



Name of Governor	Andrea Williamson (Liz Walker observing)
Date of Visit	2nd February 2026
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	General update on the SDP
Name of Staff	Stacey Harding
HUGG shared? (if subject area)	Yes - Reading and Writing

Next Steps/follow up from previous monitoring

Reviewed SATS results; reviewed all areas of the English Curriculum and how monitoring and interventions are being addressed. Discussed all the tools and frameworks available to pupils and teachers.
Reviewed Reading and Writing HUGG.
Discussed expectations for upcoming SATS and any gaps being addressed.

Key Area in SDP: Monitoring Findings from this visit

SATS: 110 is greater depth

KS1 - positive results

KS2 - School were very pleased as the children were impacted with Covid teaching. 100% in reading (National Average 75%), 68% GDS (NA 33%)

Targets are set for the cohort by the Heads team. For current Year 6 we observed a strong increase for the Yr 3 to Yr4. Reading at KS2 this year – hopeful of high nineties.

Pupil progress meetings are held with the Autumn data and the Spring data. Purpose is to make sure we are responding to pupil needs. Jo Griffith and class teacher are involved plus Fiona Fargher as needed.

Intervention sessions with Sarah Clarke have finished and now use TAs to do these as funding has ceased.

Strategy

On the Inset Day went through how English is delivered across the school. Stacey has been monitoring this across the school.

1. Group Reading (John Murray) and get some one-to-one with a teacher. For the Top Class comprehension, children should be on .4 and .5 and are being taught at that level. After looking at the Autumn Data sent a grid to the teachers of the children who are working below where they need to be for interventions to remediate. Pupil Progress meetings are used to monitor this. Sarah Clarke devises 1-2-1 plans for those that need them and the TAs implement them in Yrs 4-6. In Year 3 used SNIP - basic skills that may help those who are behind.
2. Handwriting - we have the new writing framework (not yet statutory) DFES Writing Framework. There is an audit which includes Frameworks which Stacey will go through. A recent assessment deemed that Handwriting was a slight issue so a staff meeting was held around the teachers using cursive script for comments in their books. Spot checks are also done on the board.
3. The Write Stuff is a logical way to approach English. It is quite scientific and the school work with each teacher to apply it in a manner that works for their cohort. For example, Yr 1 sometimes have Reception units.
4. Spelling – ELS phonics came in a couple of years ago in Reception and Year 1. More recently ELS brought out a spelling scheme for Year 2 which follows directly on from the phonics so this is now used in Year 2. Years 3 – 6 use Spelling Shed. There has been a direct correlation with the improvement in Phonics and spelling.
5. Writing assessments - this is teacher assessment only. Cluster moderation with St Michaels, St Francis, Cheapside and SAVS and meet once or twice a year on moderation and sharing ideas. In order to develop the children's writing, use Writing Essentials and push for Greater Depth. Take into account the composition: formal/informal; setting; tone. RBWM only moderate selected schools (4 year cycle) in the summer term. All standard expectations are in their books. Those with extension have them in their books also with ticks and highlights on front of books to drive engagement from those children.
6. Independent writing - ensuring we have this across subjects. Staff will be handing in a document before the Feb Half term detailing independent writing tasks across all subjects. Discussed how an



independent writing lesson might look. Also on self checking their work and using purple pen for corrections.

Expectations:

KS2. Reading should be 95%; writing will get Greater Depth this year; SPAG will be high; Maths Will be High. KS1: Phonics - quite a bit of Intervention here based on assessments from last year. Practice screening has been helpful in showing some progress. Not all children secure with SATPIN. Hoping for 80%. End of Year 2: 5 new children have joined and some children with extra support. The school are aspiring for good results (2 will not be able to take them due to access).

Next steps:

-Stacey to update on the Audit of the DFE Writing Framework.

Actions used to identify findings

Discussion with Stacey
SATS results
Class Target Tracker 2025-26 with relation to expectation for this year's Cohort.
Example working of a TWS lesson from ideation to writing.
Features of Informal and Formal Writing. (Discussed question tags etc.)
Reading HUGG
Writing HUGG

What outcomes have been identified as a result of my visit

Reading is the strongest element of the English Curriculum. Parents are very supportive at the school here. Writing is harder and parents do not necessarily know how to address this. There is consideration of all elements of English in the planning and the SDP.

How I witnessed the vision in action during my visit ('I know there is nothing better for people than to be happy and do good while they live.' Ecclesiastes 3:12)

See Actions used to identify findings

Impact of this visit

- Progress review for 2026 SATs
- Review of Inset day presentation
- Group reading interventions
- Flexible implementation of Write Stuff
- Tracking independent writing across subjects for teachers
- Writing attainment statements for pupils
- Focus on informal and formal writing
- Handwriting as a quick win

Aspects I would like clarified/Questions I have

1. We would like to observe a couple of lessons perhaps in Year 2 and Year 6.
2. Stacey to update on the Audit of the DFE Writing Framework.

To be shared with the school staff and school Governing Board.

Signed:

Heena Uddi

(Governor)

Signed:

Janitha

(Headteacher/Staff member)