

Name of Governor	Andrea Williamson
Date of Visit	11th September 2023
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Reading and Writing Progress: TWS update
Name of Staff	Stacey Harding
HUGG shared? (if subject area)	Yes - Reading, Writing and Phonics

Next Steps/follow up from previous monitoring

- We caught up after our last meeting in November. New SATS results have been published and we discussed these in detail
- We also discussed the progress of implementing The Write Stuff (TWS); interventions and a new reading schema by John Murray
- We discussed expectations for this year's cohort

Key Area in SDP: Monitoring Findings from this visit

- SATS results were discussed from last academic year. We also looked at the data from internal assessments
- Writing - above National and it was a needy cohort so to get above was a good achievement
- Writing - teacher assessments showed improvement in all areas from the Internal Summer Data for Class 2-6. One anomaly was R to Year 1 which is not comparable due to change in curriculum and focus that naturally occurs through this transition.
- These results factor in teachers from years 1 - 6 using TWS all year, including one new teacher.
- A lot of the books that drive English lessons are linked to History and Geography - due to changes in the latter 2 curriculums for the first time this year for 2023/24, school may need to play around with the units. The school has seen that engaging both reading and writing with other topics makes it far more engaging for pupils.
- Reading was high as expected across all cohorts.
- (Adjunct not relevant for this visit but commenting to be accurate. Science - was lower than National average - looking at how knowledge is being retained throughout the year. Eg Electricity done in 2 different years but then assessed in yr 6. Looking at recapping the knowledge from the previous years - it is tricky based on knowledge base. 86% last year.)
- Last year, classes 2-6 used Spelling shed. This year only years 3-6. This is due to a new programme being implemented that follows up with the ELS phonics for Year 2 to keep the same tool for KS1.
- Discussion on HUGG for this year - we went through this and actions. I noted that some teachers struggle to intersperse reading and grammar lessons within TWS units and there is an action clearly documented to address this during staff meetings.
- Writing intervention - Sarah Clarke worked with groups of children. Georgie O'Brien also provided interventions on writing and phonics. This was funded partly by the last year's catch-up / tutoring funding.
- Purple pen - pupil led correction has started with more work to do to embed this this year. This gives the children more independence and allows them to apply their learnings from TWS
- Reading: continue with lists and make celebration more high profile and consistent across the years. This is being discussed in Staff Meetings.
- Discussed interventions for those not passing Phonics in KS1 in particular. Any child not passing phonics in every year after that will continue to use the ELS system (below).
- John Murray books have been bought and are being used to teach reading. Reading Rocketeers (WTS / below); Reading Explores (ARE); Top class comprehension (above / GTS - normally 2 groups). Year 3 upwards will be using these as the gap between lowest and highest performers tends to widen in these years. Year 2 will use in spring / summer term.
- HUGG and regular monitoring ensures that everyone is teaching reading skills outside the English lessons in small groups
- Looking at a library revamp - company being sought to re-catalogue all the books and include cloud-based computer system. Would allow the children to use the library during term time. Also get librarians from Year 6 who can support this and read to younger children at lunchtime.
- Overall TWS has now been embedded in the school across the classes and now looking at transferring that approach outside of English lessons.



- I did ask about the tracking of reading with children based on my personal observations on reading in the school as a parent. High readers will not necessarily get time to read with a teacher during school time but lowest should be being read with at least 3 times a week. This is documented as per the outcomes below.

I asked re expectations of this year's cohort:

- KS1 – If funding allows, they will be in receipt of Sarah Clarke intervention for Year 2. They are a good year in terms of ability despite having missed some of their nursery years due to Covid. Their year of ELS programme
- KS2 - cohort missed Years 2 and 3 and high level of boys who missed fine motor, basic transcription skills etc. High level of intervention - highest SEN year with 2 EHCP. SATs results expected to be high in reading with exception of 2 EHCP children but writing is likely to be lower at about mid 70%.

Actions used to identify findings

SATS results compared to last year
Latest HUGGS compared to last year
Reading Tracker Master
Example of John Murray Reading book (Reading Rocketeers)

What outcomes have been identified as a result of my visit

- Reading tracker - I asked to see this based on my comments around regularity of reading with children. It is clear that the school has a good system in place to assess and then take interventions or make plans for children to address any gaps be this 1-2-1 or in groups
- Phonetically decodable books have been put in place to ensure ELS transition to KS2. These were discussed and evidenced
- Reading Rocketeers - discussed reading logs and evidence of staff time with children. Those in lowest brackets should be read with at least 3 times a week. Reading Rocketeers is a small group (up to 4). These are being used in KS2 for intervention. Good feedback from the TAs - vocab work is good, kids enjoy it. SENCO puts together the intervention logs which are done in paper. Teachers would have this logged and can share this with Stacey and Fiona.

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)

We used all the documentation referenced in the "Actions to identify findings" section.

I witnessed that the school have a good handle of the data

There is continuity of assessment leading from one year to another (e.g. HUGG being developed from last year to this year)

Importantly there are regular checkpoints and more than one member of staff involved in these to ensure that assessments and interventions are regularly reviewed to allow for any changes.

Impact of this visit

I have been able to witness The Write Stuff from first discussions to now the first full year of implementation at the school.

There is clear documentation and process in place which is communicated in staff meetings to ensure all are abreast of plans and process

Aspects I would like clarified/Questions I have

For our next visit I would like to go into more detail as to how children are being assessed, how regularly, and how the school is documenting this. It would be good to, for example, evidence that those in the lowest levels are indeed having the desired interventions and are reading etc. with the regularity intended.

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

Signed: John Will
(Governor)

Signed: John H
(Headteacher/Staff member)