



# Fleet Primary School

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## Governor Visit Report

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Area of focus for visit:	<b>English</b>	Link Governors:	<b>Annie Balme, Marianne Porter</b>
Date of meeting:	<b>30<sup>th</sup> March 2022</b>	Link Staff Member and role:	<b>Ruth Hanfling – English Lead</b>

### Context:

English influences much of what we do at Fleet; children at our school love to read and write. All of our written work relates to our topic based creative curriculum and teachers work hard to create meaningful lessons that are fun and engaging for the children. The subject encompasses writing, reading, grammar, phonics and spelling.

In Autumn term 2021 the school launched a new scheme for phonics. This is the DfE approved 'Little Wandle' scheme. This runs across EYFS and Year 1 and for children in Year 2 who still need it. All staff have received training both through INSET and using the online training materials.

The link governor meets with English Lead. They look at the approach to English and how it looks across the school. They discuss the different aspects of the English curriculum from Early Years, through Key Stage 1 and Key Stage 2 including a focus on early reading. They consider some of the current challenges and the approaches being taken to meet them. The outcome of this meeting is then shared via this report to the full governing body and published on the governor's page of the school website.

### Meeting Report:

For the meeting Annie Balme focussed on aspects of writing and Marianne Porter focussed on aspects of reading. We referred to the SDP, Ruth's Action Plan for English and an overview document which has been created by Ruth Hanfling and Rebecca Combes, the Early Years Leader.

### Reading

The school takes a broad approach to reading, high quality texts are at the heart of planning, creativity is valued and texts are linked to topics where possible. Reading is also taught as a distinct subject, age-appropriate skills are taught as outlined in the National Curriculum but the approach changes across the phases of the school. Guided Reading takes place daily in Key Stage 1 and lower Key Stage 2 and in Years 5 and 6 a daily reading lesson is taught.

All classrooms have reading corners which contain a range of high quality texts sorted into genres. Daily story times take place across the school.

There has been a recent focus on children recording written responses to their reading.

The latest data harvest suggests that attainment is variable, stamina and progress was lost during the Covid pandemic. Only two year groups are predicted to have 70% or more of children at the expected level by the end of this year, but it is expected that all year groups will meet national expectations by the end of 2023 as the Support for Learning Team is focussed and systematic. The figure for the current Year 2 is particularly low but Ruth explained that this was due in part to harsh levelling last term and the situation has already improved.

There would appear to be a focus on Early Reading and a recent audit (with consequent action planning) has taken place, led by Ruth and the English leader from another school in the 135 cluster.

### **Phonics**

The school adopted the Little Wandle scheme for teaching phonics in September 2021. This is supported by reading books which are phonetically decodable. Early feedback suggests that children enjoy these books as they link closely to phonemes being taught and so children achieve a feeling of success. The decodable books are augmented by a range of more 'real' books, so children's reading experience is broad as are the books children take home.

Children are tested every six weeks through the Little Wandle programme and early indications suggest that good progress is being made. The programme is pacy and highly structured and there is fidelity to the scheme. 70% of the current Year 2 cohort met the threshold in the Phonics Screening. In the Autumn Term. These children have moved off the Little Wandle scheme but the 30% who have not yet met the threshold continue to benefit from it.

Parent workshops around the Little Wandle scheme have been run and feedback from parents was positive. The slides for these will be added to the school website.

### **Writing**

The creative curriculum continues to be a strength across the school and enriches the writing, with breadth of opportunities and writing for purpose. Writing is a particular area of focus for the school to build both application of skills, and children's independence in their assessment. Staff have been focusing on getting the children back into good writing habits, building stamina and identifying gaps from lockdowns and enforced absences. Each week, each class has an extended piece of writing and more opportunities to write smaller pieces leading to the longer piece, to build stamina. Grammar is embedded into each learning unit, and Ruth is seeing more evidence of security with sentence structure when completing book looks.

This academic year the school has aimed to re-embed successful strategies, strengthen whole class quality teaching and work closely with individuals/small groups on targeted support. Vocabulary was seen to be holding back children's writing previously and is still a school focus with Word Aware embedded across the school. Time is being given in class, so children have more familiarity with text types taught, and to deconstruct texts to identify key components.

In the Autumn Term, Ruth was able to observe writing at a Hackney school to compare practise, which Ruth found reassuring. Each term she has carried out half termly book looks too and given teachers written feedback. What is clear is that self and peer assessment and SPaG objectives are being embedded. Teachers are including key vocabulary in their topic overviews and snapshots too and vocabulary is displayed in classrooms.

Challenges this academic year have been coping with the Covid-19 global pandemic and the impact this has had on staffing and subsequently the regular running of interventions and the opportunities for the English Lead to have time out of class for observations, learning walks, to support teacher's planning and to go to Literacy Lead training. Ruth is hoping that in the Summer Term things will be more stable and she will have opportunities to come out of class to observe and meet with the teachers, and that intervention groups can run more smoothly. So far this academic year, she has mainly focused on setting up and embedding Little Wandle and Reading, and in the Summer Term she would like to focus more on writing.

For the last year that there was end of Key Stage 2 National Data, levels of attainment in writing were below both Camden and National levels and the same with children working at higher standard. From internal assessment at end of last academic year, 2021, a big impact from the effects of lockdown and loss of learning were seen. The number of children not reaching end of year expectations in writing had greatly increased. Children who had been working towards and had been making accelerated progress had fallen back, and more children were shown not to be meeting end of year expectations.

The latest data drop suggests steady progress towards end of year targets. At present, only Year 6 are predicted to have 70% or more of children at the expected level by the end of this year. Year 3 are at 67% (70%) and Year 4 at 58% (59%). Both are on track to meet their end of year target shown in brackets. Year 5 have exceeded end of year target with 56% (53%). Year 2 too with 39% (35%) and Year 1's data is still being waited for, as teacher absent at end of term with covid, but predicted 62% by end of academic year. All have shown an increase in working at expected+, apart from Year 3. By end of 2023, it is expected that all year groups will meet national expectations, apart from Year 2 with 63% expected to be working at expected+.

This term, Chloe will be working to support children and groups identified in Pupil Progress meetings and the Support for Learning timetable has been altered to enable maximum impact. Teachers have met with parents both in the Spring Term and Autumn and where necessary, if concerns, teachers meet with individual families. This term, families will receive reports to show their child's progress.

Thank you to Ruth for her time today, it was very valuable.

**Written By: Annie Balme and Marianne Porter**

**Date Written: 5<sup>th</sup> April 2022**