway assembly</p> <p>Tue 13th – Reading</p> <p>Weds 14th – Maths Paper 1 & 2</p> <p>Weds 14th - Lets Go Zero meeting (10am)</p> <p>Weds 14th – HT Executive Meeting (pm)</p> <p>Wed 14th – DHT Network meeting - pm</p> <p>Thur 15th – Maths Paper 3</p> <p>Thur 15th – Census Spring Update</p> <p>Thur 15th – English HIAS in (writing moderation)</p> <p>Thur 15th – Owl experience (visitor) KS1</p>
Week 3 w/c 19 th Jan	Safeguarding Overview	SLT – Strategic planning	<p>Mon 19th – FGB (6pm)</p> <p>Fri 23rd – Phonics Day 2 (Springhill Hub visit)</p> <p>Fri 23rd – Safeguarding Overview to be sent out</p>
Week 4 w/c 26 th Jan	English writing statement and Maths task design	SLT – Handwriting progress/ moderation	<p>After school clubs start (week 1)</p> <p>Tues 27th – Book Fair arrives</p> <p>Wed 28th – Year 5 & 6 online workshop</p> <p>Thur 29th – Fundamentals and HT Test Valley meeting (all day)</p> <p>Thurs 29th – Safer Recruitment Training NW/ DW am</p>
Week 5 w/c 2 nd Feb	Prep for infants LLP Staff meeting moved to Tuesday	<p>SLT – Strategic planning</p> <p>LLP visit</p>	<p>After school clubs (week 2)</p> <p>Mon 2nd – Progress Meeting</p> <p>Tues 3rd – Final day for book fair</p> <p>Tues 3rd – Staff meeting moved</p> <p>Wed 4th – LLPR (infants)</p> <p>Fri 6th – Break The Rules Day</p>
Week 6 w/c 9 th Feb	Mentoring reviews – how has Spring 1 gone?	<p>SLT – English books</p> <p>HIAS visits</p>	<p>After school clubs (week 3)</p> <p>SCARF visit all week</p> <p>Mon 9th – EYFS Sarah Williams (pm)</p> <p>Tues 10th - Internet Safety Day</p> <p>Tues 10th – Maths HIAS (am) infants</p> <p>Tues 10th – DHT network pm</p> <p>Wed 11th English HIAS (pm) infants</p> <p>Wed 11th - Mind Your Language Twilight Training</p> <p>Fri 13th – Quiz night</p>
<p>Spring Half Term</p> <p>Mon 16th Feb – Fri 20th Feb</p>			
Week 1 w/c 23 rd Feb	Prep for junior LLP Staff meeting moved to Tuesday	<p>SLT – Strategic planning</p> <p>LLP visit</p>	<p>After school clubs (week 4)</p> <p>Wed 25th - LLPR (junior)</p> <p>Wed 25th - HT Executive Meeting (pm)</p> <p>Wed 25th - Restorative conversations staff meeting</p> <p>Fri 26th – NSPCC workshop (Year 5 am & Year 6 pm)</p> <p>Fri 26th – Spring 2 Curriculum Overview to be sent out</p>
Week 9 w/c 2 nd March	Open Evening No staff meeting	<p>SLT – data</p> <p>Performance Targets</p>	<p>After school clubs (week 5)</p> <p>All staff - Performance Management Reviews</p> <p>Wed 4th – Moderation at Endeavour</p> <p>Thur 5th – World Book Day</p>

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			Fri 6 th – Hockey house competition
Week 10 w/c 9 th March	Science/ Science week	SLT – Strategic planning	After school clubs final week (week 6) Wed 11 th - Open Evening/ show and tell (3:30-4:15pm) Fri 12 th – SEND catch ups
Week 11 w/c 16 th March	Subject release expectations	SLT – Foundation books/ feedback for marking	Science Week Mon 16 th – FGB (6pm) Mon 16 th – SATs administration published Tues 17 th – Maths HIAS in (am) Infants Tues 17 th DSL circle (am) Tues 17 th DHT Network Thur 19 th - World Downs Syndrome Day (technically Sat 21 st) Fri 20 th – Red Nose Day
Week 12 w/c 23 rd March	Outcomes from subject release week	SLT – Strategic planning LSA learning walks	Subject release week Mon 23 rd - Year 4 access MTC
Week 13 w/c 30 th March	Data drop	Data drop Spring entry	Mon 30 th - Raffle prize rewards Fri 3 rd - Attendance certificates go out
Easter Holidays Mon 6 th April – Fri 20 th April			

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