

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Andrea Williamson
Date of Visit	7th December 2021 (following up on visit from 26 th May 2021)
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Implementation of The Write Stuff Framework (from hereon in referred to as TWS) for writing. We also covered English in General due to new DofE guidance on Phonics.
Name of Staff	Stacey Harding and Anna Prince

Follow up from previous monitoring

- 1) This meeting was very much a checkpoint from our meeting in May. Objective was to understand the impact the implementation of The Write Stuff Framework has had on pupils and to ensure obstacles were identified for support from the Governing Board. Actions from the last visit have been mostly completed (bar one, please see final section below), namely funding the £150 for more learning units and upskilling teachers who were not yet confident in TWS.
- 2) We also covered English in general: The Guidance from the DofE is that the Government Scheme of "Letters and Sounds" is no longer fit for purpose. They are not prescriptive on which scheme to use but are clear that the scheme should be schematic and adhered to throughout the Key Stages.

Key Area in SDP: Monitoring Findings from this visit**TWS:**

As a reminder we discussed the fact that when we spoke in May it was not anticipated that there would be significant progress in the metrics due to the impact of home-schooling. TWS was not implemented in Year 1 or Year 6. Data from these classes was not compared to others as Year 1 data is not comparable with EYFS data from the previous year and Year 6 pupils would be moving on to secondary school the following year and therefore would not be tracked.

It was therefore even more significant that the results were as follows (Spring Data 2020 vs Summer 2021):

- a) 3 out of the 5 classes using The Write Stuff saw a decline in variation % between Maths and English scores. All these classes continued with TWS during remote learning.
- b) Year 2 remained level and Year 5 saw an increase due to the comparative Maths result being higher than the other classes' attainment, exacerbating the % variation.
- c) Year 2 did not transfer TWS to home learning due to the age of the children (6-7 years).

With regards to Staff confidence and capability, it was noted that the Year 6 teacher not previously teaching it is now teaching it with her class. The new Year 3 teacher taught herself over the summer holidays and is implementing it, and after observing a lesson the Year 4 teacher is more confident and applying TWS in her classroom.

Next step is another pupil survey in the summer - we discussed that for KS1 this might be better done orally in order to ensure the pupil's sentiment is correctly represented. Also, to repeat the staff questionnaire, identifying the impact of TWS on different groups of pupils, and teachers' needs to further embed and maximise the impact of TWS.

Phonics:

It has been agreed between Miss Prince and Mrs Griffith that the school should aim to complete selection of the new Phonics scheme by Easter 2022. This will allow time to educate The Staff and ensure the correct tools and processes are in place in time for September 2022.

Miss Prince's insight was that the teaching of Phonics in the school is strong. However, the way in which phonics are taught is not consistent across the classes and this does need to be addressed. I asked for an example: Reception pupils write in printed letters but then go into Year 1 where they are then asked to write in cursive. D of E require children to be taught letter formation using a consistent rhyme and action, so this would need to be addressed and reviewed.

This does however involve a lot of work as all the school's reading books need to be reviewed to ensure they are decoded to the correct level. (Decoding= ensuring any reading book does not include any words which are above the phonic level covered in teaching by that pupil.) Several of the books in the school date back to 1980 authorship so this is an extensive exercise in both time and funding for further books. Mrs Griffith has identified the likely funding levels required.

Actions used to identify findings

The meeting was held virtually due to COVID restrictions not allowing external visitors into the school. We discussed the latest data available as presented to the Full Governing Board in November 2021 and anecdotal evidence from the teaching staff.

What outcomes have been identified as a result of my visit

TWS: Progress as documented above is evident. There is a clear view on what needs to happen next to continue to develop both staff and pupils' confidence using TWS. We have identified new areas of help needed and agreed next checkpoints.

Phonics: Whilst not yet published, the Phonics Assessment of this year's Year 2 in Autumn came out at 97%. Only 1 pupil missed the pass mark by 1 point so there was no cause for concern. The next Phonics assessment will go back to Year 1 in June 2022, to follow the assessment patterns as they were pre-pandemic. It is expected that the results will be perhaps more challenged than this year's as it is recognised that the ability of this year's Year 1 is not as high as Year 2's.

Impact of this visit

TWS: It is clear that Staff and Pupil confidence and capability in TWS has increased since our last visit. We discussed the impact of TWS on the pupils in great detail and discussed gaps, plan to address and any required next steps and asks.

Phonics: Understanding of the new DoFE guidance and impact on the school English policy. There are clear milestones agreed in order to ensure the new Framework is implemented in time for September 2022.

Aspects I would like clarified/Questions I have

TWS:

- 1) It is clear that one aspect of more teacher observations of other lessons being observed has not been implemented. Whilst this is partially due to the impact of COVID-related isolations on teaching staff levels, I would like to see this happen for all teachers to help improve confidence and competence as soon as possible.
- 2) As discussed in the Full Governing Board, it was agreed that the school should seek funding for TWS teacher training. Funding request was for £1299.99 and Barry Aherne agreed to look into funding this via F&R approval. I would like to see this reviewed by F&R this term and not wait for next year to ensure this can be put in place ASAP for an impact in late second term/early Summer term.
- 3) When restrictions allow, we agreed that I would come and watch both a KS1 and a KS2 lesson on TWS to be able to assess the framework and understanding by the children.

Phonics:

- 1) I would like to have a follow up in the Summer Term to discuss the chosen new Phonics framework, understand the teacher upskilling plan and implementation plan for the pupils.

To be shared with the school staff and school governing board.

Signed: _____

(Governor)

Signed: _____

(Headteacher/Staff member)