



Category One – Graduate Wave 1 and Wave 2 Partner Schools

Hubs should only complete the form for partner schools in Category One. **All sections** of this form must be completed **with the partner school** and submitted to the DfE for approval.

Partner School information							
School	Heamoor CP School Wave 1 or Wave 2: Wave Two				Headteacher		Jodie Flynn
URN	111794				Reading Lead		Tamsin Cocks
PSC	2017 %	2018 86%	2019 76%	Autumn 2020 (optional) 70 %	2021 89 %	Latest Ofsted Rating	Good 16.11.21
Category One: for Wave 1 and Wave 2 partner schools who have made significant impact progress							
Criteria					Established (Y/N)		Not established yet (Y/N)
Partner school Phonics Screening Check (PSC) is predicted to be mainly on course/ close to the expected standard at the end of 2021/22 academic year (DESIRED)					Y		
Partner school has received at least six intensive support days and has proactively implemented changes in their practice whilst following a systematic synthetic phonics programme (SSP) with rigour and fidelity (ESSENTIAL)					Y		
There is evidence of continued good engagement with the Hub Lead and Literacy Specialist (ESSENTIAL)					Y		
There is evidence of the Leadership Team and the Reading Lead in the partner school being committed to moving forward, with follow-up support from the hub, to build on and sustain good practice (ESSENTIAL)					Y		
A satisfactory succession plan is in place to identify and develop new leaders to ensure strong practice is continued and good standards are maintained (DESIRED)					Y		
Partner school has taken a whole school approach and is working to embed their SSP practice across the school (ESSENTIAL)					Y		
There is evidence of good teaching in early language to address the word gap (DESIRED)					N		
There is evidence of good practice in early reading to develop a love of reading (DESIRED)					N		



Provide detail and evidence against each criteria selected as 'established'

1. Partner school Phonics Screening Check (PSC) is predicted to be mainly on course/ close to the expected standard at the end of 2021/22 academic year (DESIRED)	<p>The PSC % pass was: 92%</p> <p>Number of pupils passed: 22/24</p> <p>% achieving ELG in reading: 79%</p> <p>Number of pupils passed: 18/23</p> <p>AUT1 2021 YR on track = 43%</p> <p>AUT1 2021 Y1 on track = 86%</p>
2. Partner school has received at least six intensive support days and has proactively implemented changes in their practice whilst following a systematic synthetic phonics programme (SSP) with rigour and fidelity (ESSENTIAL)	<p>They have had 7 LS days and have had excellent engagement. They have made good progress especially in EYFS where their baseline was 43% in Sept 2021. However, this was quickly addressed due to strong engagement with the LSs training and coaching support.</p> <p>They have implemented sustained and significant changes in the delivery of their SSP. Including:</p> <ul style="list-style-type: none"> • Using appropriate and effective pedagogy e.g. direct instruction, teacher-child interactions with modelling (MTYT) • Timely and precise interventions which build on the whole group morning teaching and use the SSP • Regular, diagnostic assessment cycle • Lessons are consistently paced well and are effectively resourced to support the delivery.
3. There is evidence of continued good engagement with the Hub Lead and Literacy Specialist (ESSENTIAL)	They have engaged with the Hub. Their data has been sent on time and if days needed to be rearranged they were quick to communicate with the LS. The LS day has been well-organised.
4. There is evidence of the Leadership Team and the Reading Lead in the partner school being committed to moving forward, with follow-up support from the hub, to build on and sustain good practice (ESSENTIAL)	<p>The HT has always made herself available for parts of the day and communicated promptly via email.</p> <p>The RL has been covered appropriately to enable full participation in the day.</p> <p>The RL has asked relevant, purposeful questions and worked hard to accelerate the progress of the lowest 20% in YR, working with the YR teacher and leading the lowest YR group.</p>
5. A satisfactory succession plan is in place to identify and develop new leaders to ensure strong practice is continued and good standards are maintained (DESIRED)	The HT is planning to invest in the online SSP portal to enable reactive and sustainable CPD to take place. The RL has increased capacity in 2022/23 due to a change in role and being less class based.
6. Partner school has taken a whole school approach and is working to embed their SSP practice across the school (ESSENTIAL)	<p>The desire to have fidelity to their chosen SSP is strong. When the new YR teacher was not following the blueprint, extra training was provided by the LS as directed by the RL and it was responded to immediately increasing on track children from 43% in AUT1 2021 to 79% achieving the ELG in reading in 2022. The language, resources and associated pedagogy are well-embedded in all age groups.</p> <p>The RL assesses the children at least once every half-term and uses the SSP knowledgeably to ensure all children make good progress. Wider strategies and targeted support from the SSP are used to support the lowest 20% throughout the school day.</p>
7. There is evidence of good teaching in early language to address the word gap (DESIRED)	This is not yet developed but the newly appointed YR teacher has a strength in oracy development. The RL joined an oracy project prior to Covid but this was cancelled.
8. There is evidence of good practice in early reading to develop a love of reading (DESIRED)	The school has a reading spine. It needs development in non-fiction and poetry.

Graduated School Action Plan for Academic Year 2022/23

How will leaders address areas which are identified as 'not established yet' to ensure phonics remains a high priority for the partner school?

Outline what bespoke follow-up support will be delivered by the hub over 2022/23 to build on and sustain good practice for the graduated partner school.



Leaders will address the 'non-established' areas of phonics through the following identified actions:

- Invest in the online portal for their chosen SSP.
- Allocate more time for the RL to run practice sessions and follow-up coaching visits.
- Ensure reading leaders attend Hub half-termly Reading Leader Network Meetings
- Allocate time for the Reading leader to deliver side-by-side coaching to all reading teachers, including the teachers who support the lowest 20%
- Allocate time to the running of practice sessions and phonics input
- Engage with appropriate SSP provider for on-going CPD
- Provide chosen SSP training for any new members of staff
- Provide SSP training for staff delivering support to the lowest 20%
- Engage the parental community to enable all children to be supported through their reading journey from decoding to fluency

The following bespoke follow-up support will be given:

- Termly reading leader meetings specific to their chosen SSP.
- Termly Kernow English Hub Reading Leader meetings
- A Kernow English Hub newsletter to support graduating partner to keep up-to-date with training opportunities.
- Early Language training through Kernow English Hub
- Transforming Your Schools Reading Culture programme through Kernow English Hub
- The Power of Reading Fluency Instruction through the Kernow English Hub