

Reporting a Governor visit to Kea School

Name: Ivan McNally

Date: 04/06/15

Purpose of visit: To meet with the English Co-ordinator and member of the Leadership and Management Team (Rebecca Olive)

Links with the School Improvement Plan: (SDP)

Continue to raise standards in English:

- To raise profile of spelling, grammar and punctuation test at end of KS2 and secure subject knowledge throughout the school
- Introduce and embed range of sentence structures for use within writing
- Introduce and embed planning templates for non-fiction writing
- Raise the profile of writing across the curriculum
- Ensure pupils have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts.

Governor observation and comments:

- The co-ordinator has been on a 'learning walk' with the headteacher, each sharing their observations, with consistency of agreement
- The co-ordinator reports that In English lessons there is a high percentage of outstanding lessons. In part due to a consistent approach in the use of the the language and literacy programme in KS2 and the teaching of phonics in ability groups in KS1. Feedback is given to teachers after lesson observations.
- In contrast, in a minority of instances where the teaching is not so strong it is insufficiently focussed and at times behaviour management is ineffective
- Evidence from books and notably from classroom displays indicates a wide range of writing for different purposes and many pupils achieve high standards. Whilst there is evidence of poetry, the co-ordinator agrees that this is an area that could be further developed.
- The co-ordinator further reports that:
 - there is good progress in sentence construction throughout the age range (see SDP)
 - consistency in marking has improved
 - to achieve greater consistency in writing across the curriculum, target cards have been introduced (see SDP) and early indications show they are being effective
 - the 'pink/green' scheme, introduced by the co-ordinator, and used to identify pupils' targets for improvement is being consistently used in all classes

-reading throughout the school remains a strength and a significant factor contributing to this is the RWInc scheme and again it is a consistent approach by all teachers that is the key. Pupils have opportunity to read to the class and in assembly

- There was only time for a brief scrutiny of work books from each of the classes. Points to emerge:
 - good examples of effective and specific diagnostic marking
 - very good use of vocabulary
 - some examples of pupil marking
 - in the majority of books the progress pupils are making,(including pupil premium) is clearly evident in terms of presentation, sentence construction and improved grammar(eg the use of punctuation)
 - the need for teachers to model their own handwriting, ensuring it is easier for the pupils to read
- Areas the coordinator aims to develop:
 - for pupils to assess their own work
 - to improve spelling
 - to pilot a handwriting scheme in Y2

Governor's evaluation

The co-ordinator is clearly having a positive impact on the development of English in that:

- she is enthusiastic and knowledgeable about the subject
- for her own professional development she has visited other primary schools in the area, specifically to increase her awareness and expertise in ongoing assessment of literacy without levels
- she is confident in giving advice to other members of staff and leading staff meetings
- she is able to bring a KS1 perspective to LMT meetings
- there are two areas of the SDP that will need her attention, namely to complete the evaluation/review section and to refresh dates.

In addition to raising the profile in poetry the co-ordinator might wish to consider collecting and presenting samples of pupils' writing for other pupils to read.

If a common handwriting scheme is introduced it's important that this is also modelled by the class teachers.

Ivan McNally

11/06/15

