



Department
for Education

English Hubs

ENGLISH HUBS' AUDIT

School: Queen Mary Infant and Nursery School

Supporting English Hub: Witham St Hughs

Date: 24.11.2022

Data Analysis

YEAR 1

Phonics Screening Check							
2022		December 2020 (Y2s)		2019		2018	
Cohort Size - 74		Cohort Size		Cohort Size		Cohort Size	
All Pupils	No Pupil Premium (PP)	All Pupils	No Pupil Premium (PP)	All Pupils	No Pupil Premium (PP)	All Pupils	No Pupil Premium (PP)
80%	81%	67%	61%	81%	82%	67%	

YEAR 2

Phonics Screening Check Re-sit					
2022		2019		2018	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
81%	82%	93%	85%	80%	

Reception

Good Level of Development					
2022		2019		2018	
Cohort Size 80		Cohort Size 77		Cohort Size	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
65%	64%	65%	54%	59%	
ELG – composite measure for communication, language and literacy					
2022		2019		2018	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
65%	67%	66%	54%		

YEAR 2

Reading- End of Key Stage 1					
2022		2019		2018	
Cohort Size 84		Cohort Size 81		Cohort Size	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
49%	45%	78%	74%	61%	

YEAR 6

Reading- End of Key Stage 2					
2022		2019		2018	
Cohort Size		Cohort Size		Cohort Size	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
NA	NA	NA	NA	NA	NA

ENGLISH HUBS' AUDIT

Matched to EIF and Challenge Checklist

Baseline audit 24.11.2022	Review 31.03.2023
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A = strong; B = some development required; C = 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:	A	B	C	Comment
1. Sufficient time is given to teaching phonics, reading and writing.				What does the timetable for phonics look like in EYFS, Year 1 & Year 2? How long do teachers spend teaching phonics? Reception is currently 30 minutes- is being extended as groups progress. Higher groupings have longer times up to an hour. 40 minutes for RWI in KS1 with an additional literacy lesson daily. Including handwriting. Is there a lesson every day? Yes How do you monitor the quality of phonics lessons? Regular monitoring is in place with the reading leader. Teaches year 2. Previously year 1. Is it consistent? Yes
2. All teachers and TAs teach the chosen SSP programme confidently.				Is there fidelity to ONE SSP programme? Yes

			Does this include consistent teaching resources, friezes, charts, books etc? Yes New staff need development in their delivery. 31/03/2023- HT informs me that she has been involved in monitoring with Amy and Sophie and feels that the new staff are now much more confident in delivery and the progress of their groups has been good.
3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained.			- Do ALL teachers / TAs know what should be taught, when and the age-appropriate expectations at the end of each phase/year? - Is this set out as a whole school plan? Yes- using the RWI tracking. Staff have documents for progression.
4. Pupils' letter-sound knowledge and word reading is assessed every term /half term.			- What does assessment for phonics look like in your school? - What tracking system/paperwork do you use? - Who carries out the assessments? (RL? Who monitors consistency?) - How often are they carried out? - What happens with that information? HT, RL, SLT AND Class teachers assess every half term or more often as needed. These are quality assured by RL.
5. The SSP programme is continued for pupils until they read fluently.			- Are children in KS2 receiving phonics lessons? - Is this consistent with the SSP programme and approach in KS1? N/A KS2 as infant school. Year 2 have it until they need it- the junior school use fresh start.
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.			- How do you inform parents of your chosen SSP programme and how to use it? - What resources / websites are promoted through the school website? RWI is evident on the website with a pdf with links on. - Are parents informed of a child's progress with phonics and reading?

			Yes, through parent evenings. School needs to do more frequent meetings for children who are not at ARE. Target parents for modelling RWI delivery. When are parents made aware that their child is 'falling behind'? 31/03/2023- HT informs me that they have put a plan in place for next year. She talked about the showcase events that they put on. They have carried out story sessions where staff have modelled reading to the children.
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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:	A	B	C	Comment
1. Timetable daily SSP lessons from September.				When do children start learning phonics in Reception? (Second week?) Week 2 Do you have a staggered start? Yes, but only week one so does not impact on phonics teaching.
2. Ensure that sufficient time is given to the teaching of phonics, reading and writing.				- How many lessons a week do Reception children have? - For how long? 5 lessons a week – 30-40 minutes depending on grouping.
3. Follow the same SSP programme as Y1 and 2.				- Do Reception children follow the same SSP programme as Year 1 and 2? - Do they have consistency in flashcards, friezes etc?

4. Identify pupils who are falling behind, in their first few weeks in school.			• When are children identified as ‘falling behind’? • How? • What is then put in place to ensure children ‘keep up’ and not ‘catch up’? Children use nursery RWI and are assessed before moving into reception. Children entering from other nurseries are assessed in week 1.
5. Ensure extra practice matches the school’s SSP programme.			• What does intervention look like? • Who delivers intervention? (BEST Reading Teacher?) • When? • How? • Where? • How is the impact of intervention measured and how often? Teachers are using RWI resources but monitoring needs to be carried out to ensure tutoring guidance is being followed. 31/03/2023- HT informs me that during the last development day their RWI consultant supported reading teachers in how to carry out 1:1 tutoring sessions using the guidance. No monitoring has taken place yet. LS advises that phonics lead (Amy) carries out monitoring of these session week beginning 17th of April.
6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons.			• How are children seated for Phonics lessons? • Where are the ‘spotlight’ or ‘lowest 20%’ children sat? • Are friezes placed at children’s height? Children are seated well.
7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home.			• Are parents frequently made aware of how they can support their child with phonics? • Do they know how to teach blending? • Pure sounds? • Progression of sounds/graphemes?

				Class teachers send out the sounds the children need to know on a regular basis (A letter) with guidance. LS recommends that QR codes are sent out with the lowest 20% pupils as the priority. 31/03/2023- HT informs me that QR codes were sent out and children are continuing to be targeted to ensure progress. She informs me that they have just started using launch pad to literacy.
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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:	A	B	C	Comment
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 <i>not</i> sorted by traditional 'Book-Banding' criteria based on a mix of methods).				- How are reading books organised? - Are they book banded? - Is it clear which books are decodable, and which are 'RfP'? - Does the school have enough decodable books for each phase? Level? Yes, it is clear which books are decodable and which are RFP (library needs work).
2. Pupils are <i>not</i> 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.				- Books are truly decodable? - Where were they purchased from? - Check – e.g. if it's Phase 3 .. is it Phase 3? - How do they know when to 'move' a child onto the next level/phase? LS carried out mini dive in to book bags to monitor the books being sent home against children's assessments.

3. Pupils re-read these texts/books at school and home to build fluency.			• How often do children change their reading books? Children's books are read three times and then changed to build fluency. • Is there an expectation they re-read to build fluency? Yes, three reads. School needs more home books. • Are parents aware of the importance of a child re-reading to build fluency and feel 'successful'? Parents are provided with information, but engagement is an area of challenge. • Are those children identified as not reading at home, given additional opportunities to be heard reading in school? 1:1 reading for those children who do not read at home. This happens daily. 31/03/2023-HT informs me that they have done additional work with a group of year two children which has had massive impact on their fluency. She is now looking to replicate this in year one. We discussed targeting yellow group consistently.
4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently.			• Do all children stay on decodable readers until they are confident readers? KS2? Yes, children stay on decodable readers in year 2 until confident.
5. Parents know how to increase their children's fluency in reading sounds, words and books.			• Are teachers and parents aware of the importance of building fluency? Reading lead states this is an area that has already been identified and is in the process of being addressed. HT informs me that they have purchased further reading materials for when they are no longer on decodable readers. She informs me that they are about to launch another reading challenge.
6. Parents understand the difference between stories to share and stories that children read aloud.			• Do parents understand the difference between decodable books for children to read TO THE PARENT and reading for pleasure to books for parents to read to them? Children currently do not take-home RFP books across school – reception and nursery do. KS1 do not at present.

			31/03/2023-Parent reading sessions have taken place.
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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:	A	B	C	Comment
1. Has expertise in teaching phonics.				- Is the Reading Lead a KS1 or KS2 teacher? - What is their experience of teaching phonics? KS1 teacher, currently teaching year two but was in year one previously. - Does the school need to look at a phonics leader in KS1? No - Is the Reading Lead sufficiently trained to be an 'expert' in teaching phonics? Yes
2. Has dedicated time to fulfil the role.				- How much time does the RL get to fulfil their role? 40 minutes three days a week at present. - What do they do in their leadership time? Monitoring of lessons, assessments. - How do they monitor the quality and consistency of phonics lessons?
3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider's training.				- Have ALL staff been trained in their chosen SSP programme? - How long ago? Staff were trained in 2019 but have development days with a RWI consultant. New staff have not been trained yet; they are using the portal videos. 31/03/2023-Anne-Marie RWI consultant supported staff on development day. The HT informs me that they have a progress meeting booked for

				after Easter and an additional development day booked for the summer term.
4. Ensures that SSP training is provided for new staff.				• How are new staff trained? • When? New staff use the portal videos and observe other groups being delivered. As above.
5. Practises with and coaches reading teachers and TAs frequently.				• Does the reading lead coach teachers and TAs? • How often? • How are the coaching and practice sessions of reading team tracked and developed? Coaching does happen but not as frequently as. 31/03/2023- Phonics lead informs me that they have been doing coaching sessions but have not yet fully implemented practice sessions due to staffing levels.
6. Coaches reading teachers who support pupils who have fallen behind.				• Does the RL monitor the impact of intervention sessions and help to organise staffing timetables for intervention sessions? Yes, LS recommends more coaching for 1: Reading teachers. 31/03/2023- Phonics lead informs me that this has been successful.
7. Organises regular progress meetings.				• Does the RL carry out pupil progress meetings for phonics? • How often? Progress meetings with reading teachers are not currently happening as frequently as the reading lead would like. LS recommends that they are planned in to calendar. LS also recommends that meeting outcomes are used to inform further 1:1 reading teacher coaching/practice sessions. 31/03/2023- HT informs me that this has been through coaching and regular assessment updates. Not recorded formally but has been happening.

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:	A	B	C	Comment
1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support.				Do you know who the lowest 20% of children are? Do teachers know who these children are? How do they 'target' them? Teachers know who lowest 20% are and they are grouped accordingly. RL states that targeting children in class needs further development e.g., additional speed sounds, words reading sessions. 31/03/2023 – brief visits to lessons during audit re-visit- showed some teachers need to revisit/have coaching around reading green words and what to put in to place if children finish ahead of time (for the writing section-formation sheets) We discussed Amy having release time for the Reception lessons to carryout monitoring summer term 1.
2. Uses the programme's SSP assessment to identify immediately pupils falling behind.				As above
3. Organises extra daily practice for pupils falling behind, following the school's SSP programme.				Discuss intervention programme and timetable Daily practice is happening but 1:1 reading tutoring needs development. 31/03/2023- all 1:1 staff have had coaching from RWI consultant but not yet been monitored. LS advises that Amy use release time to monitor these sessions.
4. Provides regular CPD for teachers to support pupils falling behind.				SSP training and regular coaching and discussions with all Reading teachers (teachers and TAs) Coaching happens and videos are used to support staff.

5. Fast tracks late-entry pupils.			How do you assess new children? Within two days of starting if not on day one at the school.
6. Engages the support of parents, where appropriate.			LS recommends that parents are targeted to support their children e.g., sharing QR codes, video links, e-books etc. 31/03/2023-HT informs me that QR codes have been sent home.

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:	A	B	C	Comment
1. Identify pupils with delayed language and organise frequent one-to-one and small group discussion.				SALT? Intervention? Does the school use an early language and communication screening programme (e.g., Elklan or WellComm) to identify needs? School uses Wellcomm when they start school, Black sheep (pronunciation) and ASQs to support children currently. Referrals are made for children who need it. LS supported with early language audit on audit/support day. 31/03/2023- HT informs me that they are contuning to support using wellcomm and have just invested in launch pad for literacy which they will be rolling out from the summer term. LS shared oral language assessments and I can information to support children in the meantime.

2. Teach pupils to follow expectations for discussion including listening behaviours; routines for talking with a partner; routines for giving feedback to the group.			• Pre-phonics? • Phonological awareness? Staff use RWI strategies to support but at present no language, listening and attention specific activities take place. 31/03/2023- following the early language audit carried out on the last visit HT informs me that they have been revisiting sections fortnightly to address area. She informs me that staff awareness has improved and interactions are of a higher quality.
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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:	A	B	C	Comment
1. Timetable a daily 20-minute story-time.				• KS1 and KS2? Story time does happen but not consistently. LS recommends that school places story time as a priority. 31/03/2023- CPD has taken place and there are now daily story sessions which have been monitored.
2. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding.				• Is storytime a priority in school? • Are staff aware of the importance of quality story time? Yes, story time is beginning to be developed through talk for stories RWI.

3. Organise appealing book corners.			Book corners in all classrooms? Yes Appealing? A mixture- some areas are very well presented with forward facing books and an appropriate amount. How do they promote a 'love of reading' in school? Reading challenges, reading assemblies, sharing books at the end of the day, reading spine/use of high-quality texts which are planned into literacy, gift of a book at Christmas. Does the school need more up-to-date books? Yes, LS provided Usbourne partner contact details to support school in updating books. 31/03/2023- HT informs me that they have worked hard and added more forward facing books etc but there is still development
4. Show parents how to read aloud and talk about stories with their children and send home quality books.			Demonstrate and share the importance of story-time with parents? Links to story information is on the school website. LS recommends that school develop parental information/activities to promote story telling and reading. 31/03/2023- HT informs me that they have had events to show parents how to read stories.

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:	A	B	C	Comment
1. The SSP programme ensures success for <i>all</i> pupils, particularly the lowest 20%.				What are PSC results year on year? Year 2 resits? Year 3 resits from December 2020 PSC?

			• PSC Year 1 scores? – Children ‘scraping’ 32? Still need more phonics. 13/60 scored 32-34 • Children at 38/39 before end of year 1 – what else are they getting from phonics lessons? 27/60 scored 38-40.
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.			• KS2 / Year 3 intervention? • KS2 spelling programme? • Phase 5 and 6? Alternative spelling patterns?
3. How staff work as a team to ensure the elements in A to G are embedded in the school.			• How often is phonics discussed as a whole staff? • Is it on the SDP? Priority? • Regular CPD built into staff meetings? • Budget allocated to improving phonics and early reading? LS recommends that practice sessions are revisited for TA’s who deliver phonics sessions and 1:1 Tutoring.

Recommendations / Actions	Follow Up Visit Date (IN SCHOOL)– Agreed Date & Time: 28.02.2023 Review of Actions
1. Sophie to sign up for Lincolnshire reading pledge.	✓
2. Sophie to sign up for the reading comprehension training with Megan Dixon and any further courses on the English Hub website that relate to the recommendations from the audit/support day.	✓
3. Sophie to monitor: • 1:1 reading for additional reading sessions for those children who have been identified as not reading at home. • The reading section of lessons for RWI to support delivery.	✓

4. Sophie to support staff in developing awareness of fluency (fluency 5 discussed separate from RWI lessons).	Still a work in progress.
5. Sophie to contact Usbourne partner for support in fund raising for RFP books.	✓ - HT informs me that they are fund raising for themselves and have plans in place to develop the library and books stock.
6. Sophie to plan and deliver practice sessions with teachers from monitoring during audit for first part of staff meeting, TA's/1:1 Support during Thursday assemblies: • Delivery of speed sounds e.g., side to back • Same, same • Pure sounds- phoneme spoken once not repeatedly on presentation of the card • MTYT consistency	✓ - some has take place but development needed to ensure consistency in release time for monitoring.
7. Donna/Amy C to shadow Sophie in preparation for succession.	✓