

Knights Enham School

Early Reading (Rapid Phonics) Action Plan (Junior School)

(2024 - 2025)

Vision

At Knights Enham Schools we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness: 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 |

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- Effectiveness of leadership and management Good
- Quality of teaching, learning and assessment Good
- Personal development, behaviour and welfare Good
- Outcomes for pupils Good

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

- 1) Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- 2) Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- 3) Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning/ SEND

Meeting the needs of all children to ensure good progress.

To improve staff knowledge of **High-Quality Inclusive Teaching (HQIT)**, where consistent **marking and feedback** is used to enable pupils to be challenged and achieve End of Year targets.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To ensure **middle leaders** have the skills to lead their subject effectively, **demonstrating impact** on the pupils' achievements.

3. Phonics & Early reading

Giving the children the tools to develop their love of reading.

To embed the teaching of **phonics** and the approach to **early reading** so that all children are fulfilling their potential as Knights Enham readers.

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
To improve staff knowledge of High-Quality Inclusive Teaching (HQIT), where consistent marking and feedback is used to enable pupils to be challenged and achieve End of Year targets.	ERL to ensure all pupils are assessed at end of Summer '24 so that there is a rapid start to the delivery of interventions in the Autumn Term.	ERL	End of Summer '23	N/A	
	To further develop the consistent teaching of the phonics scheme through regular training, coaching and monitoring by ERL. (Early Reading Lead) This includes the LSAs who are delivering the group work and Class teachers who are either delivering the group activities or the spelling element of the programme. (See Springhill HUB audit)	ERL	Ongoing	N/A	
	ERL to engage with support from HIAS for phonics through Phonics Progress Partners to gain insight into further ways to progress and catchup phonic knowledge. ERL to share this with staff and LSA through briefings and staff meetings.	ERL	3 x support sessions	£1500	
	Staff to focus on delivering reading interventions (Rapid Phonics or Rapid Reading) 3 x week for all pupils identified as below in their reading and needing catchup support. CT to hear lowest 20% of readers in their class at least once a week in addition to the reading intervention. (Highlighted yellow on data sheets)	ERL	Monthly check-in	N/A	
	ERL to monitor progress and track phonics data alongside reading and spelling age data. Reading is assessed half termly so that pupils' books phonically match their current ability. Spelling data is assessed half termly and groups are revised to meet the needs of the pupils. Data tracked using INSIGHTS	DHT All teaching staff	Autumn 1 / ongoing	N/A	
	Pupils in year 6 and those that are not ready to access the Rapid Phonics programme to take part in daily NESSY phonics learning. Weekly reports shared with CT.	DHT	Autumn 1 / ongoing	30 subscriptions paid for	

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure middle leaders have the skills to lead their subject effectively, demonstrating impact on the pupils' achievements.	Staff to ensure strategies taught within phonics sessions are implemented into whole class learning:- <ul style="list-style-type: none"> • Phonics spelling mats available for all pupils to use. • Pupils encouraged to segment and sound out words to spell using the same strategies used within phonics sessions. • Blending fingers used to sound out unknown words and children encouraged to identify sounds and blend by themselves. 	ERL	Autumn 1 / ongoing	N/A	
	See above – Phonics Progress Partners CPD training for ERL.	ERL	3 x support sessions	£1500	

	ERL to investigate options for reading age assessments to ensure data gained through the year is in correlation and informs other data for reading assessments made through the year.	ERL	Autumn 1	£200	
--	---	-----	----------	------	--

3. Phonics & Early Reading

Giving the children the tools to develop their love of reading.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To embed the teaching of phonics and the approach to early reading so that all children are fulfilling their potential as Knights Enham readers.	ERL to purchase new books for the reading for pleasure boxes.	HT	Autumn 1	£1000	
	Parent workshops introduced to explain how phonics is being delivered and the importance of supporting their child at home. <ul style="list-style-type: none"> Whole school workshop sharing how to access resources and strategies used in school that can also be used at home. Targeted parent invites for pupils not reading at home to share importance of working in partnership with school to support their child's learning. 	ERL with English lead	Autumn 1 / ongoing	N/A	
	ERL to gain pupil views on their phonics sessions / progress in reading. Ensure all pupils have appropriate access to reading materials as listed above.	ERL	Autumn 1 / ongoing	N/A	