

Holy Trinity CE Primary School
Believe • Achieve • Inspire •
Governor Visit Report



If this is a NC Subject visit, please see table below for Ofsted

2a	The curriculum is at least as ambitious as standards set by the national curriculum / external qualifications.
3b	Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum.
4a	Leaders ensure that ongoing professional development / training is available for staff to ensure that curriculum requirements can be met.
5b	The way that the curriculum is planned meets pupils' learning needs.
5c	Curriculum delivery is equitable for all groups and appropriate.
6b	There is a model for curriculum progression for every subject.

Possible questions for Governors to ask subject leaders:

What is this content part of?
 How do you expect this specific bit of [Year 1] content to create readiness for [Year 2]?
 How will this specific content in the first term of Y4 foster pupils' capacity to tackle a task that your curriculum shows they will meet in the summer?
 Why this? Why now?
 When pupils struggle – do you know why?
 How do you get the best from pupils?
 How do you ensure pupils remember the curriculum long term?
 How does the CPD support confident teaching of the curriculum?
 Tell me about assessment and how you use it to ensure pupils know more and remember more?

Name of Governor	Andrea Williamson
Date of Visit	23rd November 2022
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	English: Writing
Name of Staff	Stacey Harding
HUGG shared? (if subject area)	Yes - Reading and Writing

Next Steps/follow up from previous monitoring

Meeting was to follow up on our previous meeting in the Summer term. Follow-on actions completed: funding for £1399.99 has been secured for The Write Stuff (TWS) training which has now been implemented. All staff have been given access to the training videos including the new members of staff to whom Stacey will offer additional support.

Key Area in SDP: Monitoring Findings from this visit

KS1 and KS2 were moderated by RBWM who were very happy with the evidence supplied. Results for KS2 were outstanding and the cohort has been strong in aptitude and attitude throughout their time at Holy Trinity. KS1 writing results were not strong: achievement was at 50%, 8-9% down from RBWM and National average. This is likely to have been as a result of long-term staff sickness. For this moderation, all judgements needed to be supported by evidence and where there was lacking this will have affected the result.

Eleven children from last year's year 2 cohort, who did not meet ARE, have been identified for intervention in Year 3. This is being undertaken with Sarah Clarke (English Specialist Teacher). She starts with her own assessment prior to working with the children. This is done in two groups. Ten children from Year 2 (identified due to Reception absence in COVID) are also receiving intervention in the same way.

There were six children identified in Year 3 who were impacted acutely in their writing development due to impact of school closure. Outside of these the results were as expected but the former children made a significant impact on the overall writing score for KS1 SATS.

The primary objective is quality-first teaching in classrooms. The strongest impact will be through teaching. Mrs Pinkerton uses The Write Stuff in Year 3 to help the children.

I was able to observe a parent-focussed Writing Workshop yesterday evening for Year 3. As a parent of a child in this classroom it was interesting to be able to see how the work done by the staff for The Write Stuff was explained to the parents. Mrs Pinkerton demonstrated example of how sentence stacking and other tools were used in order that the parents be able to support their children at home. It was an excellent session which provided clarity and practical examples of how the children's writing is being developed.

TWS is improving children's attitudes towards writing. Teachers are more confident in teaching the process of writing through TWS. After initial work when implementing something new, teachers' workload should then reduce because of



the TWS planning units. Also helping to reduce teachers' workload is new tool Spelling Shed, which provides a spell lesson each week and homework opportunities for practice and consolidation. Staff in year 2 and across KS2 have already seen a difference and the children are more engaged. This resource also links well to the Phonics that are being taught in years 1 & 2. SPAG results across the school had identified spelling as a focus and Spelling Shed should help with this.

One of the main next steps is to intersperse grammar and reading lessons between Sentence Stacker sessions. Stacey has created Sentence Stacker Breakdowns to help staff with this.

Another action is to increase the opportunities children are given for independent writing e.g. prediction, letters between characters, diaries or character conversations. We need to see writing across the curriculum both for practice and evidence gathering. In order to achieve this, the themes have been moved e.g. Time Machine now next year (spring term) to give children time to acquire the skills to produce better writing at that point. Editing will be the final focus in KS2, with year 2 looking at beginning this in the summer term.

We looked at and then discussed Reading HUGG. Scholastic assessments bought in 2014 are still being used but do not feel that these are aligned to end of KS2 SATs. Looking at various options. Stacey may well trial a new tool with Year 5 before making a decision. Reading in and outside of English lessons needs to be reviewed. Some teachers do group Guided Reading; others do whole class Guided Reading. The reasoning behind these different approaches needs to be examined. A more consistent approach may be beneficial.

I asked about how to check-point the progress this term. The data deadline is first weekend of December. All classes are doing assessments. The results of which will go to Stacey. Teachers and the Leadership team will look at the support that is required for pupils in the Spring Term.

Other points:

Curriculum Vision has been updated and is on the Website. English curriculum page being revamped and added to regularly.

Non-negotiables have now been changed to Writing Essentials, which is in line with Essential Skills that we need to look at for all the subjects.

Moderation of writing in years 2 – 6.

Lesson observations – there were writing lesson observations in years 2 – 6 and phonic lesson observations in EYFS and year 1 undertaken by Jo, Stacey and Carmel.

Phonics

ELS has been brought in as the new phonics system.

Carmel has just completed the phonics checks and has observed that those same children would not have scored as highly in previous years with the old scheme. Overall, the Staff are very happy with the impact thus far.

Those in Year 2 not meeting the expected levels will continue with ELS. This is continuing into year 3 as well although the challenges faced by those children in year 3 are predominantly comprehension-related rather than phonic-related.

Therefore, the year 3 teacher uses a variety of methods. Sarah Clarke also creates individualised literacy programmes for those in KS2 who require extra literacy support.

Actions used to identify findings

Stacey shared with me both the Reading and Writing HUGGS alongside the School Development Plan, with the evidence used for the judgements.

What outcomes have been identified as a result of my visit

Highest achievers are also identified in top 20% for Reading and Writing as well as lowest. The school has put in place a robust plan and the staff are now confident in teaching TWS. There is a good monitoring plan in place for the Year 3 cohort following disappointing KS1 SATS results.

Impact of this visit

I am confident in the school's ability to achieve the objective of decreasing the gap between Maths and Writing scores.

Aspects I would like clarified/Questions I have

I raised my concern at the SATS results not being shared. Whilst the KS1 results were disappointing it does feel contrary for the school not to share the wonderful KS2 results.

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

Signed:

Meredith Cullen

(Governor)

Signed:

[Signature]

(Headteacher/Staff member)