



ENGLISH HUBS' AUDIT – conducted by LT staff

School: Low Trenchard Primary School

Supporting English Hub: Kernow

Date: 14th January 2020

Data Analysis

YEAR 1

Phonics Screening Check					
2019		2018		2017	
All Pupils 14	No Pupil Premium (PP) 1	All Pupils 16	No Pupil Premium (PP) 4	All Pupils 3	Number Pupil Premium (PP) 1
86%	100%	88%	75%	100%	100%

YEAR 2

Phonics Screening Check Re-sit					
2019		2018		2017	
All Pupils 2	Number Pupil Premium (PP) 1	All Pupils 0	Number Pupil Premium (PP) 0	All Pupils 3	Number Pupil Premium (PP) 0
50%	100%	NA	NA	100%	NA

Reception

Good Level of Development					
2019		2018		2017	
All Pupils	Number Pupil Premium (PP)	All Pupils 14	Number Pupil Premium (PP)	All Pupils 15	Number Pupil Premium (PP) 5
		71%		87%	80%

ELG – composite measure for communication, language and literacy

2019		2018		2017	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
		86%/79%		86%/93%	

YEAR 2

Reading- End of Key Stage 1					
2019		2018		2017	
All Pupils 16	Number Pupil Premium (PP) 4	All Pupils 2	Number Pupil Premium (PP) 1	All Pupils 18	Number Pupil Premium (PP) 2
69% ARE + 19% GDS	50% ARE 0% GDS	100% ARE 0% GDS	100% ARE	78% ARE 28% GDS	100% ARE

YEAR 6

Reading- End of Key Stage 2					
2019		2018		2017	
All Pupils 14	Number Pupil Premium (PP) 5	All Pupils 14	Number Pupil Premium (PP) 2	All Pupils 12	Number Pupil Premium (PP) 2
64% ARE 29% GDS	40% ARE 0% GDS	79% ARE 14% GDS	50% ARE 0% GDS	83% ARE 42% GDS	0% ARE 0%GDS

ENGLISH HUBS' AUDIT

Matched to EIF and Challenge Checklist

Green= strong; Yellow= some development required; Red = significant development required

A. Teach with fidelity to an SSP programme

'The school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.' SIH p87: 293

The leadership team ensure that:
<ol style="list-style-type: none"> 1. Sufficient time is given to teaching phonics, reading and writing 2. All teachers and TAs teach the chosen SSP programme confidently 3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained 4. Pupils' letter-sound knowledge and word reading is assessed every term /half term (6 weekly Year 2 consistently from Spring term. 5. The SSP programme is continued until for pupils until they read fluently 6. Parents are informed of what is taught and how they could provide extra practice to develop fluency; how the school will provide extra practice to prevent serious problems developing.
<p>Comment:</p> <p>Whole school RWI training Day 1 delivered, development day 1 attended. Whole school parent meeting for phonics and reading. Reading leader role introduced and prioritised (for implementation, assessment, monitoring- release time protected).</p> <p>Actions: Continue to embed and reflect on impact and practise.</p>

B. Make a strong start in Reception

'Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception' SIH 2019

Reception teachers:
<ol style="list-style-type: none"> 1. Timetable daily SSP lessons from September 2. Ensure that sufficient time is given to the teaching of phonics, reading and writing 3. Follow the same SSP programme as Y1 and 2 4. Identify pupils who are falling behind, in their first few weeks in school

5. Ensure extra practice matches the school's SSP programme
6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons
7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home

Comments:

Longer parent meetings for Reception pupils in October, reading meeting, booklets provided, website links. RWI book bag books purchased which will link to the sound being taught. Started to send home the books December. Weekly early bird reading sessions where parents can speak to staff about their child's reading.

Actions:

Link book bag books to the sounds being taught in new groups that started in January 2020.

C. Ensure cumulative progression of sounds and books

'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.' SIH p87: 293

The leadership team ensure that:

1. Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are *not* sorted by traditional 'Book-Banding' criteria based on a mix of methods)
2. Pupils are *not* asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition
3. Pupils re-read these texts/books at school and home to build fluency
4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently
5. Parents know how to increase their children's fluency in reading sounds, words and books
6. Parents understand the difference between stories to share and stories that children read aloud

Comments:

Through one to one parent meetings, whole school reading meetings, newsletters and Class Dojo.

Actions:

Ensure parents who may not have attended meetings receive the same information.

D. Build a team of expert reading teachers

'The school has developed sufficient expertise in the teaching of phonics and reading.' SIH p87: 293

The reading leader:

1. Has expertise in teaching phonics
2. Has dedicated time to fulfil the role
3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider's training

4. Ensures that SSP training is provided for new staff
5. Practises with and coaches reading teachers and TAs frequently
6. Coaches reading teachers who support pupils who have fallen behind.
7. Organises regular progress meetings

Comments: Started late Autumn 2, embedded Spring 1.

Actions:

E. Reach the lowest 20% pupils

'The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.' SIH p87: 293

The headteacher and reading leader:

1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support
2. Uses the programme's SSP assessment to identify immediately pupils falling behind
3. Organises extra daily practice for pupils falling behind, following the school's SSP programme
4. Provides regular CPD for teachers to support pupils falling behind
5. Fast tracks late-entry pupils
6. Engages the support of parents, where appropriate

Comments:

KS 2 had already been following Precision Teach for identified pupils (modelled to parents). RWI intervention introduced Spring 1. Identified in parent meetings in Autumn term.

Actions: Reading leader to monitor teaching standards of phonics as part of her developing role through coaching and supporting phonics/reading teachers.

F. Build talking and listening into all activities across the whole day

(Not EIF)

'High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication.' EEF Preparing for Literacy, June 2018

Teachers

1. Identify pupils with delayed language and organise frequent one-to-one and small group discussion.

2. Teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group.

Comments:

Developing through whole class teaching approaches across the school and through Visible Learning strategies.

Actions:

G. Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

'Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' SIH p87: 293

Teachers

1. Timetable a daily 20-minute story time
2. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding
3. Organise appealing book corners
4. Show parents how to read aloud and talk about stories with their children and send home quality books

Comments: Whole school daily time tabled across the whole school.

EYFS vote for daily class read. 100 books to read at Lew Trenchard introduced whole school.

Parent reading meeting delivered – ensure parents who didn't attend are informed.

Actions: Limitations of some classes (Yr 6 in the hall, Great Links due to specific needs).

Summary of A to G

The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. SIH p87: 293

The headteacher can explain how:

1. The SSP programme ensures success for *all* pupils, particularly the lowest 20%.
2. Reading is fundamental to the progress of pupils.
reading is taught from Reception, Year 1 and 2;
 - Y1 pupils will meet the requirements of the PSC.
 - how all pupils are supported until they can read fluently.
3. How staff work as a team to ensure the elements in A to G are embedded in the school.

Comments:

Actions: