



BASLOW ST. ANNE'S C OF E PRIMARY SCHOOL

“Life in all its fullness”

Growing healthy minds and hearts together

Respect...Kindness...Diversity

SIP 1- English 2024-25

- To fully continue to ensure Little Wandle matching resources are effectively utilised to promote opportunities for children to have a robust phonics programme and reading is matched to their phonics inc. Rapid Catch Up.
- Develop and maintain a love of reading by assessing reading and providing suitable, interesting and stimulating books for all reading abilities.
- To ensure consistent approach to writing and spelling across the school for optimum outcomes from Reception to Year 6

Targets 2024-25

EYFS GLD = 82% - 88% (14- 15, early for predictions)

Y1 Phonics = 91% 21/23

Y2 Phonics= No retakes

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
1 PP =1	19/23=83% 1/1=100%	2/23=9% 0	19/23=83% 1/1=100%	3/23=13% 0	19/23=83% 1/1=100%	3/23 = 13% 0	19/23=83% 1/1=100%	5/23=22% 0
2 PP =0	13/13=100%	6/13=46%	12/13=92%	3/13=23%	12/13=92%	3/13=23%	13/13=100%	3/13=23%
3 PP = 0	14/17=82%	8/17=47%	14/17= 82%	6/17=35%	14/17=82%	6/17=35%	15/17=88%	5/17= 29%
4 PP = 4	19/23 = 83% PP-3/4 = 75%	9/23 = 39% 0	19/23 = 83% PP-3/4 =75%	6/23=26% 0	19/23=83% PP-3/3 = 100%	7/23=30% 0	19/23=83% PP-3/4 = 75%	4/23=17% 0
5 PP = 3	19/ 21 = 90% PP 2/3= 66%	6/ 21 = 29% PP 1/3= 33%	18/ 21 = 86% PP 3/3 =100%	8/ 21 = 36% PP 1/3=33%	18/ 21 = 86% PP 3/3=100%	8/ 21 = 38% PP 1/3=33%	18/ 21 = 86% PP 2/3= 66%	8/ 21 = 38% PP 1/3=33%
6 PP =2	19/23 = 83% 2/2 = 100%	7/23=30% $\frac{1}{2}$ = 50%	19/23=83% $\frac{1}{2}$ = 50%	4/23=17% 0	18/23 = 78% 2/2 =100%	5/23=22% $\frac{1}{2}$ =50%	83/23=70% 2/2=100%	5/23=22% 0

AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
<p>AFI 1 Phonics</p>	<p>To ensure resources used to support early reading broadly match the sounds and phonics. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge</p> <ul style="list-style-type: none"> • To introduce Little Wandle phonics scheme and resources To carry out an audit with the support of the English Hub to assess gaps and need for additional/changed resources • To invest with Harper Collins and buy in the required resources to ensure an effective and robust phonics/reading scheme is in place • To ensure that all children have access to books that match their phonic knowledge • To continue to work with parents to support the love and practise of phonics and reading
<p>AFI 2 Assessment in Foundation Subjects</p>	<p>To ensure that there is a consistent approach to assessment in the wider curriculum subjects, so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied.</p> <ul style="list-style-type: none"> • To invest in Kapow to ensure a consistent scheme of work for the foundation subjects • To consistently use the Kapow assessments to gauge a clear and precise understanding of where the children are and know • To monitor and moderate the assessment to ensure impact is made and optimum outcomes

English Action Plan 2024-25

<p>Key Action Overviews</p>	<ul style="list-style-type: none"> • To fully continue to ensure Little Wandle matching resources are effectively utilised to promote opportunities for children to have a robust phonics programme and reading is matched to their phonics inc. Rapid Catch Up. • Develop and maintain a love of reading by assessing reading and providing suitable, interesting and stimulating books for all reading abilities. • To ensure consistent approach to writing and spelling across the school for optimum outcomes from Reception to Year 6 		<p>Documents to support evaluation and shared with <i>Governors</i></p>
<p>Success Criteria</p>	<p>By December 2024</p>	<ul style="list-style-type: none"> • English Action plan 2023-24 reviewed and updated action and SIP written for 2024-2025 • Organised new Little Wandle home resources for effective use at home • Little Wandle CPD accessed online where required to ensure all teaching phonics are trained – robust training eg: Rapid Catch Up, • Parents information updated on the website to support with resources and overview of approaches (by November 2024) • Parents’ meeting – reading and phonics update- September 2024 • Monitoring of teaching and learning in reading and phonics - learning walk teaching and learning: Focus: Little Wandle consistency or approach, integrity to scheme, resources used effectively, subject knowledge, accuracy of phonic delivery, assessment procedures, Rapid Catch Up • Monitoring of teaching and learning in Writing and Spelling - learning walk teaching and learning: Focus: Use of resources (Babcock) and school non-negotiables (Spelling Log, Spelling journals). • Monitor outcomes for reading + phonics and ensure on track for milestone 	<p>Action Plans English Policy Marking and Feedback Policy Monitoring and Evaluation records Learning walk/observation records Pupil Voice records SLA/QDD records</p> <p>Teacher on a page Teaching and Learning grids Work scrutiny evidence Performance Management Staff meeting minutes Curriculum sub minutes Data Provision Map Planning scrutiny</p>

		<p>Y2/Y4/Y6 and each assessment milestone</p> <ul style="list-style-type: none"> • Monitor PP and SEND children to ensure optimum outcomes and progress Observations show all non-negotiables are in place and consistent use of Little Wandle and linked resources resources included group reading • Ensure consistency with agreed timetable for robust phonics/reading/comprehension within split year group classes • Assess and monitor impact of Ninja Comprehension resources • Further initiatives are embedded for reading e.g.New interactive Library system writing Authorify club/reading challenges and initiatives/‘welove reading’, book club, buddy reading, debating club • Pupil Voice – feedback from the children • Performance management objectives have been agreed and include clear reference for individual staff and linked pupil progress to achievement/progress in maths or English • To monitor the impact of the approach to phonics and spelling to assess effective implementation of the teaching and learning of spelling and resources for phonics – Babcock Spelling KS2 • To ensure Little Wandle Rapid Catch up is in place where necessary and effective impact • All children are challenged to ensure optimum learning and progress, SEND are supported with robust interventions in place, Pupil Premium (PP) Greater Depth (GD) children are monitored to ensure consistent progress • Reading Age/Standardised score (SS) obtained in all years 1-6 years to monitor progress and diminish gaps (New Salford Reading received September 2024) 	
	By April 2025	<ul style="list-style-type: none"> • All staff involved with Little Wandle are confident with the delivery and high impact observed from phonics’ sessions • Parent Meetings to be held to develop parental confidence with reading scheme • 100% of teaching and learning in English is at least good (larger evidence of outstanding) • Monitor through FFT/Little Wandle outcomes for reading + phonics and ensure on track for milestone EYFS/Y2/Y4/Y6 and each assessment and gaps narrowing • Monitor through FFT/book scrutiny and moderation to ensure on track for milestone EYFS/Y2/Y4/Y6 and each assessment and gaps narrowing • Monitor PP and SEND children to ensure optimum outcomes and progress 	<p>Learning Walk records Teacher T & L grids Staff meeting minutes Curriculum sub minutes Data/ Monitoring mtg records Parent feedback (survey) Planning Provison Map T & L grids</p>

		<ul style="list-style-type: none"> • Monitor approaches to all aspects of reading/phonics + writing spelling. Evaluate resources with staff collaboratively • Learning Walk and Pupil Voice • Rapid Catch Up outcomes showing gaps closing and impact made • Key initiatives ie: active learning, VAK, hands on resources, outdoor, ERIC fully implemented in all classes • Key schemes consistent e.g. Little Wandle KS1 and Babcock KS2 • SEND resources in place to support optimum learning for all SEND children • Data shows at least 90% making progress and diminishing gaps especially with vulnerable groups • Challenge evident across all ability groups to ensure all children are pushed on with optimum learning and outcomes • Parents information updated on the website both English- reading/writing to support with resources and overview of approaches 	
	By July 2025	<ul style="list-style-type: none"> • Little Wandle 100% consistent and impact continuing • To ensure resources used to support early reading match the sounds and phonics are fully decodable. • All children in the early years have access to the books that match their phonic knowledge • Monitor outcomes from in year assessments – progress and outcomes above national average • Monitor PP and SEND children to ensure optimum outcomes and progress and compare with national outcomes • Monitor impact of resources and approaches and progress • Data show targets at least met • Data shows optimum progress has been achieved • Interventions/Rapid Catch Up have been fully monitored and outcomes are strong • Resources are effective and well organised to continue 	<p>Pupil voice records T & L grids End of year outcomes/data against targets set Progress data</p>