



Audit of English



2019 - 2020



English Leader





English Audit

Training

Over the past 12 months, what whole school training has been provided to staff that relates to English?

Who?	What? Provide basic detail.	When?	Will some people need more training? Are there gaps?
Teaching staff			
Support staff			
Governors			
Volunteers			
Other			

Key actions English leader needs to take:

What training gaps have you noticed? What level of urgency is needed? How will these actions support school improvement?



English Audit

Training

Over the past 12 months, what individual training have staff had that relates to English?

Who?	What? Provide basic detail.	When?	Will some people need more training? Are there gaps?
Teaching staff			
Support staff			
Governors			
Volunteers			
Other			

Key actions English leader needs to take:

What training gaps have you noticed? What level of urgency is needed? How will these actions support school improvement?



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Training

Personal training:

Over the past 12 months, what training, professional development opportunities have you engaged with? This could also include research projects and cluster meetings/groups.

What? Provide basic detail.	When?	Will you need more training? Are there gaps?

Key actions English leader needs to take:

What training gaps have you noticed? What level of urgency is needed? How will these actions support school improvement?





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Stakeholders

Indicate as accurately as you can on the table below where you see your school fits against the statements.

	Indicator			Why have you marked that response?	Any actions needed?
Governor reports are submitted/presented regularly.	No	Partially	Yes		
SLT and staff are kept up to date with latest initiatives on a regular basis.	No	Partially	Yes		
Budgets are known and accessible. The English leader is able to accurately forecast and has influential purchasing power.	No	Partially	Yes		
There is an English Team in place that communicates frequently with other curriculum leaders over the academic year.	No	Partially	Yes		
Key stakeholders are aware of the high-profile English should have and how it impacts on their actions e.g. parents reading regularly to their children, Science lead disseminating English non-negotiables etc.	No	Partially	Yes		
Parents/carers are kept up to date with latest school initiatives, including curriculum development.	No	Partially	Yes		
Communication and work in the wider community happens, i.e. forging links with high schools, businesses and community groups.	No	Partially	Yes		
Key actions English leader needs to take: What significant actions, if any, do you need to take to improve your subject? What is urgent?					



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English curriculum

Indicate as accurately as you can on the table below where you see your school fits against the statements.

	Indicator			Why have you marked that response?	Any actions needed?
An English curriculum/coverage map is in place.	No	Partially	Yes		
The English curriculum/coverage map is reviewed regularly.	No	Partially	Yes		
Is the curriculum fit for the school's current requirements?	No	Partially	Yes		
Staff understand the requirements of the curriculum.	No	Partially	Yes		
Staff are able to articulate the curriculum/mapping into their year group planning with ease.	No	Partially	Yes		
Progression of skills is clear.	No	Partially	Yes		
Pupils appear to enjoy the rich learning opportunities the curriculum facilitates.	No	Partially	Yes		

Key actions English leader needs to take:

What significant actions, if any, do you need to take to improve the English curriculum? What is urgent?



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Assessment

Indicate as accurately as you can on the table below where you see your school fits against the statements.

	Indicator			Why have you marked that response?	Any actions needed?
	No	Partially	Yes		
Assessment procedures for all components of English are in place.	No	Partially	Yes		
Assessment is fit for purpose for school's needs.	No	Partially	Yes		
Staff are skilled at assessing writing.	No	Partially	Yes		
Staff are skilled at assessing reading.	No	Partially	Yes		
Staff are skilled at assessing phonics.	No	Partially	Yes		
Assessment is as efficient as possible, minimising additional teacher workload.	No	Partially	Yes		
Assessment data is shared easily and is simple to interpret.	No	Partially	Yes		

Key actions English leader needs to take: What significant actions, if any, do you need to take to improve English? What is urgent?



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Resources

Due to the nature of English, there may be 100s of resources in your school. Use this to note key resources such as: Pedagogical/approaches to teaching English, schemes and resources; media; intervention resources; key texts; book packs etc.

Item(s)	Serial no./ Item no.	Fit for purpose?	Notes: Is it used effectively? Value for money? Accessible?	Any actions needed?