

Governor Link Visit Record



Governor Link Area		English
Governor/s	Sheila Banks	
Staff	Lisa McCaffrey, Faye Ingleson, Paige Martin, Kattie Dixon	
Date	28/11/22	
<p>Questions/ areas for discussion with Leaders:</p> <ul style="list-style-type: none"> a) What were the data outcomes at EYFS, KS1 reading and the Phonics Screening Check (PSC) for the previous year and what are the resulting actions? Does school have an ambitious vision for all children? Note: There were no statutory assessments in 2019 and 2020 due to Covid-19. b) Are all vulnerable children specifically tracked to ensure good outcomes in phonics are achieved? c) Are there gender inequalities in outcomes for early reading and phonics? d) What is the approach to measuring progress and summative assessment? Is there a structure in place to support the children who find phonics difficult or who need additional practice? e) Have the school self-evaluated their early reading and phonics provision against the Ofsted Early Inspection Framework criteria? f) Are all staff made aware of the statutory end of key stage 1 requirements? g) Are all staff suitably qualified in line with the requirements of the statutory framework? What are the arrangements for the induction and training of new staff? What are the strengths of the literacy team and how are you planning for continuing professional development (CPD)? Do you have a designated phonics leader? h) Is there an early reading and phonics action plan in place? i) What phonically decodable texts are being used in Reception and KS1 and are these organised and used effectively? j) Is the school involved with the English Hubs? What work is planned and who will monitor this? 		
<p>Commentary: Governors received a detailed report of outcomes at their meeting of 28/11 so the meeting concentrated on action plans. Catch-up funding providing remedial tutoring for all children not only below but also close to GLA. The gender gap is much higher than expected owing to severe SEND pupils being largely boys. Resources more stimulating to boys being rolled out. Tailored, focussed out of class teaching each morning on phonics and fine motor skills for SEND. Subject leads drill down on assessment outcomes for each cohort to understand fully what and where interventions are focussed. Staff are having additional training on new scheme (essential letters and sounds) and pairing up for peer to peer support. Assessment carried out half-termly and LEA's deep dive showed assessment to be on track. Parental engagement is underway with meetings and videos on website and messages to all carers. The parents meeting I attended was well attended and parents were well engaged. Leaders are developing a programme to identify and embed end of KS1 requirements.</p> <p>g), h), i), are all in place. We looked at the decodable reading books for each stage with sufficient for every child at every level and easily identifiable and accessible. As school has been working with the LEA over the past year they've not been involved in English hubs but may after embedding the new scheme. The library development is progressing including library bus and the drawing club is really engaging and showing real development potential.</p>		
<p>Next steps: Continue to build and embed new schemes and training plans. Complete library. Introduce and assess training on end of KS1 outcomes. Consider joining English hubs. Obtain feedback on parental engagement.</p>		

Staff Signature Lisa McCaffrey Faye Ingleson

Governor Signature Sheila Banks