



## GOVERNOR VISIT REPORT

<b>Name: Sue Harrison</b>	<b>Date: 30/11/22</b>
<p style="text-align: center;"><b>Focus of visit</b></p> English / Reading Writing and phonics	<p style="text-align: center;"><b>Classes/staff visited</b></p> Rob Maher, Drew Morley John Ware Learning walk around school.
<p><b>Summary of activities e.g. talking to staff and pupils, looking at resources, had lunch etc.</b></p> <p><b>Website</b></p> <p>The new Website is easy to work with. Progression of skills across the year groups are clear; the long term plan shows all writing genres are taught across Reception and the Key Stages.</p> <p>Oracy, reading and writing is an integral part of a broad and balanced curriculum as witnessed in Y6 – children were writing reports for WW1 and evidenced in children’s books - the ‘Purple’ books demonstrate opportunities for extended writing.</p> <p><b>Staff and Pupils</b></p> <p>During a learning walk, phonics was observed being taught across Reception and KS1 – this is taught every day in differentiated groups that are assessed every six weeks, or so, so that any child falling behind is quickly picked up. The Austhorpe phonic programme and the dedication of staff has been very successful with a 94% pass rate for the KS1 Phonics Screening test. In Y2 and KS2, reading is also taught every day. The children really enjoy this time – Y4 children particularly like the reciprocal reading group because they enjoy the different roles – children of different ages all love reading and feel they have a huge selection to choose from. The English Leader and Headteacher are committed to building a culture of reading for all learners. This is definitely a strength of the school and is recognised across the RKLTA Academy where Austhorpe is asked to share their good practice.</p> <p><b>Meeting with John Ware English Leader</b></p> <p>English is monitored on a regular basis e.g. quality assessment of RWI; On-line programme Reading Plus develops reading fluency (seen in operation at a previous visit in Y5) Regular book scrutiny to monitor writing; informal drop-ins; training for ECT’s and CPD in writing. Purple books allow opportunities for extended writing.</p> <p>SEND children are given differentiated support, resources and time to help close the gap in English – The Nessie programme is a pre-screening programme used to identify children with Dyslexia. Austhorpe supports Dyslexia with provision such as prompts; coloured paper; number fans in maths is provided for children in every class. there is a weekly Lexicon club for children with Dyslexia – the children feel linked with others by attending this.</p> <p>The strengths of English is the leadership – John knows his subject well – and he gives time for CPD - this is recognised by the Headteacher</p> <p>Reading is very much a strength of the school – children enjoy reading throughout the school. There is a variety of initiatives for children for example.... Beacon Books to encourage children to read a variety of genres and different authors;</p>	



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Reading Carousel in reading time ; Book exchange for adults and children to reinforce family reading; Reading scheme has been rejuvenated ; a well stocked library; Speedy reads where parents come in to read with Y1.2.3.& 4.

Oracy is another strong point – children are encouraged to debate, discuss and ask questions in class; assemblies etc There are incentives such as the Good Speaking competition in the Summer term ; Debating competition in the Spring. Writing is in the SIP so there is a focus. John realises that lockdown has had an impact on children’s writing - initiatives have already started and by the end of the year, all staff will have had training in Talk for Writing so it can be embedded into the curriculum

### **What have I learned as a result of my visit?**

That Reading is a strength in school  
How the school has recognised the importance of re-establishing writing in school due to the effect the pandemic has had on children’s writing skills.  
(SIP)

The supportive role of the English Leader across school – particularly training for new staff so English continues to be a strength in the school

### **Positive comments about the visit**

So many children enthused about books and their enjoyment in reading.

The broad opportunities given to children through out school to enhance reading.

English is part of a broad and balanced curriculum within Austhorpe (e.g. saw Y6 and Y3 applying their writing skills linked to topics)

### **Aspects I would like clarified/questions that I have:** In the future –

What affect is the already decreasing staffing numbers due to cuts in funding going to have on the quality intervention/assessment groups such as RWI that the school puts in now?

**Ideas for future visits:** I would like to see the impact of Talk for Writing once it is embedded into the school curriculum.

### **Any other comments:**

It was an absolute pleasure to see the operational running of the school, the very happy pupils, the hard working staff and to be able to compare it with the written HT reports and discussions in Governor meetings.

Thank you for having me!

**Signed:** *Sue Harrison*  
**(Governor)**