



## New Vision English Hub Audit Development Plan 24-25

**School:** Village Infants

**Number of pupils:** 3FE (304 Pupils)

**Supporting English Hub:** New Vision English Hub

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**Date:** 24.09.24

**Lead by:** Sanisha Pahl

Yolanda Cattle (Head Teacher)

Kam Kaur (Reading Lead)

Jade Allison (EYFS Lead)

**Funding available: £3,000 outright funding**

**Deadline for submitting invoices for funding: 15.09.24**

### Background information

Latest Ofsted	Good (February 2020)	
Pupil Premium %	26.4%	
PSC Results	2022	72%
	2023	78%
	2024	78%
	Predicted 2025	79%
What is the current SSP? How long has this been used?	Since September 2022	
Would you like to move to a new SSP? If so, which one?	No	
Are you interested in becoming a Partner School?	Yes	
Any additional school context?	14 children on EHCPs School have 85 pupils on school SEND support plans	



Matched to English Hubs' Challenge Checklist

*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, 2024).

The leadership team ensure that:	A	B	C	Comments
1. Sufficient time is given to teaching phonics, reading and writing	Y			1) Daily 30 minute lessons. School prioritises this even if someone is absent, for this reason all staff have been trained in the SSP.
2. All teachers and TAs (who are teaching reading) understand and teach the specific activities in the SSP programme confidently		Y		2) Varying levels of confidence among teaching staff.
3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained		Y		3) Overview is shared each half term.
4. Pupils' letter-sound knowledge and word reading is assessed every term /half term	Y			4) This is the case and slots have been timetabled in school diary across the year specifically for this purpose.
5. The SSP programme is continued for pupils until they read fluently	Y			5) Children continue LW in Y2 (this is an infant school).
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.		Y		6) Parent workshops happen once a term.



## Additional comments and actions

- Ensure staff are clear on the term-by-term expectations of progress from Reception to Y2 and that pace is maintained in accordance with this. SLT/RL to monitor this.
- Ensure LW resources are displayed correctly at the front of classes and on tables if necessary e.g. grapheme charts.
- Reading staff to model to children how to use LW support resources correctly and effectively e.g. Grow the Code Charts.
- Ensure that all staff know who the spotlight children are within their groups. Consider the positioning of spotlight children in each lesson, ensuring such children are sat directly in the teacher's line of sight.
- Ensure teaching staff are clear on their role for each part of the lesson with a specific emphasis on supporting children who are falling behind (as well as those on the cusp).
- Ensure lessons focus on maximising learning opportunities for all pupils i.e. not overly dependent on selecting particular children or particular groups to answer questions.
- SLT/RL to decide upon and then train staff in how to use non-verbal cues effectively to maintain pace and maximise learning opportunities.
- Proceed with with half-termly RL team meetings on assessment whereby all RLs strategise/re-strategise together once the data has been collated.
- Keep parents more regularly informed of what is taught and how they could provide extra practice at home to develop fluency. Create an action plan to support parents (especially those with children most at risk of falling behind) across the school year. Possible ideas include: inviting parents in to see 'live' lessons, training workshops, reading sessions with their child, etc.
- SLT/RLs to train TAs who support teachers in phonics lessons to conduct their role effectively. Monitor this closely so as to maximise learning opportunities.

## B. Make a strong start in Reception

*'Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception'* (SIH, 2024).

Reception teachers:	A	B	C	Comments
1. Timetable daily SSP lessons from the second week in Reception at the latest	Y			1) This is the case.
2. Ensure that sufficient time is given to the teaching of phonics, reading and writing	Y			2) 30 minutes of phonics teaching in reception.



3. Follow the same SSP programme as Y1 and 2	Y		3) This is the case.
4. Identify pupils who are falling behind, in their first few weeks in school		Y	4) This is currently inconsistent.
5. Ensure extra practice matches the school's SSP programme	Y		5) School have daily keep up in place.
6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons	Y		6)This is the case.
7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home		Y	7) School are looking to implement this, they currently have 2 workshops a year.

### Additional comments and actions

- Place order for additional validated resources e.g. decodable texts, flash cards, etc.
- Ensure intervention staff receive refresher training of the SSP intervention programme.
- RL to coach and monitor intervention staff to ensure sessions are of the highest quality
- Invite reception parents into school for several meetings across the year in order to develop their understanding of how their child's reading will progress over the year and how they can support at home.

### 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, 2024).

The leadership team ensure that:	A	B	C	Comments
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)	Y			1,2,3,4) Books are used in sessions and are aligned exactly to the SSP. Books are sent home every week. LW reading practice



<p>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</p> <p>3. Pupils re-read these texts/books at school and home to build fluency</p> <p>4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently</p> <p>5. Parents know how to increase their children’s fluency in reading sounds, words and books</p> <p>6. Parents understand the difference between stories to share and stories that children read aloud</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p>	<p>sessions are set up in line with the SSP.</p> <p>5) Not currently the case. Area for development.</p> <p>6) Parents are told this at the start of the year in reception.</p>
<p><b>Additional comments and actions</b></p> <ul style="list-style-type: none"> <li>● Place order for decodable texts that are still needed</li> <li>● Purchase blending practise texts</li> <li>● RLS to coach staff to lead high quality reading practice sessions where expectations are clear, each partner has a clearly defined role and pace is maintained.</li> <li>● Consider planning ‘story mornings’ where parents can read with their child</li> <li>● Ensure parents in Year 1 understand the difference between stories to share and stories that children read aloud</li> <li>● Organise regular parent workshops to develop parental understanding of building fluency and their knowledge of how to support their children at home</li> </ul>			

## D. Build a team of expert reading teachers



*'The school has developed sufficient expertise in the teaching of phonics and reading.'* (SIH, 2024).

*'...Build a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert training, practice and coaching to achieve this.'*

(Reading Framework, 2023).

The reading leader:	A	B	C	Comments
1. Has expertise in teaching phonics and the chosen SSP		Y		1) School have had the scheme for 2 years. Both RLs are committed and passionate about leading and embedding the SSP to a high standard.
2. Has dedicated, regular time to fulfil the role		Y		2) HT will be increasing this to weekly slots (a set morning once a week).
3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider's training		Y		3) Last validated training was in September 2022. School conducted refresher training for teachers this September.
4. Ensures that SSP training is provided for new staff at the point of arrival, and that refresher training is in place		Y		4) This is inconsistent.
5. Practises with and coaches reading teachers and TAs frequently			Y	5,6) No practice sessions or coaching timetable in place.
6. Coaches reading teachers who support pupils who have fallen behind.			Y	
7. Meets frequently with the headteacher to discuss the impact of each teacher on pupils' progress, particularly those falling behind the pace of the programme		Y		7) These currently happen informally.



## Additional comments and actions

- RLs to continue to watch LW CPD webinars to build confidence and expertise in the SSP
- Timetable regular Practice Sessions for reading staff to build expertise in delivering sessions to a high standard. RLs to use LW pro-forma and videos when conducting sessions.
- Create coaching timetable for RLs to support all reading teachers to deliver high quality lessons.
- Organise pupil progress meetings with HT once data has been collated each half term.
- Explore SEND section on portal to help such pupils to progress.
- Continue with whole school refresher training at the start of each academic year. This should include all staff, including members of support staff.
- HT to ensure RLs receive a regular slot out of class to conduct monitoring, coaching and assessment tasks.
- Ensure new staff members receive validated training as soon as possible.
- Continue to subscribe to LW Online Portal to help with ongoing training needs.

## E. Reach those children falling behind the pace of the programme

*'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, 2024)

The head teacher and reading leader:	A	B	C	Comments
1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support		Y		1) Staff are building their teaching expertise in LW to ensure lessons enable pupils to make expected progress.
2. Uses the programme's SSP assessment to identify immediately pupils falling behind		Y		2) School are currently working to improve this.
3. Organises extra daily practice for pupils falling behind, following the school's SSP programme	Y			3) This is timetabled daily.



4. Provides regular CPD for teachers to support pupils falling behind			Y	4) Regular CPD for intervention staff is not currently in place. School are keen to work on this following today's audit.
5. Fast tracks late-entry pupils			Y	5) This is not happening as the school would like.
6. Engages the support of parents, where appropriate			Y	6) Support is currently limited and school would like to work on this.

### Additional comments and actions

- Consider implementing 2 lessons a day for the *Year 1 Phase 2 Group* to support their progress.
- Ensure staff leading intervention are fully trained in the SSP's keep up programme.
- Analyse data and follow LW guidance to select the most appropriate intervention for each child.
- RL to coach and monitor intervention staff to ensure sessions are of the highest quality.
- Teachers and TAs need to be clearer on who spotlight children are within their groups and where they are seated in lessons. Place 'spotlight' in a central position so that their progress and engagement can be carefully monitored.
- Teachers/TAs to target spotlight children in lessons to maximise learning opportunities for such pupils.
- Ensure late entry pupils are fast tracked.
- Work to engage parents of this cohort (various strategies discussed).

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

*A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations and discussion, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write. (Reading Framework, 2023).*

Teachers	A	B	C	Comments



1. Ensure there is a language-rich environment in which adults talk with children throughout the day, to form the foundations for language and cognitive development (Section 2, Reading Framework)		Y	1) This is inconsistent at the moment.
2. Identify pupils with delayed language and organise frequent one-to-one and small group discussion.	Y		2) School use NELLY programme and work closely with SENCO to identify pupils with language needs. Also have S&L experts to advise and lead additional catch-up sessions.
3. Teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group.		Y	3) School have not embedded this yet. School are keen to enforce this.
<p><b>Additional comments and actions</b></p> <ul style="list-style-type: none"> <li>• RL/SLT to lead inset on non-verbal cues for staff. Staff to then teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group, etc.</li> <li>• Following inset, RL/SLT to monitor the above is happening consistently.</li> <li>• Work to build a language rich environment.</li> <li>• Consider enrolling a member of staff onto New Vision’s Supporting Early Language Development course 24-25 <a href="#">Supporting Early Language Development</a>.</li> </ul>			

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

*To nurture the reading habit, schools need a strategic approach rather than simply an eclectic mix of ‘reading for pleasure’ activities. Evaluation should take place regularly. (Reading Framework, 2023).*

*‘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 2024*

Teachers	A	B	C	Comments
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1. Promote a school culture that values and supports reading for pleasure (Section 8, Reading Framework).		Y		1) School provide quality books, have a central school library and authors of the week.
2. Timetable a daily 20-minute story time		Y		2) This is timetabled - HT would like to monitor it is happening.
3. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding		Y		3) HT reports some very good practice, but that this is not consistent across classes.
4. Organise appealing book corners	Y			4) School prioritise creating appealing book corners.
5. Show parents how to read aloud and talk about stories with their children and send home quality books			Y	5) This has not happened recently.
<p><b>Additional comments and actions</b></p> <ul style="list-style-type: none"> <li>• Monitor that story time occurs on a daily basis.</li> <li>• Continue to develop parental knowledge of how to promote books at home.</li> <li>• Conduct a refresher inset on reading aloud quality stories, the importance of re-reading and talking about books to build familiarity and understanding.</li> <li>• Consider enrolling a member of staff onto the New Vision Teacher Reading Group Training in 24-25 <a href="#">New Vision Hub Teacher Reading Group Training</a>.</li> </ul>				

**Resource support next steps:**

New Vision English Hub will be able to provide support for resources once training has been booked. This will ensure that staff have the knowledge to use the resources effectively.

Training	Continue with annual subscription to LW online portal to support with training and resource needs. Organise validated training for any staff members who have not received it as soon as possible.
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Resources	Contact your Harper-Collins Rep to discuss any costings for validated resources
<b>Wider English Hub CPD</b> <ul style="list-style-type: none"><li>• To stay informed of our offer please sign up to our mailing list <a href="https://newvisionenglishhub.co.uk/contact/">https://newvisionenglishhub.co.uk/contact/</a></li><li>• Click <a href="#">here</a> to sign up to New Vision English Hub Phonics Reading Leader Network Meetings</li></ul>	

**Funding available: £3000**

**Deadline for submitting invoices for funding: 15.10.24**